

The following Motions and Documents were considered by the GFC Academic Standards Committee at its Thursday, November 19, 2015 meeting:

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**Agenda Title: Faculty of Science: Proposed Changes to Existing Academic Standing Requirements, Specialization Cell Biology**

CARRIED MOTION: THAT the GFC Academic Standards Committee approve, under delegated authority from General Faculties Council, proposed changes to Existing Academic Standing Requirements, Specialization in Cell Biology as submitted by the Faculty of Science, and as set forth in Attachment A, to take effect 2016-2017

Final Item: 4A

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**Agenda Title: Faculty of Graduate Studies and Research: Proposed changes to Admission Requirements, Post-Baccalaureate Certificate in Sexual Health, Rehabilitation Medicine**

CARRIED MOTION: THAT the GFC Academic Standards Committee approve, under delegated authority from General Faculties Council, proposed changes to Admission Requirements, Post-Baccalaureate Certificate in Sexual Health, Rehabilitation Medicine, as submitted by Faculty of Graduate Studies & Research, and as set forth in Attachment B to take effect in 2016-2017

Final Item: 4B

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**Agenda Title: Faculty of Medicine and Dentistry: Proposed changes to existing Academic Standing requirements (re-examinations and re-writes), Dentistry and Dental Hygiene**

CARRIED MOTION: THAT the GFC Academic Standards Committee approve, under delegated authority from General Faculties Council, proposed changes to existing Academic Standing Requirements (re-examinations and re-writes), Dentistry and Dental Hygiene, as submitted by the Faculty of Medicine and Dentistry, and as set forth in Attachment C, to take effect 2016-2017

Final Item: 4C

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**Agenda Title: Faculty of Medicine and Dentistry: Proposed Changes to existing Academic Standing requirements (attendance), Dentistry**

CARRIED MOTION: THAT the GFC Academic Standards Committee approve, under delegated authority from General Faculties Council, proposed changes to existing Academic Standing Requirements (attendance), Dentistry, as submitted by the Faculty of Medicine and Dentistry, and as set forth in Attachment D, to take effect 2016-2017

Final Item: 4D

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**Agenda Title: Faculty of Medicine and Dentistry: Proposed Changes to existing Admission requirements (Police Information Checks), Dentistry and Dental Hygiene**

CARRIED MOTION: THAT the GFC Academic Standards Committee approve, under delegated authority from General Faculties Council, proposed changes to existing Admission Requirements (Police Information Checks), Dentistry and Dental Hygiene, as submitted by the Faculty of Medicine and Dentistry, and as set forth in Attachment E, to take effect 2016-2017

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Final Item: 4E

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**Agenda Title: Faculty of Graduate Studies and Research: Proposed Changes to existing Academic Standing requirements, PhD, Physical Education and Recreation**

CARRIED MOTION: THAT the GFC Academic Standards Committee approve, under delegated authority from General Faculties Council, proposed changes to existing Academic Standing Requirements, PhD Physical Education and Recreation, as submitted by the Faculty of Graduate Studies & Research, and as set forth in Attachment F, to take effect 2016-2017

Final Item: 4F

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**Agenda Title: Faculty of Graduate Studies and Research: Proposed Changes to Existing Admission Requirements (GRE), Rehabilitation Medicine**

CARRIED MOTION: THAT the GFC Academic Standards Committee approve, under delegated authority from General Faculties Council, proposed changes to existing Admission requirements (GRE), Rehabilitation Medicine, as submitted by the Faculty of Graduate Studies and Research, and as set forth in Attachment G, to take effect 2016-2017

Final Item: 4G

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**Agenda Title: Faculty of Native Studies: Proposed changes to existing Graduation Requirement (residency), Certificate in Aboriginal Governance and Partnership**

CARRIED MOTION: THAT the GFC Academic Standards Committee approve, under delegated authority from General Faculties Council, proposed changes to existing Graduation Requirements (residency), Certificate in Aboriginal Governance, as submitted by the Faculty of Native Studies, and as set forth in Attachment H, to take effect 2016-2017

Final Item: 4H

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**Agenda Title: Faculty of Science: Proposed Changes to Existing Academic Standing Requirements**

CARRIED MOTION: THAT the GFC Academic Standards Committee approve, under delegated authority from General Faculties Council, proposed changes to existing Academic Standing/Graduation Requirements, as submitted by the Faculty of Science, and as set forth in Attachment I, to take effect 2016-2017

Final Item: 4I

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**Agenda Title: Office of the Registrar: Proposed Approval of Transfer Credit for November 2015**

CARRIED MOTION: THAT the GFC Academic Standards Committee approve, under delegated authority from General Faculties Council, the proposal for approval of transfer credit, as submitted by the Office of the Registrar, and as set forth in Attachment J, to be effective upon approval

Final Item: 4J

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**Agenda Title: Faculty of Graduate Studies and Research: Proposed Changes to existing Admission Requirements, MSc in Medical Sciences, Orthodontics**

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CARRIED MOTION: THAT the GFC Academic Standards Committee approve, under delegated authority from General Faculties Council, the proposed changes to the requirements for entry into the MSc in Medical Sciences – Orthodontics program, section 205.19.3 Department of Dentistry, as submitted by the Faculty of Graduate Studies and Research, and as set forth in Attachment 1, to take effect Fall 2016

Final Item: 5

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Agenda Title: **Proposed Changes to existing academic standing requirements for graduate programs, School of Public Health**

CARRIED MOTION: THAT the GFC Academic Standards Committee approve, under delegated authority from General Faculties Council, the proposed changes to the existing academic standing requirements, School of Public Health as submitted by the Faculty of Graduate Studies and Research, and as set forth in Attachment 1, to be in effect for the 2016-2017 Calendar

Final Item: 6

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Agenda Title: **Proposed changes to entrance requirements Medical Sciences MSc and PhD Periodontology, Faculty of Graduate Studies and Research**

CARRIED MOTION: THAT the GFC Academic Standards Committee approve, under delegated authority from General Faculties Council, the proposed changes to the entrance and academic standing requirements in the Medical Sciences – Periodontology programs, Department of Dentistry as submitted by the Faculty of Graduate Studies and Research, and as set forth in Attachment 1, to be in effect for September 2017 admission

Final Item: 7

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Agenda Title: **Proposal for the Suspension of Admission/Transfer to the Bachelor of Education (BEd), Adult Education route, Faculty of Education**

CARRIED MOTION: THAT the GFC Academic Standards committee approve, under delegated authority from General Faculties Council, the suspension of admission/transfer to the Bachelor of Education Adult Education route as set forth in Attachment 1 and 2, and as proposed by the Faculty of Education, to take effect upon final approval

Final Item: 8

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Agenda Title: **Proposal for a (New) Post-baccalaureate Certificate in Indigenous Sport and Recreation, Faculties of Graduate Studies and Research and Physical Education and Recreation in partnership with the Faculty of Native Studies**

CARRIED MOTION: THAT the GFC Academic Standards Committee recommend to the GFC Academic Planning Committee a (New) Post-Baccalaureate Certificate in Indigenous Sport and Recreation, as set forth in Attachment 1, and as proposed by the Faculty of Graduate Studies and Research and the Faculty of Physical Education and Recreation in partnership with the Faculty of Native Studies, to take effect upon final approval

Final Item: 9

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Agenda Title: **Proposal for a (New) Post-baccalaureate Certificate in Bridging to Canadian Physical**

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**Therapy Practice, Faculty of Graduate Studies and Research and Faculty of Rehabilitation Medicine**

CARRIED MOTION: THAT the GFC Academic Standards Committee recommend, under delegated authority from General Faculties Council, to the GFC Academic Planning Committee, the Post-Baccalaureate Certificate Bridging to Canadian Physical Therapy Practice, as proposed by the Faculty of Graduate Studies & Research and the Faculty of Rehabilitation Medicine, and as set forth in Attachment 1, to be in effect September 2016

Final Item: 10

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**Agenda Title: Proposal for a PhD Indigenous Studies, Faculty of Graduate Studies and Research, and Faculty of Native Studies**

CARRIED MOTION: THAT the GFC Academic Standards Committee recommend, under delegated authority from General Faculties Council, that the GFC Academic Planning Committee approve, under delegated authority from General Faculties Council, the PhD in Indigenous Studies, as proposed by the Faculty of Graduate Studies & Research and the Faculty of Native Studies, and as set forth in Attachment 1, to be effective in 2016/17

Final Item: 11

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**Agenda Title: Proposal for changes to Introductory Meetings with Supervisor, Faculty of Graduate Studies and Research**

CARRIED MOTION: THAT GFC Academic Standards Committee approve, under delegated authority from General Faculties Council, the policy for Introductory Meetings with Supervisor as proposed by the Faculty of Graduate Studies and Research, and as set forth in Attachment 1, to be effective in 2016-2017

Final Item: 12

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**OUTLINE OF ISSUE**

**4A. Faculty of Science: Proposed Changes to Existing Academic Standing Requirements, Specialization Cell Biology**

**4B. Faculty of Graduate Studies and Research: Proposed changes to Admission Requirements, Post-Baccalaureate Certificate in Sexual Health, Rehabilitation Medicine**

**4C. Faculty of Medicine and Dentistry: Proposed changes to existing Academic Standing requirements (re-examinations and re-writes), Dentistry and Dental Hygiene**

**4D. Faculty of Medicine and Dentistry: Proposed Changes to existing Academic Standing requirements (attendance), Dentistry**

**4E. Faculty of Medicine and Dentistry: Proposed Changes to existing Admission requirements (Police Information Checks), Dentistry and Dental Hygiene**

**4F. Faculty of Graduate Studies and Research: Proposed Changes to existing Academic Standing requirements, PhD, Physical Education and Recreation**

**4G. Faculty of Graduate Studies and Research: Proposed Changes to Existing Admission Requirements (GRE), Rehabilitation Medicine**

**4H. Faculty of Native Studies: Proposed changes to existing Graduation Requirement (residency), Certificate in Aboriginal Governance and Partnership**

**4I. Faculty of Science: Proposed changes to existing Academic Standing/Graduation Requirements**

**4J. Office of the Registrar: Proposed Approval of Transfer Credit for November 2015**

Action Requested	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation <input type="checkbox"/> Discussion/Advice <input type="checkbox"/> Information
Proposed by	Brenda Leskiw, Associate Dean, Faculty of Science; Fraser Brenneis, Vice-Dean Education, Faculty of Medicine and Dentistry; Deborah Burshytn, Associate Dean (Undergraduate), Faculty of Graduate Studies and Research; Frank Tough, Associate Dean, Faculty of Native Studies; Melissa Padfield, Deputy Registrar, Office of the Registrar;
Presenter	Nat Kav, Vice-Provost (Academic Programs and Instruction) and Chair, GFC Academic Standards Committee
Subject	N/A

**Details**

Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is (please be specific)	See individual items for detail on proposed changes submitted by Faculties and the Office of the Registrar.
The Impact of the Proposal is	See 'Purpose'.
Replaces/Revises (eg, policies, resolutions)	Various sections of the <i>University Calendar</i> ; see individual items for specific affected <i>Calendar</i> sections. Updates the <i>Alberta Transfer Guide</i> .
Timeline/Implementation Date	Item 4A: To take effect in 2016-2017.

	Item 4B: To take effect in 2016-2017. Item 4C: To take effect in 2016-2017. Item 4D: To take effect in 2016-2017. Item 4E: To take effect in 2016-2017. Item 4F: To take effect in 2016-2017. Item 4G: To take effect in 2016-2017. Item 4H: To take effect in 2016-2017. Item 4I: To take effect in 2016-2017. Item 4J: To take effect upon approval.
Estimated Cost	N/A
Sources of Funding	N/A
Notes	N/A

**Alignment/Compliance**

Alignment with Guiding Documents	<p><b><i>Dare to Discover</i></b> Values: to provide an intellectually superior educational environment; integrity, fairness, and principles of ethical conduct built on the foundation of academic freedom, open inquiry, and the pursuit of truth.</p>
Compliance with Legislation, Policy and/or Procedure Relevant to the Proposal (please <u>quote</u> legislation and include identifying section numbers)	<p>1. <b><i>Post-Secondary Learning Act (PSLA)</i></b>: The <i>PSLA</i> gives GFC responsibility, subject to the authority of the Board of Governors, over academic affairs. Further, the <i>PSLA</i> gives the Board of Governors authority over certain admission requirements and rules respecting enrolment. The Board has delegated its authority over admissions requirements and rules respecting enrolment to GFC and the GFC ASC (Academic Standards Committee). (Sections 26(1), 60(1)(c) and (d)).</p> <p>2. <b><i>PSLA</i></b>: The <i>PSLA</i> gives Faculty Councils power to “provide for the admission of students to the faculty” (29(1)(c)).</p> <p>3. <b><i>UAPPOL Admissions Policy</i></b>: “Admission to the University of Alberta is based on documented academic criteria established by individual Faculties and approved by GFC. This criteria may be defined in areas such as subject requirements, minimum entrance averages, and language proficiency requirements. In addition to academic requirements for admission, GFC authorizes each Faculty to establish such other reasonable criteria for admission of applicants as the Faculty may consider appropriate to its programs of study, subject to the approval of GFC (e.g. interview, audition, portfolio, etc.)</p> <p>The admission requirements for any Faculty will be those approved by GFC as set forth in the current edition of the <i>University Calendar</i>. In addition to the admission requirements, selection criteria for quota programs, where they exist, will also be published in the current edition of the <i>University Calendar</i>.</p> <p>The responsibility for admission decisions will be vested in the Faculty Admission Committees or in the Deans of the respective Faculties, as the councils of such Faculties will determine.”</p> <p>4. <b><i>UAPPOL Admissions Procedure</i></b>:</p>

**PROCEDURE****1. EFFECTIVE DATE OF CHANGES TO ADMISSION REGULATIONS**  
Following approval by GFC:

a. Where changes to admission regulations may disadvantage students in the current admission cycle, normally implementation will be effective after the change has been published in the *University Calendar* for one full year (i.e., effective the second year that the information is published in the *University Calendar*).

For example, a change approved in May 2005 would be first published in the 2006-2007 *University Calendar* in March 2006. Therefore the statement cannot come into effect until September 2007 (affecting applicants who apply for the September 2007 term beginning July 2006)."

b. Where changes to admission regulations are deemed by the approving body to be 'advantageous to students', normally the date of implementation will be effective immediately or at the next available intake for the admitting Faculty."

5. **PSLA:** The *PSLA* gives Faculty Councils the authority to "determine the conditions under which a student must withdraw from or may continue the student's program of studies in a faculty" (Section 29(1)(d)).

6. **UAPPOL Academic Standing Policy:** "All current academic standing regulations, including academic standing categories, University graduating standards and requirements for all individual programs will be those prescribed by Faculty Councils and GFC as set forth in the *University Calendar*."

7. **UAPPOL Academic Standing Regulations Procedures:** "All proposed new academic standing regulations and changes to existing academic standing regulations will be submitted by the Faculties or the Administration to the Provost and Vice-President (Academic). Faculties will also submit to the Provost and Vice-President (Academic) any proposed changes to the use and/or computation of averages relating to academic standing, including promotion and graduation.

If the Provost and Vice-President (Academic) determines the proposal to be in good order, the proposal will be introduced to the appropriate University governance process(es). In considering these proposals, governance bodies will consult as necessary with the Faculties and with other individuals and offices.

Normally, changes become effective once they are approved by GFC or its delegate and are published in the *University Calendar*."

8. **GFC Academic Standards Committee (ASC) Terms of Reference (Mandate):** The Office of the Provost and Vice-President (Academic) has determined that the proposed changes are **editorial** in nature. ASC's

terms of reference provide that “the term ‘**routine and/or editorial**’ refers to proposals which do not involve or affect other Faculties or units; do not form part of a proposal for a new program; and do not involve alteration of an existing quota or establishment of a new quota. Editorial or routine changes include any and all changes to the wording of an admissions or academic standing policy” (3.A.i).

**Section 3 of GFC ASC’s Terms of Reference** state:

**“B. Admission and Transfer, Academic Standing, Marking and Grading, Term Work, Examinations, International Baccalaureate (IB), Advanced Placement (AP)**

i. All proposals from the Faculties or the Administration related to admission and transfer, to the academic standing of students, to institutional marking and grading policies and/or procedures and to term work policies and procedures are submitted to the Provost and Vice-President (Academic) (or delegate) who chairs the GFC Academic Standards Committee. ASC will consult as necessary with the Faculties and with other individuals and offices in its consideration of these proposals. (GFC 29 SEP 2003) (GFC 31 MAY 2005) (EXEC 04 DEC 2006)

ii. ASC acts for GFC in approving routine and/or editorial changes to both admission/transfer policies and academic standing regulations, and acts for GFC in approving all proposals for a) change to examination regulations, b) change to existing International Baccalaureate (IB) and Advanced Placement (AP) policies and procedures and c) change to the University Calendar Section on Missed Term Work (under the Section entitled Evaluation Procedures and Grading System. (EXEC 18 NOV 1996) (EXEC 04 DEC 2006)

[...]

**E. Physical Testing and Immunization of Students**

ASC approves on GFC's and the Board's behalf, all individual Faculty policies concerning physical testing and immunization of students, and files a report with the GFC Executive Committee for information. (GFC 27 SEP 1999) (GFC 29 SEP 2003)

[...]

**9. GFC ASC Terms of Reference (Mandate/Alberta Transfer Guide):**

GFC ASC’s delegated authority from GFC extends to the following:

“i. ASC approves, for inclusion in the Alberta Transfer Guide, courses for transfer credit to the University of Alberta which are offered by non-University institutions in Alberta. Approval will be based upon an assessment of course content and level of instructor qualifications.



	<p>ii. ASC denies courses for transfer credit to the University of Alberta which are offered by non-University institutions in Alberta.</p> <p>iii. ASC monitors the entries in the Alberta Transfer Guide relevant to the University of Alberta.</p> <p>iv. ASC rescinds, if necessary, the entries in the Alberta Transfer Guide relevant to the University of Alberta.” (3.D.i-iv.)</p> <p><b>10. UAPPOL Transfer Credit Articulation Procedure (Overview and Procedure):</b> “The University of Alberta will accept for transfer credit the courses recommended by Faculties and approved by ASC for inclusion in the Alberta Transfer guide, to the extent that the courses fit the degree program that the student wishes to enter. Credit for such courses will be considered in a credit-no credit basis only and will not be included in the University grade point average calculation on the University transcript. Faculties may have other requirements...Transfer credit is assessed on an individual course-by-course basis for by a block transfer agreement.”</p>
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**Routing (Include meeting dates)**

Consultative Route (parties who have seen the proposal and in what capacity)	Vice-Provost (Academic Programs and Instruction) and Chair, GFC Academic Standards Committee; Faculty Councils; Faculty of Graduate Studies and Research; Representatives of the Office of the Registrar and the Office of the Provost and Vice-President (Academic); University Governance
Approval Route (Governance) (including meeting dates)	GFC Academic Standards Committee (November 19, 2015) – for final approval
Final Approver	GFC Academic Standards Committee

**Attachments:**

1. Attachment A (pages 1): Faculty of Science
2. Attachment B (page 1 - 2): Faculty of Graduate Studies and Research (Certificate in Sexual Health)
3. Attachment C (pages 1 – 4): Faculty of Medicine and Dentistry (Dental Hygiene and DDS)
4. Attachment D (pages 1): Faculty of Medicine and Dentistry (DDS)
5. Attachment E (pages 1 – 4): Faculty of Medicine and Dentistry (Dental Hygiene and DDS)
6. Attachment F (page 1): Faculty of Graduate Studies and Research (Physical Education and Recreation)
7. Attachment G (pages 1): Faculty of Graduate Studies and Research (Rehabilitation Medicine)
8. Attachment H (page 1-3): Faculty of Native Studies (Certificate in Aboriginal Governance and Partnership)
9. Attachment I (page 1 – 6): Faculty of Science
10. Attachment I (page 1 - 2): Office of the Registrar

**FACULTY OF SCIENCE  
COURSE CHANGES 2016-2017**

**194.3 Cell Biology**

**194.3.2 Specialization in Cell Biology**

<b>CURRENT</b>	<b>PROPOSED</b>
Continuation in the Specialization in Cell Biology program requires successful completion of at least ★24 with a minimum 2.3 GPA in each preceding Fall/Winter. In addition, graduation requires a minimum 2.3 GPA on all courses credited towards the degree.	Continuation in the Specialization in Cell Biology program requires successful completion of at least ★ 24 with a minimum 2.3 GPA in each preceding Fall/Winter.

Killam Centre for Advanced Studies  
 2-29 Triffo Hall Edmonton AB Canada T6G 2E1  
 Tel: 780.492.2816 / Fax: 780.492.0692  
 www.gradstudies.ualberta.ca

August 18, 2015 (revised November 19, 2015)

**2016-2017 University of Alberta Calendar Graduate Program Changes: Rehabilitation Medicine is offering the Post-baccalaureate Certificate in Sexual Health; no longer in collaboration with the Faculty of Extension.**

Current	Proposed
<p><b>205.68 Rehabilitation Medicine</b></p> <p>[...]</p> <p><b>205.68.5 Certificates</b></p> <p>[...]</p> <p>[NEW]</p>	<p><b>205.68 Rehabilitation Medicine</b></p> <p>[...]</p> <p><b>205.68.5 Certificates</b></p> <p>[...]</p> <p><b><u>205.68.5.5 The Post-Baccalaureate Certificate in Sexual Health</u></b></p> <p><b>This</b> program provides participants with the knowledge, skills, and attributes necessary to succeed in the emerging field of sexual health. Drawing on theory and the best practices through case studies, simulations, and group projects, participants will critically apply the conceptual, theoretical, and practical frameworks necessary to address the common challenges associated with comprehensive sexual health education. The impact of personal bias will be explored with respect to different cultures, lifestyles, and values.</p> <p><b><u>Entrance Requirements</u></b></p> <p>The minimum admission requirements are 1) a baccalaureate degree from a recognized institution OR enrollment in a graduate program from a recognized institution and permission from the student's home department to register in the Certificate program; and 2) ability to communicate in English.</p> <p>If the baccalaureate requirement cannot be met admission based on life achievement may be considered.</p> <p><b><u>Program Requirements</u></b></p> <p>The post-baccalaureate certificate will be granted upon successful completion of four required graduate-level courses: REHAB 543, 544, 545, and 546. See §231 for a description of the courses.</p>

Justification: The Post-Baccalaureate Certificate in Sexual Health will no longer be offered jointly between the faculties of Extension and Rehabilitation Medicine. The program will be offered by the Faculty of Rehabilitation Medicine.	

FACULTY OF MEDICINE AND DENTISTRY

CALENDAR ENTRY

Effective for 2016-2017

Dated: September 14, 2015

CURRENT	PROPOSED
<p><b>113.2 Academic Standing and Graduation</b></p> <p>113.2.1 DDS Degree</p> <p><b>(6) Re-examinations</b></p> <p>a. Students are allowed re-examination privileges only in courses that are failed.</p> <p>b. <del>The Department of Dentistry Academic Standing Committee and the Faculty Academic Standing and Promotion Committee</del> must approve re-examinations for students who fail two or fewer courses or components of DDS 509, 529, 545, 565. Students with more than two (2) failed courses or components of DDS 509, 529, 545, 565 in any academic year will not be allowed re-examination privileges.</p> <p>c. <del>The Department of Dentistry Academic Standing Committee and the Faculty Academic Standing and Promotion Committee</del> may allow re-examination of a didactic component of a course if a student fails the didactic component of a clinical or laboratory course but passes the clinical or laboratory portion. Re-examination is not permitted in courses that are entirely clinical or laboratory or in clinical or laboratory components of courses that include both didactic and clinical or laboratory components.</p> <p>d. If a re-examination is approved, satisfactory completion of a remedial program may be required by <del>the Faculty of Medicine and Dentistry Academic Standing and Promotion Committee</del> before the student is permitted to take the re-examination.</p> <p>e. <del>Students are advised that it is not possible to make a ruling regarding remediation or reexamination until all grades for a year are received and recorded.</del></p>	<p><b>113.2 Academic Standing and Graduation</b></p> <p>113.2.1 DDS Degree</p> <p><b>(6) Re-examinations</b></p> <p>a. Students are allowed re-examination privileges only in courses that are failed.</p> <p>b. <u>The Associate Chair, Academic</u> must approve re-examinations for students who fail two or fewer courses or components of DDS 509, 529, 545, <u>or</u> 565. Students with more than two (2) failed courses or components of DDS 509, 529, 545, <u>or</u> 565 in any academic year will not be allowed re-examination privileges.</p> <p>c. <u>The Associate Chair, Academic</u> may allow re-examination of a didactic component of a course if a student fails the didactic component of a clinical or laboratory course but passes the clinical or laboratory portion. Re-examination is not permitted in courses that are entirely clinical or laboratory or in clinical or laboratory components of courses that include both didactic and clinical or laboratory components.</p> <p>d. If a re-examination is approved, satisfactory completion of a remedial program may be required by <u>the Associate Chair, Academic</u> before the student is permitted to take the re-examination.</p> <p>e. <u>Students may be granted rewrites at the end of each term for failed courses within that term that meet the above requirements, but not exceeding more than two overall in an academic year. The Academic Standing Committee would be notified of all re-examinations granted.</u></p>

~~f. The Faculty of Medicine and Dentistry Academic Standing and Promotion Committee will specify by course the remediation/ reexaminations required of a failed student for the purposes of meeting promotion/graduation requirements.~~

~~gf.~~ A student who does not take a re-examination within the period of time prescribed by the Faculty will not be allowed to continue in the program.

~~hg.~~ The re-examination mark (as in the case of a deferred mark) will replace the original final exam mark.

~~i. Reexaminations in all years of the DDS program must be approved first by the Department of Dentistry Academic Standing Committee and then by the Faculty of Medicine and Dentistry Academic Standing and Promotion Committee.~~

~~j.~~ Over the program, re-examination privileges will not exceed five re-examinations. In DDS 509, 529, 545, 565 all components must be successfully completed and each re-examination in a component of these courses will compose one of the five re-examination privileges.

~~k.~~ See §23.5.5 for further information regarding when re-examinations are not permitted.

f. A student who does not take a re-examination within the period of time prescribed by the Faculty will not be allowed to continue in the program.

g. The re-examination mark (as in the case of a deferred mark) will replace the original final exam mark.

h. Over the program, re-examination privileges will not exceed five re-examinations. In DDS 509, 529, 545, or 565 all components must be successfully completed and each re-examination in a component of these courses will compose one of the five re-examination privileges.

i. See §23.5.5 for further information regarding when re-examinations are not permitted.

### **CURRENT**

#### **113.2 Academic Standing and Graduation**

##### 113.2.2 Advanced Placement Program

#### **(6) Re-examinations**

a. Students are allowed re-examination privileges only in courses that are failed.

b. ~~The Department of Dentistry Academic Standing Committee and the Faculty Academic Standing and Promotion Committee~~ must approve re-examinations for students who fail two or fewer courses or components of DDS 545, 565. Students with more than two (2) failed courses or components of DDS 545, 565 in any academic year will not be allowed re-examination privileges.

c. ~~The Department of Dentistry Academic Standing Committee and the Faculty Academic Standing and~~

### **PROPOSED**

#### **113.2 Academic Standing and Graduation**

##### 113.2.2 Advanced Placement Program

#### **(6) Re-examinations**

a. Students are allowed re-examination privileges only in courses that are failed.

b. The Associate Chair, Academic must approve re-examinations for students who fail two or fewer courses or components of DDS 545 or 565. Students with more than two (2) failed courses or components of DDS 545 or 565 in any academic year will not be allowed re-examination privileges.

c. The Associate Chair, Academic may allow re-examination of a didactic component of a course if a

~~Promotion Committee~~ may allow re-examination of a didactic component of a course if a student fails the didactic component of a clinical or laboratory course but passes the clinical or laboratory portion. Re-examination is not permitted in courses that are entirely clinical or laboratory, or in clinical or laboratory components of courses that include both didactic and clinical or laboratory components.

d. If a re-examination is approved, satisfactory completion of a remedial program may be required by the ~~Faculty of Medicine and Dentistry Academic Standing and Promotion Committee~~ before the student is permitted to take the re-examination.

e. ~~Students are advised that it is not possible to make a ruling regarding remediation or reexamination until all grades for a year are received and recorded.~~

~~f. The Faculty of Medicine and Dentistry Academic Standing and Promotion Committee will specify by course the remediation/ reexaminations required of a failed student for the purposes of meeting promotion/graduation requirements.~~

~~g.f.~~ A student who does not take a re-examination within the period of time prescribed by the Faculty will not be allowed to continue in the program.

~~h.g.~~ The re-examination mark (as in the case of a deferred mark) will replace the original final exam mark.

~~i.h. Re-examinations in both years of the Program must be approved first by the Department of Dentistry Academic Standing Committee and then by the Faculty of Medicine and Dentistry Academic Standing and Promotion Committee.~~

~~j.h.~~ See §23.5.5 for further information regarding when re-examinations are not permitted.

student fails the didactic component of a clinical or laboratory course but passes the clinical or laboratory portion. Re-examination is not permitted in courses that are entirely clinical or laboratory, or in clinical or laboratory components of courses that include both didactic and clinical or laboratory components.

d. If a re-examination is approved, satisfactory completion of a remedial program may be required by the Associate Chair, Academic before the student is permitted to take the re-examination.

e. Students may be granted rewrites at the end of each term for failed courses within that term that meet the above requirements, but not exceeding more than two overall in an academic year. The Academic Standing Committee would be notified of all re-examinations granted.

~~f.~~ A student who does not take a re-examination within the period of time prescribed by the Faculty will not be allowed to continue in the program.

~~g.~~ The re-examination mark (as in the case of a deferred mark) will replace the original final exam mark.

~~h.~~ See §23.5.5 for further information regarding when re-examinations are not permitted.

FACULTY OF MEDICINE AND DENTISTRY

CALENDAR ENTRY

Effective for 2016-2017

Dated: June 3, 2015

CURRENT	PROPOSED
<p><b>23.5.5 Reexaminations</b></p> <p><b>(2) Reexaminations are Not Permitted:</b></p> <p>a. For students who were granted a deferred final examination in accordance with §23.3(2) but did not write.</p> <p>b. Dentistry and Dental Hygiene students: In clinical and laboratory courses <del>and for students repeating a year.</del></p> <p>c. Faculty of Nursing: For students who have failed the clinical/laboratory component of a Nursing course and for students repeating a year.</p> <p>d. Faculty of Rehabilitation Medicine: For students repeating courses at the undergraduate level.</p> <p>e. Faculty of Graduate Studies and Research.</p> <p>f. Medical Students: For students repeating a year.</p> <p>g. Faculty of Pharmacy and Pharmaceutical Sciences: A student on probation is not allowed reexamination privileges.</p> <p>h. Faculty of Medicine and Dentistry: Bachelor of Science in Radiation Therapy: for students who fail any clinical course in the Radiation Therapy program (§113.2.6.)</p>	<p><b>23.5.5 Reexaminations</b></p> <p><b>(2) Reexaminations are Not Permitted:</b></p> <p>a. For students who were granted a deferred final examination in accordance with §23.3(2) but did not write.</p> <p><u>b. Dentistry and Dental Hygiene students: In clinical and laboratory courses.</u></p> <p>c. Faculty of Nursing: For students who have failed the clinical/laboratory component of a Nursing course and for students repeating a year.</p> <p>d. Faculty of Rehabilitation Medicine: For students repeating courses at the undergraduate level.</p> <p>e. Faculty of Graduate Studies and Research.</p> <p>f. Medical Students: For students repeating a year.</p> <p>g. Faculty of Pharmacy and Pharmaceutical Sciences: A student on probation is not allowed reexamination privileges.</p> <p>h. Faculty of Medicine and Dentistry: Bachelor of Science in Radiation Therapy: for students who fail any clinical course in the Radiation Therapy program (§113.2.6.)</p> <p>Rationale: It is felt to be too punitive to students who are required to repeat the year to not be allowed any reexaminations. The maximum allowable rewrites would still be capped at five for the duration of the program, irrespective of the extra year they attended.</p>



FACULTY OF MEDICINE AND DENTISTRY

CALENDAR ENTRY

Effective for 2016-2017

Dated: September 15, 2015

CURRENT	PROPOSED
<p><b>113.2 Academic Standing and Graduation</b> 113.2.1 DDS Degree</p> <p><b>(7)Academic Standing:</b> Final decisions regarding academic standing and promotion to the next year or graduation are made by the Faculty of Medicine and Dentistry Academic Standing and Promotion Committee.</p> <p>a. No student may proceed to any subsequent year of the DDS program and will be required to withdraw unless they have passed all courses for that academic year.</p> <p>b. A student who fails more than two courses in any year of the program will be required to withdraw from the program.</p>	<p><b>113.2 Academic Standing and Graduation</b> 113.2.1 DDS Degree</p> <p><b>(7)Academic Standing:</b> Final decisions regarding academic standing and promotion to the next year or graduation are made by the Faculty of Medicine and Dentistry Academic Standing and Promotion Committee.</p> <p>a. No student may proceed to any subsequent year of the DDS program and will be required to withdraw unless they have passed all courses for that academic year.</p> <p>b. A student who fails more than two courses in any year of the program will be required to withdraw from the program.</p> <p><u>c. For promotion and graduation, students need to adhere to and meet the requirements as stated in the department's Attendance Policy.</u></p>

### 15.9.4 Dental Hygiene Diploma

#### II. Other Requirements

(4)**Police Information Checks:** Applicants should be aware that a clear Police Information Check (PIC) is required as a condition of admission and that any criminal charges pending must be declared.

Under the *Protection for Persons in Care Act*, all students going to any clinical placement or rotation in Alberta are required to complete a Police Information Check (also known as a Criminal Record Check, Security Clearance Check, or Police Clearance), which must include a Vulnerable Sector Check. The clinical practice site will determine the criteria for acceptance/denial of a placement.

Police Information Checks are due at the time admission is confirmed. Applicants should plan to have their PIC completed prior to an offer of admission. ~~Failure to submit a clear and complete PIC by the date noted in the offer of admission will result in the offer of admission being revoked.~~

Students who have concerns related to their ability to provide a clear Police Information Check should consult with the Department of Dentistry. The ultimate responsibility for ensuring that students meet the requirements of clinical agencies lies with the students. Other background checks may be required by a clinical agency, such as a child intervention record check. Students will be advised if any additional background checks are required by a clinical agency. See §§23.8.3 and 114.1 for more information on the general requirements concerning Police Information Checks and the fees associated with them.

### 15.9.7 Doctor of Dental Surgery (DDS)

#### II. Other Requirements

(4)**Police Information Checks:** Applicants should be aware that a clear Police Information Check (PIC) is required as a condition of admission and that any criminal charges pending must be declared.

Under the *Protection for Persons in Care Act*, all students going to any clinical placement or rotation in Alberta are required to complete a Police Information Check (also known as a Criminal Record Check, Security Clearance Check, or Police Clearance), which must include a Vulnerable Sector

### 15.9.4 Dental Hygiene Diploma

#### II. Other Requirements

(4)**Police Information Checks:** Applicants should be aware that a clear Police Information Check (PIC) is required as a condition of admission and that any criminal charges pending must be declared.

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Police Information Checks are due at the time admission is confirmed. Applicants should plan to have their PIC completed prior to an offer of admission.

Students who have concerns related to their ability to provide a clear Police Information Check should consult with the Department of Dentistry. The ultimate responsibility for ensuring that students meet the requirements of clinical agencies lies with the students. Other background checks may be required by a clinical agency, such as a child intervention record check. Students will be advised if any additional background checks are required by a clinical agency. See §§23.8.3 and 114.1 for more information on the general requirements concerning Police Information Checks and the fees associated with them.

### 15.9.7 Doctor of Dental Surgery (DDS)

#### II. Other Requirements

(4)**Police Information Checks:** Applicants should be aware that a clear Police Information Check (PIC) is required as a condition of admission and that any criminal charges pending must be declared.

Under the *Protection for Persons in Care Act*, all students going to any clinical placement or rotation in Alberta are required to complete a Police Information Check (also known as a Criminal Record Check, Security Clearance Check, or Police Clearance), which must include a Vulnerable Sector

Check. The clinical practice site will determine the criteria for acceptance/denial of a placement.

Police Information Checks are due at the time admission is confirmed. Applicants should plan to have their PIC completed prior to an offer of admission. ~~Failure to submit a clear and complete PIC by the date noted in the offer of admission will result in the offer of admission being revoked.~~

Students who have concerns related to their ability to provide a clear Police Information Check should consult with the Department of Dentistry. The ultimate responsibility for ensuring that students meet the requirements of clinical agencies lies with the students. Other background checks may be required by a clinical agency, such as a child intervention record check. Students will be advised if any additional background checks are required by a clinical agency. See §§23.8.3 and 114.1 for more information on the general requirements concerning Police Information Checks and the fees associated with them.

#### **15.9.8 DDS Advanced Placement Program**

##### **I. Admission Requirements**

(11)**Police Information Checks:** Applicants should be aware that a clear Police Information Check (PIC) is required as a condition of admission and that any criminal charges pending must be declared.

Under the *Protection for Persons in Care Act*, all students going to any clinical placement or rotation in Alberta are required to complete a Police Information Check (also known as a Criminal Record Check, Security Clearance Check, or Police Clearance), which must include a Vulnerable Sector Check. The clinical practice site will determine the criteria for acceptance/denial of a placement.

Police Information Checks are due at the time admission is confirmed. Applicants should plan to have their PIC completed prior to an offer of admission. ~~Failure to submit a clear and complete PIC by the date noted in the offer of admission will result in the offer of admission being revoked.~~

Students who have concerns related to their ability to provide a clear Police Information Check

Check. The clinical practice site will determine the criteria for acceptance/denial of a placement.

Police Information Checks are due at the time admission is confirmed. Applicants should plan to have their PIC completed prior to an offer of admission.

Students who have concerns related to their ability to provide a clear Police Information Check should consult with the Department of Dentistry. The ultimate responsibility for ensuring that students meet the requirements of clinical agencies lies with the students. Other background checks may be required by a clinical agency, such as a child intervention record check. Students will be advised if any additional background checks are required by a clinical agency. See §§23.8.3 and 114.1 for more information on the general requirements concerning Police Information Checks and the fees associated with them.

#### **15.9.8 DDS Advanced Placement Program**

##### **I. Admission Requirements**

(11)**Police Information Checks:** Applicants should be aware that a clear Police Information Check (PIC) is required as a condition of admission and that any criminal charges pending must be declared.

Under the *Protection for Persons in Care Act*, all students going to any clinical placement or rotation in Alberta are required to complete a Police Information Check (also known as a Criminal Record Check, Security Clearance Check, or Police Clearance), which must include a Vulnerable Sector Check. The clinical practice site will determine the criteria for acceptance/denial of a placement.

Police Information Checks are due at the time admission is confirmed. Applicants should plan to have their PIC completed prior to an offer of admission.

Students who have concerns related to their ability to provide a clear Police Information Check

should consult with the Department of Dentistry. The ultimate responsibility for ensuring that students meet the requirements of clinical agencies lies with the students. Other background checks may be required by a clinical agency, such as a child intervention record check. Students will be advised if any additional background checks are required by a clinical agency. See §§23.8.3 and 114.1 for more information on the general requirements concerning Police Information Checks and the fees associated with them.

should consult with the Department of Dentistry. The ultimate responsibility for ensuring that students meet the requirements of clinical agencies lies with the students. Other background checks may be required by a clinical agency, such as a child intervention record check. Students will be advised if any additional background checks are required by a clinical agency. See §§23.8.3 and 114.1 for more information on the general requirements concerning Police Information Checks and the fees associated with them.



Associate Dean (Graduate)
P3-20 Van Vliet Centre
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Calendar Change Request Form

A new course calendar description in the Faculty of Physical Education and Recreation.

Rationale: The proposed course will create a forum for students to discuss and study the philosophy of scholarly inquiry and communication among the diverse areas of study in the Faculty of Physical Education and Recreation (FPER).

Implementation Type: Normal
Implementation Year: 2016-2017
Type of Change: Program Regulations

Table with 2 columns: 205.59.6 The Degree of PhD Current and 205.59.6 The Degree of PhD Proposed. Both columns describe program requirements for a PhD degree, including research focus, ethics training, and residence requirements. The proposed version includes a highlighted requirement for PERLS 685 (\*3) in the second year of their programs.

Submitted by:
D Goodwin
Associate Dean (Graduate)

Faculty Approval:
Faculty Executive Committee: September 9, 2015
Faculty Council: Sept 16, 2015

Killam Centre for Advanced Studies  
 2-29 Triffo Hall Edmonton AB Canada T6G 2E1  
 Tel: 780.492.2816 / Fax: 780.492.0692  
 www.gradstudies.ualberta.ca

October 20, 2015

**2016-2017 University of Alberta Calendar Graduate Program Changes:**

Current	Proposed
<p><b>205.68 Rehabilitation Medicine</b>            [...]  <b>205.68.1 General Information</b>            [...]            Entrance Requirements (Degree Programs)            The minimum requirements for admission into the degree programs are:            (1) For the MSc, a bachelor's degree or equivalent or a previous graduate degree in a rehabilitation discipline or related field from a recognized postsecondary institution. For the PhD, a master's degree in a rehabilitation discipline or a related field from a recognized academic institution or an Honors BSc degree (or equivalent) in rehabilitation or a related field from a recognized academic institution;            (2) A minimum grade point average of 3.0 on a 4-point scale (or equivalent) in the most recent two years of study;            (3) For the PhD, evidence of research potential as demonstrated by scholarly work;            (4) Proof of English language proficiency, where applicable (see §203.2.4);            (5) References from members of an academic community who are knowledgeable about the applicant's academic and research capabilities; and            (6) The Graduate Records Examination (verbal, quantitative, and analytical subsections) (No minimum cutoff score will be used. Instead, GRE scores will be considered in conjunction with other indicators of potential.).</p>	<p><b>205.68 Rehabilitation Medicine</b>            [...]  <b>205.68.1 General Information</b>            [...]            Entrance Requirements (Degree Programs)            The minimum requirements for admission into the degree programs are:            (1) For the MSc, a bachelor's degree or equivalent or a previous graduate degree in a rehabilitation discipline or related field from a recognized postsecondary institution. For the PhD, a master's degree in a rehabilitation discipline or a related field from a recognized academic institution or an Honors BSc degree (or equivalent) in rehabilitation or a related field from a recognized academic institution;            (2) A minimum grade point average of 3.0 on a 4-point scale (or equivalent) in the most recent two years of study;            (3) For the PhD, evidence of research potential as demonstrated by scholarly work;            (4) Proof of English language proficiency, where applicable (see §203.2.4);            (5) References from members of an academic community who are knowledgeable about the applicant's academic and research capabilities.</p>
<p>Justification: The GRE may not be a significant predictor of success in the thesis-based MSc and PhD Rehabilitation Science degrees. The GRE may present a disadvantage to international graduate student applicants who must take the test in English.</p>	

**Faculty of Native Studies**  
**Academic Planning and Undergraduate Programs**  
*Calendar Change Request Form*  
**2016-2017**

**Implementation:**    NORMAL  EARLY

**Type of Change:**    PROGRAM Change

<b>Current</b>	<b>Proposed</b>
<p><b><i>124.2 The Certificate in Aboriginal Governance and Partnership (With Degree)</i></b></p> <p>Students may pursue the Certificate in Aboriginal Governance and Partnership with degree by completing a minimum of six courses (★18) from the following list:</p> <p>Aboriginal Governance Core Credits – ★6:</p> <p>NS 320, 430</p> <p>Elective Course Credits – ★12:</p> <p>(1) ★6 chosen from: NS 330, 345, 420  (2) ★6 chosen from: NS 240, 340, 372, 403 (Governance Topics Only), 435, 445, 485.</p> <p>Total Certificate Requirements – ★18</p> <p><b>Note:</b> See specific course prerequisites in the course listings or consult the Faculty's Academic Advisor.</p> <p>Since the certificate is awarded only upon completion of the certificate requirements, students must notify the Faculty of completion of all requirements by the application date for graduation (see §11). Normally, the requirements for the certificate can be completed as part of the student's degree program; however, in some cases, a student may need to take more than the minimum required for his or her degree program in order to qualify for the degree and the certificate.</p>	<p><b><i>124.2 The Certificate in Aboriginal Governance and Partnership (With Degree)</i></b></p> <p>Students may pursue the Certificate in Aboriginal Governance and Partnership with degree by completing a minimum of six courses (★18) from the following list:</p> <p>Aboriginal Governance Core Credits – ★6:</p> <p>NS 320, 430</p> <p>Elective Course Credits – ★12:</p> <p>(1) ★6 chosen from: NS 330, 345, 420  (2) ★6 chosen from: NS 240, 340, 372, 403 (Governance Topics Only), 435, 445, 485, <u>and/or the elective not chosen in 124.2(1): NS 330, 345, 420.</u></p> <p>Total Certificate Requirements – ★18</p> <p><b>Note:</b> See specific course prerequisites in the course listings or consult the Faculty's Academic Advisor.</p> <p>Since the certificate is awarded only upon completion of the certificate requirements, students must notify the Faculty of completion of all requirements by the application date for graduation (see §11). Normally, the requirements for the certificate can be completed as part of the student's degree program; however, in some cases, a student may need to take more than the minimum required for his or her degree program in order to qualify for the degree and the certificate.</p> <p style="text-align: center;"><b><i>NO FURTHER CHANGES UNTIL....</i></b></p>

### 124.3.1 Certificate Requirements for students without a Bachelor's Degree

Students without a Bachelor's Degree may pursue the University Credit Certificate in Aboriginal Governance and Partnership by completing a minimum of 10 courses (★30) from the following list:

Aboriginal Governance Core Credits – ★9: NS 200, 320, 430

Elective Course Credits – ★21:

- (1) ★6 chosen from: NS 330, 345, 420
- (2) ★15 chosen from: NS 240, 340, 372, 403 (Governance Topics Only), 435, 445, 485.

Total Certificate Requirements – ★30

**Note:** See specific course prerequisites in the course listings or consult the Faculty's Academic Advisor.

**Residency Requirement:** Students must normally complete a minimum ★15 of the ★30 certificate requirements while registered in the Faculty of Native Studies.

### 124.3.2 Certificate Requirements for students with a Bachelor's Degree

Students with a Bachelor's Degree may pursue the University Credit Certificate in Aboriginal Governance and Partnership by completing a minimum of 6 courses (★18) from the following list:

Aboriginal Governance Core Credits – ★9: NS 200, 320, 430

Elective Course Credits ★9:

- (1) ★6 chosen from: NS 330, 345, 420
- (2) ★3 chosen from: NS 240, 340, 372, 403 (Governance Topics Only), 435, 445, 485, and/or the elective not chosen in a. (NS 330, 345, 420).

Total Certificate Requirements – ★18

### 124.3.1 Certificate Requirements for Students without a Bachelor's Degree

Students without a Bachelor's Degree may pursue the University Credit Certificate in Aboriginal Governance and Partnership by completing a minimum of 10 courses (★30) from the following list:

Aboriginal Governance Core Credits ★9: NS 200 or 201, and 320, and 430

Elective Course Credits ★21:

- (1) ★6 chosen from: NS 330, 345, 420
- (2) ★15 chosen from: NS 240, 340, 372, 403 (Governance Topics Only), 435, 445, 485, and/or the elective not chosen in 124.3.1(1): NS 330, 345, 420.

Total Certificate Requirements ★30

**Note:** See specific course prerequisites in the course listings or consult the Faculty's Academic Advisor.

**Residency Requirement:** Students must normally complete a minimum ★15 of the ★30 certificate requirements while registered in the Faculty of Native Studies.

### 124.3.2 Certificate Requirements for Students with a Bachelor's Degree

Students with a Bachelor's Degree may pursue the University Credit Certificate in Aboriginal Governance and Partnership by completing a minimum of 6 courses (★18) from the following list:

Aboriginal Governance Core Credits ★9: NS 200 or 201, and 320, and 430

Elective Course Credits ★9:

- (1) ★6 chosen from: NS 330, 345, 420
- (2) ★3 chosen from: NS 240, 340, 372, 403 (Governance Topics Only), 435, 445, 485, and/or the elective not chosen in 124.3.2(1): (NS 330, 345, 420).

Total Certificate Requirements – ★18



Note: See specific course prerequisites in the course listings or consult the Faculty's Academic Advisor.

**Note:** See specific course prerequisites in the course listings or consult the Faculty's Academic Advisor.

**Residency Requirement:** Students must normally complete a minimum ★12 of the ★18 certificate requirements while registered in the Faculty of Native Studies.

**Rationale:**

- 124.2 - Elective (1) courses (NS 330, 345, 420) are considered similar to core content, which is why students must take at least 2 of the three. This makes it clear that they can take all 3 of these courses for the certificate.
- 124.3.1 - NS 201 is the new MOOC course being developed for a September 2016 launch that will be an option for our students to take instead of NS 200.
- 124.3.2(2): This change provides consistency to 124.3.1, and elective (1) courses are considered similar to core content for the program, which is why students must take at least two of the three. This makes it clear that they can take all three courses for the certificate.
- 124.3.2 - The residency requirement change for 124.3.2 provides consistency as 124.3.1 also has a residency requirement. This will ensure our students register with the faculty and do not simply take the courses as open studies students.

# Programs Faculty of Science Calendar Changes 2016-2017

<p><b>192.5 Academic Standing</b></p> <p><b>No changes until</b></p> <p>(2) Academic Standing Assessment</p> <p>a. First Class Standing, also referred to as the Dean's Honor Roll, is assigned to students who successfully complete at least *24 and achieve a minimum 3.5 GPA. First class standing is also assigned to students who, as a result of participation in Education Abroad or IIP Work Experience, attend only one term of a Fall/Winter and successfully complete at least *12 with a minimum 3.5 GPA.</p> <p>b. Satisfactory Standing is assigned to students in the BSc General program who achieve a minimum GPA of 2.0. Satisfactory standing is assigned to students in BSc Specialization and BSc Honors programs who meet the minimum continuation requirements for their program, including Fall/Winter GPA, course load and any course specific grade or GPA requirements. (Refer to the specific sections covering each BSc Specialization and BSc Honors program in §193.2 to §194.17.2.)</p> <p style="padding-left: 40px;">Students in satisfactory standing may continue in their programs.</p> <p>(...)</p> <p>(3) Requirement to Withdraw and Readmission</p> <p>Students who are required to withdraw cannot continue or register in subsequent terms beyond Spring. If they wish to continue studies in the Faculty of Science, they must choose one of the following mutually exclusive options:</p> <p>a. Fresh Start Program: is available by recommendation of the Faculty to students whose GPA is between 1.3 and 1.6 and have taken less than *60 of postsecondary work. Students who been on probation or have more than one requirement to withdraw or their equivalents, or who have been sanctioned for any academic-related disciplinary offence at this University or elsewhere are not eligible for the Fresh Start program. A minimum of *18 with a minimum GPA of 2.7 or a minimum of *24 with a minimum GPA of 2.0 must be successfully</p>	<p><b>192.5 Academic Standing</b></p> <p><b>No changes until</b></p> <p>(2) Academic Standing Assessment</p> <p>a. First Class Standing, also referred to as the Dean's Honor Roll, is assigned to students who successfully complete at least *24 and achieve a minimum 3.5 GPA. First class standing is also assigned to students who, as a result of participation in Education Abroad or IIP Work Experience, attend only one term of a Fall/Winter and successfully complete at least *12 with a minimum 3.5 GPA.</p> <p>b. Satisfactory Standing is assigned to students in the BSc General program who achieve a minimum GPA of 2.0. Satisfactory standing is assigned to students in BSc Specialization and BSc Honors programs who meet the minimum continuation requirements for their program, including Fall/Winter GPA, course load and any course specific grade or GPA requirements. (Refer to the specific sections covering each BSc Specialization and BSc Honors program in §193.2 to §194.17.2.)</p> <p style="padding-left: 40px;">Students in satisfactory standing may continue in, <u>and when requirements met, graduate from,</u> their programs.</p> <p>(...)</p> <p>(3) Requirement to Withdraw and Readmission</p> <p>Students who are required to withdraw cannot continue or register in subsequent terms beyond Spring. If they wish to continue studies in the Faculty of Science, they must choose one of the following mutually exclusive options. <u>Admission to the Faculty of Science is competitive. The number of readmissions to the Faculty is limited. Presentation of the minimum admissions requirements does not assure admission.</u></p> <p>a. Fresh Start Program: is available by recommendation of the Faculty to students whose GPA is between 1.3 and 1.6 and have taken less than *60 of postsecondary work. Students who been on probation or have more than one requirement to withdraw or their equivalents, or who have been sanctioned for any academic-related disciplinary offence at this</p>
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# Programs Faculty of Science Calendar Changes 2016-2017

<p>completed in the Fresh Start program to be considered for readmission to the Faculty of Science. The Faculty may also specify course requirements to be fulfilled. Students who successfully complete the Fresh Start program may apply for readmission as transfer students (see §16.15.7).</p> <p>b. Discontinue Studies and Apply for Fall Readmission: Students in the Faculty of Science <i>who are being required to withdraw for the first time</i> in their academic record may elect to discontinue studies for a minimum period of one year and then apply for Fall readmission. Should any coursework be attempted at any institution during this period, the grades may be taken into consideration for readmission purposes, but transfer credit will not be granted.</p> <p>Students in the Faculty of Science who have failed probation or been twice required to withdraw or equivalent by Faculty of Science standards may discontinue their studies for a period of five years from the date of last attendance and seek consideration for Fall readmission by writing a letter of petition to the Associate Dean, Undergraduate. Readmission, if offered, will be on probation, subject to conditions specified by the Associate Dean, Undergraduate.</p> <p>Students who have been required to withdraw three times or equivalent are ineligible for readmission to the Faculty of Science.</p> <p>c. Requalify: Students <i>who are being required to withdraw for the first time</i> in their academic record may elect to requalify by successfully completing at another postsecondary institution:</p> <ol style="list-style-type: none"> <li>i. *18 of postsecondary courses transferable to the University of Alberta with a minimum GPA of 2.7, or</li> <li>ii. *24 of postsecondary courses transferable to the University of Alberta with <b>a minimum GPA of 2.0.</b></li> </ol>	<p>University or elsewhere are not eligible for the Fresh Start program. A minimum of *18 with a minimum GPA of 2.7 or a minimum of *24 with a minimum GPA of 2.0 must be successfully completed in the Fresh Start program to be considered for readmission to the Faculty of Science. The Faculty may also specify course requirements to be fulfilled. Students who successfully complete the Fresh Start program may apply for readmission as transfer students (see §16.15.7).</p> <p>b. Discontinue Studies and Apply for Fall Readmission: Students in the Faculty of Science <i>who are being required to withdraw for the first time</i> in their academic record may elect to discontinue studies for a minimum period of one year and then apply for Fall readmission. Should any coursework be attempted at any institution during this period, the grades may be taken into consideration for readmission purposes, but transfer credit will not be granted.</p> <p>Students in the Faculty of Science who have failed probation or been twice required to withdraw or equivalent by Faculty of Science standards may discontinue their studies for a period of five years from the date of last attendance and seek consideration for Fall readmission by writing a letter of petition to the Associate Dean, Undergraduate. Readmission, if offered, will be on probation, subject to conditions specified by the Associate Dean, Undergraduate.</p> <p>Students who have been required to withdraw three times or equivalent are ineligible for readmission to the Faculty of Science.</p> <p>c. Requalify: Students <i>who are being required to withdraw for the first time</i> in their academic record may elect to requalify by successfully completing at another postsecondary institution:</p> <ol style="list-style-type: none"> <li>i. *18 of postsecondary courses transferable to the University of Alberta with a minimum GPA of 2.7, or</li> <li>ii. *24 of postsecondary courses transferable to the University of Alberta with <b>the minimum competitive GPA.</b></li> </ol>

# Programs Faculty of Science Calendar Changes 2016-2017

<p><b>192.7 Graduation</b></p> <p>(1) Application for Graduation Students who intend to receive a BSc (General, Specialization, or Honors) Degree or Special Certificate must apply for the Degree or Certificate on Bear Tracks (<a href="https://www.beartracks.ualberta.ca">https://www.beartracks.ualberta.ca</a>) by February 1 for Spring Convocation or by September 1 for Fall Convocation. All official transcripts from other postsecondary institutions are due by May 1 for Spring Convocation or by October 1 for Fall Convocation.</p> <p>Students who intend to apply for admission to an alternate degree program in the Faculty of Science for convocation purposes only must meet all of the admission, continuation, residency and graduation criteria for that BSc program</p> <p>(2) Degree Requirements All BSc Degrees require a minimum of *120. Courses with weights of *0 are offered for credit only, and, although they may be required in specific degree programs, cannot be used to meet the minimum units of course weight requirement in any degree program.</p> <p>(3) Convocation All requirements for graduation at Spring Convocation must be met by the end of Fall/Winter. Those completing degree requirements during Spring/Summer will graduate at the Fall Convocation.</p> <p>(4) First-Class Honors First-class Honors Degrees are awarded to any student in an Honors program who obtained:</p> <ol style="list-style-type: none"> <li>a. A GPA of at least 3.5 in each of the last two Fall/Winters of the program; and</li> <li>b. A GPA of at least 3.5 on the last *60 of the program. If determination of the last *60 requires consideration of one or more courses from a given term then all work from that term is included in the calculation for the purposes of qualifying for First-class Honors.</li> </ol> <p>(5) With Distinction The notation "With Distinction" is inscribed on the parchment of a candidate for a General or Specialization degree if the candidate has obtained</p>	<p><b>192.7 Graduation</b></p> <p>(1) Application for Graduation <b>Students must be in satisfactory standing in their program (i.e. meet the continuation requirements in their final Fall/Winter) in order to graduate.</b> Students who intend to receive a BSc (General, Specialization, or Honors) Degree or Special Certificate must apply for the Degree or Certificate on Bear Tracks (<a href="https://www.beartracks.ualberta.ca">https://www.beartracks.ualberta.ca</a>) by February 1 for Spring Convocation or by September 1 for Fall Convocation. All official transcripts from other postsecondary institutions are due by May 1 for Spring Convocation or by October 1 for Fall Convocation.</p> <p>Students who intend to apply for admission to an alternate degree program in the Faculty of Science for convocation purposes only must meet all of the admission, continuation, residency and graduation criteria for that BSc program.</p> <p>2) Degree Requirements All BSc Degrees require a minimum of *120. Courses with weights of *0 are offered for credit only, and, although they may be required in specific degree programs, cannot be used to meet the minimum units of course weight requirement in any degree program.</p> <p>(3) Convocation All requirements for graduation at Spring Convocation must be met by the end of Fall/Winter. Those completing degree requirements during Spring/Summer will graduate at the Fall Convocation.</p> <p>(4) First-Class Honors First-class Honors Degrees are awarded to any student in an Honors program who obtained:</p> <ol style="list-style-type: none"> <li>a. A GPA of at least 3.5 <b>on a minimum of *24</b> in each of the last two Fall/Winters of the program; and</li> <li>b. A GPA of at least 3.5 on the last *60 of the program. If determination of the last *60 requires consideration of one or more courses from a given term then all work from that term is included in the calculation for the purposes of qualifying for First-class Honors. <b>Normally, only UofA courses will be used in the calculation of the GPA for the last *60 of the program.</b></li> </ol> <p>(5) With Distinction The notation "With Distinction" is inscribed on the</p>
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**Programs  
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a GPA of not less than 3.5 over the last \*60 and if the student successfully completed \*24 or more in each of the last two Fall/Winters. If determination of the last \*60 requires consideration of one or more courses from a given term then all work from that term is included in the calculation for the purposes of qualifying for With Distinction.

Further regulations regarding academic standing, promotion, and graduation vary from program to program within the Faculty of Science, and are therefore given in §193 below. Regulations for Honors, Specialization, and General programs are found in §193.1.

parchment of a candidate for a General or Specialization degree if the candidate has obtained a GPA of not less than 3.5 over the last \*60 and if the student successfully completed \*24 or more in each of the last two Fall/Winters. If determination of the last \*60 requires consideration of one or more courses from a given term then all work from that term is included in the calculation for the purposes of qualifying for With Distinction. **Normally, only UofA courses will be used in the calculation of the GPA for the last \*60 of the program.**

Further regulations regarding academic standing, promotion, and graduation vary from program to program within the Faculty of Science, and are therefore given in §193 below. Regulations for Honors, Specialization, and General programs are found in §193.1.

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<p><b>193.1 BSc Honors Programs</b></p> <p>(...)</p> <p><b>Academic Standings and Graduation</b> The following regulations govern Honors programs:</p> <p>(1) Continuation in an Honors program is by recommendation of the department concerned and requires a GPA of at least 3.0 on a course load of *24 or more in the preceding Fall/Winter periods. See description of Honors programs of individual departments for additional requirements relating to continuation in the Honors program. Students must be in good standing in the Honors program in order to graduate.</p>	<p><b>193.1 BSc Honors Programs</b></p> <p>(...)</p> <p><b>Academic Standings and Graduation</b> The following regulations govern Honors programs:</p> <p>(1) Continuation in an Honors program is by recommendation of the department concerned and requires a GPA of at least 3.0 on a course load of *24 or more in the preceding Fall/Winter periods. See description of Honors programs of individual departments for additional requirements relating to continuation in the Honors program. Students must be in good standing (i.e. meet the continuation requirements) in the Honors program in order to graduate.</p>
<p><b>193.2 BSc Specialization Programs</b></p> <p>(...)</p> <p><b>Academic Standings and Graduation</b> The following regulations govern Specialization programs:</p> <p>(1) Continuation in a Specialization program is by recommendation of the Department concerned and requires a GPA of at least 2.3 in each of the preceding Fall/Winter periods. See description of Specialization programs of individual departments for additional requirements relating to promotion in the Specialization program. Students must be in good standing in the Specialization program in order to graduate.</p> <p>(2) A student who fails to attain the standard necessary for continuation in the Specialization program will be required to withdraw from that program. In so doing, the student may apply to transfer to the General program in the Faculty. Students applying to transfer from a Specialization to the General program must meet the continuation GPA of 2.0.</p> <p>(3) A student who fails to complete the requirements for a Specialization degree in the fourth year may be granted the General degree forthwith on application if the courses taken and the standing attained are satisfactory. Such students must apply to transfer to the General program.</p> <p>(4) For graduation, a program of at least *120 credited to the degree.</p>	<p><b>193.2 BSc Specialization Programs</b></p> <p>(...)</p> <p><b>Academic Standings and Graduation</b> The following regulations govern Specialization programs:</p> <p>(1) Continuation in a Specialization program is by recommendation of the Department concerned and requires a GPA of at least 2.3 in each of the preceding Fall/Winter periods. See description of Specialization programs of individual departments for additional requirements relating to promotion in the Specialization program. Students must be in good standing (i.e. meet the continuation requirements) in the Specialization program in order to graduate.</p> <p>(2) A student who fails to attain the standard necessary for continuation in the Specialization program will be required to withdraw from that program. In so doing, the student may apply to transfer to the General program in the Faculty. Students applying to transfer from a Specialization to the General program must meet the continuation GPA of 2.0.</p> <p>(3) A student who fails to complete the requirements for a Specialization degree in the fourth year may be granted the General degree forthwith on application if the courses taken and the standing attained are satisfactory. Such students must apply to transfer to the General program.</p> <p>(4) For graduation, a program of at least *120 credited</p>

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<p>(5) BSc Specialization degrees with Distinction are awarded when students achieve a GPA of at least 3.5 on the last *60 if the student was enrolled in a normal course load (minimum *24) during each Fall/Winter of the last two years.</p>	<p>to the degree.</p> <p>(5) BSc Specialization degrees with Distinction are awarded when students achieve a GPA of at least 3.5 on the last *60 if the student was enrolled in a normal course load (minimum *24) during each Fall/Winter of the last two years. Normally, only UofA courses will be used in the calculation of the GPA for the last *60 of the program.</p>
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November 5, 2015

UNIVERSITY OF ALBERTA: OFFICE OF THE REGISTRAR  
Proposals Recommended for APPROVAL of Transfer Credit at the  
Academic Standards Committee Meeting on November 19, 2015

Proposal ID # and Sending Institution	Sending Institution Courses	UofA Courses	Transfer Agreement Footnotes	Comments
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**CANADIAN UNIVERSITY COLLEGE**

138256	HLED 206 (3)	NURS 498 (3)		
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139237	SCHL 272 (3)	RELIG 2XX (3) OR AUREL 1XX (3)		
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**GRANDE PRAIRIE REGIONAL COLLEGE**

139460	NS 2015 (3)	NURS 201 (3)		
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139461	NS 2025 (6)	NURS 202 (6)		
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**KING'S UNIVERSITY COLLEGE, THE**

139179	BUSI 356 (3)	ACCTG 3XX (3)		
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**MACEWAN UNIVERSITY**

139011	STAT 161 (3)	STAT 151 (3) OR AUSTA 153 (3)		
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**NORTHERN LAKES COLLEGE**

139424	MATH 1600 (3)	MATH 160 (3)		
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November 5, 2015

UNIVERSITY OF ALBERTA: OFFICE OF THE REGISTRAR  
Proposals Recommended for APPROVAL of Transfer Credit at the  
Academic Standards Committee Meeting on November 19, 2015

Proposal ID # and Sending Institution	Sending Institution Courses	UofA Courses	Transfer Agreement Footnotes	Comments
<b>ST MARY'S UNIVERSITY</b>				
139064	HIST 303 (3)	CH RTP 2XX (3) OR AUREL 2XX (3)	Student will not also receive credit for CH RTP 314 at UofA.	
<b>ST MARY'S UNIVERSITY</b>				
96993	POLI 321 (3)	AUPOL 221 (3)		St Mary's POLI 321 (3) was previously approved for POL S 2xx (3). Student will not also receive credit for POL S 224 at UofA. Student will be required to take POL S 225 to satisfy the Department of Political Science major/minor degree requirements at UofA. The new agreement will be: POLI 321 (3) = POL S 2xx (3) OR AUPOL 221 (3). Student will not also receive credit for POL S 224 at UofA. Student will be required to take POL S 225 to satisfy the Department of Political Science major/minor degree requirements at UofA.
128815	POLI 381 (3)	AUPOL 2XX (3)	Student will not also receive credit for AUPOL 240 at UofA.	St Mary's POLI 381 (3) was previously approved for POL S 2xx (3). Student will not also receive credit for POL S 261 at UofA. The new agreement will be: POLI 381 (3) = POL S 2xx (3) OR AUPOL 2xx (3). Student will not also receive credit for POL S 261 or AUPOL 240 at UofA.
<b>RED DEER COLLEGE</b>				
138250	GNED 1203 (3)	STS 1XX (3)	Student will not also receive credit for STS 200 at UofA.	

**OUTLINE OF ISSUE**

Agenda Title: **Proposed changes to requirements for entry into the graduate program in the Department of Dentistry for the MSc in Medical Sciences – Orthodontics, Faculty of Graduate Studies and Research**

**Motion:** THAT the GFC Academic Standards Committee approve, under delegated authority from General Faculties Council, the proposed changes to the requirements for entry into the MSc in Medical Sciences – Orthodontics program, section 205.19.3 Department of Dentistry, as submitted by the Faculty of Graduate Studies and Research, and as set forth in Attachment 1, to take effect Fall 2016.

**Item**

Action Requested	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation <input type="checkbox"/> Discussion/Advice <input type="checkbox"/> Information
Proposed by	Dr Carlos Flores Mir, Orthodontic Graduate Program Director D. Heather Zwicker, Vice-Provost and Dean, Faculty of Graduate Studies and Research
Presenter	Dr Carlos Flores Mir, Orthodontic Graduate Program Director, Dept. of Dentistry - Orthodontics or Dr. Paul Major, Chair, Dept. of Dentistry or Dr Steve Patterson, Associate Chair Academic, Dept. of Dentistry Dr Deborah Burshtyn, Associate Dean, Faculty of Graduate Studies and Research
Subject	Adding the requirement for students to obtain registration under the Education and Research Register from the Alberta Dental Association & College (ADA&C) prior to commencing the program.

**Details**

Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is (please be specific)	Prior to commencing the program, but no later than August 1 the year admitted, candidates must obtain registration under the Education and Research Register from the Alberta Dental Association + College (ADA+C). This is required of all dentists providing patient care in Alberta. This must be obtained prior to beginning the program. Candidates who already possess a full license from the ADA&C do not need to obtain additional licensure.
The Impact of the Proposal is	Students not already registered will have to register and pay a \$100 fee.
Replaces/Revises (eg, policies, resolutions)	
Timeline/Implementation Date	Proposed effective date is Fall 2016
Estimated Cost	n/a
Sources of Funding	n/a
Notes	

**Alignment/Compliance**

Alignment with Guiding Documents	Aligns with <i>Dare to Deliver</i> ; <i>Dare to Discover</i> values
Compliance with Legislation, Policy and/or Procedure Relevant to the Proposal (please <u>quote</u> legislation and include identifying section numbers)	1. <b>Post-Secondary Learning Act (PSLA):</b> The PSLA gives GFC responsibility, subject to the authority of the Board of Governors, over academic affairs (Section 26(1)). Further, the PSLA gives the Board of Governors authority over certain admission requirements and rules respecting enrolment (Section 60(1)(c) and (d)). The Board has delegated its authority over admissions requirements and rules

respecting enrolment to GFC. GFC has thus established an Academic Standards Committee (ASC).

**2. PSLA:** The PSLA gives Faculty Councils power to “provide for the admission of students to the faculty” (29(1)(c)).

**3. UAPPOL Admissions Policy:** “Admission to the University of Alberta is based on documented academic criteria established by individual Faculties and approved by GFC. This criteria may be defined in areas such as subject requirements, minimum entrance averages, and language proficiency requirements. In addition to academic requirements for admission, GFC authorizes each Faculty to establish such other reasonable criteria for admission of applicants as the Faculty may consider appropriate to its programs of study, subject to the approval of GFC (e.g. interview, audition, portfolio, etc.)

The admission requirements for any Faculty will be those approved by GFC as set forth in the current edition of the University Calendar. In addition to the admission requirements, selection criteria for quota programs, where they exist, will also be published in the current edition of the University Calendar. The responsibility for admission decisions will be vested in the Faculty Admission Committees or in the Deans of the respective Faculties, as the councils of such Faculties will determine.”

**4. UAPPOL Admissions Procedure:**

“PROCEDURE

**1. EFFECTIVE DATE OF CHANGES TO ADMISSION REGULATIONS**

Following approval by GFC:

a. Where changes to admission regulations may disadvantage students in the current admission cycle, normally implementation will be effective after the change has been published in the University Calendar for one full year (i.e., effective the second year that the information is published in the University Calendar).

For example, a change approved in May 2005 would be first published in the 2006-2007 University Calendar in March 2006. Therefore the statement cannot come into effect until September 2007 (affecting applicants who apply for the September 2007 term beginning July 2006).

b. Where changes to admission regulations are deemed by the approving body to be ‘advantageous to students’, normally the date of implementation will be effective immediately or at the next available intake for the admitting Faculty.”

**5. PSLA:** The PSLA gives Faculty Councils the authority to “determine the conditions under which a student must withdraw from or may continue the student’s program of studies in a faculty” (Section 29(1)(d)).

**6. GFC Academic Standards Committee (ASC) Terms of Reference (3. Mandate of the Committee):**

**“B. Admission and Transfer, Academic Standing, Marking and Grading, Term Work, Examinations, International Baccalaureate (IB), Advanced Placement (AP)**

i. All proposals from the Faculties or the Administration related to

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	<p>admission and transfer, to the academic standing of students, to institutional marking and grading policies and/or procedures and to term work policies and procedures are submitted to the Provost and Vice-President (Academic) (or delegate) who chairs the GFC Academic Standards Committee. ASC will consult as necessary with the Faculties and with other individuals and offices in its consideration of these proposals. (GFC 29 SEP 2003) (GFC 31 MAY 2005) (EXEC 04 DEC 2006)</p> <p>ii. ASC acts for GFC in approving routine and/or editorial changes to both admission/transfer policies and academic standing regulations, and acts for GFC in approving all proposals for a) change to examination regulations, b) change to existing International Baccalaureate (IB) and Advanced Placement (AP) policies and procedures and c) change to the University Calendar Section on Missed Term Work (under the Section entitled Evaluation Procedures and Grading System. (EXEC 18 NOV 1996) (EXEC 04 DEC 2006)'</p> <p><b>7. Alberta Regulation 254/2001 of the Health Professions Act: Dentists Profession Regulation (Definitions)</b> "Register categories 2 The regulated members register established by the Council under section 33(1)(a) of the Act has the following categories: (a) main register; (b) education and research register; (c) courtesy register."</p>
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Routing (Include meeting dates)

<p>Participation: (parties who have seen the proposal and in what capacity)</p> <ul style="list-style-type: none"> <li>• Those who have been informed</li> <li>• Those who have been consulted</li> <li>• Those who are actively participating</li> </ul>	<p>Faculty Learning Committee, Faculty of Medicine and Dentistry Dr. Carlos Flores Mir, Orthodontic Graduate Program Director, Dept. of Dentistry - Orthodontics</p>
<p>Approval Route (Governance) (including meeting dates)</p>	<p>Faculty Council Committee, Faculty of Medicine and Dentistry, posted September 8, 2015 (no challenges raised) Dean, Faculty of Graduate Studies and Research GFC Academic Standards Committee, November 19, 2015</p>
<p>Final Approver</p>	<p>GFC Academic Standards Committee, November 19, 2015</p>

Attachments (each to be numbered 1 - <>)

1. Attachment 1 (page 1): Proposed Calendar change

*Prepared by:* Janice Hurlburt, Graduate Governance and Policy Coordinator, FGSR (jhurlbur@ualberta.ca)

Revised: 11/13/2015

**FACULTY OF MEDICINE AND DENTISTRY  
 CALENDAR ENTRY  
 Effective Fall Session 2016-2017**

Dated: August 18, 2015

<b>CURRENT</b>	<b>PROPOSED</b>
<p><b><i>205.19.3 The Degree of MSc in Medical Sciences - Orthodontics</i></b></p> <p><b><i>Program Requirements</i></b></p>          <p>The requirements for the degree include coursework, seminars, a clinical component and a thesis. Student progress will be monitored through an annual written and/or oral external assessment. Feedback from this assessment serves to identify areas that require additional attention by the student. The assessment will permit the development of specific clinical and/or didactic improvement objectives before the next annual assessment. The program of study is determined in consultation with the Supervisor and Supervisory Committee.</p>	<p><b><i>205.19.3 The Degree of MSc in Medical Sciences - Orthodontics</i></b></p> <p><b><i>Program Requirements</i></b></p> <p><u>Prior to commencing the program, but no later than August 1 the year admitted, candidates must obtain registration under the Education and Research Register from the Alberta Dental Association &amp; College (ADA&amp;C). Candidates who already possess a full license from the ADA&amp;C do not need to obtain additional licensure.</u></p>          <p>The requirements for the degree include coursework, seminars, a clinical component and a thesis. Student progress will be monitored through an annual written and/or oral external assessment. Feedback from this assessment serves to identify areas that require additional attention by the student. The assessment will permit the development of specific clinical and/or didactic improvement objectives before the next annual assessment. The program of study is determined in consultation with the Supervisor and Supervisory Committee.</p>

**OUTLINE OF ISSUE**

Agenda Title: **Proposal for Changes to Existing Academic Standing Requirements for graduate programs in the School of Public Health**

**Motion:** THAT the GFC Academic Standards Committee approve, under delegated authority from General Faculties Council, the proposed changes to the existing academic standing requirements, School of Public Health as submitted by the Faculty of Graduate Studies and Research, and as set forth in Attachment 1, to be in effect for the 2016-2017 Calendar.

**Item**

Action Requested	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation <input type="checkbox"/> Discussion/Advice <input type="checkbox"/> Information
Proposed by	Dr Linda Carroll, Director of Graduate Education, School of Public Health Dr Heather Zwicker, Vice-Provost and Dean, Faculty of Graduate Studies and Research
Presenter	Dr Faith Davis, Vice Dean, School of Public Health
Subject	Proposal to separate out the information about the Comprehensive Examination from the existing Candidacy Exam information

**Details**

Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is (please be specific)	Proposal to separate out the Comprehensive Examination component from the existing Candidacy Exam information.
The Impact of the Proposal is	Clarification of requirements
Replaces/Revises (eg, policies, resolutions)	n/a
Timeline/Implementation Date	Changes are being proposed for the 2016-2017 Calendar
Estimated Cost	n/a
Sources of Funding	n/a
Notes	

**Alignment/Compliance**

Alignment with Guiding Documents	Aligns with <i>Dare to Deliver; Dare to Discover</i> values
Compliance with Legislation, Policy and/or Procedure Relevant to the Proposal (please quote legislation and include identifying section numbers)	<p>1. <b>Post-Secondary Learning Act (PSLA):</b> The <i>PSLA</i> gives GFC responsibility, subject to the authority of the Board of Governors, over academic affairs (Section 26(1)). Further, the <i>PSLA</i> gives the Board of Governors authority over certain admission requirements and rules respecting enrolment (Section 60(1)(c) and (d)). The Board has delegated its authority over admissions requirements and rules respecting enrolment to GFC. GFC has thus established an Academic Standards Committee (ASC).</p> <p>2. <b>PSLA:</b> The <i>PSLA</i> gives Faculty Councils the authority to “determine the conditions under which a student must withdraw from or may continue the student’s program of studies in a faculty” (Section 29(1)(d)).</p> <p>3. <b>UAPPOL Academic Standing Policy:</b> All current academic standing regulations, including academic standing categories, University graduating standards and requirements for all individual programs will be those prescribed by Faculty Councils and GFC as set forth in the University Calendar.</p>

**4. UAPPOL Academic Standing Regulations Procedures:** All proposed new academic standing regulations and changes to existing academic standing regulations will be submitted by the Faculties or the Administration to the Provost and Vice-President (Academic). Faculties will also submit to the Provost and Vice-President (Academic) any proposed changes to the use and/or computation of averages relating to academic standing, including promotion and graduation.

If the Provost and Vice-President (Academic) determines the proposal to be in good order, the proposal will be introduced to the appropriate University governance process(es). In considering these proposals, governance bodies will consult as necessary with the Faculties and with other individuals and offices.

Normally, changes become effective once they are approved by GFC or its delegate and are published in the University Calendar.

**8. GFC Academic Standards Committee (ASC) Terms of Reference (3. Mandate of the Committee):**

**“B. Admission and Transfer, Academic Standing, Marking and Grading, Term Work, Examinations, International Baccalaureate (IB), Advanced Placement (AP)**

i. All proposals from the Faculties or the Administration related to admission and transfer, to the academic standing of students, to institutional marking and grading policies and/or procedures and to term work policies and procedures are submitted to the Provost and Vice-President (Academic) (or delegate) who chairs the GFC Academic Standards Committee. ASC will consult as necessary with the Faculties and with other individuals and offices in its consideration of these proposals. (GFC 29 SEP 2003) (GFC 31 MAY 2005) (EXEC 04 DEC 2006)

ii. ASC acts for GFC in approving routine and/or editorial changes to both admission/transfer policies and academic standing regulations, and acts for GFC in approving all proposals for a) change to examination regulations, b) change to existing International Baccalaureate (IB) and Advanced Placement (AP) policies and procedures and c) change to the University Calendar Section on Missed Term Work (under the Section entitled Evaluation Procedures and Grading System. (EXEC 18 NOV 1996) (EXEC 04 DEC 2006)'

**9. Academic Planning Committee Terms of Reference (3. Mandate of the Committee)**

**“12. Graduate Degree Specializations**

All proposals for establishment of graduate degree specializations shall be submitted to the Dean of the Faculty of Graduate Studies and Research. The Dean, after consultation, may approve proposals which do not involve base operating or capital funds; the Dean will report these approvals to APC. Proposals which constitute new programs and/or



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	which do involve base operating or capitals funds will be considered and decided upon by APC.”
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**Routing** (Include meeting dates)

Consultative Route (parties who have seen the proposal and in what capacity)	Faculty Learning Committee School of Public Health Faculty Council, May 22, 2015 Committee on Education Policy and Programs, School of Public Health, March 30, 2015 Faculty Council Graduate Studies and Research (for information) – November 24, 2015
Approval Route (Governance) (including meeting dates)	Public Health Faculty Council, approved September 8, 2015 Dean, Faculty of Graduate Studies and Research - September 24, 2015 GFC Academic Standards Committee, November 19, 2015
Final Approver	GFC Academic Standards Committee – November 19, 2015

Attachments:

1. School of Public Health – Proposed Amendment to the 2016-2017 Calendar

*Prepared by:* Janice Hurlburt, Graduate Governance and Policy Coordinator, Faculty of Graduate Studies and Research *and* Felicity Hey, Educational Programs Coordinator, School of Public Health

Revised: 11/12/2015

2016-2017 Calendar Changes  
Degree and Specializations

Current	Proposed
<p><b>205.66.16 The Degree of MSc in Public Health in Health Promotion and socio-behavioural sciences (thesis-based)</b></p> <p><b>Program Requirements</b> Students must complete the following:</p> <p>(1) <b>Required courses (★15):</b></p> <ol style="list-style-type: none"> <li>SPH 503, 555, 561, 566, 596</li> <li>One (*3) qualitative methods course as approved by the student's Supervisor.</li> </ol> <p>(2) <b>Electives:</b> one (★3) graduate-level course approved by the student's Supervisor.</p> <p>(3) <b>Thesis:</b> successfully complete and defend a thesis on a research topic in the area defined in consultation with the student's supervisory committee. The scope and quality of the thesis should be appropriate to form the basis for a refereed journal publication. Students are required to present the results of their thesis at a student seminar prior to the defense.</p> <p><b>Length of Program</b> —Students may undertake the MSc on a part-time or full-time basis. The maximum time permitted for completion of the program is four years (part- or full-time) from the date of first registration.</p>	<p><b>205.66.16 The Degree of MSc in Public Health in Health Promotion and <u>Socio-behavioural Sciences</u> (thesis-based)</b></p> <p><b>Program Requirements</b> Students must complete the following:</p> <p>(1) <b>Required courses (★12):</b></p> <ol style="list-style-type: none"> <li>SPH 503, 555, 561, 596</li> <li>One (*3) qualitative methods course as approved by the student's Supervisor.</li> </ol> <p>(2) <b>Electives:</b> one (★3) graduate-level course approved by the student's Supervisor.</p> <p>(3) <b>Thesis:</b> successfully complete and defend a thesis on a research topic in the area defined in consultation with the student's supervisory committee. The scope and quality of the thesis should be appropriate to form the basis for a refereed journal publication. <u>The minimum period of residence is two fourth month terms of full-time registration at the University of Alberta.</u> Students are required to present the results of their thesis at a student seminar prior to the defense.</p> <p><b>Length of Program</b> <u>The time required to complete the program will vary according to the previous training of the applicant and the nature of the research undertaken; a minimum of two years is normally required.</u> The maximum time permitted for completion of the program is four years (part- or full-time) from the date of first registration.</p>
<p><b>Rationale</b> All MSc specializations programs in the School will now include courses on the foundations of public health, and epidemiology. The remaining course requirements for each specialization have been decided by faculty members in the specializations including: a) the required specialization courses (methodological and content), and b) the required number of elective courses.</p>	
Current	Proposed
<p><b>205.66.2 The Postgraduate Diploma in Public Health in Health Promotion (Not offered) <del>in 2015-2016</del></b></p> <p><b>Program Requirements</b> Students must complete the following:</p> <p>(1) <b>Required courses (★18):</b> SPH 501, 503, 504, 510; SPH 528, 597.</p> <p>(2) <b>Electives:</b> four (★12) graduate-level courses approved by the student's Advisor.</p> <p><b>Length of Program</b> Students may undertake the Diploma program on a part-time or full-time basis. The maximum time permitted for completion of the program is four years (part- or full-time) from the date of first registration.</p>	<p><b>205.66.2 The Postgraduate Diploma in Public Health in Health Promotion (Not <u>currently</u> offered)</b></p> <p><b>Program Requirements</b> Students must complete the following:</p> <p>(1) <b>Required courses (★18):</b> SPH 501, 503, 504, 510; SPH 528, 597.</p> <p>(2) <b>Electives:</b> four (★12) graduate-level courses approved by the student's Advisor.</p> <p><b>Length of Program</b> Students may undertake the Diploma program on a part-time or full-time basis. The maximum time permitted for completion of the program is four years (part- or full-time) from the date of first registration.</p>
<p><b>Rationale</b> This program is not currently being offered.</p>	

Current	Proposed
<p><b>205.66.19 The Degree of PhD in Public Health in the research area of Epidemiology</b></p> <p><b>Program Requirements</b></p> <p>Students must complete the following:</p> <ol style="list-style-type: none"> <li>(1) <b>Required courses (★15):</b> SPH 602 or 607 and <del>603, 604, 640, 719, 766.</del></li> <li>(2) <b>Elective courses:</b> <del>three (★9)</del> additional courses as approved by the student's Supervisor.</li> <li>(3) <b>Candidacy Examination:</b> <del>the Candidacy Examination is typically planned for sometime after the first year of the program, once all course work is completed and should occur by the end of the second year of the PhD program. The Candidacy Examination will be administered in two parts, a Written Examination, which is primarily intended to comprehensively examine the student on her or his area of research interest, and an Oral Examination, which is primarily intended to assess the student's ability to conduct independent research.</del></li> <li>(4) <b>Thesis:</b> successfully complete and defend a thesis on a research topic in the program area defined in consultation with the student's supervisory committee. The scope and quality of the thesis must represent an advance in knowledge of the candidate's field of study and should be appropriate to form the basis for at least one refereed journal publication describing the methodology and results of the research.</li> </ol> <p>The minimum period of residence is four four-month terms of full-time registration at the University of Alberta.</p> <p><b>Length of Program</b></p> <p>The doctoral program has an expected four-year minimum duration for full-time students from the bachelor's level. The time required to complete the PhD will vary according to the previous training of the applicant and the nature of the research undertaken. The maximum time permitted for completion of the program is six years (part- or full-time) from the date of first registration.</p>	<p><b>205.66.19 The Degree of PhD in Public Health in the research area of Epidemiology</b></p> <p><b>Program Requirements</b></p> <p>Students must complete the following:</p> <ol style="list-style-type: none"> <li>(1) <b>Required courses (★15):</b> SPH 602 or 607 and <u>610, 603, 604, 719, 766.</u></li> <li>(2) <b>Elective courses:</b> additional courses as approved by the student's Supervisor.</li> <li>(3) <b>Comprehensive Examination:</b> <u>the Comprehensive Examination is a written examination that will occur following the completion of coursework, and is normally completed after the first year, and within the first 2 years of the PhD program. The Comprehensive Examination is primarily intended to examine the student to determine whether they have achieved competency in contextualization of the thesis within public health, specific content area of thesis, and specific methodological issues relating to the proposed thesis.</u></li> <li>(4) <b>Candidacy Examination:</b> <u>the Candidacy Examination occurs once all course work and comprehensive exam are completed, and within three years of the start of the PhD program. The Candidacy Examination is an Oral Examination, which is primarily intended to assess the student's ability to conduct independent research.</u></li> <li>(5) <b>Thesis:</b> successfully complete and defend a thesis on a research topic in the program area defined in consultation with the student's supervisory committee. The scope and quality of the thesis must represent an advance in knowledge of the candidate's field of study and should be appropriate to form the basis for at least one refereed journal publication describing the methodology and results of the research.</li> </ol> <p>The minimum period of residence is four four-month terms of full-time registration at the University of Alberta.</p> <p><b>Length of Program</b></p> <p>The doctoral program has an expected four-year minimum duration for full-time students from the bachelor's level. The time required to complete the PhD will vary according to the previous training of the applicant and the nature of the research undertaken. The maximum time permitted for completion of the program is six years (part- or full-time) from the date of first registration.</p>
<p><b>Rationale</b></p> <p>Course numbers changed to match the correct courses, as per Calendar Changes in 2014-2015. Number of electives is now the decision of the supervisor as per the course needs of the student, as per Calendar Changes in 2013-2014. Information about the Comprehensive Examination separated from the Candidacy Exam.</p>	

Current	Proposed
<p><b>205.66.20 The Degree of PhD in Public Health in the research area of Health Promotion and Socio-behavioural Sciences</b>  <b>Program Requirements</b></p> <p>Students must complete the following:</p> <p>(1) <b>Required courses (★15):</b> SPH 602 or 607 and 603, 604, 608, 610, 622.</p> <p>(2) <b>Elective courses:</b> additional courses as approved by the student's Supervisor.</p> <p>(3) <b>Candidacy Examination:</b> the Candidacy Examination is typically planned for sometime after the first year of the program, once all course work is completed and should occur by the end of the second year of the PhD program. The Candidacy Examination will be administered in two parts, a Written Examination, which is primarily intended to comprehensively examine the student on her or his area of research interest, and an Oral Examination, which is primarily intended to assess the student's ability to conduct independent research.</p> <p>(4) <b>Thesis:</b> successfully complete and defend a thesis on a research topic in the program area defined in consultation with the student's supervisory committee. The scope and quality of the thesis must represent an advance in knowledge of the candidate's field of study and should be appropriate to form the basis for at least one refereed journal publication describing the methodology and results of the research.</p> <p>The minimum period of residence is four four-month terms of full-time registration at the University of Alberta.</p> <p><b>Length of Program</b></p> <p>The doctoral program has an expected four-year minimum duration for full-time students from the bachelor's level. The time required to complete the PhD will vary according to the previous training of the applicant and the nature of the research undertaken. The maximum time permitted for completion of the program is six years (part- or full-time) from the date of first registration.</p>	<p><b>205.66.20 The Degree of PhD in Public Health in the research area of Health Promotion and Socio-behavioural Sciences</b>  <b>Program Requirements</b></p> <p>Students must complete the following:</p> <p>(1) <b>Required courses (★15):</b> SPH 602 or 607 and 610, 603, 604, 608, 622.</p> <p>(2) <b>Elective courses:</b> additional courses as approved by the student's Supervisor.</p> <p>(3) <b>Comprehensive Examination:</b> the Comprehensive Examination is a written examination that will occur following the completion of coursework, and is normally completed after the first year, and within the first two years of the PhD program. The Comprehensive Examination is primarily intended to examine the student to determine whether they have achieved competency in contextualization of the thesis within public health, specific content area of thesis, and specific methodological issues relating to the proposed thesis.</p> <p>(4) <b>Candidacy Examination:</b> the Candidacy Examination occurs once all course work and comprehensive exam are completed, and within three years of the start of the PhD program. The Candidacy Examination is an Oral Examination, which is primarily intended to assess the student's ability to conduct independent research.</p> <p>(5) <b>Thesis:</b> successfully complete and defend a thesis on a research topic in the program area defined in consultation with the student's supervisory committee. The scope and quality of the thesis must represent an advance in knowledge of the candidate's field of study and should be appropriate to form the basis for at least one refereed journal publication describing the methodology and results of the research.</p> <p>The minimum period of residence is four four-month terms of full-time registration at the University of Alberta.</p> <p><b>Length of Program</b></p> <p>The doctoral program has an expected four-year minimum duration for full-time students from the bachelor's level. The time required to complete the PhD will vary according to the previous training of the applicant and the nature of the research undertaken. The maximum time permitted for completion of the program is six years (part- or full-time) from the date of first registration.</p>
<p>Rationale  Course numbers changed to match the correct courses, as per Calendar Changes in 2014-2015. Information about the Comprehensive Examination separated from the Candidacy Exam.</p>	

Current	Proposed
<p><b>205.66.21 The Degree of PhD in Public Health in the research area of Health Services and Policy Research Program Requirements</b></p> <p>Students must complete the following:</p> <ol style="list-style-type: none"> <li>(1) <b>Required courses (★12):</b> SPH 600, 602 or 607 and <del>603, 604, 640.</del></li> <li>(2) <b>Elective courses:</b> <del>one (★3) course and any</del> additional courses as approved by the student's Supervisor.</li> <li>(3) <b>Candidacy Examination:</b> <del>the Candidacy Examination is typically planned for sometime after the first year of the program, once all course work is completed and should occur by the end of the second year of the PhD program. The Candidacy Examination will be administered in two parts, a Written Examination, which is primarily intended to comprehensively examine the student on her or his area of research interest, and an Oral Examination, which is primarily intended to assess the student's ability to conduct independent research.</del></li> <li>(4) <b>Thesis:</b> successfully complete and defend a thesis on a research topic in the program area defined in consultation with the student's supervisory committee. The scope and quality of the thesis must represent an advance in knowledge of the candidate's field of study and should be appropriate to form the basis for at least one refereed journal publication describing the methodology and results of the research.</li> </ol> <p>The minimum period of residence is four four-month terms of full-time registration at the University of Alberta.</p> <p><b>Length of Program</b></p> <p>The doctoral program has an expected four-year minimum duration for full-time students from the bachelor's level. The time required to complete the PhD will vary according to the previous training of the applicant and the nature of the research undertaken. The maximum time permitted for completion of the program is six years (part- or full-time) from the date of first registration.</p>	<p><b>205.66.21 The Degree of PhD in Public Health in the research area of Health Services and Policy Research Program Requirements</b></p> <p>Students must complete the following:</p> <ol style="list-style-type: none"> <li>(1) <b>Required courses (★12):</b> SPH 600, 602 or 607 and <u>610, 603, 604.</u></li> <li>(2) <b>Elective courses:</b> additional courses as approved by the student's Supervisor.</li> <li>(3) <b>Comprehensive Examination:</b> <u>the Comprehensive Examination is a written examination that will occur following the completion of coursework, and is normally completed after the first year, and within the first two years of the PhD program. The Comprehensive Examination is primarily intended to examine the student to determine whether they have achieved competency in contextualization of the thesis within public health, specific content area of thesis, and specific methodological issues relating to the proposed thesis.</u></li> <li>(4) <b>Candidacy Examination:</b> <u>the Candidacy Examination occurs once all course work and comprehensive exam are completed, and within three years of the start of the PhD program. The Candidacy Examination is an Oral Examination, which is primarily intended to assess the student's ability to conduct independent research.</u></li> <li>(5) <b>Thesis:</b> successfully complete and defend a thesis on a research topic in the program area defined in consultation with the student's supervisory committee. The scope and quality of the thesis must represent an advance in knowledge of the candidate's field of study and should be appropriate to form the basis for at least one refereed journal publication describing the methodology and results of the research.</li> </ol> <p>The minimum period of residence is four four-month terms of full-time registration at the University of Alberta.</p> <p><b>Length of Program</b></p> <p>The doctoral program has an expected four-year minimum duration for full-time students from the bachelor's level. The time required to complete the PhD will vary according to the previous training of the applicant and the nature of the research undertaken. The maximum time permitted for completion of the program is six years (part- or full-time) from the date of first registration</p>
<p>Rationale</p> <p>Course numbers changed to match the correct courses, as per Calendar Changes in 2014-2015. Number of electives is now the decision of the supervisor as per the course needs of the student, as per Calendar Changes in 2013-2014. Information about the Comprehensive Examination separated from the Candidacy Exam.</p>	

Current	Proposed
<p><b>205.66.22 The Degree of PhD in Public Health in the research area of Public Health</b>  <b>Program Requirements</b></p> <p>Students must complete the following:</p> <ol style="list-style-type: none"> <li>(1) <b>Required courses (★9):</b> SPH 602 or 607 and <del>603, 604, 640.</del></li> <li>(2) <b>Elective courses:</b> <del>two (★6) courses and any</del> additional courses as approved by the student's Supervisor.</li> <li>(3) <b>Candidacy Examination:</b> <del>the Candidacy Examination is typically planned for sometime after the first year of the program, once all course work is completed and should occur by the end of the second year of the PhD program. The Candidacy Examination will be administered in two parts, a Written Examination, which is primarily intended to comprehensively examine the student on her or his area of research interest, and an Oral Examination, which is primarily intended to assess the student's ability to conduct independent research.</del></li> <li>(4) <b>Thesis:</b> successfully complete and defend a thesis on a research topic in the program area defined in consultation with the student's supervisory committee. The scope and quality of the thesis must represent an advance in knowledge of the candidate's field of study and should be appropriate to form the basis for at least one refereed journal publication describing the methodology and results of the research.</li> </ol> <p>The minimum period of residence is four four-month terms of full-time registration at the University of Alberta.</p> <p><b>Length of Program</b></p> <p>The doctoral program has an expected four-year minimum duration for full-time students from the bachelor's level. The time required to complete the PhD will vary according to the previous training of the applicant and the nature of the research undertaken. The maximum time permitted for completion of the program is six years (part- or full-time) from the date of first registration.</p>	<p><b>205.66.22 The Degree of PhD in Public Health in the research area of Public Health</b>  <b>Program Requirements</b></p> <p>Students must complete the following:</p> <ol style="list-style-type: none"> <li>(1) <b>Required courses (★9):</b> SPH 602 or 607 and <u>610, 603, 604.</u></li> <li>(2) <b>Elective courses:</b> additional courses as approved by the student's Supervisor.</li> <li>(3) <b>Comprehensive Examination:</b> <u>the Comprehensive Examination is a written examination that will occur following the completion of coursework, and is normally completed after the first year, and within the first two years of the PhD program. The Comprehensive Examination is primarily intended to examine the student to determine whether they have achieved competency in contextualization of the thesis within public health, specific content area of thesis, and specific methodological issues relating to the proposed thesis.</u></li> <li>(4) <b>Candidacy Examination:</b> <u>the Candidacy Examination occurs once all course work and comprehensive exam are completed, and within three years of the start of the PhD program. The Candidacy Examination is an Oral Examination, which is primarily intended to assess the student's ability to conduct independent research.</u></li> <li>(5) <b>Thesis:</b> successfully complete and defend a thesis on a research topic in the program area defined in consultation with the student's supervisory committee. The scope and quality of the thesis must represent an advance in knowledge of the candidate's field of study and should be appropriate to form the basis for at least one refereed journal publication describing the methodology and results of the research.</li> </ol> <p>The minimum period of residence is four four-month terms of full-time registration at the University of Alberta.</p> <p><b>Length of Program</b></p> <p>The doctoral program has an expected four-year minimum duration for full-time students from the bachelor's level. The time required to complete the PhD will vary according to the previous training of the applicant and the nature of the research undertaken. The maximum time permitted for completion of the program is six years (part- or full-time) from the date of first registration.</p>
<p>Rationale  Course numbers changed to match the correct courses, as per Calendar Changes in 2014-2015. Number of electives is now the decision of the supervisor as per the course needs of the student, as per Calendar Changes in 2013-2014. Information about the Comprehensive Examination separated from the Candidacy Exam.</p>	

**OUTLINE OF ISSUE**

Agenda Title: **Proposal for Changes to Entrance and Program Requirements for the graduate programs in the Medical Sciences – Periodontology programs, Department of Dentistry, Faculty of Medicine and Dentistry, Faculty of Graduate Studies and Research**

**Motion:** THAT the GFC Academic Standards Committee approve, under delegated authority from General Faculties Council, the proposed changes to the entrance and academic standing requirements in the Medical Sciences – Periodontology programs, Department of Dentistry as submitted by the Faculty of Graduate Studies and Research, and as set forth in Attachment 1, to be in effect for September 2017 admission.

**Item**

Action Requested	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation <input type="checkbox"/> Discussion/Advice <input type="checkbox"/> Information
Proposed by	Dr. Paul Major, Chair, Department of Dentistry, Senior Associate Dean, Faculty of Medicine and Dentistry. Dr. Liran Levin, Head, Division of Periodontology, School of Dentistry, Faculty of Medicine and Dentistry. Dr. Heather Zwicker, Vice-Provost and Dean, Faculty of Graduate Studies and Research
Presenter	Dr Liran Levin, Head, Division of Periodontology, School of Dentistry, Faculty of Medicine and Dentistry
Subject	The MSc and PhD in Medical Sciences – Periodontology has entrance and program requirements in addition to the general requirements for Medical Sciences.

**Details**

Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is (please be specific)	The MSc and PhD in Medical Sciences – Periodontology has some entrance and program requirements that are in addition to the general requirements for Medical Sciences.
The Impact of the Proposal is	A Doctor in Dental Surgery (DDS) or equivalent dental professional designation is required since this is a clinical specialty program for dentists only. Due to the nature of the program that involves care providence to patients, a recommendation letter noting their class ranking (if applicable) upon graduation from dentistry will be required to ensure high quality applications both from the practical and humane perspectives. Our, as well as other programs experience, show that applicants that have completed at least one year of experience as a licensed dentist present better initial skills that are required for the clinical part of the program. The personal interview is also aimed to assess the communication and care providence skills of the applicants.
Replaces/Revises (eg, policies, resolutions)	Those requirements are accepted in other clinical programs in our schools as well as worldwide.
Timeline/Implementation Date	Proposed effective date: To be included in the 2016-2017 Calendar for September 2017 admission
Estimated Cost	None - Once the program is established the clinical training will be cost neutral based on revenues from providing patient care
Sources of Funding	N/A
Notes	The MSc and PhD in Medical Sciences – Periodontology was approved by the Dean, Faculty of Graduate Studies and Research, and will be provided to the GFC Academic Planning Committee for information.

**Alignment/Compliance**

<p>Alignment with Guiding Documents</p>	<p>Aligns with <i>Dare to Deliver</i>; <i>Dare to Discover</i> values</p>
<p>Compliance with Legislation, Policy and/or Procedure Relevant to the Proposal (please <u>quote</u> legislation and include identifying section numbers)</p>	<p>1. <b>Post-Secondary Learning Act (PSLA):</b> The <i>PSLA</i> gives GFC responsibility, subject to the authority of the Board of Governors, over academic affairs (Section 26(1)). Further, the <i>PSLA</i> gives the Board of Governors authority over certain admission requirements and rules respecting enrolment (Section 60(1)(c) and (d)). The Board has delegated its authority over admissions requirements and rules respecting enrolment to GFC. GFC has thus established an Academic Standards Committee (ASC).</p> <p>2. <b>PSLA:</b> The <i>PSLA</i> gives Faculty Councils power to “provide for the admission of students to the faculty” (29(1)(c)).</p> <p>3. <b>UAPPOL Admissions Policy:</b> “Admission to the University of Alberta is based on documented academic criteria established by individual Faculties and approved by GFC. This criteria may be defined in areas such as subject requirements, minimum entrance averages, and language proficiency requirements. In addition to academic requirements for admission, GFC authorizes each Faculty to establish such other reasonable criteria for admission of applicants as the Faculty may consider appropriate to its programs of study, subject to the approval of GFC (e.g. interview, audition, portfolio, etc.) The admission requirements for any Faculty will be those approved by GFC as set forth in the current edition of the University Calendar. In addition to the admission requirements, selection criteria for quota programs, where they exist, will also be published in the current edition of the University Calendar. The responsibility for admission decisions will be vested in the Faculty Admission Committees or in the Deans of the respective Faculties, as the councils of such Faculties will determine.”</p> <p>4. <b>UAPPOL Admissions Procedure:</b> “PROCEDURE 1. EFFECTIVE DATE OF CHANGES TO ADMISSION REGULATIONS Following approval by GFC: a. Where changes to admission regulations may disadvantage students in the current admission cycle, normally implementation will be effective after the change has been published in the University Calendar for one full year (i.e., effective the second year that the information is published in the University Calendar). For example, a change approved in May 2005 would be first published in the 2006-2007 University Calendar in March 2006. Therefore the statement cannot come into effect until September 2007 (affecting applicants who apply for the September 2007 term beginning July 2006). b. Where changes to admission regulations are deemed by the approving body to be ‘advantageous to students’, normally the date of implementation will be effective immediately or at the next available intake for the admitting Faculty.”</p> <p>5. <b>PSLA:</b> The <i>PSLA</i> gives Faculty Councils the authority to “determine the conditions under which a student must withdraw from or may continue the student’s program of studies in a faculty” (Section 29(1)(d)).</p>



6. ***UAPPOL Academic Standing Policy:*** All current academic standing regulations, including academic standing categories, University graduating standards and requirements for all individual programs will be those prescribed by Faculty Councils and GFC as set forth in the University Calendar.

7. ***UAPPOL Academic Standing Regulations Procedures:*** All proposed new academic standing regulations and changes to existing academic standing regulations will be submitted by the Faculties or the Administration to the Provost and Vice-President (Academic). Faculties will also submit to the Provost and Vice-President (Academic) any proposed changes to the use and/or computation of averages relating to academic standing, including promotion and graduation.

If the Provost and Vice-President (Academic) determines the proposal to be in good order, the proposal will be introduced to the appropriate University governance process(es). In considering these proposals, governance bodies will consult as necessary with the Faculties and with other individuals and offices.

Normally, changes become effective once they are approved by GFC or its delegate and are published in the University Calendar.

**8. GFC Academic Standards Committee (ASC) Terms of Reference (3. Mandate of the Committee):**

**“B. Admission and Transfer, Academic Standing, Marking and Grading, Term Work, Examinations, International Baccalaureate (IB), Advanced Placement (AP)**

i. All proposals from the Faculties or the Administration related to admission and transfer, to the academic standing of students, to institutional marking and grading policies and/or procedures and to term work policies and procedures are submitted to the Provost and Vice-President (Academic) (or delegate) who chairs the GFC Academic Standards Committee. ASC will consult as necessary with the Faculties and with other individuals and offices in its consideration of these proposals. (GFC 29 SEP 2003) (GFC 31 MAY 2005) (EXEC 04 DEC 2006)

ii. ASC acts for GFC in approving routine and/or editorial changes to both admission/transfer policies and academic standing regulations, and acts for GFC in approving all proposals for a) change to examination regulations, b) change to existing International Baccalaureate (IB) and Advanced Placement (AP) policies and procedures and c) change to the University Calendar Section on Missed Term Work (under the Section entitled Evaluation Procedures and Grading System. (EXEC 18 NOV 1996) (EXEC 04 DEC 2006)'

**9. Academic Planning Committee Terms of Reference (3. Mandate of the Committee)**

**“12. Graduate Degree Specializations**

Item No. 7

	All proposals for establishment of graduate degree specializations shall be submitted to the Dean of the Faculty of Graduate Studies and Research. The Dean, after consultation, may approve proposals which do not involve base operating or capital funds; the Dean will report these approvals to APC. Proposals which constitute new programs and/or which do involve base operating or capitals funds will be considered and decided upon by APC.”
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**Routing (Include meeting dates)**

<p>Participation: (parties who have seen the proposal and in what capacity)</p> <ul style="list-style-type: none"> <li>• Those who have been informed</li> <li>• Those who have been consulted</li> <li>• Those who are actively participating</li> </ul>	<p>Graduate Studies Committee of the Department of Dentistry, approved Chair and the Associate Chair for Graduate Studies, thorough discussion and consultation</p> <p>The Department council (Dentistry) has approved the program that was later approved by the Faculty of Medicine and Dentistry Council and the Dean of the FGSR.</p> <p>Nat Kav, Vice-Provost (Academic Programs and Instruction) Kate Peters, Portfolios Initiatives Manager, Office of the Provost and Vice-President (Academic)</p>
<p>Approval Route (Governance) (including meeting dates)</p>	<p>Faculty of Medicine and Dentistry Council, approved September 15, 2015</p> <p>Dean, Faculty of Graduate Studies and Research, approved September 23, 2015</p> <p>GFC Academic Standards Committee, November 19, 2015</p>
<p>Final Approver</p>	<p>GFC Academic Standards Committee, November 19, 2015</p>

Attachments:

1. Department of Dentistry – Proposed Amendment to the 2017-2018 Calendar

*Prepared by:* Janice Hurlburt, Graduate Governance and Policy Coordinator, Faculty of Graduate Studies and Research, [jhurlbur@ualberta.ca](mailto:jhurlbur@ualberta.ca)

## Appendix 2

**2017-2018 University of Alberta Calendar Graduate Program Changes: Department of Dentistry MSc and PhD in Medical-Sciences-Periodontology**

Current	Proposed
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## 205.19 Dentistry

Department of Dentistry  
5th Floor, Edmonton Clinic Health Academy  
University of Alberta  
Edmonton, Alberta T6G 1C9  
E-mail: [dentistry.gradstudies@ualberta.ca](mailto:dentistry.gradstudies@ualberta.ca)  
[www.dent.ualberta.ca](http://www.dent.ualberta.ca)

### 205.19.1 General Information

The Department of Dentistry offers the MSc and PhD in Medical Sciences degrees (see §[205.43](#)) for post-DDS applicants or for those proceeding from a BSc or equivalent degree. Research may be carried out in a variety of dentistry-related disciplines for which faculty members in the department have active research programs. Inquiries should be directed to the Graduate Programs Administrator, Department of Dentistry ([www.dent.ualberta.ca](http://www.dent.ualberta.ca)).

The Department offers the MSc in Medical Sciences program in the following areas of specialty: Dental Hygiene, Dentistry, Oral Biology, Orthodontics, and Oral Medicine. The PhD programs are offered in Dentistry, Oral Biology, and Orthodontics.

### Entrance Requirements

The Department's normal requirements for admission of graduate students are a minimum of 3.0 or equivalent GPA during the last two years of an undergraduate or graduate degree at the University of Alberta, or equivalent qualification from another institution, and a TOEFL score of at least 580 (paper-based) or 95 with at least 20 per section (Internet-based), or a MELAB minimum score of 91; or a CAEL minimum score of 70 with at least 70 on each subtest; or an IELTS (Academic) minimum score of 7.5 with at least 6 on each band, where applicable (see §[203.2.4](#)). Admission is dependent upon the recommendation of the Department of Dentistry's Graduate Committee and the Medical Sciences Graduate Program Committee to the Faculty of Graduate Studies and Research. In addition, the applicant's curriculum vitae, previous research experience, letters of recommendation and statement of intent will be considered for the admission decision. Other facts would be considered on a case per case basis.

[...]

[NEW]

## 205.19 Dentistry

Department of Dentistry  
5th Floor, Edmonton Clinic Health Academy  
University of Alberta  
Edmonton, Alberta T6G 1C9  
E-mail: [dentistry.gradstudies@ualberta.ca](mailto:dentistry.gradstudies@ualberta.ca)  
[www.dent.ualberta.ca](http://www.dent.ualberta.ca)

### 205.19.1 General Information

The Department of Dentistry offers the MSc and PhD in Medical Sciences degrees (see §[205.43](#)) for post-DDS applicants or for those proceeding from a BSc or equivalent degree. Research may be carried out in a variety of dentistry-related disciplines for which faculty members in the department have active research programs. Inquiries should be directed to the Graduate Programs Administrator, Department of Dentistry ([www.dent.ualberta.ca](http://www.dent.ualberta.ca)).

The Department offers the MSc in Medical Sciences program in the following areas of specialty: Dental Hygiene, Dentistry, Oral Biology, Orthodontics, Oral Medicine, and Periodontology. The PhD programs are offered in Dentistry, Oral Biology, Orthodontics, and Periodontology.

### Entrance Requirements

The Department's normal requirements for admission of graduate students are a minimum of 3.0 or equivalent GPA during the last two years of an undergraduate or graduate degree at the University of Alberta, or equivalent qualification from another institution, and a TOEFL score of at least 580 (paper-based) or 95 with at least 20 per section (Internet-based), or a MELAB minimum score of 91; or a CAEL minimum score of 70 with at least 70 on each subtest; or an IELTS (Academic) minimum score of 7.5 with at least 6 on each band, where applicable (see §[203.2.4](#)). Admission is dependent upon the recommendation of the Department of Dentistry's Graduate Committee and the Medical Sciences Graduate Program Committee to the Faculty of Graduate Studies and Research. In addition, the applicant's curriculum vitae, previous research experience, letters of recommendation and statement of intent will be considered for the admission decision. Other facts would be considered on a case per case basis.

[...]

### 205.19.5 The Degree of MSc in Medical Sciences - Periodontology

#### General Information

The Department of Dentistry offers an MSc in Medical Sciences - Periodontology. Through a combination of didactic and clinical courses, the program is structured to prepare the dental graduate for a Periodontology practice and/or an educational appointment. This is a thesis-based program. In addition the clinical requirements involve successful completion of selected

teaching cases (see §205.43 Medical Sciences). Application for admission should be directed to the Admissions Office, Department of Dentistry, University of Alberta, 5th floor, 11405-87 Avenue NW, Edmonton, Alberta T6G 1C9. Information about the program and the online application form may be found at [www.ualberta.ca/perio](http://www.ualberta.ca/perio). The deadline is September 1 for the following September admission. This program will begin in 2017-2018.

### **Entrance Requirements**

A Doctor in Dental Surgery (DDS) or equivalent dental professional designation is required. In addition to the general entrance requirements (§205.19.1), applicants to the Periodontology program must:

1. An official note of their class ranking (if applicable) upon graduation from dentistry.
2. Have completed at least one year of experience as a licensed dentist immediately prior to the start of the program. Letter(s) of good standing from current and previous licensing bodies must be provided.
3. A personal interview is required for short-listed applicants. Those applicants will be advised of the arranged interview date by e-mail.

Admission is dependent upon the recommendation of the Department of Dentistry's Graduate Committee and the Medical Sciences Graduate Program Committee.

### **Financial Assistance**

See (§205.19.1).

### **Program Requirements**

The requirements for the degree include coursework (OBIOL500(\*3),501(\*3),Dent542(\*1),551(\*3),552(\*3),565(\*2),566(\*2),570(\*6),571(\*6),572(\*6),573(\*10),672(\*6),673(\*10), 772(\*6),773(\*10)), a clinical component and a thesis. Student progress will be monitored through an annual written and/or oral external assessment. Feedback from this assessment serves to identify areas that require additional attention by the student. The assessment will permit the development of specific clinical and/or didactic improvement objectives before the next annual assessment. The program of study is determined in consultation with the Supervisor and Supervisory Committee.

### **Length of Program**

The minimum time required to complete the MSc is three years.

**205.19.6 The Degree of PhD in Medical Sciences - Dentistry and the Degree of PhD in Medical Sciences -**

**205.19.5 The Degree of PhD in Medical Sciences - Dentistry and the Degree of PhD in Medical Sciences - Oral Biology**

[...]

**205.19.6 The Degree of PhD in Medical Sciences - Orthodontics**

[...]

[NEW]

**Oral Biology**

[...]

**205.19.7 The Degree of PhD in Medical Sciences - Orthodontics**

[...]

**205.19.8 The Degree of PhD in Medical Sciences - Periodontology**

**General Information**

The PhD in Medical Sciences - Periodontology program is a full-time program with clinical training integrated into it. For the PhD in Medical Sciences - Periodontology program, applications will be received and reviewed by the Division of Periodontics Committee after approval by the Graduate Studies Committee (see §205.43 Medical Sciences).

Application for admission should be directed to the Graduate Studies and Research Office, Department of Dentistry, University of Alberta, Edmonton, Alberta T6G 1C9. Information about the program and the online application form may be found at [www.ualberta.ca/periodo](http://www.ualberta.ca/periodo). This program will begin in 2017-18.

**Entrance Requirements**

In addition to the general entrance requirements (§205.19.1), applicants must have completed a Doctor in Dental Surgery (DDS) or equivalent dental professional designation and at least one year of experience as a licensed dentist within five years prior to the start of the program. In addition the Department of Dentistry requires a Master's degree or consent of both the Department of Dentistry and the Division of Periodontology in the lack of such in order to apply. A suitable supervisor must be identified to support the applicant.

As part of the selection process, selected applicants will be invited to an interview.

**Program Requirements**

The program of study is determined in consultation with the supervisor and supervisory committee. PhD level training including relevant course work (\*12) and research component will be exclusively performed during the first two years. The three-year clinical training will not start until defined research milestones are attained including the completion of the PhD candidacy exam. The requirements for the degree include coursework.

(OBIOL500(\*3),501(\*3),Dent542(\*1),551(\*3),552(\*3),565(\*2),566(\*2),570(\*6),571(\*6),572(\*6),573(\*10),672(\*6),673(\*10), 772(\*6),773(\*10)), a clinical component, elective

coursework pertinent to the PhD (\*12) and a PhD thesis. Students enrolled in the PhD in Medical Sciences - Periodontology will not have the option of transferring to the MSc in Medical Sciences - Periodontology program but may switch to a non-clinical MSc in Medical Sciences.

### **Length of Program**

The time required to complete the PhD will vary according to the previous training of the applicant and the nature of the research undertaken; however, a minimum of six years is required with six to seven years being the expected norm.

## **205.19.9 Graduate Courses**

[...]

## **205.19.7 Graduate Courses**

[...]

Justification:

## Graduate Courses Proposed for the PhD/MSc in Medical Sciences – Periodontology

### NEW COURSES:

**DENT 570** Periodontology Fundamentals CE6 (fi 12) (two term)

A comprehensive overview of the fundamentals of periodontal disease, etiology, diagnosis, treatment and maintenance. Involves both the theoretical and practical application of periodontal disease management and resolution.

**DENT 571** Implantology Fundamentals CE 6 (fi 12) (two term)

A comprehensive overview of the fundamentals of implant dentistry. Involves both the theoretical and practical application of implant dentistry management as well as implant related bone and soft tissue manipulation.

**DENT 572** Periodontology Seminars CE 6 (fi 12) (two term, 175 hours)

Selected periodontology related theoretical and practical topics along with periodontology case management presentations are discussed in both seminar and preclinical formats.

**DENT 573** Periodontology Clinics CE10 (fi 20) (two term, variable)

Applied clinical education and experience is obtained through supervised management of selected periodontology and implant cases.

**DENT 672** Periodontology Seminars CE6 (fi 12) (two term, variable)

Second year seminar and preclinical presentations. Prerequisite: DENT 572.

**DENT 673** Periodontology Clinics CE 10 (fi 20) (two term, variable)

Second year applied clinical educational program. Prerequisite: DENT 573.

**DENT 772** Periodontology Seminars CE6 (fi 12) (two term, variable)

Third year seminar and preclinical presentations. Prerequisite: DENT 672.

**DENT 773** Periodontology Clinics CE 10 (fi 20) (two term, variable)

Third year applied clinical educational program. Prerequisite: DENT 673.



**OUTLINE OF ISSUE**

Agenda Title: **Proposal for the Suspension of Admission/Transfer to the Bachelor of Education (BEd), Adult Education route, Faculty of Education**

**Motion:** THAT the GFC Academic Standards committee approve, under delegated authority from General Faculties Council, the suspension of admission/transfer to the Bachelor of Education Adult Education route as set forth in Attachment 1 and 2, and as proposed by the Faculty of Education, to take effect upon final approval.

**Item**

Action Requested	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation <input type="checkbox"/> Discussion/Advice <input type="checkbox"/> Information
Proposed by	Clive Hickson, Associate Dean, Undergraduate Programs and Services, Faculty of Education
Presenter	Jorge Sousa, Associate Professor, Educational Policy Studies, Faculty of Education
Subject	The five year suspension of admission/transfer to the Faculty of Education's Bachelor of Education (BEd), Adult Education route.

**Details**

Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is (please be specific)	Approval of the (proposed) suspension of admission/transfer to the Faculty of Education's Bachelor of Education (BEd), Adult Education route.
The Impact of the Proposal is	Since no student has been admitted into the Adult Education route since 2002 there are no adverse impacts on current students. There are no adverse impacts anticipated for graduates as the degree that BEd alumni in the Adult Education route have earned is valid and official documentation continues to be available.
Replaces/Revises (eg, policies, resolutions)	N/A
Timeline/Implementation Date	Upon approval. The Faculty of Education requests that admissions to the Adult Education route be suspended immediately. The appropriate representatives of the Office of the Registrar have been alerted to expect these changes.
Estimated Cost	N/A
Sources of Funding	N/A
Notes	

**Alignment/Compliance**

Alignment with Guiding Documents	<i>Dare to Deliver</i> Values: Leadership and Citizenship Values: Cultivating the values of citizenship, engagement, equality, respect, diversity and community across the University and beyond, as exemplified in the broader Canadian context. We believe that a renewed program can lead to an enhanced learning environment that reflects integrity, fairness, and principles of ethical conduct built on the foundation of academic freedom, open inquiry, and the pursuit of truth.
Compliance with Legislation, Policy and/or Procedure Relevant to the Proposal (please quote legislation and	1. <b>Post-Secondary Learning Act (PSLA)</b> : The <i>PSLA</i> gives GFC responsibility, subject to the authority of the Board of Governors, over academic affairs. Further, the <i>PSLA</i> gives the Board of Governors authority over certain admission requirements and rules respecting

<p>include identifying section numbers)</p>	<p>enrolment. The Board has delegated its authority over admissions requirements and rules respecting enrolment to GFC and the GFC ASC. (Sections 26(1), 60(1)(c) and (d))</p> <p>2. <b>PSLA:</b> The <i>PSLA</i> gives Faculty Councils power to “provide for the admission of students to the faculty” (29(1)(c)).</p> <p>3. <b>UAPPOL Admissions Policy:</b> “Admission to the University of Alberta is based on documented academic criteria established by individual Faculties and approved by GFC. These criteria may be defined in areas such as subject requirements, minimum entrance averages, and language proficiency requirements. In addition to academic requirements for admission, GFC authorizes each Faculty to establish such other reasonable criteria for admission of applicants as the Faculty may consider appropriate to its programs of study, subject to the approval of GFC (e.g. interview, audition, portfolio, etc.)</p> <p>The admission requirements for any Faculty will be those approved by GFC as set forth in the current edition of the <i>University Calendar</i>. In addition to the admission requirements, selection criteria for quota programs, where they exist, will also be published in the current edition of the <i>University Calendar</i>.</p> <p>The responsibility for admission decisions will be vested in the Faculty Admission Committees or in the Deans of the respective Faculties, as the councils of such Faculties will determine.”</p> <p>4. <b>UAPPOL Admissions Procedure:</b>  <u>“PROCEDURE</u>        1. <b>EFFECTIVE DATE OF CHANGES TO ADMISSION REGULATIONS</b>        Following approval by GFC: a. Where changes to admission regulations may disadvantage students in the current admission cycle, normally implementation will be effective after the change has been published in the <i>University Calendar</i> for one full year (i.e., effective the second year that the information is published in the <i>University Calendar</i>).</p> <p>For example, a change approved in May 2005 would be first published in the 2006-2007 <i>University Calendar</i> in March 2006. Therefore the statement cannot come into effect until September 2007 (affecting applicants who apply for the September 2007 term beginning July 2006).”</p> <p>5. <b>GFC Academic Standards Committee (ASC) Terms of Reference (3. Mandate of the Committee):</b> The Office of the Provost and Vice-President (Academic) has determined that the proposed changes are <b>editorial</b> in nature. ASC’s terms of reference provide that “the term ‘<b>routine and/or editorial</b>’ refers to proposals which do not involve or affect other Faculties or units; do not form part of a proposal for a new program; and do not involve alteration of an existing quota or establishment of a new quota. Editorial or routine changes include any and all changes to the wording of an admissions or academic standing policy” (A.i).</p> <p>“B. Admission and Transfer, Academic Standing, Marking and Grading, Term Work, Examinations, International Baccalaureate (IB), Advanced</p>
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	<p>Placement (AP) [...] ii. ASC acts for GFC in approving routine and/or editorial changes to both admissions/transfer policies and academic standing regulations”</p>
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**Routing** (Include meeting dates)

<p>Participation: (parties who have seen the proposal and in what capacity)</p> <ul style="list-style-type: none"> <li>• Those who have been informed</li> <li>• Those who have been consulted</li> <li>• Those who are actively participating</li> </ul>	<p>Students in the Department of Educational Policy Studies; Interim Chair in the Department of Educational Policy Studies (Dr. Dianne Oberg); Faculty of Education Undergraduate Student Services Office (Dr. Clive Hickson, Associate Dean, Undergraduate Programs and Services); Waishing Lam (VP Finance) and Hanan Ali (President) of the Education Students Association of the Faculty of Education; Dean of the Faculty of Education (Dr. Randolph Wimmer); Office of the Registrar (Lihong Yang, Assistant Registrar (Admissions); and Claire Burke (Calendar Production Specialist); Kate Peters, Portfolio Initiatives Manager Office of the Provost and Vice-President (Academic); Dr. Nat Kav, Vice-Provost (Academic Programs &amp; Instruction).</p>
<p>Approval Route (Governance) (including meeting dates)</p>	<p>Department of Educational Policy Studies Council – September 16<sup>th</sup>, 2015 (for recommendation); Faculty of Education Undergraduate Academic Affairs Council – September 24<sup>th</sup>, 2015 (for recommendation); Faculty of Education Council – October 6<sup>th</sup>, 2015 (for recommendation). <i>(Note: All of the above-noted committees include undergraduate student representation: 7 students on the Department of Educational Policy Studies Council; 3 students on the Faculty of Education Undergraduate Academic Affairs Council; 2 students on the Faculty of Education Council)</i></p> <p>GFC Academic Standards Committee – November 19, 2015</p>
<p>Final Approver</p>	<p>GFC Academic Standards Committee</p>

**Attachments:**

1. Attachment 1 (pages 1 – 3) – Program Template: Program Suspension, Reactivation and Termination
2. Attachment 2 (pages 1 – 9) – University Calendar Copy Reflecting Suspension of Programming in the Faculty of Education

*Prepared by:*

Jorge Sousa, Associate Professor, Educational Policy Studies, Faculty of Education, sousa@ualberta.  
Dr. Clive Hickson, Associate Dean, Undergraduate Programs and Services, Undergraduate Student Services, Faculty of Education, clive.hickson@ualberta.ca

## Proposal Template: Program Suspension, Reactivation and Termination

*This template is for the presentation of proposals for suspension or termination of an existing program or specialization within an existing program; and for reactivation of a suspended program or specialization.*

### Basic Information

<b>Institution</b>	University of Alberta
<b>Program/specialization title</b>	Adult Education Route, Faculty of Education
<b>Credential awarded</b>	Bachelor of Education, Adult Education Route
<b>Proposed date(s) of suspension term, reactivation or termination</b>	Immediate

### A: Suspension

1. Rationale for suspension (for example, changes in applications, enrolment, employer demand, program obsolescence, etc.). Comment on the alignment of the proposed change with the institution's strategic direction and priorities. If enrolment is a key rationale, provide historical enrolment data.

**The University of Alberta has been a leader in offering Adult Education programs in different forms for most of its history. Key examples of the University's influence have been the creation of the Banff Centre and supporting rural community based adult education opportunities. In the 1990s, the Faculty of Education made a determined effort to offer beginning teachers and community based practitioners an opportunity to receive a formal credential considered as complementing or an alternative route to K-12. While there was initial interest by the teaching community to support an Adult Education credential, its place within the broader teacher preparation program was never clear and there was confusion expressed by students and external stakeholders as to the relevance of the program as it was structured.**

**According to the office of Undergraduate Student Services at the Faculty of Education, the last time students were admitted into the Adult Education route was 2002 where 4 students were admitted into the program. The level of admittance made it impossible to run a viable program since at least 15 students are needed to maintain a successful program. Accordingly, the poor enrollment and an unacceptable length of time for students to complete the program precipitated the need for a review of the viability of the program to proceed. In 2004, the Department of Educational Policy Studies of the Faculty of Education undertook an internal review of the viability of maintaining the Adult Education route in the Bachelor of Education program.**

**The central outcome of the internal review was that the Adult Education route of the**

**Bachelor of Education program was not a feasible program for the Department of Educational Policy Studies and the Faculty of Education to offer. The primary reason for this outcome was that the pathway for students interested in pursuing an alternative to K-12 was regarded as inadequate for the field. As a result the Faculty of Education placed the program in a moratorium.**

**Additionally, there were never any specializations within the Adult Education route offered, so the only program that we are seeking to suspend is the full Adult Education route. As a result, the department chair at the time placed the program in a moratorium in 2004. A determined effort was made by the department to facilitate the progress of the remaining students through the program. As a result 3 of the 4 students admitted in 2002 have graduated: one in fall 2003, one in fall 2006, and one in winter 2007. The last student never attended after being admitted in fall 2002. Thus, no student has been admitted into the BEd Adult Education route since 2002. However, the department never initiated the process of officially suspending the program, which is the purpose of this application.**

**Over the past 10 years, efforts to develop a planned and strategic restart of the Adult Education route have been unsuccessful. Over the last 10 years two new faculty members have been hired into the Adult Education graduate program and were expected to be involved in the undergraduate program as the program had been placed in a moratorium. Additionally, senior faculty members from the Adult Education graduate program have left, which has left a significant gap in institutional memory and experience associated with the undergraduate program. Accordingly, the department and faculty decided to suspend the offering a major program in Adult Education due to lack of faculty experience and low enrollment levels.**

**The University of Alberta has been a leader in developing formal Adult Education opportunities since the early 1900s. An institution such as the Banff Centre has its origins in early Adult Education offerings by the University of Alberta. There has been a renewed interest in supporting Adult Education learning opportunities by policy makers, community-based practitioners and students. The University's commitment to "Learning, Discovery and Citizenship" aligns with the principles and practices associated with Adult Education.**

**We are seeking a suspension of the program for 5 years as we proceed through a needs assessment and broader consultation with internal and external stakeholders. During this time members of the broader community interested in Adult Education through the Faculty of Education will still have two options to consider: an MEd in Adult Education and Post Baccalaureate diploma in Adult Education. While the requested approval for suspension will mean that a student will not be able to complete their BEd in the Adult Education route, there are individual courses at that will continue to be offered to students as one of their elective requirements, as well as for open studies. These courses are not part of a current route or specialization within the Faculty of Education.**

2. Anticipated impacts on students and graduates and plans to ameliorate these impacts. Describe the institution's plan to teach out active students and stop-outs. Include evidence of consultation with students and a communications plan for informing stopped-out students of the change.

**Since no student has been admitted into the Adult Education route since 2002, there are no adverse impacts on current students. There are no adverse impacts anticipated for graduates as the degree of BEd in the Adult Education route alumni remains valid and official documentation continues to be available.**

**For the purposes of approval of this suspension we have consulted with graduate and undergraduate students over the months of August and September 2015. The students consulted were primarily involved in the governance process within the Faculty of Education. The following committees and groups were involved in this application: In the Department of Educational Policy Studies two committees have been consulted. First, the Undergraduate Studies Committee (1 graduate student and 2 undergraduate students); and Department Council (6 graduate student and 1 undergraduate students). In the Faculty of Education two committees have been consulted: Undergraduate Academic Affairs Council (3 undergraduate students); and the Faculty Council (2 undergraduate students). We also consulted with Waishing Lam (VP Finance) and Hanan Ali (President) of the Education Students Association of the Faculty of Education.**

3. Identify anticipated impacts on external stakeholders (e.g. employers, professional/regulatory organizations, other post-secondary institutions) and provide evidence of consultation.

**Since the program has not been offered for over 10 years, no impact on external stakeholders is anticipated.**

4. Identify anticipated impacts on institutional operations and resources (e.g. operating budget, staffing, student services, information technology, library, classroom and lab space). Discuss plans for the reallocation of any resources freed up by the proposed suspension.

**Since the faculty has not admitted any students since 2002, and the Department of Educational Policy Studies has not dedicated any resources to maintaining the Adult Education route no reallocation of resources is anticipated.**

### ***B: Reactivation***

1. Rationale for reactivation (for example, increased employer demand, student demand, new funding sources, etc.). Comment on the alignment of the proposed change with the institution's strategic direction and priorities.

2. Identify anticipated impacts on institutional operations and resources (e.g. operating budget, staffing, student services, information technology, library, and classroom and lab space).
3. Provide a simplified enrolment plan using the following table. Include assumptions and explanatory notes (e.g., attrition, part-time enrolment).

Proposed Enrolment	Year 1	Year 2	Year 3	Year 4	Year 5	Annual Ongoing
Intake (head count)	0	0	0	0	0	0
Total head count	0	0	0	0	0	0
Total FLE	0	0	0	0	0	0
Anticipated No. of Graduates	0	0	0	0	0	0

**C: Termination**

1. Describe measures taken by the institution to ensure that active students and stop-outs have had ample opportunity to complete their programs of study.
2. Where applicable, summarize the actual re-allocation of resources during the period of suspension, and any additional re-allocation anticipated upon termination, and specify the impacts of re-allocation on institutional operations.

**FACULTY OF EDUCATION**  
**COURSE AND PROGRAM CHANGES**  
***PROPOSED CALENDAR CHANGE (2016-2017)***  
**CALENDAR SECTION**

<b>CURRENT</b> Calendar Section Number (13)	<b>PROPOSED</b> Calendar Section Number (13)
<p><b>13 Admission to Undergraduate Programs</b></p> <p><b>13.1 Programs of Study</b></p> <p>The Faculties of the University offer programs leading to a degree, a diploma, a certificate, or entrance to a further program, as shown below. Years of study are counted from matriculation unless otherwise noted.</p> <p><b>Faculty of Education</b>                      BEd (Elementary or Secondary route)                      BEd (After Degree)  <del>BEd (Adult Education route)</del>                      BSc (Specialization in Science and Education)/BEd (Secondary) Combined Degrees                      BSc/BEd (Secondary) Augustana                      BMus/BEd Combined Degrees                      BKin/BEd (Elementary) (Secondary) Combined Degrees                      BA (Drama)/BEd (Secondary) Combined Degrees                      BA (Native Studies)/BEd Combined Degrees                      Diploma in Education                      BSc Human Ecology/BEd (Secondary) Combined Degrees                      Certificate in Global Citizenship</p>	<p><b>13 Admission to Undergraduate Programs</b></p> <p><b>13.1 Programs of Study</b></p> <p>The Faculties of the University offer programs leading to a degree, a diploma, a certificate, or entrance to a further program, as shown below. Years of study are counted from matriculation unless otherwise noted.</p> <p><b>Faculty of Education</b>                      BEd (Elementary or Secondary route)                      BEd (After Degree)                      BSc (Specialization in Science and Education)/BEd (Secondary) Combined Degrees                      BSc/BEd (Secondary) Augustana                      BMus/BEd Combined Degrees                      BKin/BEd (Elementary) (Secondary) Combined Degrees                      BA (Drama)/BEd (Secondary) Combined Degrees                      BA (Native Studies)/BEd Combined Degrees                      Diploma in Education                      BSc Human Ecology/BEd (Secondary) Combined Degrees                      Certificate in Global Citizenship</p>



<p style="text-align: center;"><b>CURRENT</b> Calendar Section Number (16.6.1)</p>	<p style="text-align: center;"><b>PROPOSED</b> Calendar Section Number (16.6.1)</p>
<p><b>16.6.1 <del>Bachelor of Education in Elementary, Secondary, and Adult Education Routes</del></b></p> <p><b>No changes until...</b></p> <p>Notes</p> <p>(1) Applicants without *24 transferable coursework may apply to the Secondary Education CTS major route provided they have the following:</p> <ol style="list-style-type: none"> <li>a. Applicable and recognized journey certificate or approved two or three year diploma or certificate</li> <li>b. English Language Arts 30-1 (or equivalent)</li> <li>c. Subject from Group A, B, or C</li> </ol> <p>(2) Recommended Courses for the first year(s) of study: Applicants should present those postsecondary courses relevant to the specific route in which they plan to enrol.</p> <p>Note: Students taking courses in another Faculty or program are expected to choose courses consistent with the program in which they are currently enrolled. For further details regarding course choices, see §75.3.2 for the Elementary route and §75.4.2 for the Secondary route.</p> <p><del>(3) Adult Route: As the Adult Education route is a continuing professional education program, admission depends on subject area competency and full-time instructional experience. Completion of the BEd degree in the Adult Education Route will not qualify for Teacher Certification.</del></p> <p><del>Requirements for Admission and Advanced Standing</del></p> <p><del>Individuals without a degree from a certified and recognized university or college must satisfy all four requirements outlined below:</del></p> <ol style="list-style-type: none"> <li><del>a. Have completed *6 of transfer credit in English</del></li> <li><del>b. Be in possession of a training/work credential (e.g., postsecondary certificate/diploma, journey certification, three year University degree) (except those which block transfer are awarded) for at least six years.</del></li> <li><del>c. Provide documentation of at least one year of work experience or the equivalent</del></li> </ol>	<p><b>16.6.1 <u>Bachelor of Education – Elementary and Secondary Routes</u></b></p> <p>Notes</p> <p>(1) Applicants without *24 transferable coursework may apply to the Secondary Education CTS major route provided they have the following:</p> <ol style="list-style-type: none"> <li>a. Applicable and recognized journey certificate or approved two or three year diploma or certificate</li> <li>b. English Language Arts 30-1 (or equivalent)</li> <li>c. Subject from Group A, B, or C</li> </ol> <p>(2) Recommended Courses for the first year(s) of study: Applicants should present those postsecondary courses relevant to the specific route in which they plan to enrol.</p> <p>Note: Students taking courses in another Faculty or program are expected to choose courses consistent with the program in which they are currently enrolled. For further details regarding course choices, see §75.3.2 for the Elementary route and §75.4.2 for the Secondary route.</p>

in adult education (e.g., full time teaching/training, part-time instruction or community work, volunteer teaching/training)

d. Meet the admitting GPA (minimum of 2.0 on the University of Alberta Grading Scale) on at least \*24 of most recent transferable courses.

Individuals with a degree from a certified and recognized university or college must satisfy both requirements outlined below:

e. Documentation of a minimum of one year of work experience or the equivalent in adult education (e.g., full time teaching/training, part-time instruction or community work, volunteer teaching/training) in the area of their major after acquiring their degree and within the past ten years.

f. Meet the admitting GPA (minimum of 2.0 on the University of Alberta Grading Scale) on at least \*24 of most recent transferable courses.

Note: For details regarding the exact nature of the Advanced Standing, see §75.2.2.

(4) Admission with Transfer Credit: A maximum of \*60 obtained at another postsecondary institution may be granted as transfer credit toward any Bachelor of Education program where applicable.

The year of program to which an applicant is admitted depends on the number of transferable credits applicable to the BEd program for which they have applied.

Year 2: \*24 or more but less than \*60

Year 3: \*60

### III. After-Degree Applicants

#### General Requirements

All applicants must present the following:

(1) A three- or four-year degree from an accredited postsecondary institution.

(2) An Admission GPA (AGPA) of at least 2.0, or equivalent, based on the most recent graded and transferable \*24.

BEd/AD programs in the Elementary and Secondary Routes vary in length (see §73.7.1). The length of the program will depend on the courses that a student presents at the time of admission.

The Elementary After Degree program is normally two years in length. The Secondary

(3) Admission with Transfer Credit: A maximum of \*60 obtained at another postsecondary institution may be granted as transfer credit toward any Bachelor of Education program where applicable.

The year of program to which an applicant is admitted depends on the number of transferable credits applicable to the BEd program for which they have applied.

Year 2: \*24 or more but less than \*60

Year 3: \*60

### III. After-Degree Applicants

#### General Requirements

All applicants must present the following:

(1) A three- or four-year degree from an accredited postsecondary institution.

(2) An Admission GPA (AGPA) of at least 2.0, or equivalent, based on the most recent graded and transferable \*24.

BEd/AD programs in the Elementary and Secondary Routes vary in length (see §73.7.1). The length of the program will depend on the courses that a student presents at the time of admission.

The Elementary After Degree program is normally two years in length. The Secondary

After Degree program length will depend on the courses presented at the time of admission.

~~(1) Adult Route: Individuals with a degree from a certified and recognized university or college must present the following:~~

~~a. Provide documentation of a minimum of one year of work experience or the equivalent in adult education (e.g., full-time teaching/training, part-time instruction or community work, volunteer teacher/training) in the area of their major after acquiring their degree and within the past ten years.~~

~~b. Meet the minimum GPA (minimum of 2.0 on the University of Alberta Grading Scale) on at least \*24 of most recent transferable courses.~~

~~—Successful applicants admitted to the BEd/AD — Adult Route will be awarded Advanced Standing of \*30, see §75.2.2.~~

~~—The Adult Education Route in the Bachelor of Education degree is a continuing professional education program for adult educators and trainer instructing in various settings. The Adult Education Route will not qualify for Teacher Certification.~~

After Degree program length will depend on the courses presented at the time of admission.

<p style="text-align: center;"><b>CURRENT</b> Calendar Section Number (75)</p>	<p style="text-align: center;"><b>PROPOSED</b> Calendar Section Number (75)</p>
<p><b>75 Programs of Study</b></p> <p><b>No changes until...</b></p> <p><b>75.2 — Adult Education Route</b></p> <p><b>75.2.1 — General Information</b></p> <p>— The Adult Education Route in the Bachelor of Education degree is a continuing professional education program for adult educators and trainers instructing in various settings.</p> <p>— The Adult Education Route will not qualify for Teacher Certification.</p> <p><b>Time Limit for Completing the Adult Education Route BEd Degree:</b></p> <p>— Current students admitted prior to September 2004 must complete the program requirements in effect at the time of admission on or before April 30, 2007.</p> <p><b>75.2.2 — Components of the Program</b></p> <p>— Courses may be taken at various times in a student's program depending on individual plans for attending university. Normally, the minimum requirement of one year of full-time attendance occurs toward the end of a student's program.</p> <p><b>Advanced Standing (*30)</b></p> <p>— Students entering this program are given *30 of Advanced Standing for the following courses: EDAE 223 (*3); EDAE 243 (*3); EDAE 323 (*3); EDAE 343 (*3); EDAE 423 (*3); EDAE 443 (*3); EDFX 497 (*12). See §16.6.1(1)c.</p> <p><b>Required Courses (*90)</b></p> <p><b>Adult Education Courses (*18):</b> EDAE 390 (*3); EDAE 445 (*3); EDAE 460 (*3); EDAE 461 (*3); EDAE 475 (*3); EDAE 485 (*3).</p> <p><b>Education General (*21):</b> EDPS 410 (*3); EDPS XXX (*3); EDPY 3XX/4XX (*3); choose any EDPY course at the 300- or 400-level; Education Options (*12); choose any courses offered by the Faculty of Education</p> <p><b>English (*6):</b> Choose any Introductory courses offered by the Department of English.</p> <p><b>Minor Courses (*18):</b> Choose from a subject area identified in either Education Chart 2 or 3.</p> <p><b>Non-Education Options (*15):</b> Select any courses from outside the Faculty of Education.</p> <p><b>Computing (*3):</b> Choose EDIT 202 or CMPUT 1XX or equivalent.</p> <p><b>Open Options (*9):</b> Select any courses from</p>	<p><b>75 Programs of Study</b></p>

any Faculty.

~~— **Note:** Non-Education courses may be used to extend competency in the Minor or for a more general education.~~

**No changes until...**

### **75.5 After Degree Program**

Applicants having a first undergraduate degree may apply to the BEd After Degree in either the Elementary or Secondary Route.

**No changes until...**

#### **75.5.3 Adult Education Route (\*60)**

##### **General Information**

~~— The Adult Education Route in the Bachelor of Education degree is a continuing professional education program for adult educators and trainers instructing in various settings.~~

~~— The Adult Education Route will not qualify for Teacher Certification.~~

##### **Time Limit for Completing the Adult Education Route BEd Degree.**

~~— Current students admitted prior to September 2004 must complete the program requirements in effect at the time of admission on or before April 30, 2007.~~

##### **Advanced Standing (\*30)**

~~— Individuals admitted into the Bachelor of Education Adult Education Route will be awarded Advanced Standing of \*30. No transfer courses from outside the University of Alberta are permitted.~~

##### **(1) Adult Education Courses (\*18)**

~~— EDAE 390 (\*3) — EDAE 445 (\*3)  
— EDAE 460 (\*3) — EDAE 461 (\*3)  
— EDAE 475 (\*3) — EDAE 485 (\*3)~~

##### **(2) Education General (\*12)**

~~— EDPS 410 (\*3)  
— EDPS XXX (\*3)  
— Education Option (\*6): choose any course offered by the Faculty of Education.  
— Eligible courses in a completed Diploma in Postsecondary Education may be used to fulfill the program requirements of a BEd Adult Education Route/After Degree program.~~

**No further changes...**

### **75.5 After Degree Program**

Applicants having a first undergraduate degree may apply to the BEd After Degree in either the Elementary or Secondary Route.

**CURRENT - Calendar Section Number (12.7)**

**12.7 Admission and Readmission Deadlines**

Education					
	Admission		Readmission		Other Requirements
	Application	Documents	Application	Documents	
<b>BEd (Elementary, Secondary Routes)</b>					
Fall Term	March 1	Postsecondary transfer applicant - March 15 (See Note 1) June 15 (See Note 2)	March 1	March 15 (See Note 1) June 15 (See Note 2)	
		High School applicant - March 15 (See Note 1) August 1 (See Note 2)			
Winter Term	No admission		Previous students - November 15	Not applicable	
Spring/Summer	No admission		Previous students - March 1	Not applicable	
			Previous students contact Faculty office prior to applying.		
<b>Notes</b> All previously completed course work and course registration of current year. Final results of current year.					
<b>BEd After Degree</b>					
Fall Term	March 1	March 15 (See Note 1) June 15 (See Note 2)	March 1	March 15 (See Note 1) June 15 (See Note 2)	
Winter Term	No admission		Previous students - November 15	Not applicable	
Spring/Summer	No admission		Previous students - March 1	Not applicable	
			Previous students contact Faculty office prior to applying.		
<b>Notes</b> All previously completed course work and course registration of current year. Final results of current year, including notation of degree awarded/conferred.					
<b>BEd (Adult Education Route)</b>					
Program and course offerings are extended to cohort groups of students, each with unique deadlines and requirements. Please contact the Department of Educational Policy Studies.					
<b>Diploma in Education</b>					
Fall Term	June 1	June 1	June 1	June 1	
Winter Term	October 1	October 1	October 1	October 1	
Spring	February 1	February 1	February 1	February 1	

Summer	April 1	April 1	April 1	April 1	
Special/Visiting					
Fall Term	July 1	July 15	July 1	July 15	
Winter Term	No admission		Previous students - November 15	November 15	
Spring/Summer	March 1	March 31	Previous students - March 1	March 31	

**PROPOSED - Calendar Section Number (12.7)**

**12.7 Admission and Readmission Deadlines**

Education					
	Admission		Readmission		Other Requirements
	Application	Documents	Application	Documents	
BEd (Elementary, Secondary Routes)					
Fall Term	March 1	Postsecondary transfer applicant - March 15 (See Note 1) June 15 (See Note 2)	March 1	March 15 (See Note 1) June 15 (See Note 2)	
		High School applicant - March 15 (See Note 1) August 1 (See Note 2)			
Winter Term	No admission		Previous students - November 15	Not applicable	
Spring/Summer	No admission		Previous students - March 1	Not applicable	
			Previous students contact Faculty office prior to applying.		
<b>Notes</b> All previously completed course work and course registration of current year. Final results of current year.					
BEd After Degree					
Fall Term	March 1	March 15 (See Note 1) June 15 (See Note 2)	March 1	March 15 (See Note 1) June 15 (See Note 2)	
Winter Term	No admission		Previous students - November 15	Not applicable	
Spring/Summer	No admission		Previous students - March 1	Not applicable	
			Previous students contact Faculty office prior to applying.		
<b>Notes</b> All previously completed course work and course registration of current year. Final results of current year, including notation of degree awarded/conferred.					
Diploma in Education					
Fall Term	June 1	June 1	June 1	June 1	

Winter Term	October 1	October 1	October 1	October 1	
Spring	February 1	February 1	February 1	February 1	
Summer	April 1	April 1	April 1	April 1	
Special/Visiting					
Fall Term	July 1	July 15	July 1	July 15	
Winter Term	No admission		Previous students - November 15	November 15	
Spring/Summer	March 1	March 31	Previous students - March 1	March 31	

*Rationale:*

To align the approval of the suspension of admission/transfer to the Faculty of Education's Bachelor of Education (BEd), Adult Education route with the 2016/2017 Calendar.



**OUTLINE OF ISSUE**

Agenda Title: **Proposal for a (New) Post-Baccalaureate Certificate in Indigenous Sport and Recreation, the Faculty of Graduate Studies and Research and the Faculty of Physical Education and Recreation in partnership with the Faculty of Native Studies**

**Motion:** THAT the GFC Academic Standards Committee recommend to the GFC Academic Planning Committee a (New) Post-Baccalaureate Certificate in Indigenous Sport and Recreation, as set forth in Attachment 1, and as proposed by the Faculty of Graduate Studies and Research and the Faculty of Physical Education and Recreation in partnership with the Faculty of Native Studies, to take effect upon final approval.

**Item**

Action Requested	<input type="checkbox"/> Approval <input checked="" type="checkbox"/> Recommendation <input type="checkbox"/> Discussion/Advice <input type="checkbox"/> Information
Proposed by	Heather Zwicker, Dean, Faculty of Graduate Studies and Research; Dr. Kerry Mummery, Dean, Faculty of Physical Education and Recreation
Presenter	Dr. Kerry Mummery, Dean, Faculty of Physical Education and Recreation. Jill Cameron, Faculty of Education and Recreation
Subject	Post-Baccalaureate Certificate, Faculty of Graduate Studies and Research, in the Faculty of Physical Education and Recreation, in partnership with the Faculty of Native Studies.

**Details**

Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is (please be specific)	<p>The focus of the Certificate in Indigenous Sport and Recreation is the health and well-being of Indigenous people through sport and recreation. The intended purpose is to serve a demonstrated need in the realm of community-based Indigenous sport and recreation, establish a deep understanding of the cultural context of Indigenous communities and populations and enhance leadership in the growing field of Indigenous sport and recreation.</p> <p>The program will be delivered in a blended format. The curriculum will consist of 3 online courses valued at 3 credits each (9 credits total), plus participation at a mandatory, one-week, in-class (i.e., face to face) experiential learning experience, completed over 10 months.</p> <p>The certificate is designed around a cohort model. Students will enter the program in September. The certificate requirements will enable students to complete the program with minimal travel and little disruption to their work and family lives. Providing a cohort model and an in class learning experience will allow for a valuable networking opportunity and the ability to share best practices and resources for success with other professionals in the field.</p> <p>The online portion of the program will use both synchronous and asynchronous teaching modalities to create interactive, dynamic, and supportive communities of learning.</p> <p>The goal of this Certificate is to provide students the background and</p>

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	knowledge to provide relevant and high quality recreation opportunities to indigenous populations to increase participation, and increase social and physical well-being.
The Impact of the Proposal is	<p>The impact on the primary target audience of working professionals, both Aboriginal and non-Aboriginal, will be increasing opportunities to enhance their knowledge in Indigenous Sport and Recreation.</p> <p>The knowledge and experiences gained from this certificate may contribute toward improved programming for Aboriginal population groups, quality of programming and workplace diversity. It will also contribute to professional growth, promotional opportunities, and job security.</p> <p>The in class learning experience will also provide a valuable networking opportunity and the ability to share best practices and resources for success with other professionals in the field.</p>
Replaces/Revises (eg, policies, resolutions)	N/A
Timeline/Implementation Date	Fall 2016
Estimated Cost	Approximately \$8,000.00. This includes tuition fees, off-campus and non-instructional fees, as well as the cost for the mandatory one-week learning experiences (which includes accommodations, meals, and supplies). See Proposal.
Sources of Funding	Cost Recovery/Revenue Generation Start-Up funds provided by the Office of the Provost
Notes	

**Alignment/Compliance**

Alignment with Guiding Documents	<ol style="list-style-type: none"> <li>1. In the Comprehensive Institutional Plan (June 2014) the University is committed to delivering “course, certificates, diplomas, degrees, educational experiences and professional apprenticeship opportunities”</li> <li>2. “Student Experience and Engagement” The University of Alberta’s Academic Plan and Comprehensive Institutional Plan discusses Aboriginal enrolment (P. 37), Enrolment in the North and International Enrolment (P. 39), E-learning pathways (P. 49), and Aboriginal Access, Enrolment and Initiatives. (P. 79)</li> <li>3. “Providing Diverse and Flexible Credits” The University of Alberta’s Institutional Plan states that the University will provide diverse and flexible credits, that include Post-Baccalaureate Certificates and allowing students early exit points with the opportunity to ladder their credentials. (P. 51)</li> <li>4. “Programming Trends” The Comprehensive Institutional Plan identifies programming trends including an increased use of e-learning, development and demand for continuing professional development opportunities, an increased demand for course-based master’s programs, and the increased need for post- baccalaureate education for those coming from returning to rural and urban Aboriginal communities. (P. 54)</li> </ol>
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<p>Compliance with Legislation, Policy and/or Procedure Relevant to the Proposal (please <u>quote</u> legislation and include identifying section numbers)</p>	<ol style="list-style-type: none"> <li>1. <b>Post-Secondary Learning Act (PSLA):</b> The PSLA gives GFC responsibility, subject to the authority of the Board of Governors, over academic affairs. Further, the PSLA gives the Board of Governors authority over certain admission requirements and rules respecting enrolment. The Board has delegated its authority over admissions requirements and rules respecting enrolment to GFC and the GFC ASC. (Sections 26(1), 60(1)(c) and (d)).</li>   <li>2. <b>PSLA:</b> The PSLA gives GFC responsibility, subject to the authority of the Board of Governors, over academic affairs (Section 26(1)) and provides that GFC may make recommendations to the Board of Governors on a number of matters including the budget, academic planning, and related matters (Section 26(1)(o)). GFC has thus established an Academic Planning Committee (GFC APC), as set out in the GFC APC Bylaws.</li>   <li>3. <b>UAPPOL Admissions Policy:</b> “Admission to the University of Alberta is based on documented academic criteria established by individual Faculties and approved by GFC. This criteria may be defined in areas such as subject requirements, minimum entrance averages, and language proficiency requirements. In addition to academic requirements for admission, GFC authorizes each Faculty to establish such other reasonable criteria for admission of applicants as the Faculty may consider appropriate to its programs of study, subject to the approval of GFC (e.g. interview, audition, portfolio, etc.) The admission requirements for any Faculty will be those approved by GFC as set forth in the current edition of the University Calendar. In addition to the admission requirements, selection criteria for quota programs, where they exist, will also be published in the current edition of the University Calendar. The responsibility for admission decisions will be vested in the Faculty Admission Committees or in the Deans of the respective Faculties, as the councils of such Faculties will determine.”</li>   <li>4. <b>UAPPOL Admissions Procedure:</b>  <b>“PROCEDURE</b> <ol style="list-style-type: none"> <li>1. <b>EFFECTIVE DATE OF CHANGES TO ADMISSION REGULATIONS</b>            Following approval by GFC:           <ol style="list-style-type: none"> <li>a. Where changes to admission regulations may disadvantage students in the current admission cycle, normally implementation will be effective after the change has been published in the University Calendar for one full year (i.e., effective the second year that the information is published in the University Calendar).</li> </ol> </li> </ol> </li>   <li>5. <b>UAPPOL Academic Standing Policy:</b> “All current academic standing regulations, including academic standing categories, University graduating standards and requirements for all individual programs will be those prescribed by Faculty Councils and GFC as set forth in the University Calendar.”</li>   <li>6. <b>UAPPOL Academic Standing Regulations Procedures:</b> “All proposed new academic standing regulations and changes to existing academic standing regulations will be submitted by the Faculties or the</li> </ol>
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Administration to the Provost and Vice-President (Academic). Faculties will also submit to the Provost and Vice-President (Academic) any proposed changes to the use and/or computation of averages relating to academic standing, including promotion and graduation.

If the Provost and Vice-President (Academic) determines the proposal to be in good order, the proposal will be introduced to the appropriate University governance process(es). In considering these proposals, governance bodies will consult as necessary with the Faculties and with other individuals and offices.

Normally, changes become effective once they are approved by GFC or its delegate and are published in the University Calendar.”

**7. GFC Academic Standards Committee (ASC) Terms of Reference (3. Mandate of the Committee):**

**“G. Certificates (All Faculties): Approval Route**

GFC delegated to ASC the authority to approve proposals for the establishment of and termination of credit and non-credit certificates, regardless of the proposing academic unit. Where additional funding and/or space is required to support the offering of the proposed certificate and/or if, in the opinion of the Provost and Vice-President (Academic) (or delegate), the certificate requires Government approval, ASC would provide a recommendation on the (proposed) initiative to the GFC Academic Planning Committee (APC). (GFC 31 MAY 2005) (EXEC 12 JAN 2009)”

**8. GFC Academic Planning Committee (APC) Terms of Reference (3. Mandate of the Committee):**

**“8. Establishment/Termination of Academic Programs [...]**

d. Where additional funding and/or space is required to support the offering of a proposed certificate and/or if, in the opinion of the Provost and Vice-President (Academic) the certificate required Government approval, ASC would provide a recommendation on the (proposed) initiative to APC. APC, in turn, would have the GFC delegated authority to give final approval for the proposal in those cases where Government approval of the certificate is not required; in cases where Government approval is required, APC would provide recommendation on the proposal to the Board of Governors (or delegate body). (GFC 31 MAY 2005).”

**9. Board Learning and Discovery Committee (BLDC) Terms of Reference: (3. Mandate of the Committee)**

“Except as provided in paragraph 4 hereof and in the Board’s General Committee Terms of Reference, the Committee shall, in accordance with the Committee’s responsibilities with powers granted under the Post-Secondary Learning Act, monitor, evaluate, advise and make decisions on behalf of the Board with respect to matters concerning the teaching and research affairs of the University, including proposals coming from the administration and from General Faculties Council (the “GFC”), and shall consider future educational expectations and challenges to be faced by the University. The Committee shall also include any other matter delegated to the Committee by the Board.

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	<p>Without limiting the generality of the foregoing the Committee shall: [...]</p> <p>c. review and approve recommendations of GFC for major changes in instructional and research programs and other academic matters[.] [...]"</p> <p>Cost-recovery proposals are to be reviewed by the, with any</p>
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**Routing (Include meeting dates)**

<p>Participation: (parties who have seen the proposal and in what capacity)</p> <ul style="list-style-type: none"> <li>• Those who have been informed</li> <li>• Those who have been consulted</li> <li>• Those who are actively participating</li> </ul>	<p>Brenda Leskiw, Chair of GFC Academic Standards Committee (discussion and recommendations) -November 2014</p> <p>Kathleen Brough, Senior Administrative Officer (discussion and recommendations) - November 2014, February 2015</p> <p>Mazi Shirvani, Dean Faculty of Graduate Studies and Recreation (FGSR)(discussion and recommendations) - March 2015</p> <p>Ada Ness, Registrar’s Office (discussion and recommendations) - April 2015</p> <p>Donna Goodwin, Faculty of Physical Education and Recreation (discussion and recommendations) - August 2015</p> <p>Janice Causgrove-Dunn, GFC Academic Standards Vice-Chair, (discussion and recommendations) - August 2015</p> <p>Nat Kav, Vice-Provost Academic &amp; GFC Academic Standards Chair (discussion and recommendations) -September 2015</p> <p>Edith Finczak, Office of the Provost (discussion and recommendations on fees) - September 2015</p> <p>Tom Hidson, Assistant Registrar (discussion and recommendations on fees and fee structure) - September 2015</p> <p>Kate Peters, Portfolio Initiatives Manager, Provost’s Office (discussion and recommendations) - September, October 2015</p> <p>Janice Hurlburt FGSR (discussion and recommendations) – October 2015</p> <p>Mary Sturgeon, FGSR (discussion and recommendations) – October 2015</p> <p>We anticipate presenting this at Registrar’s Advisory Committee on Fees (RACF) on November 24, 2015 for recommendation on the cost recovery component of the proposal to be forwarded to the Provost and Vice-President (Academic) for final approval.</p>
<p>Approval Route (Governance) (including meeting dates)</p>	<p>Faculty Council Physical Education and Recreation – Sept. 23, 2015</p> <p>Faculty Council Native Studies – October 23, 2015</p> <p>Faculty Council Graduate Studies and Research – October 21, 2015</p> <p>GFC Academic Standards Subcommittee on Standards – Nov. 5, 2015</p> <p>GFC Academic Standards Committee – November 19, 2015</p> <p>GFC Academic Planning Committee – December 9, 2015</p> <p>Board Learning and Discovery Committee – February 29, 2015</p>
<p>Final Approver</p>	<p>Board Learning and Discovery Committee</p>

Attachments (each to be numbered 1 - <>)

1. Attachment 1 (page(s) 1 - 284) Proposal Template for Post-Baccalaureate Certificate in Indigenous Sport and Recreation with appendices.



**Item No. 9**

*Prepared by:* Jill Cameron, Project Manager, Faculty of Physical Education and Recreation  
jill.cameron@ualberta.ca

## Proposal Template Diploma, Certificate and Non-credential Programs

*The following template outlines the information required by Enterprise and Advanced Education to support its comprehensive review of proposals for new certificate, diploma and non-credential programs and new specializations in existing certificate, diploma and non-credential programs.*

*The guiding premise of the review is to ensure that the program adds value to Campus Alberta. The review will focus on the institution’s assessment of student and employer demand; the situation of the program in the context of Campus Alberta; the financial viability of the program, including implications for students and taxpayers; and dimensions of program quality.*

### Basic Information

<b>Institution</b>	University of Alberta
<b>Program/specialization title</b>	Indigenous Sport and Recreation Certificate
<b>Credential awarded</b>	Certificate
<b>Proposed Implementation Date</b>	September 2016

## SECTION 1: PROGRAM OVERVIEW

### 1.1 Type of Initiative

The Certificate in Indigenous Sport and Recreation is a Post-Baccalaureate Certificate offered in partnership with the Faculty of Native Studies and the Faculty of Physical Education and Recreation.

## 1.2 Program Description

*Provide a brief (1-2 paragraphs) description of the program, summarizing its intended purpose, curriculum design, and methods of delivery and highlighting distinctive attributes. Attach as an Appendix a complete list of courses, including credit values, instructional hours and brief (calendar style) course descriptions. For elective options, specify course selection parameters. Identify new courses to be developed for this program.*

The focus of the Certificate in Indigenous Sport and Recreation is the health and well-being of Indigenous people through sport and recreation. The intended purpose is to serve a demonstrated need in the realm of community-based Indigenous sport and recreation, establish a deep understanding of the cultural context of Indigenous communities and populations and enhance leadership in the growing field of Indigenous sport and recreation.

The program will be delivered in a blended format. The curriculum will consist of 3 online courses valued at 3 credits each (9 credits total), plus participation at a mandatory, one-week, in-class (i.e., face to face) experiential learning experience, completed over 10 months. This could include participation at the annual Alberta Recreation and Parks Association (ARPA) Conference.

The certificate is designed around a cohort model. Students will enter the program in September. The certificate requirements will enable students to complete the program with minimal travel and little disruption to their work and family lives.

The online portion of the program will use both synchronous and asynchronous teaching modalities to create interactive, dynamic, and supportive communities of learning.

Students must successfully pass all required components to receive their certificate. However, under extenuating circumstances **one** “option in case of incomplete” (eg. assignment, paper,) will be granted. Incompletes will be handled case-by- case by the office of the Assistant Dean, International and Community Education and the office of the Associate Dean, Graduate.

Courses to be developed include:

1. **Indigeneity and Settler Colonialism:** This introductory course will cover an outline of historical and contemporary issues relevant to Indigenous peoples in settler/colonial states. Students will critically understand political, social and historical relationships between Indigenous and non-Indigenous peoples in settler/colonial States. Engagement with Indigenous knowledge and belief frameworks will be central to the course materials. (3 credits)
2. **Managing Recreation, Sport, and Physical Activity Programs in Indigenous Communities:** In this second course, students will acquire a strong knowledge of management concepts in sport, recreation, and physical activity. Students will gain an understanding of the application of management knowledge in Indigenous communities as well the development of funding models germane to delivering programs in Indigenous communities. (3 credits)
3. **Indigenous Peoples’ Physical Activity:** The third and final course will describe the historical and contemporary roles of physical activity and sport (sport, recreation and leisure practices) in the lives of Indigenous people. Course content will include the potential role of physical activity in the promotion of Indigenous peoples’ holistic health as well as critique the conceptual and theoretical frameworks used to understand and promote physical activity. (3 credits)



### 1.3 Enrolment Plan

Include assumptions and explanatory notes (e.g., attrition, part-time enrolment). Also:

The 10-month certificate will be offered on a part-time basis with registrations accepted each September. The students will complete three courses and the one-week in class session in sequence, completing their certificate as an intact cohort.

Based on the design of this program, a low attrition rate is expected (eg. 1-3 students per intake of an anticipated enrollment of approximately 12 in the first intake). Attrition is not expected to impact certificate offerings as the target audiences are distinct (undergraduate vs. graduate, on-campus vs. off-campus).

Proposed Enrolment	Year 1	Year 2	Year 3	Year 4	Year 5	Annual Ongoing
<b>Total head count</b>	12	15	20	25	30	35
• Full-Time Year 1	0	0	0	0	0	0
• Full-Time Year 2	0	0	0	0	0	0
• Full-Time Year 3	0	0	0	0	0	0
• Full-Time Year 4	0	0	0	0	0	0
<b>Total FLE</b>	0	0	0	0	0	0
• FLE Year 1	0	0	0	0	0	0
• FLE Year 2	0	0	0	0	0	0
• FLE Year 3	0	0	0	0	0	0
• FLE Year 4	0	0	0	0	0	0
<b>Anticipated No. of Graduates</b>	10	19	23	27	32	32

## SECTION 2: DEMAND

### 2.1 Student Demand Analysis

*Analysis should be supported by relevant data for the region and for Campus Alberta, as might be derived from: systematic questionnaire surveys of target audiences; application and enrolment summaries and trends for similar programs currently offered by other institutions; tabulations of unsolicited student inquiries and/or expressions of interest obtained at student recruitment events; demographic projections for relevant sub-populations.*

The results of a survey completed by the Alberta Parks and Recreation Association (ARPA) in June, 2013 indicated there is a clear interest and need for accessible learning “Delivery should be accessible to as wide a group as possible”, (p. 10 of Appendix I). Further, the need for accessible communities supports our cohort model of learning. (CPRA Association Attitudes towards a National Model of Professional Development, Appendix I).

There are no similar programs to our knowledge offered at other institutions beyond the embedded undergraduate certificate (Aboriginal Sport and Recreation) that is currently being offered jointly in the faculties of Physical Education & Recreation and Native Studies at the University of Alberta. There are currently 14 students enrolled in the embedded certificate indicating a clear interest in this area of study. Since the initial enrollment of eight students in 2011, numbers have consistently been 14- 20 students per year. Feedback expressed during the focus group held in May of 2015, indicated a desire for advanced graduate level content and that is accessible to those working full-time.

Further, the Alberta Recreation and Parks Association did a market analysis survey of professional leadership opportunities in 2013. An outcome of the survey was an expressed interest in graduate level, part time, blended learning professional development education. “Respondents also engaged in professional development through other avenues such as: their employer, workshops, post-secondary education, and professional certificates”. (Appendix II, p. 6). (Alberta Recreation and Parks Association Member Survey Summary, Appendix II).

### 2.2 Labour Market Analysis

*Analysis should be supported by relevant data and placed in the context of the target occupational/regional labour market(s). Relevant data sources include systematic surveys of prospective employers; occupational supply/demand projections from government or industry sources; tabulations of job postings/‘help wanted’ advertising; surveys of recruitment and graduate employment rates of similar programs; and demographic projections (i.e. for relevant regions and sub-populations.) Describe anticipated employment outcomes.*

The primary target audience is working professionals, both Aboriginal and non-Aboriginal, looking for an opportunity to enhance their knowledge in Indigenous Sport and Recreation. Knowledge and experiences gained from this certificate may contribute toward professional growth, promotional opportunities, job security, and improved programming for Aboriginal population groups, and workplace diversity.

There are an estimated 6,000 registered Recreation Professionals across Canada. In May 2005, the Alberta Recreation and Parks Association conducted a labour market analysis indicating a need for “enhanced programming, education, more programs and better access needed for professional development”. (Alberta Recreation Industry Labour Market Analysis, Appendix III, p. 2).

In addition, there are approximately 222,000 Aboriginal people in Alberta (2011 National Household Survey, Appendix IV, p. 6).

Moreover, according to McHugh, Holt & Anderson (2015, p. 219), "The Indigenous population is the fastest growing segment of the Canadian population (Statistics Canada, 2011). The Indigenous population is also very young, with 28% of the total Indigenous population in Canada under the age of 15 years, compared to 16.5% of the total non-Indigenous population (Statistics Canada, 2011). Indigenous peoples in Canada experience a disproportionate burden of health disparities, and sport and recreation may serve as one avenue for addressing the health of this young and growing population" (McHugh, T., Holt, N., & Anderson, C. 2015).

Based on the above demographics, a post-baccalaureate certificate in Indigenous Sport and Recreation will enhance the skill set for Aboriginal people and non-Aboriginal people working in recreation. It will also increase the knowledge of better health, health promotion, and active living. This knowledge may increase job opportunities and possibilities for promotion in the areas of municipalities, teachers, recreation professionals, recreation and physical therapists, health professionals (specifically in rural and reserve areas), members of the RCMP, and other allied professionals.

In summary, *"Two of the largest issues with recreation on reserves is maintaining our ageing recreation facilities and finding the qualified staff to work in them."*  
Colleen, Maskwacis  
Coach, organizer, community builder, and board member of various provincial Aboriginal organizations ("Supporting Alberta Indigenous Youth Health Programs: A Gathering of Community Programmers")

Training and retaining quality staff is a growing challenge in rural Alberta, but is an even larger challenge in Aboriginal communities. *"Equipping Aboriginal people and communities with the education, knowledge, ability, and technology to increase their participation in the workforce and economy is critical to their future and Alberta's future productivity and competitiveness."*  
(Appendix IX: *Connecting the Dots: Aboriginal Workforce and Economic Development in Alberta*).

## 2.3 Support

*Provide evidence of consultation with and approval/support from relevant professional organizations, regulatory bodies, advisory committees, employers, and/or industry.*

A strong consultative process both internal and external to the University of Alberta was undertaken.

2.3.1 The consultative process within the University of Alberta included consultation with a multi-faculty Advisory Committee which included faculty and staff members from both Native Studies and Physical Education & Recreation. The Registrar's office, the Admissions office, the Faculty of Rehab Medicine (who have previously created similar revenue generating certificates), the Faculty of Graduate Studies, and the Provost Office were also consulted.

2.3.2 A focus group was conducted in May of 2015 consisting of professionals in the areas of Recreation and Indigenous Communities including Alberta Recreation and Parks, YMCA, Government of NWT & Yukon, Alberta Future Leaders, and the Faculties of Native Studies and Faculty of Physical Education Recreation. The group received information on post-baccalaureate certificates, blended learning environments, opportunities for

professional development, funding, timelines and other areas related to the certificate. They also completed a surveyed of follow up questions. (Appendix V: Focus Group Executive Summary)

2.3.3 A three page survey was developed and distributed to Recreation Professionals across Canada including The Alberta Recreation and Parks Association, the Centennial Community and Recreation Association, and the Canadian Intramural & Recreation Association. A summary of the results from 24 participants follows, (Appendix VI: Survey Results):

- 100% of participants are interested in going back to post-secondary to further their education or enhance their professional development.
- 72% indicated they would like to take something at a graduate level
- 87% surveyed hold an undergraduate degree
- 75% indicated time was the biggest factor they hadn't pursued it so far, 72% indicated financial resources as the reason and 23% was due to family commitments
- 97% felt that shorter, more condensed courses as we have structured in this certificate would be more appealing to them as a full-time employee
- 87% supported a mandatory one-week intensive component
- 74% agree with the proposed
- 87% found online learning appealing
- 95% support life-experience provisions for acceptance in the absence of an undergraduate degree
- 82% find the laddering option into a course-based master's degree more appealing
- 61% have access to professional development funding
- Of that, 63% indicated this type of certificate would be eligible to receive that funding
- 65% said they would use available funding towards a program such as this
- 64% felt the tuition and fees for this certificate (approx. \$6800) was good value
- 73% indicated that a cohort model was appealing
- 73% also indicating that a cohort model will support successful
- 68% indicated this specific area of study interests them
- 73% said they would be interested in taking this certificate
- 85% know of someone who may be interested in taking this certificate as well
- 89% of employers would support staff registration in the certificate
- 83% were currently working in recreation
- 66% were currently work with an Aboriginal group

2.3.4 Letters of support from the Canadian Parks and Recreation Association and the Alberta Recreation and Parks Association are provided. (Appendix VII: Letter of Support, CPRA). (Appendix VIII: Letter of Support, ARPA).

2.3.5 At a recent two-day research meeting, Supporting Alberta Indigenous Youth Health Programs Through Recreation, the following quotations were recorded. (Edmonton, AB, July 2015).

*"I want to grow old and become an elder. In order for me to do this, I need to make sure the youth and young professionals in my community not only stay in Calling Lake but have the skills to carry the torch."*

Angela, Calling Lake

Municipal Staff - Recreation

(ACE Communities, Active Communities Strategies, and Communities ChooseWell Leader)

*"Who will take care of all of this when I am gone? It is a tragedy that we don't have enough professional talent on reserve to look after all of these facilities that we are constantly building."*

Ira, Siksika

Facilities Manager

(ARPA Aboriginal Recreation Directors Summit)

2.3.6 The proposed certificate would support the recommendations of the The Truth and Reconciliation Commission Report which speaks directly to sport, education, and leadership. The relevant recommendations are below.

([http://www.trc.ca/websites/trcinstitution/File/2015/Findings/Calls\\_to\\_Action\\_English2.pdf](http://www.trc.ca/websites/trcinstitution/File/2015/Findings/Calls_to_Action_English2.pdf)):

87. We call upon all levels of government, in collaboration with Aboriginal peoples, sports halls of fame, and other relevant organizations, to provide public education that tells the national story of Aboriginal athletes in history.

88. We call upon all levels of government to take action to ensure long-term Aboriginal athlete development and growth, and continued support for the North American Indigenous Games, including funding to host the games and for provincial and territorial team preparation and travel.

89. We call upon the federal government to amend the Physical Activity and Sport Act to support reconciliation by ensuring that policies to promote physical activity as a fundamental element of health and well-being, reduce barriers to sports participation, increase the pursuit of excellence in sport, and build capacity in the Canadian sport system, are inclusive of Aboriginal peoples.

90. We call upon the federal government to ensure that national sports policies, programs, and initiatives are inclusive of Aboriginal peoples, including, but not limited to, establishing:

- In collaboration with provincial and territorial governments, stable funding for, and access to, community sports programs that reflect the diverse cultures and traditional sporting activities of Aboriginal peoples.
- An elite athlete development program for Aboriginal athletes.
- Programs for coaches, trainers, and sports officials that are culturally relevant for Aboriginal peoples.
- Anti-racism awareness and training programs.

91. We call upon the officials and host countries of international sporting events such as the Olympics, Pan Am, and Commonwealth games to ensure that Indigenous peoples' territorial protocols are respected, and local Indigenous communities are engaged in all aspects of planning and participating in such events.

2.3.7 The proposed certificate supports Premier Notley's mandate and help to build better pathways to Indigenous People. In July of 2015, Premier Notley wrote a mandate letter to the Cabinet Ministers of Alberta regarding her commitment to "renewing and improving our relationship with Indigenous Peoples". She also speaks about education for Indigenous peoples and continuing to chart a path forward together with Indigenous people. (Appendix X: Premier Notley's Mandate Letter).

## **2.4 Clinical or Work Experience**

*If clinical or work experience is an essential part of program delivery:*

*2.4.1 Provide evidence that the placements will be available when needed.*

*2.4.2 Describe the student's role in securing placements.*

**SECTION 3: INSTITUTIONAL AND SYSTEM CONTEXT**

### **3.1 Institutional Strategy**

*How does the proposed program align with the institution's strategic priorities and the Comprehensive Institutional Plan?*

A Post Baccalaureate Certificate in Indigenous Sport and Recreation aligns with the University of Alberta in the following areas:

3.1.1 University of Alberta's Academic Plan and Comprehensive Institutional Plan in the following ways: Aboriginal enrolment (p. 37), Enrolment in the North & International enrolment (p. 39), E-learning (p. 49), Aboriginal Access, Enrolment, & Initiatives, p. 79).

3.1.2 The certificate program aligns with the Institutional Plan for providing diverse and flexible credits (p. 46, 2014/15 Institutional Plan:  
[http://www.provost.ualberta.ca/en/~media/provost/Documents/2015\\_UAlberta\\_CIP\\_FINAL.pdf](http://www.provost.ualberta.ca/en/~media/provost/Documents/2015_UAlberta_CIP_FINAL.pdf))

3.1.3 The certificate aligns with programming innovations and initiatives outlined in the Comprehensive Institutional Plan, notably providing diverse and flexible credentials – this certificate may provide the ability to ladder to a course based Master's degree or it can stand alone as a certificate (p. 46, 2014/15 Institutional Plan:  
[http://www.provost.ualberta.ca/en/~media/provost/Documents/2015\\_UAlberta\\_CIP\\_FINAL.pdf](http://www.provost.ualberta.ca/en/~media/provost/Documents/2015_UAlberta_CIP_FINAL.pdf))

3.1.4 The certificate also addresses programming trends identified in the Institutional Plan including an increased use of e-learning, development and demand for continuing professional development opportunities, an increased demand for course-based master's programs, and the increased need for post baccalaureate education for those coming from or returning to rural and urban Aboriginal communities (p. 45, 2014/15 Institutional Plan:  
[http://www.provost.ualberta.ca/en/~media/provost/Documents/2015\\_UAlberta\\_CIP\\_FINAL.pdf](http://www.provost.ualberta.ca/en/~media/provost/Documents/2015_UAlberta_CIP_FINAL.pdf))

### **3.2 Institutional Programs**

*Explain how the proposed program fits with existing programs at the institution, and the anticipated positive or negative impacts on other programs.*

The Faculties of Physical Education and Recreation and Native Studies currently offer an embedded undergraduate certificate in Indigenous Sport and Recreation. The embedded certificate benefits students by offering an enhanced and focused learning opportunity leading to a better understanding of the cultural context of sport and recreation for Aboriginal People. The proposed free-standing graduate level certificate will provide advanced content to the undergraduate students while offering a professional development opportunity to practitioners in the field.

### 3.3 Internal Review and Approval

*Provide a brief description of the internal review and approval process followed in developing the proposal.*

The consultative process stakeholders include University of Alberta and community members.  
(See section 2.3).

Consultative Steps:

1. Advisory Committee: members from the Faculties of Physical Education and Recreation and Native Studies,  
Provided oversight for setting cohort learning model, program sequencing, entrance requirements, credit units, tuition costs and other logistical details.
2. Curriculum Content Committee: members from the Faculties of Physical Education and Recreation and Native Studies.  
Will provide oversight for the development of course content and delivery through an online classroom.
3. Faculty of Graduate Studies and Research:  
Consulted on proposal details, cohort model, one-week intensive, credit allotment, cost, timelines, and seeking approval to move forward for approval, expected October, 2015.
4. Faculty of Physical Education and Recreation:  
Approved by Faculty Executive Committee on September 10, 2015 to Faculty Council for approval.  
Approved by Faculty Council on September 23, 2015.
5. Faculty of Native Studies  
Seeking approval from Academic Affairs to move forward to Faculty Council for approval.  
Academic Affairs Committee on October 2, 2015.
6. Office of the Registrar:  
Consulted on admission requirements and tuition.
7. Attended the “Supporting Alberta Aboriginal Youth Health Programs Gathering”

### 3.4 Campus Alberta Programs/Initiatives

*Discuss the relationships (similarity, complementarity, transfer, competition) of the proposed program to other programs or initiatives in Campus Alberta and explain what the proposed program would add to the system. If the proposed program would duplicate existing programs, explain why that duplication is warranted.*

The proposed certificate is unique in that it will provide ongoing professional development to those working to promote physical activity and the health and well-being of Indigenous peoples. Examples include Education, Health Sciences, Arts, ALES.. Students may ladder the credits earned in this Certificate to a course-based Master’s degree at the University of Alberta should they wish to pursue further graduate credentials.

Because the graduate certificate is distinct from anything currently available, we do not anticipate there will be competition for enrollment.

The proposed certificate will fill a gap in current educational offerings by providing knowledge specific to Indigenous Sport and Recreation. In addition to domestic interest, we anticipate potential interest from other countries with Indigenous people (e.g. Australia, New Zealand, USA, etc.). The certificate will provide valuable professional development for recreation professionals along with a number of other disciplines working across the country and globally. This certificate provides an opportunity to gain specific skills and knowledge in this unique and specialized area of study.



### 3.5 Consultation

*Summarize the type and outcomes of consultations with other institutions offering related programs. Attach copies of relevant documents (e.g. letters, meeting summaries). Discuss the potential for inter-institutional collaboration.*

An internet search revealed there are currently no other programs of the kind proposed. The certificate is unique in: content, a blended learning format, the cohort model of learning, and the intensive one-week learning experience.

External consultations were held with:

1. Alberta Recreation and Parks Association  
Consulted on Professional Development for Recreation professionals and the demand for more professional development in this specific area.
2. Canadian Parks and Recreation Association  
Consulted on a form of PLAR for admission and partnership for the National PD Certification program.
3. Focus Group  
Administered to seek feedback and support for more education in this area and program details.
4. Survey  
Conducted to seek out the need for more education and awareness in this area.

### 3.6 Learner Pathways

*3.6.1 Identify potential pathways from work to school (where applicable).*

Not applicable.

*1.1.2. Identify potential opportunities for transfer/laddering into the proposed program from other institutions or other programs within the institution; and for transfer/laddering from the proposed program to other programs within the institution or at other institutions. List any formal agreements for internal or inter-institutional transfer/laddering that have been negotiated to this point.*

Current policy allows a portion of the credits earned after successful completion of the certificate, may be transferred into a Course-based Master's Degree. "**Course-based programs:** The number of courses nearest to, but not exceeding, 1/3 of the total units of course weight of a student's program can be met through transfer credit and/or course exemption if recommended by the department and approved by the Faculty of Graduate Studies and Research on a case-by-case basis.

*In exceptional circumstances and with the explicit prior approval of the Faculty of Graduate Studies and Research, up to 1/2 of the total units of course weight for the program may be met through transfer credit and/or course exemption" (Section 203.5 in the 2015-2016 University Calendar).*

The certificate may ladder towards a course based master's degree in Recreation and Leisure Studies. Students who successfully complete the certificate may complete two additional certificates offered in a similar area of study and a capping project to complete a course based master's degree.

*1.1.3. Estimate the portion of graduates who can be expected to proceed to further education directly. At a later stage in their careers. What types of programs/credentials would they be most likely to pursue?*

We anticipate that the option to complete the certificate only or subsequently ladder the certificate toward a course based Master's Degree will make this program appealing to a larger target audience including working professionals. "...increased demand for course-based master's programming, especially directed at professional development" (University of Alberta Institutional Plan, page 54).

## **SECTION 4: FINANCIAL VIABILITY AND SUSTAINABILITY**

### **4.1 Annual Budget and Funding Sources**

*Identify annual and one-time expenditures and annual revenue for the program in the budget tables below. If program implementation will take place over more than one year, provide estimates for each year until full implementation. Provide explanatory notes for all budget assumptions, such as inflation and per student tuition.*

*(For proposals without significant impacts on institutional costs, revenues or enrolment, a detailed budget presentation will not normally be required (please confirm with the department). Such proposals will satisfy all of the following tests:*

- 1. The proposal is for a new specialization in an existing program, consisting of an innovative combination of existing curricula.*
- 2. Overall enrolment capacity in the program is maintained.*
- 3. Excepting incidental administrative and promotional costs, no start-up or incremental operations costs are incurred.)*

	Year 1	Year 2	Year 3	Year 4	Year 5	Annual Ongoing
<b>Revenue</b>						
Tuition and Related Fees	\$98304.00	\$122880.00	\$163840.00	\$204800.00	\$245760.00	\$286720.00
Re-allocation from Existing Programs <sup>1</sup>	\$0	\$0	\$0	\$0	\$0	\$0
Other Internal Sources <sup>2</sup>	\$0	\$0	\$0	\$0	\$0	\$0
External (Third Party) Sources <sup>3</sup>	\$0	\$0	\$0	\$0	\$0	\$0
GOA (Identify source) <sup>4</sup>	\$0	\$0	\$0	\$0	\$0	\$0
Other (specify)	\$0	\$0	\$0	\$0	\$0	\$0
<b>Total Revenue</b>	\$98304.00	\$122880.00	\$163840.00	\$204800.00	\$245760.00	\$286720.00
<b>Operational Costs</b>						
Salaries, Wages and Benefits	\$62668.00	\$63516.00	\$64390.00	\$65290.00	\$66217.00	\$67171.00
Materials and Contracted Services	\$39700.00	\$47200.00	\$59700.00	\$72200.00	\$84700.00	\$97200.00
Other Direct Costs	\$17304.00	\$21630.00	\$288400.00	\$36050.00	\$43260.00	\$50470.00
Indirect Costs	\$0	\$0	\$0	\$0	\$0	\$0
<b>Total Operational Costs</b>	\$119672.00	\$132346.00	\$152930.00	\$173540.00	\$194177.00	\$214841.00

**Notes:**

1. Financial resources reallocated from existing programs of instruction should be estimated based on the recent cost experience of the source program(s).
2. Identify the source and duration of internal funding.
3. Identify the source and duration of external funding and outline any terms, conditions, and deliverables associated with the funding. External (Third Party) Sources might include support from other levels of government; e.g., the Government of Canada.
4. Government of Alberta sources might include future Advanced Education and Technology grant support or commitments (assumed or actual) from other departments.

One-time expenditures	Amount	Revenue Source	Details
Facilities	\$		
Equipment and IT	\$10000	Start Up funds	Provided by the Office of the Provost
Curriculum Development	\$18000	Start Up funds	Provided by the Office of the Provost
Marketing and Promotion	\$5000	Start Up Funds	Provided by the Office of the Provost
Faculty Recruitment and Establishment	\$		
Library Enhancements	\$		
Other	\$150,000	Start Up Funds	Provided by the Office of the Provost

## 4.2 Impact

### 4.2.1 Compare the proposed tuition rate with that of similar programs in Campus Alberta.

This certificate is a revenue generating initiative. The tuition rates are within the range for similar programs offered across Canada and are within the University guidelines for revenue generation (<http://www.registrarsoffice.ualberta.ca/en/Costs-Tuition-Fees/Other-Fees/Cost-Recovery-Programs-and-Courses.aspx>). They are also on par with other certificate programs offered at the University of Alberta and Campus Alberta and within the parameters of what the market will bear for this target audience.

Tuition and fees for this program are currently set at \$7,992.00 which includes tuition for 3 courses, one week intensive costs including accommodations and meals, the Alberta Recreation and Parks Association conference registration fees, off-campus and non-instructional fees, and administrative and IT costs.

#### 1.1.2. Discuss the financial impact on students and the learner funding system, taking into account the costs of education and the potential debt burden relative to post-graduation earning capacity.

The financial impact on students will be minimal based on professional development funds available as well as scholarship opportunities and support from local Band Councils. One of the primary target audiences is working professionals, most of whom will have access to professional development funds. This will fit in nicely within the CPRA National Professional Development certification requirements which will not add any further expense to the program but be complementary (see Appendix XI; National Professional Development Certification Program: <http://cprapdc.ca/>).

#### 1.1.3. If program funding includes internal reallocation, evaluate the impact of this reallocation on the institution's operations and overall financial position.

Not applicable.

## SECTION 5: QUALITY ASSESSMENT

### 5.1 Institutional Capacity

5.1.1 List instructional positions that would support the proposed program, specifying position title, credential and experience requirements, and areas of expertise. Distinguish between new and existing positions; and regular and sessional appointments. Describe mechanisms (existing and planned) to develop and ensure currency of teaching skills and disciplinary expertise

#### 5.1.1.2 Current:

-faculty members from both Physical Education and Recreation and Native Studies will oversee the content development, delivery format, and evaluation. Course delivery may be done in combination with existing faculty and sessional instructors.

-Associate Dean Graduate will provide oversight for all FGSR policies and regulations

- Faculty IT position who will support this certificate as well as other IT staff support needs specific to online courses
- Graduate Administrator who will support the application and admissions processes
- Assistant Dean, Community and International Education will oversee the administrative roles associated

#### 5.1.1.3 New:

- Manager, Community Education (new), will oversee the administrative duties associated with this certificate including student communication

#### 5.1.2 List instructional support positions (e.g. lab technicians, tutors) related to the proposed program.

Manager, Community Education

#### 5.1.3 Describe facilities, equipment and information resources (existing and planned) that would house and support delivery of the proposed program.

There will be requirements for IT resources, computer technology support for the instructor, if required, and administrative duties regarding marketing, promotion, and communication.

#### 5.1.4 Discuss the anticipated impacts of the proposed program on student support services.

Prospective students and students enrolled in the certificate program will receive support from the Manager, Community Education. There will be an admissions committee developed with members from both Physical Education and Recreation and Native Studies along with the Manager, Community Education to handle “special case” admissions (i.e., students applying with life experience, PLAR). The Manager, Community Education will handle all student related inquiries and issues with support from the Assistant Dean, International and Community Education, the Associate Dean, Graduate Program’s Office and the Faculty of Graduate Studies and Research when required.

## 5.2 Curriculum

*Describe the process of development and validation of curriculum for the proposed program. If available, please attach external review documents.*

The curriculum will be developed as an extension of the embedded certificate. The courses will be developed by faculty members and content expert researchers from the faculties of Physical Education and Recreation and Native Studies at the University of Alberta. Assistance will be provided from the content oversight committee and support from the Centre for Teaching and Learning at the University of Alberta when transferring the content to blended format.

## 5.3 Academic Standards

*List the requirements for admission and any alternate routes to admission; for residency; for academic progression; and for graduation. Compare these requirements to those for similar programs.*

Requirements for admission will include an undergraduate degree along with a minimum of 2 years of relevant work experience. Prospective students may come from a variety of undergraduate degree programs and some

experience working with either Aboriginal populations or in a recreational setting or some combination of both will be important to a student's success in the certificate program. Applicants v

here will be no other routes in which admission will be granted. There is no residency requirement. There may be an opportunity for academic advancement by laddering the certificate to a course based master's in Recreation and Leisure Studies. Academic standing will follow the Faculty of Graduate Studies and Research requirement which is a | requirements for graduation are successful completion of all course requirements and attendance at the non-credit, mandatory intensive learning activity.

## 5.4 Learning Outcomes

*5.4.1 Summarize the learning outcomes of the proposed program (e.g. career-specific knowledge and skills, employability skills).*

Upon successful completion of the course, students will be able to:

1. Engage with Indigenous epistemological frameworks in order to analyze issues from an Indigenous approach.
2. Outline historical and contemporary issues relevant to Indigenous peoples in settler/colonial states.
3. Identify the political, social and historical relationships and intergenerational impacts between Indigenous and non-Indigenous peoples in settler/colonial states.
4. Explain the ways in which contemporary Indigenous peoples decolonize themselves from the effects of colonialism through sport and recreation.
5. Identify and discuss the key policies that influence recreation, sport and physical activity programs in Indigenous Communities
6. Critique and compare conceptual and theoretical frameworks for community and policy development as they relate to recreation, sport and physical activity programs in Indigenous Communities
7. Put forward a proposal for addressing current issues and trends in recreation, sport and physical activity programs and engage Indigenous Communities
8. Describe the historical and contemporary roles of physical activity, including sport and recreation, in the lives of Indigenous peoples
9. Examine the potential role of physical activity in the promotion of Indigenous peoples' holistic health
10. Critique conceptual and theoretical frameworks used to understand and promote the physical activity of Indigenous peoples

(Appendix XII; full calendar description and learning outcomes).

*5.4.2 Describe the consultative process with employers, industry/professional bodies or advisory groups that helped formulate these learning outcomes.*

The content oversight committee formulated the above outcomes based on industry need and results from survey and focus group information.

*5.4.3 Provide evidence of alignment/compliance with regulatory, industry, program accreditation and professional accreditation standards relevant to the program.*

This certificate aligns with the new CPRA Professional Development Certification (CPRA PDC). A letter of

support appears in Appendix VII. Working in the recreation and parks sector requires a unique and diverse set of knowledge, skills and attitudes. The certificate fosters the continual growth of these competencies through accessible professional development, contributing to the creation of a national standard that will strengthen the credibility and quality of its professionals. The proposed certificate will be offered in part with this program. (Appendix XIII; Letter of support from Dr. Kerry Mummery, Dean Faculty of Physical Education and Recreation).

## **5.5 Institutional Quality Assurance**

*5.5.1 Describe the criteria and methods for evaluating the success of the program and achieving continuous quality improvement. Include expected outcomes, key performance indicators and performance targets for the program.*

A student survey will be conducted at the completion of each course. It will address the program, instruction and instructors, IT support, one-week intensive, and all other aspects of this certificate. Students will be followed in 3 years to assess the impact of the certificate of their employment opportunities, career advancement and impact on their communities. Rate of completion, attrition, and withdraws will be monitored. An “exit” interview will be conducted with those who do not complete. An annual report to the Advisory Committee will also be completed year over year.

*5.5.2 Indicate whether a program advisory committee is planned or in place and, if so, comment on the role of the committee in program quality assurance.*

An Advisory Committee has been in place since the initiation of this program. The role of this committee has been to offer support and guidance throughout the process of planning and implementation of this new program. They have offered input and feedback throughout the process and have been integral in the proposal presented.

This includes recommendations on the cohort model, the terms of the courses, the amount of credits, the number of weeks, the one-week intensive non-credit, mandatory component, the course content, and the overall framework of the Certificate.

An Admission Committee will be struck with representatives from the Faculty of Physical Education and Recreation and the Faculty of Native Studies. The role of this committee will be to review applicants and make recommendations for admission, specifically those applicants who are eligible for life experience (i.e. applicant does not hold an undergraduate degree but has 10 years of advanced related experience).



<p><b>205.59 Physical Education and Recreation</b></p> <p><del>205.59.7 Graduate Courses</del></p> <p>Graduate courses can be found in §231, Course Listing, under the following headings:-  <del>Physical Education and Sport (PEDS)-  Physical Education, Recreation and Leisure Studies (PERLS)-  Recreation and Leisure Studies (RLS)</del></p> <p>[NEW]</p>	<p><b>205.59 Physical Education and Recreation</b></p> <p><b>205.59.7 Certificates</b></p> <p><b><u>205.59.7.1 The Post-Baccalaureate Certificate in Indigenous Sport and Recreation</u></b></p> <p><u>The Certificate in Indigenous Sport and Recreation is a Post-Baccalaureate Certificate offered in partnership between the Faculty of Native Studies and the Faculty of Physical Education and Recreation. The focus of this certificate is the health and well-being of Indigenous people through sport and recreation. The intended purpose is to serve a demonstrated need in the realm of community-based Indigenous sport and recreation, establish a deep understanding of the cultural context of Indigenous communities and populations and to enhance leadership in the growing field of Indigenous sport and recreation. The program will be delivered in a blended format. Specifically, the curriculum will consist of 3 courses valued at 3 credits each (9 credits total), plus participation at a mandatory, one-week, in-class (i.e. face to face) experiential learning experience. This 10-month certificate is designed around a cohort model so students will work together in this innovative, blended program that can be completed with minimal travel and little disruption to their work and family lives. The online portion of the program will use both synchronous and asynchronous teaching modalities to create interactive, dynamic, and supportive communities of learning whose members will become integral participants in this specific program researching Indigenous Peoples and Recreation best practices.</u></p> <p><b><u>Entrance Requirements</u></b></p> <p>The requirements for admission will include a</p>
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Baccalaureate degree along with a minimum of 2 years of professional experience. Applicants who do not hold a baccalaureate degree but have considerable relevant professional experience may also be admissible. Individuals who feel that this situation applies to them are encouraged to contact admissions to discuss their status. There will be no other routes in which admission will be granted. There will be no opportunity for a residency.

(<https://uofa.ualberta.ca/graduate-studies/prospective-students/canadian-admissions-protocol/academic-requirements>)

**Program Requirements**

The post-baccalaureate certificate will be granted upon successful completion of the three required courses: PERLS 5XX (3), PERLS 5XX (3), & PERLS 5XX (3) and attendance at the non-credit, mandatory intensive week.

**205.59.8 Graduate Courses**

Graduate courses can be found in §231, Course Listing, under the following headings:

Physical Education and Sport (PEDS)

Physical Education, Recreation and Leisure Studies-(PERLS)

Recreation and Leisure Studies (RLS)

Justification:

### **New Courses:**

PERLS 5XX Indigeneity and Settler Colonialism (3) This course will explore and critically examine the social issues to gain an understanding of the historical and contemporary relationship between Indigenous and settler societies. Specifically, this course endeavors to investigate how Canada's brand of colonialism has impacted Indigenous collectivities both historically and today.

PERLS 5XX Managing Recreation, Sport, and Physical Activity Programs in Indigenous Communities (3) This course will examine the policies, politics, perceptions and practices related to managing recreation, sport and physical activity programs that occur in or engage indigenous communities. While a global context will be considered, the experience of Indigenous people in Canada will be central to this course. Attention will be given to applying different community and policy development theories to current issues and trends.

PERLS 5XX Indigenous Peoples' Physical Activity (3) This course will examine the role of physical activity in the lives of Indigenous peoples. While global contexts will be considered, the experiences of Indigenous peoples in Canada will be the focus of the course. The manner in which colonization continues to shape the physical activity of Indigenous peoples will be examined and frameworks for the potential promotion of physical activity will be considered.

**RECOMMENDATION (FOR DEPARTMENT USE)**

**Do Any Issues or Information Gaps Remain?**

**Recommendation(s)**

**Reviewer(s)**

**Date Completed**

Killam Centre for Advanced Studies  
 2-29 Triffo Hall Edmonton AB Canada T6G 2E1  
 Tel: 780.492.2816 / Fax: 780.492.0692  
 www.gradstudies.ualberta.ca

October 8, 2015

**2016-2017 University of Alberta Calendar Graduate Program Changes: new Post-Baccalaureate Certificate in Indigenous Sport and Recreation in the Faculty of Physical Education and Recreation in partnership with the Faculty of Native Studies.**

<p><b>205.59 Physical Education and Recreation</b></p> <p><b><del>205.59.7 Graduate Courses</del></b>  <del>Graduate courses can be found in §231, Course Listing, under the following headings:-        Physical Education and Sport (PEDS)-        Physical Education, Recreation and Leisure Studies (PERLS)-        Recreation and Leisure Studies (RLS)</del></p> <p>[NEW]</p>	<p><b>205.59 Physical Education and Recreation</b></p> <p><b>205.59.7 Certificates</b></p> <p><b>205.59.7.1 The Post-Baccalaureate Certificate in Indigenous Sport and Recreation</b></p> <p>The Certificate in Indigenous Sport and Recreation is a Post-Baccalaureate Certificate offered in partnership between the Faculty of Native Studies and the Faculty of Physical Education and Recreation. The focus of this certificate is the health and well-being of Indigenous people through sport and recreation. The intended purpose is to serve a demonstrated need in the realm of community-based Indigenous sport and recreation, establish a deep understanding of the cultural context of Indigenous communities and populations and to enhance leadership in the growing field of Indigenous sport and recreation. The program will be delivered in a blended format. Specifically, the curriculum will consist of 3 courses valued at 3 credits each (9 credits total), plus participation at a mandatory, one-week, in-class (i.e. face to face) experiential learning experience. This 10-month certificate is designed around a cohort model so students will work together in this innovative, blended</p>
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program that can be completed with minimal travel and little disruption to their work and family lives. The online portion of the program will use both synchronous and asynchronous teaching modalities to create interactive, dynamic, and supportive communities of learning whose members will become integral participants in this specific program researching Indigenous Peoples and Recreation best practices.

### **Entrance Requirements**

The requirements for admission will include a baccalaureate degree along with a minimum of 2 years of professional experience. Applicants who do not hold a baccalaureate degree but have considerable relevant professional experience may also be admissible. Individuals who feel that this situation applies to them are encouraged to contact admissions to discuss their status. There will be no other routes in which admission will be granted. There will be no opportunity for a residency.

<https://uofa.ualberta.ca/graduate-studies/prospective-students/canadian-admissions-protocol/academic-requirements>

### **Program Requirements**

The post-baccalaureate certificate will be granted upon successful completion of the three required courses: PERLS 5XX (3), PERLS 5XX (3), & PERLS 5XX (3) and attendance at the non-credit, mandatory intensive week.

### **205.59.7 Graduate Courses**

Graduate courses can be found in §231, Course Listing, under the following headings:  
Physical Education and Sport (PEDS)  
Physical Education, Recreation and Leisure Studies (PERLS)  
Recreation and Leisure Studies (RLS)

Justification:

### **New Courses:**

PERLS 5XX Indigeneity and Settler Colonialism (3) This course will explore and critically examine the social issues to gain an understanding of the historical and contemporary relationship between Indigenous and settler societies. Specifically, this course endeavors to investigate how Canada's brand of colonialism has impacted Indigenous collectivities both historically and today.

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PERLS 5XX Indigenous Peoples' Physical Activity (3) This course will examine the role of physical activity in the lives of Indigenous peoples. While global contexts will be considered, the experiences of Indigenous peoples in Canada will be the focus of the course. The manner in which colonization continues to shape the physical activity of Indigenous peoples will be examined and frameworks for the potential promotion of physical activity will be considered.

**OUTLINE OF ISSUE**

Agenda Title: **Proposal for a (New) Post-Baccalaureate Certificate Bridging to Canadian Physical Therapy Practice, Faculty of Graduate Studies and Research and Faculty of Rehabilitation Medicine**

**Motion:** THAT the GFC Academic Standards Committee recommend, under delegated authority from General Faculties Council, to the GFC Academic Planning Committee, the Post-Baccalaureate Certificate Bridging to Canadian Physical Therapy Practice, as proposed by the Faculty of Graduate Studies & Research and the Faculty of Rehabilitation Medicine, and as set forth in Attachment 1, to be in effect September 2016.

**Item**

Action Requested	<input type="checkbox"/> Approval <input checked="" type="checkbox"/> Recommendation <input type="checkbox"/> Discussion/Advice <input type="checkbox"/> Information
Proposed by	Heather Zwicker, Dean, Faculty of Graduate Studies and Research, Bernadette Martin, Associate Dean, Faculty of Rehabilitation Medicine
Presenter	Bernadette Martin, Associate Dean, Faculty of Rehabilitation Medicine Colleen Britton, Co-director Administration, Alberta Internationally Educated Physiotherapists Bridging Program
Subject	Post Baccalaureate Certificate Bridging to Canadian Physical Therapy Practice

**Details**

Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is (please be specific)	To introduce a new Post Baccalaureate Certificate Bridging to Canadian Physical Therapy Practice through the Faculty of Rehabilitation Medicine. The students of this program are immigrants who are fully qualified as physiotherapists in their source countries who must pass the national physiotherapy competency exams in order to work as licensed physiotherapists in Canada.
The Impact of the Proposal is	There are no other Physical Therapy (PT) bridging programs in Campus Alberta. There is only one other similar program in Canada.
Replaces/Revises (eg, policies, resolutions)	Replaces/Revises the AIEPB Program into a free standing cost recovery Post Baccalaureate Certificate Bridging to Canadian Physical Therapy Practice
Timeline/Implementation Date	For implementation in September 2016
Estimated Cost	See proposed budget.
Sources of Funding	This will be a cost-recovery program.
Notes	

**Alignment/Compliance**

Alignment with Guiding Documents	<i>Dare to Discover, Dare to Deliver.</i>
Compliance with Legislation, Policy and/or Procedure Relevant to the Proposal (please quote legislation and include identifying section numbers)	<p>1. <b>Post-Secondary Learning Act (PSLA):</b> The PSLA gives GFC responsibility, subject to the authority of the Board of Governors, over academic affairs. Further, the PSLA gives the Board of Governors authority over certain admission requirements and rules respecting enrolment. The Board has delegated its authority over admissions requirements and rules respecting enrolment to GFC and the GFC ASC. (Sections 26(1), 60(1)(c) and (d)).</p> <p>2. <b>PSLA:</b> The PSLA gives GFC responsibility, subject to the authority of the Board of Governors, over academic affairs (Section 26(1)) and</p>



provides that GFC may make recommendations to the Board of Governors on a number of matters including the budget, academic planning, and related matters (Section 26(1)(o)). GFC has thus established an Academic Planning Committee (GFC APC), as set out in the GFC APC Bylaws.

**3. UAPPOL Admissions Policy:** “Admission to the University of Alberta is based on documented academic criteria established by individual Faculties and approved by GFC. This criteria may be defined in areas such as subject requirements, minimum entrance averages, and language proficiency requirements. In addition to academic requirements for admission, GFC authorizes each Faculty to establish such other reasonable criteria for admission of applicants as the Faculty may consider appropriate to its programs of study, subject to the approval of GFC (e.g. interview, audition, portfolio, etc.) The admission requirements for any Faculty will be those approved by GFC as set forth in the current edition of the University Calendar. In addition to the admission requirements, selection criteria for quota programs, where they exist, will also be published in the current edition of the University Calendar. The responsibility for admission decisions will be vested in the Faculty Admission Committees or in the Deans of the respective Faculties, as the councils of such Faculties will determine.”

**4. UAPPOL Admissions Procedure:**

**“PROCEDURE**

**1. EFFECTIVE DATE OF CHANGES TO ADMISSION REGULATIONS**

Following approval by GFC:

- a. Where changes to admission regulations may disadvantage students in the current admission cycle, normally implementation will be effective after the change has been published in the University Calendar for one full year (i.e., effective the second year that the information is published in the University Calendar).

**5. UAPPOL Academic Standing Policy:** “All current academic standing regulations, including academic standing categories, University graduating standards and requirements for all individual programs will be those prescribed by Faculty Councils and GFC as set forth in the University Calendar.”

**6. UAPPOL Academic Standing Regulations Procedures:** “All proposed new academic standing regulations and changes to existing academic standing regulations will be submitted by the Faculties or the Administration to the Provost and Vice-President (Academic). Faculties will also submit to the Provost and Vice-President (Academic) any proposed changes to the use and/or computation of averages relating to academic standing, including promotion and graduation.

If the Provost and Vice-President (Academic) determines the proposal to be in good order, the proposal will be introduced to the appropriate University governance process(es). In considering these proposals, governance bodies will consult as necessary with the Faculties and with other individuals and offices.

Normally, changes become effective once they are approved by GFC or its delegate and are published in the University Calendar.”

**7. GFC Academic Standards Committee (ASC) Terms of Reference (3. Mandate of the Committee):**

“G. Certificates (All Faculties): Approval Route

GFC delegated to ASC the authority to approve proposals for the establishment of and termination of credit and non-credit certificates, regardless of the proposing academic unit. Where additional funding and/or space is required to support the offering of the proposed certificate and/or if, in the opinion of the Provost and Vice-President (Academic) (or delegate), the certificate requires Government approval, ASC would provide a recommendation on the (proposed) initiative to the GFC Academic Planning Committee (APC). (GFC 31 MAY 2005) (EXEC 12 JAN 2009)”

**8. GFC Academic Planning Committee (APC) Terms of Reference (3. Mandate of the Committee):**

“8. Establishment/Termination of Academic Programs [...]

d. Where additional funding and/or space is required to support the offering of a proposed certificate and/or if, in the opinion of the Provost and Vice-President (Academic) the certificate required Government approval, ASC would provide a recommendation on the (proposed) initiative to APC. APC, in turn, would have the GFC delegated authority to give final approval for the proposal in those cases where Government approval of the certificate is not required; in cases where Government approval is required, APC would provide recommendation on the proposal to the Board of Governors (or delegate body). (GFC 31 MAY 2005).”

**9. Board Learning and Discovery Committee (BLDC) Terms of Reference: “[...]”**

**3. MANDATE OF THE COMMITTEE**

Except as provided in paragraph 4 hereof and in the Board’s General Committee Terms of Reference, the Committee shall, in accordance with the Committee’s responsibilities with powers granted under the Post-Secondary Learning Act, monitor, evaluate, advise and make decisions on behalf of the Board with respect to matters concerning the teaching and research affairs of the University, including proposals coming from the administration and from General Faculties Council (the “GFC”), and shall consider future educational expectations and challenges to be faced by the University. The Committee shall also include any other matter delegated to the Committee by the Board.

Without limiting the generality of the foregoing the Committee shall: [...]

c. review and approve recommendations of GFC for major changes in instructional and research programs and other academic

	<p>matters[.] [...]”</p> <p>Cost-recovery proposals are to be reviewed by the Registrar’s Advisory Committee on Fees (RACF), with any recommendation on the cost recovery component of the proposal to be forwarded to the Provost and Vice-President (Academic) for final approval.</p>
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**Routing (Include meeting dates)**

<p>Participation: (parties who have seen the proposal and in what capacity)</p> <ul style="list-style-type: none"> <li>• Those who have been informed</li> <li>• Those who have been consulted</li> <li>• Those who are actively participating</li> </ul>	<p>Consultation:</p> <p>Office of the Provost and Vice-President (Academic) Kate Peters, Portfolio and Initiative Manager, and Brenda Leskiw – June 10, 2015</p> <p>Registrar’s Advisory Committee on Fees, Angelene Lavers and Thomas Hidson – June 26, 2015</p> <p>Faculty of Rehabilitation Medicine Executive Committee – September 17, 2015</p>
<p>Approval Route (Governance) (including meeting dates)</p>	<p>Faculty of Rehabilitation Medicine Council – October 6, 2015</p> <p>Registrar’s Advisory Council on Fees (RACF) (for recommendation) – October 20, 2015</p> <p>Faculty of Graduate Studies and Research Council – October 21, 2015</p> <p>GFC ASC Subcommittee on Standards (for discussion) – November 5, 2015</p> <p>GFC Academic Standards Committee – November 19, 2015</p> <p>GFC Academic Planning Committee – December 9, 2015</p> <p>Board Learning and Discovery Committee (BLDC) – February 29, 2015</p>
<p>Final Approver</p>	<p>Board Learning and Discovery Committee</p>

Attachments (each to be numbered 1 - <>)

1. Attachment 1 (page(s) 1 - 35) PAPRS including Calendar changes

*Prepared by:* Colleen Britton, Co-director Administration, Alberta Internationally Educated Physiotherapists Bridging Program, [cjbritto@ualberta.ca](mailto:cjbritto@ualberta.ca); Janice Hurlburt, Graduate Governance and Policy Coordinator, FGSR, [Janice.hurlburt@ualberta.ca](mailto:Janice.hurlburt@ualberta.ca)

# Proposal Template

## Diploma, Certificate and Non-credential Programs

*The following template outlines the information required by Enterprise and Advanced Education to support its comprehensive review of proposals for new certificate, diploma and non-credential programs and new specializations in existing certificate, diploma and non-credential programs.*

*The guiding premise of the review is to ensure that the program adds value to Campus Alberta. The review will focus on the institution's assessment of student and employer demand; the situation of the program in the context of Campus Alberta; the financial viability of the program, including implications for students and taxpayers; and dimensions of program quality.*

### Basic Information

<b>Institution</b>	<b>University of Alberta</b>
<b>Program/specialization title</b>	<b>Bridging to Canadian Physical Therapy Practice</b>
<b>Credential awarded</b>	<b>Post-Baccalaureate Certificate</b>
<b>Proposed Implementation Date</b>	<b>September 1, 2016</b>

## SECTION 1: PROGRAM OVERVIEW

### 1.1 Type of Initiative

*New Certificate, Diploma or Non-credential program; or new specialization(s) in existing program.*

Health Canada Grant funding for the development and implementation of the Alberta Internationally Educated Physiotherapists Bridging (AIEPB) Program project ends March 31, 2016. To sustain this successful program, we propose the creation of a cost recovery Post-Baccalaureate Certificate.

### 1.2 Program Description

*Provide a brief (1-2 paragraphs) description of the program, summarizing its intended purpose, curriculum design, and methods of delivery and highlighting distinctive attributes. Attach as an Appendix a complete list of courses, including credit values, instructional hours and brief (calendar style) course descriptions. For elective options, specify course selection parameters. Identify new courses to be developed for this program.*

### Background

In 2011 the College of Physical Therapists of Alberta (CPTA), an arm of Physiotherapy Alberta College + Association (PAC+A) was awarded a five-year Health Canada Grant to develop and implement a bridging program for internationally educated physical therapists (IEPTs). The goal of the AIEPB Program project is to successfully integrate IEPTs into the healthcare workforce. CPTA oversees the project however the program has

been developed and is delivered at the University of Alberta (UofA), Department of Physical Therapy (PT). NOTE: Although referred to as the AIEPB 'Program' within the original grant application, officially there were 4 credit courses developed that have been offered to 3 cohorts of IEPTs (similar to a program delivery format).

The AIEPB Program project was planned and developed in 2011 and 2012. Based on the experience of the Ontario Internationally Educated Physiotherapists Bridging (OIEPB) Program and the UofA MSc Physical Therapy (MScPT) curriculum, it was determined that a part-time program offered using a blended format would be most suitable for Alberta IEPTs, most of whom are employed fulltime in various survival occupations. A blended format consisting of online and in-person learning activities (in either Edmonton, Calgary or Medicine Hat) including mentorship programs in the student's community addresses the fact that IEPTs are located throughout Alberta and attending a traditional in-person program would not be possible for many. The current AIEPB Program takes approximately 14 months to complete. It includes four courses: three academic and one clinical placement. The academic courses each include online self-study modules (distance format), clinical skills labs (in-person format) and weekly half-day clinical mentorship sessions (at a local PT clinical site). The first academic course starts with all students attending a 1-week Boot Camp in Edmonton. This allows the students to meet all instructors, be introduced to the technology and to complete orientation with their mentor. At the completion of Boot Camp, students essentially 'go home' to start the online work, visit their mentor's clinic and meet every second Saturday for the clinical skills lab. The clinical skills labs are held at three campuses across Alberta (see 3.4) Following completion of the academic courses, AIEPB Program students complete a 6-week fulltime, caseload carrying clinical placement. These occur at Alberta Health Services and Private Practice clinical sites which have affiliation agreements with the PT Department. All four courses are UofA credit courses so all students receive a UofA transcript including these.

### **Proposed Freestanding Post-Baccalaureate Certificate Program**

The proposed certificate will be offered by the Faculty of Rehabilitation Medicine (FRM).

Eligibility requirements for the certificate will include the following:

1. Degree in Physical Therapy recognized by the Canadian Alliance of Physiotherapy Regulators
2. English Language Proficiency
  - a. [Test of English as a Foreign Language iBT](#) (TOEFL iBT), with a minimum score of *92/120 overall with no subtest lower than 21*
  - b. [International English Language Testing System](#) (IELTS) academic (AC) with a score of *7.0 overall and for all subtests*
  - c. All passing scores must come from one sitting of the language assessment and must be taken within two years prior to applying to the bridging program.
3. Completion of the FRM Continuing Professional Education (CPE) Physiotherapy Practice in Canada course.
4. Eligible for the Physiotherapy Competency Examination (PCE).

Applicants who meet all eligibility requirements will be invited to a competency-based Admission Assessment which assesses if an applicant's current standard of PT knowledge, clinical reasoning, PT practical skills and practice readiness is adequate for bridging. The Admission Assessment consists of four components:

1. Basic Knowledge Exam - 100 multiple choice questions
2. Objective Structured Clinical Exam – 6 basic clinical scenarios with standardized patients
3. Multiple Mini interviews – 6 stations assessing general problem-solving and communication
4. Short essay – 6 written questions assessing general writing ability and preparation for bridging

The current AIEPB Program will be restructured from four to five courses with program completion in twelve months, rather than fourteen months. The five Certificate courses will consist of two academic courses with two concurrent mentorship courses and one clinical placement course. By separating the original courses into independent but co-requisite academic and mentorship courses, it will allow for division of future streams of students into those who are pursuing Canadian licensing and those from international locations who are seeking upgrading but do not plan to work in Canada. The academic courses may also offer Canadian PTs an opportunity to update their knowledge and skills in clinical areas. Five Canadian PTs were included in one of the academic

courses in Winter term 2015 as a pilot project. They were all successful in completing the course and regaining licensure from the College of PTs of Alberta.

With certificate courses continuing to be for-credit courses, students will be eligible for student loans. Enrollment in credit courses also allows Certificate students to complete mentorship and clinical placement courses at clinical sites affiliated with the University of Alberta.

The Certificate program will be offered predominantly off-campus. The pre-requisite course, the two mentorship courses and the clinical placement course are fully off-campus. The two academic courses will be in the 3-2-3 format, with the lecture and seminar components off campus. The only on-campus time will be the lab classes, presented during 1 weekend each month.

Curriculum content includes:

- Evidence based practice
- Professional and medical ethics
- Professional Communication
  - Verbal and non-verbal skills; patient interview skills; collaborative goal setting, difficult communication;
  - Interprofessional collaboration and communication
    - Supervision and delegation
- Use of models in critical thinking and clinical reasoning
- Planning and carrying out an assessment, interpretation or assessment findings, treatment planning and intervention; use of outcome measures to evaluate interventions
- Application of clinical reasoning and differential diagnosis skills to cases covering the scope of PT practice
- Written documentation
- Written and practical exam strategies and skills
- Workplace integration
  - Job search strategies, resume and cover letter writing skills, interview skills

### **Program Locations**

The on-campus components will be offered at the University of Alberta campus in Edmonton and a satellite campus at the University of Calgary (downtown) using synchronized distance learning technology. The on-campus components could also be offered at the PT Department satellite campuses in Camrose and Medicine Hat if enrollment in these geographic areas warranted it. Applicants will be asked to identify their site preference for on-campus components. Clinical placements will be at University of Alberta affiliated sites.

### **List of Courses – Appendix A**

### 1.3 Enrolment Plan

Include assumptions and explanatory notes (e.g., attrition, part-time enrolment). Also:

- If program implementation will occur over a number of years, provide data for each year to full implementation.
- If internal reallocation of existing resources is proposed, describe any anticipated decrease in enrolment in other programs that would result.

Proposed Enrolment	Year 1	Year 2	Year 3	Year 4	Year 5	Annual Ongoing
<b>Total head count</b>	20	22	24	24	24	24
• Full-Time Year 1	20	22	24	24	24	24
• Full-Time Year 2	0	0	0	0	0	0
• Full-Time Year 3	0	0	0	0	0	0
• Full-Time Year 4	0	0	0	0	0	0
<b>Total FLE</b>	0	0	0	0	0	0
• FLE Year 1	0	0	0	0	0	0
• FLE Year 2	0	0	0	0	0	0
• FLE Year 3	0	0	0	0	0	0
• FLE Year 4	0	0	0	0	0	0
<b>Anticipated No. of Graduates</b>	18	20	22	22	22	22

Assumptions and explanations:

The AIEPB program is part time.

The program was implemented in 2013 under Health Canada grant funding and has run three cohorts. This proposal will be a modification of the existing program by changing the number of courses from four to five and significantly increasing the program cost.

Demand for the program has increased each year. As of September 10, 2015 we have 42 serious inquiries who are aware the projected cost of this proposed certificate. We have the capacity for 24 students, though we are unsure if the increase in program cost will impact actual enrollment.

Some attrition is expected. Our 2013 – 2014 cohort was reduced from 17 to 16 students. Our 2014 – 2015 cohort was reduced from 20 to 16 students.

Minimum number of students required to create a cohort: 20

## SECTION 2: DEMAND

### 2.1 Student Demand Analysis

*Analysis should be supported by relevant data for the region and for Campus Alberta, as might be derived from: systematic questionnaire surveys of target audiences; application and enrolment summaries and trends for similar programs currently offered by other institutions; tabulations of unsolicited student inquiries and/or expressions of interest obtained at student recruitment events; demographic projections for relevant sub-populations.*

For the AIEPB Health Canada funded pilot project:

Number of Applicants:  
Cohort 1 (2013-2014) 38  
Cohort 2 (2014-2015) 39  
Cohort 3 (2015-2016) 41

Number of Admissions:  
Cohort 1 (2013-2014) 18  
Cohort 2 (2014-2015) 20  
Cohort 3 (2015-2016) 24

#### **Web page traffic ([www.ualberta.ca/aiepb](http://www.ualberta.ca/aiepb)):**

Landing page: 787 unique views/month  
Eligibility page: 174 unique views/month  
Application process page: 108 unique views/month

#### **Phone/email inquiries:** 11-15/month

The Canadian Alliance of Physiotherapy Regulators is recognizing the value in the AIEPB and OIEPB programs so is now recommending the programs to IEPTs who would benefit from the knowledge.

### 2.2 Labour Market Analysis

*Analysis should be supported by relevant data and placed in the context of the target occupational/regional labour market(s). Relevant data sources include systematic surveys of prospective employers; occupational supply/demand projections from government or industry sources; tabulations of job postings/'help wanted' advertising; surveys of recruitment and graduate employment rates of similar programs; and demographic projections (i.e. for relevant regions and sub-populations.) Describe anticipated employment outcomes.*

Ensuring an adequate supply of healthcare providers including physical therapists (PTs) is important to the health and well-being of Albertans and Canadians. Over 25% of the PTs practicing in Alberta and elsewhere in Canada are over 50 years of age and expected to retire within the next 10 years.

([http://www.physiotherapyalberta.ca/everyone\\_else/policy\\_makers/information\\_about\\_physiotherapy](http://www.physiotherapyalberta.ca/everyone_else/policy_makers/information_about_physiotherapy)) Canadian PT graduates are not sufficient in number to manage anticipated retirements. IEPTs are and will be an important source of PTs in Canada.



The AIEPB program commissioned the Rehabilitation Research Centre (RRC) to research and write the paper *Planning for the Alberta Physical Therapy Workforce: The Need for an Internationally Educated Physical Therapist Training Program*. RRC found that each year approximately 500 IEPTs immigrate to Canada under the Federal Skilled Worker program, with more entering under other categories (e.g. Live-in Caregiver program). In 2013 741 IEPTs applied to the Alliance for credentialing. In 2012 15.9% of the employed Alberta PTs were internationally trained.

## **2.3 Support**

*Provide evidence of consultation with and approval/support from relevant professional organizations, regulatory bodies, advisory committees, employers, and/or industry.*

The AIEPB Program Advisory Committee, which meets annually is comprised of representatives from Alberta Health, Physiotherapy Alberta, Canadian Alliance of Physiotherapy Regulators, Alberta Health Services, Covenant Health, OIEPB (U of T), Immigrant Services Calgary, Immigrant Access Fund, Grant MacEwan University, Medicine Hat College, a private practice PT, an IEPT, and an AIEPB student. The Advisory committee was supportive of the AIEPB sustainability plan to move forward with this application.

### **1. Letters of Support Appendix C**

## **2.4 Clinical or Work Experience**

*If clinical or work experience is an essential part of program delivery:*

*2.4.1 Provide evidence that the placements will be available when needed.*

Timing of the course placements is carefully planned with the PT Department Academic Coordinator of Clinical Education (ACCE) to avoid conflict with the MScPT student placements. To date we have not had any difficulty locating mentorship or clinical placements for our students.

*2.4.2 Describe the student's role in securing placements.*

The AIEPB Mentorship and Clinical Placement Coordinator works with the PT Department ACCE to secure placements. Students may submit preferences for possible sites or locations but do not arrange their own placement.

*2.4.3 Explain how the institution will supervise/monitor the learning experience of students in off-site settings?*

The AIEPB Mentorship and Clinical Placement Coordinator maintains contact with the Mentors and the Clinical Instructors (supervising therapists) via email, phone, and text during mentorship and clinical placement, and makes one site visit per term to each site.

Mentors maintain contact with the AIEPB Mentorship and Clinical Placement Coordinator on a bimonthly basis to report student progress and student achievement of learning plan goals.

The Clinical Instructor, who supervises the IEPT during the 6-week clinical placement, completes a full Assessment of Clinical Performance at mid-placement and at the end of placement.

*2.4.4 Identify potential employer/employee liability related to this aspect of the program, and how the institution intends to manage this liability.*

The University of Alberta Department of PT has Affiliation Agreements signed with various clinical sites who host MScPT students. AIEPB students are assigned to these same sites and therefore are covered by the same agreement.

## **SECTION 3: INSTITUTIONAL AND SYSTEM CONTEXT**

### **3.1 Institutional Strategy**

*How does the proposed program align with the institution's strategic priorities and the Comprehensive Institutional Plan?*

The AIEPB Program is innovative and was developed to align with the visions of both the University of Alberta and Campus Alberta. Each of the four cornerstones of the University's *Dare to Discover* vision (Talented People; Learning Discovery and Citizenship, Connecting Communities and Transformative Organization) and also Advanced Education and Technology's Campus Alberta vision (Albertans have the opportunity to participate in lifelong learning supported by an education system in which learning providers collaborate to deliver quality and innovative learning opportunities where and when Albertans need them to enhance their social, cultural and economic well-being.) have been considered and incorporated. Offering a blended format program delivery, which leverages the existing facilities and campuses of the FRM and the experience of FRM faculty members and clinical instructors, allows IEPTs to remain in their home communities and participate in a very high quality, learning experience. Assisting the IEPTs to enter the physiotherapy workforce, especially in areas where a shortage of clinicians exists, contributes to the overall health of the community.

### **3.2 Institutional Programs**

*Explain how the proposed program fits with existing programs at the institution, and the anticipated positive or negative impacts on other programs.*

The AIEPB Program has leveraged the knowledge expertise of existing faculty and staff members in the Department of PT. The program curriculum content is similar to relevant portions of the MScPT Program but is packaged to meet the learning needs of the IEPTs. IEPTs have foundational knowledge but often need to refine their clinical reasoning, critical thinking, skills and attitudes. The AIEPB Program is planned around the MScPT schedule to minimize interference and maximize knowledge and resource leverage. Many of the online learning objects created for the AIEPB Program are also appropriate for the MScPT Program courses and are now included in the learning repository within the Department. The FRM also continues to benefit from the video-conferencing equipment purchased for the AIEPB Program.

### **3.3 Internal Review and Approval**

*Provide a brief description of the internal review and approval process followed in developing the proposal.*

This proposal will be reviewed by the Department of PT Department Council and the Faculty of Rehabilitation's Executive Council and Faculty Council and the Council of the Faculty of Graduate Studies and Research prior to submission to the Registrars' Office.

### **3.4 Campus Alberta Programs/Initiatives**

*Discuss the relationships (similarity, complementarity, transfer, competition) of the proposed program to other programs or initiatives in Campus Alberta and explain what the proposed program would add to the system. If the proposed program would duplicate existing programs, explain why that duplication is warranted.*

Over the past five years, the Department of PT in the FRM at the University of Alberta has expanded its Canadian entry-level MScPT Program to include three geographically distinct campuses – Edmonton (Main/North Campus), Camrose (Augustana Campus) and Calgary (University of Calgary Downtown Centre).

A distributed learning model is used to connect the campuses for delivery of the MScPT Program. All in-person classes and labs are presented at one site, typically Edmonton, with the other campuses connecting by video-conferencing using LifeSize™, a commercial video-conferencing system. The Department of PT was able to incorporate the Edmonton and Calgary campuses within the AIEPB Program planning. Students in the first two AIEPB Program cohorts attended lab classes at either Edmonton or Calgary. The FRM Augustana Campus has not been utilized by the AIEPB Program (no local IEPTs) however a fourth FRM satellite campus has been established at the Medicine Hat College. This campus provides the on-campus components to IEPTs from southern Alberta and Saskatchewan who are in the third AIEPB cohort. Local instructors or Teaching Assistants (TA) are employed at each campus. With this flexibility, the students, who come from across Alberta and the western provinces, have less travel time to attend labs. Students have reported that this ability to attend a satellite campus for labs was central to their decision to attend the AIEPB Program. Timetabling of the AIEPB Program was done in a very deliberate way. Making use of resources during the ‘slower’ calendar months of the MScPT Program and holding labs on Saturdays has meant very little disruption between the Programs. The schedule also works for most IEPT students to carry on with their regular jobs.

### **3.5 Consultation**

*Summarize the type and outcomes of consultations with other institutions offering related programs. Attach copies of relevant documents (e.g. letters, meeting summaries). Discuss the potential for inter-institutional collaboration.*

This AIEPB Program is unique to Alberta and western Canada. It builds on existing bridging and examination skills preparation programs in Canada and collaborates with the Ontario IEPT Bridging (OIEPB) Program offered at the University of Toronto, Department of Physical Therapy. A very collaborative working relationship between the AIEPB and OIEPB Programs has been established with ongoing sharing of resources, expertise and processes. In 2012 and 2013, an additional project to develop a Pre-Admission Assessment was undertaken. Since then, both programs have worked together to structure the same Pre-Admission Assessment for student selection which would allow some portability if an IEPT moved between Ontario and Alberta, for example. The Programs have also co-presented findings on various aspects of the Programs (Canadian Physiotherapy Association Congress 2013, Ottawa Conference Assessment in Medical and Healthcare Professional Education 2013, Canadian Physiotherapy Association Congress 2014, and World Confederation of Physical Therapy Congress 2015).

### **3.6 Learner Pathways**

*3.6.1 Identify potential pathways from work to school (where applicable).*

The first step for new IEPTs to Canada is to be credentialed with the Canadian Alliance of Physiotherapy Regulators. Once the IEPT’s professional program documentation/transcripts are reviewed and their training is deemed to be not substantially different from that in Canada, the IEPT can apply to write the written component (qualifying exam) of the Physiotherapy Competency Exam. Once they successfully pass that exam they can apply to take the clinical component (Physiotherapy National Exam). After passing the PNE clinical component, the IEPT can apply for licensure in any province.

Some applicants have not yet attempted either of the exams but recognize that they require assistance in preparing for physiotherapy practice in Canada and preparation for the exams. Some applicants have attempted the national exam(s) unsuccessfully and self-identified as requiring assistance with preparation for practice in Canada. Some applicants may be directed by the Alliance and/or their provincial regulatory body to enroll in a Bridging program before attempting or re-attempting the national exam(s).

Applicants must have completed the pre-requisite course: Physiotherapy Practice in Canada  
<https://rehabilitation.ualberta.ca/professional-development/online-course-physiotherapy-practice-in-canada>

*3.6.2 Identify potential opportunities for transfer/laddering into the proposed program from other institutions or other programs within the institution; and for transfer/laddering from the proposed program to other programs within the institution or at other institutions. List any formal agreements for internal or inter-institutional transfer/laddering that have been negotiated to this point.*

The comprehensive admission assessment allows for screening for a basic level of knowledge, skill and written/verbal communication ability. Those candidates who demonstrate some gaps but have knowledge and skill levels that are deemed bridgeable will be offered admission to the Certificate. Those candidates who demonstrate significant gaps in clinical reasoning, skills and/or knowledge will be directed to remediate or pursue a Physical Therapy Assistant career pathway.

*3.6.3 Estimate the portion of graduates who can be expected to proceed to further education directly. At a later stage in their careers. What types of programs/credentials would they be most likely to pursue?*

Graduates of this program are generally seeking basic employment in the PT profession in Canada. A very small percentage may choose to pursue a research career path in rehabilitation.

## SECTION 4: FINANCIAL VIABILITY AND SUSTAINABILITY

### 4.1 Annual Budget and Funding Sources

Identify annual and one-time expenditures and annual revenue for the program in the budget tables below. If program implementation will take place over more than one year, provide estimates for each year until full implementation. Provide explanatory notes for all budget assumptions, such as inflation and per student tuition.

(For proposals without significant impacts on institutional costs, revenues or enrolment, a detailed budget presentation will not normally be required (please confirm with the department). Such proposals will satisfy all of the following tests:

1. The proposal is for a new specialization in an existing program, consisting of an innovative combination of existing curricula.
2. Overall enrolment capacity in the program is maintained.
3. Excepting incidental administrative and promotional costs, no start-up or incremental operations costs are incurred.)

	Year 1	Year 2	Year 3	Year 4	Year 5	Annual Ongoing
<b>Revenue</b>						
Admission Assessment Fee \$100 x 30	\$3,000	\$3,000	\$3,000	\$3,000	\$3,000	\$3,000
PPIC Course (4 offerings per year x 36 Students, instruction \$1,986 deducted)	\$56,856	\$56,856	\$56,856	\$56,856	\$56,856	\$56,856
Multiple Choice Question (MCQ) Workshop (2 offerings per year [\$200] x 12 students, \$850 expenditures deducted)	\$3,950	\$3,950	\$3,950	\$3,950	\$3,950	\$3,950
Objective Structured Clinical Evaluation (OSCE) (2 offerings per year [\$425] x 12 students, \$3200 expenditures deducted)	\$7,000	\$7,000	\$7,000	\$7,000	\$7,000	\$7,000
Tuition and Related Fees (\$11,000 per)	\$220,000	\$242,000	\$264,000	\$264,000	\$264,000	\$264,000
Re-allocation from Existing Programs <sup>1</sup>	0	0	0	0	0	0
Other Internal Sources <sup>2</sup>	0	0	0	0	0	0
External (Third Party) Sources <sup>3</sup>	0	0	0	0	0	0
GOA (Identify source) <sup>4</sup>	\$0	\$0	\$0	\$0	\$0	\$0
Other (specify)	\$0	\$0	\$0	\$0	\$0	\$0
<b>Total Revenue</b>	\$290,806	\$312,806	\$334,806	\$334,806	\$334,806	\$334,806
<b>Operational Costs</b>						
Salaries, Wages and Benefits	\$186,462	\$193,478	\$200,504	\$207,516	\$214,534	\$214,534
Materials and Contracted Services	\$32,116	\$33,016	\$33,314	\$33,916	\$33,916	\$33,916
Other Direct Costs	\$0	\$0	\$0	\$0	\$0	\$0
Indirect Costs	\$0	\$0	\$0	\$0	\$0	\$0
<b>Total Operational Costs</b>	\$218,578	\$226,494	\$234,420	\$241,432	\$248,450	\$248,450

**Notes:**

1. *Financial resources reallocated from existing programs of instruction should be estimated based on the recent cost experience of the source program(s).*
2. *Identify the source and duration of internal funding.*
3. *Identify the source and duration of external funding and outline any terms, conditions, and deliverables associated with the funding. External (Third Party) Sources might include support from other levels of government; e.g., the Government of Canada.*
4. *Government of Alberta sources might include future Advanced Education and Technology grant support or commitments (assumed or actual) from other departments.*

<b>One-time expenditures</b>	<b>Amount</b>	<b>Revenue Source</b>	<b>Details</b>
Facilities	\$		
Equipment and IT	\$		
Curriculum Development	\$4,000	Rehabilitation Medicine	Curriculum will be refreshed after the 3 <sup>rd</sup> year.
Marketing and Promotion	\$		
Faculty Recruitment and Establishment	\$		
Library Enhancements	\$		
Other	\$		

## 4.2 Impact

### 4.2.1 Compare the proposed tuition rate with that of similar programs in Campus Alberta.

There are no other PT bridging programs in Campus Alberta. There is only one other similar program in Canada, the Ontario Internationally Educated Physiotherapy Bridging Program (OIEPBP), which is located at the University of Toronto (U of T). The OIEPBP curriculum is structured somewhat differently with a ten month program, with 252 hours of in-person instruction plus 320 hours of clinical internships, where the students are not U of T students and do not earn a university transcript. Tuition for OIEPBP is \$6,000. <http://www.physicaltherapy.utoronto.ca/iept/oiepb-program/courses#comprehensive>

### Alberta Programs:

**Nursing:** Mount Royal University's Bridge to Canadian Nursing program, which is tailored very specifically to identify knowledge and skills gaps, and therefore varying in time and cost to the individual, is approximately \$4,000.

<http://mtroyal.ca/ProgramsCourses/FacultiesSchoolsCentres/HealthCommunityStudies/Programs/BridgetoCanadianNursing/CurriculumCourses/index.htm>

**Dentistry:** "For graduates of non-accredited dental programs, i.e. educational programs that have not been recognized by the Commission of Dental Accreditation for Canada (CDAC) or the Commission of Dental Accreditation for the United States (CODA). Successful applicants will be integrated into the third year of the regular DDS undergraduate program."

<http://www.dentistry.ualberta.ca/ProgramsAdmissions/Dentistry/DDSAdvancedPlacement.aspx> Fees for tuition for two years plus equipment and instrumentation rental is estimated at \$145,566.

**Pharmacy:** Bredin – Centre for Learning International Pharmacy Bridging Program runs for 41 weeks including 500 hours of structured practical training at a cost of \$14,100. <http://www.bredin.ca/international-pharmacy-bridging-program-calgary>

The Engineers and Technologists Integration Program (ETIP), through the Edmonton Mennonite Center for Newcomers, is an 11 month full time program at a cost of \$8,000. <http://emcn.ab.ca/services/career-employment-services/engineers-and-technologists-integration-program-etip/>

### Non-Alberta Programs:

**Pharmacy:** English Bridging programs vary from 16 – 24 weeks in length and cost between \$13,500 and \$14,000. The two programs are at U of T and in BC. <http://www.pharmacistsgatewaycanada.ca/what-education-bridging.shtml>

**Optometry:** University of Waterloo has two programs: Bridging One (\$8,000) and Bridging Two (\$40,000). Both Bridging One and Bridging Two include classroom lectures, clinical instruction and externship rotations. Bridging Two students are also assigned to the patient clinic at the School of Optometry and Vision Science. <https://uwaterloo.ca/international-optometric-bridging-program/program-information>

*4.2.2 Discuss the financial impact on students and the learner funding system, taking into account the costs of education and the potential debt burden relative to post-graduation earning capacity.*

The students of this program are immigrants who are fully qualified as physiotherapists in their source countries. Until they pass the national physiotherapy competency exams they cannot work as licensed physiotherapists in Canada. The cost of the Physiotherapy Competency Examinations are \$865.00 for the written (MCQ) exam and \$1,455.00 for the clinical (OSCE) exam. Many of the students have tried and failed the written exam at least once prior to applying to the AIEPB program. Average PCE written exam pass rates for IEPTs who have trained in India, Philippines, South America and Middle East, who typically apply to bridging programs, are low - below 50%. ([http://www.alliancept.org/credential\\_source\\_country\\_profiles.php](http://www.alliancept.org/credential_source_country_profiles.php)) To date PCE pass rates for those who have completed the AIEPB Program and have taken the written exam are near 100% which is very promising. Pass rates for IEPTs who have completed the AIEIPB Program and have proceeded to the PNE Clinical Exam have a pass rate of 64%, again significantly higher than the pass rates without bridging.

The average length of time between arriving in Canada and attending the bridging program for the first two cohorts of students was 5 years (range 1 – 16 years). Some of the students work as Physical Therapy Assistants (PTAs), earning \$22.42 - \$27.15/hr. Others work in survival jobs earning even less. As a licensed PT, one could be earning \$37.30 - \$49.65/hr. The cost of the program outweighs the lost earning potential as a fully qualified PT. As a part time program, students can continue to work while attending. Appendix B provides a timeline depicting the advantage for IEPTs completing the AIEPB Program.

Students would be eligible to apply to for the following loans:

- Immigrant Access Fund Loans for Immigrants. Students can borrow up to \$10,000 at prime plus 1.5 % with 4 years to pay back.
- Alberta Student Aid – up to \$10,000 <http://www.studentaid.alberta.ca/before-you-apply/types-of-funding/>
- Government of Canada [http://www.canlearn.ca/eng/loans\\_grants/loans/qualify.shtml](http://www.canlearn.ca/eng/loans_grants/loans/qualify.shtml)

Students are also able to claim tuition on their Canadian income tax.

*4.2.3 If program funding includes internal reallocation, evaluate the impact of this reallocation on the institution's operations and overall financial position.*

The program will receive funding from the Department of PT to support the transition period from the current program to a certificate. Allowing for the approval process timelines, this is expected to be 5 to 10 months.



## SECTION 5: QUALITY ASSESSMENT

### 5.1 Institutional Capacity

*5.1.1 List instructional positions that would support the proposed program, specifying position title, credential and experience requirements, and areas of expertise. Distinguish between new and existing positions; and regular and sessional appointments. Describe mechanisms (existing and planned) to develop and ensure currency of teaching skills and disciplinary expertise.*

Two Contract Academic Staff: Teaching Agreement (CAST) positions will support the program.

- Certificate Coordinator: Instructor and Clinical Mentorship/Placement Coordination 1.0 FTE
- Course Coordinator/Instructor for 2 courses (Professional Physical Therapy in Canada I and II)
- These two positions currently exist. CAST position instructors have access to all teaching and learning activities available within the Faculty of Rehabilitation Medicine. There has also been a budget item included for course renewal.

*5.1.2 List instructional support positions (e.g. lab technicians, tutors) related to the proposed program.*

- Consultants – clinical experts as guest lecturers
- IT technical support – for operating LifeSize system; for operating B-Line at HSERC for exams
- Administrative Assistant .8 FTE

*5.1.3 Describe facilities, equipment and information resources (existing and planned) that would house and support delivery of the proposed program.*

The program uses existing facilities, equipment, and information resources from the Department of PT MScPT program, including the established satellite sites at the University of Calgary, and the Medicine Hat College. The AIEPB program works around the margins of the MScPT program, maximizing use of the MScPT resources while carefully minimizing interference with their program, clinical placements, and scheduling.

*5.1.4 Discuss the anticipated impacts of the proposed program on student support services.*

There will be no additional impacts to student support services over the existing services.

### 5.2 Curriculum

*Describe the process of development and validation of curriculum for the proposed program. If available, please attach external review documents.*

The curriculum for the original Alberta Internationally Educated Physiotherapist Bridging (AIEPB) Program was developed based on the Essential Competency Profile for Physiotherapists in Canada (Appendix D). Entry level knowledge and curriculum content in specific areas (identified gaps in the knowledge and skills of IEPTs) from the University of Alberta MScPT Program was utilized. Gaps that led to the curriculum content were identified from a variety of sources including:

- The Alliance of Physiotherapy Regulators in Canada (National licensing body responsible for credentialing IEPTs)
- The original Canadian PT bridging program at Ryerson University
- University of Toronto PT bridging program (OIEPB)
- A scan of the literature related to common gaps in internationally educated health professional from a variety of professions

Validation of the curriculum was done through consultation with the AIEPB Academic Advisor (Associate Chair of the U of A MScPT program), the OIEPB program and the Advisory Committee of the AIEPB program. For the purposes of developing this Certificate program, the original curriculum has been streamlined by removing those sections currently covered that will be included in the prerequisite course: Physiotherapy Practice in Canada. All other content from the original program has been retained.

### 5.3 Academic Standards

*List the requirements for admission and any alternate routes to admission; for residency; for academic progression; and for graduation. Compare these requirements to those for similar programs.*

#### Student Selection

To be eligible to apply for the AIEPB Program, the following were required. These will also apply to the certificate:

- **Degree in Physical Therapy**

Hold a degree in physical therapy from a university outside of Canada that has been assessed and recognized by the Canadian Alliance of Physiotherapy Regulators. The Alliance must verify that an applicant's educational qualifications meet Canadian standards. Applicants are asked to fill out a Verification Request Form and submit it to the Alliance at the time of application.

- **English Language Proficiency**

English language proficiency is a very important part of the application process. Since English is the language of instruction and a key requirement for professional communication in Canada all applicants must be proficient in English prior to admission.

To succeed in academic courses, applicants must meet the minimum standard described below. While the bridging program does offer skill development in professional communication, applicants who require additional language support must obtain these communication skills prior to applying to the AIEPB.

[Test of English as a Foreign Language iBT](#) (TOEFL iBT), with a minimum score of *92/120 overall with no subtest lower than 21*

[International English Language Testing System](#) (IELTS) academic (AC) with a *Score of 7.0 overall and for all subtests*

All passing scores must come from one sitting of the language assessment and must be taken within two years prior to applying to the bridging program.

#### Applicant Selection

A three-stage process will determine admission to the Certificate:

##### Stage 1: Review of Application Documents

The application and supporting documentation will be checked to determine if they are complete and match the admission requirements. Incomplete files will not be considered. Applicants with an English language proficiency score that is close to but below the minimum standard may be asked to participate in an alternative communication assessment. There are no exemptions from English language proficiency requirements.

##### Stage 2: Admission Competency Assessment

Qualified applicants will be invited to attend the competency-based Admission Assessment which assesses if an applicant's current standard of PT knowledge, clinical reasoning, PT practice skills and practice readiness is adequate for bridging. The assessment includes a 100 question basic knowledge exam, 6 basic clinical scenarios with a standardized patient and 6 interview stations. An Assessment Preparation Module is available to invited applicants.

Following the Admission Assessment, applicants will be advised as to what educational programming is most appropriate to their learning needs. Applicants who are assessed as not ready for bridging may be advised to complete pre-bridging activities.

**Stage 3: Offer of Admission** Offers of admission to the AIEPB Program will be emailed. Applicants who are offered admission complete the University of Alberta application form and submit an application fee.

These requirements and processes are the same for admission to the Ontario IPEB Program. The English language proficiency requirements match the requirements for the University of Alberta Faculty of Graduate Study and Research.

## 5.4 Learning Outcomes

5.4.1 Summarize the learning outcomes of the proposed program (e.g. career-specific knowledge and skills, employability skills).

By the end of the course, the student will be able to:

Learning Objective	Domain (knowledge or skill)	ECP role**	Depth of learning*
1. Explain adult learning principles and understand their application to their learning style and to self-directed and life-long learning.	K	SP	I
2. Identify and explain the three components of evidence based practice (EBP) and identify critical skills contained within the components including levels of knowledge, research and evaluation, research design and methodology	K	E, SP	E, I
3. Explain the 'Client ' and 'Therapist' perspectives of EBP, particularly culture competence and sensitivity, health promotion and determinants of health	K	E, SP, A	E, I
4. Demonstrate communication skills using a variety of strategies, including peer and self- evaluation specifically in conducting a client-centred, history-taking interview with a client and documentation in an appropriate chart format	S	Com, E	I, C
5. Read, interpret and summarize client chart information and demonstrate physical therapy documentation (e.g. databases, SOAP /DARP notes)	S	Comm, E	E,I
6. Based on the history and initial assessment, plan and perform an objective assessment and interpret the assessment findings (begin clinical reasoning)	K, S	E	E, I
7. Understand the concept of and apply 'usual practices' in physical therapy practice including routine infection prevention and control precautions and their application for safety of self and others	K	E, M	E,I
8. Appreciate the multiple factors (external context) that influence clinical practice of physical therapy, including regulations, environmental factors, disability and culture and demonstrate how to modify decisions and behavior appropriately	K, S	P,E,	I
9. Understand and demonstrate development of the higher order thinking skill of reflection as a tool in learning, critical thinking and clinical decision	S	SP, E	E, I

making and in developing life-long learning skills			
10. Write and use a learning plan to guide learning in the clinical setting, utilizing appropriate resources including the clinical mentor	S	SP	E,I,C
11. Identify the components of the CORE model and CORE clinical decision-making model	K	SP	E
12. Identify their personal values and codes of behaviour and compare them with the Code of Ethics of the Canadian Physiotherapy Association (CPA)	K	P	E
13. Explain the ethical principles of autonomy, beneficence, non-maleficence, veracity, confidentiality, justice and respect and apply these principles to scenarios requiring ethical decision making pertinent to physical therapy interventions	K	P	E
14. Explain the <i>International Classification of Functioning, Disability and Health (ICF)</i> and, given a scenario, identify the appropriate dimension of disablement.	K	SP, P	E
15. Plan and perform an objective assessment, interpret the assessment findings; plan and carryout an appropriate treatment (clinical reasoning process).	K, S	E	I, C
16. Based on assessment findings, select and safely apply an appropriate therapeutic exercise treatment intervention	K, S	E	I
17. Based on assessment findings, select and safely apply an appropriate electrophysical therapeutic agent intervention	K.S	E	I
18. Adapt the concepts of evidence based practice (EBP) and apply critical skills contained within the components including levels of knowledge, research and evaluation, research design and methodology	K, S	E, SP	I
19. Understand and explain the relevance of inter-professional practice, communication and health care teamwork; understand, identify and display essential components of team member functions.	K	Coll	I,E
20. Select, apply and utilize outcome measures to determine effectiveness of therapeutic exercise intervention	K, S	E	I
21. Demonstrate patient, peer (inter-professional) verbal and written communication skills specifically in assessment and treatment planning and application.	S	Com, E	I, C
22. Demonstrate consideration of the multiple factors (external context) that influence clinical practice of physical therapy, including regulations, environmental factors, disability and culture and demonstrate how to modify decisions and behavior appropriately	K, S	P,E,	I
23. Write and use a learning plan to guide learning in the clinical setting, utilizing appropriate resources including the clinical mentor	S	SP	I,C

24. Apply Clinical Reasoning skills to: a) Effectively assess (including history taking, selection of assessment techniques and application of the techniques) and document clients from variety of conditions and patient populations particularly Neuro, CR and MSK b) Provide a physical therapy differential diagnosis for clients from a variety of age groups and conditions, particularly Neuro, CR and MSK c) Select and safely apply appropriate physical therapy interventions for a variety of conditions and patient populations particularly Neuro, CR and MSK d) Evaluate the outcomes of the intervention, including using appropriate outcome measures and evidence	K, S	E	I, C
25. Adapt the concepts of evidence based practice (EBP) and apply critical skills contained within the components	K, S	E, SP	I
26. Demonstrate patient, peer (inter-professional) verbal and written communication skills specifically in assessment, treatment planning and application, and evaluation of outcomes.	S	Com, E	I, C
27. Demonstrate consideration of the multiple factors (external context) that influence clinical practice of physical therapy, including regulations, environmental factors, disability and culture including how to modify decisions and behavior appropriately	K, S	E, A, P	I, C
28. Create and use a learning plan to guide learning in the clinical setting, utilizing appropriate resources including the clinical mentor	S	SP	C
29. Explain the steps to obtaining employment in Canada including a) Seeking, interpreting and evaluating job postings b) Applying for posted jobs c) Summarizing the interview process	K	E	E, I
30. Create an appropriate professional resume accompany a job application	S	E	E, I
31. Demonstrate appropriate interview skills (preparation, communication and follow-up)	S	E	E, I
32. Write a continuing competence plan for a Professional College	S	P	E

\*\*Essential Competency Profile for Physiotherapists in Canada Roles: Expert (E); Communicator (Com); Collaborator (Coll); Manager (M); Advocate (A); Scholarly Practitioner (SP); Professional (P)

\*Depth of learning – Exposure (E); Immersion (I); Competence (C)

## Key Learning Objectives for the Clinical Placement

The student is expected to build on the learning from all courses, labs and mentor placements in the AIEPB program, as well as from their basic physiotherapy education and any previous clinical experience. In addition, by the **end of REHAB 524**, and in line with the **Essential Competency Profile for Physiotherapists in Canada (2009)** they will:

1. Consistently display appropriate **Professional** behaviors, including:
  - a. Conducting themselves within legal and ethical requirements
  - b. Respecting the individuality and autonomy of their clients
  - c. Contributing to the development of the profession
2. Promote, improve and maintain the mobility, health and well-being of their clients as an **Expert** in function and mobility by:
  - a. Collecting assessment data relevant to their clients' needs and physiotherapy practice
  - b. Analyzing their assessment findings
  - c. Establishing a physiotherapy diagnosis and prognosis
  - d. Developing, implementing and evaluating the effectiveness of an intervention strategy
  - e. Managing the completion of physiotherapy services
  - f. Adjusting appropriately for range of clients' physical abilities
  - g. Adjusting Appropriately adapting to unforeseen situations
3. Through effective **Communication** develop professional relationships with clients, families, care providers and team members by:
  - a. Developing, building and maintaining rapport, trust and ethical professional relationships through effective communication
  - b. Analyzing, recording and sharing information
  - c. Take lead and present patients for whom they are responsible at team rounds
  - d. Employing effective verbal, non-verbal, written and electronic communications
4. Work **Collaboratively** and effectively to promote interprofessional practice and achieve optimal client centered care by:
  - a. Establishing and maintaining interprofessional relationships with CI and other team members which foster effective client centered collaboration
  - b. Collaborating with others to prevent, manage and resolve conflict
  - c. Recognizing the need for appropriate health professional referrals to ensure optimal client outcomes
5. **Manage** time, resources and priorities for individual practice to ensure optimal client care through:
  - a. Effective management their own practice including time management, showing initiative and preparing for their clients
  - b. Management and supervision of support personal in the provision of physical therapy services
  - c. Participating in activities that contribute to safe and effective physical therapy practice
  - d. **Carrying 80-90% of an entry level therapist's caseload and its associated responsibilities**
  - e. **Independently managing their own caseload**

6. **Advocate** for the health and well-being of clients, communities and populations as well as the promotion of the profession by:
  - a. Working collaboratively to identify and respond to the health needs of clients, population and communities.
  - b. Behaving as an ambassador for the profession of physical therapy
7. Improve client outcomes through the application, application and dissemination of best practice evidence and the **translation of knowledge** to physical therapy practice by:
  - a. Using a reflective approach to practice
  - b. Incorporating lifelong learning and experiences into best practice
  - c. Engaging in scholarly enquiry

*5.4.2 Describe the consultative process with employers, industry/professional bodies or advisory groups that helped formulate these learning outcomes.*

See section 5.2 on curriculum development.

*5.4.3 Provide evidence of alignment/compliance with regulatory, industry, program accreditation and professional accreditation standards relevant to the program.*

The learning objectives for each course are mapped to the Essential Competency Profile for Physiotherapists in Canada which is also the basis for the professional and academic Accreditation standards

## **5.5 Institutional Quality Assurance**

*5.5.1 Describe the criteria and methods for evaluating the success of the program and achieving continuous quality improvement. Include expected outcomes, key performance indicators and performance targets for the program.*

The AIEPB Program Project Performance Measurement Plan follows a comprehensive logic model.

Faculty of Extension Evaluation & Research Services has been retained to conduct student, instructor, mentor and employer focus groups and surveys. Ethics approval was received by the Ethics Review Board at the University of Alberta.

Students are followed for two years to determine success in passing the national exams and in securing gainful employment as a licensed physiotherapist. (Appendix E)

*5.5.2 Indicate whether a program advisory committee is planned or in place and, if so, comment on the role of the committee in program quality assurance.*

The AIEPB Program Advisory Committee, which meets annually, is comprised of representatives from Alberta Health, Physiotherapy Alberta, Canadian Alliance of Physiotherapy Regulators, Alberta Health Services, Covenant Health, OIEPB (U of T), Immigrant Services Calgary, Immigrant Access Fund, Grant MacEwan University, Medicine Hat College, a private practice PT, an IEPT, and an AIEPB student.

Quality assurance for the program is driven by the program team with the support and approval of the Advisory Committee.

**RECOMMENDATION (FOR DEPARTMENT USE)**

**Do Any Issues or Information Gaps Remain?**

**Recommendation(s)**

**Reviewer(s)**

**Date Completed**



## APPENDIX A – LIST OF COURSES

The proposed program format:

**Pre-requisite Course:** Online Course: Physiotherapy Practice in Canada

<http://rehabilitation.ualberta.ca/professional-development/online-course-physiotherapy-practice-in-canada>

(The Ontario Internationally Educated Physiotherapists Bridging Program online course Context of Physiotherapy Practice in Canada <http://www.physicaltherapy.utoronto.ca/iept/online-hybrid-courses/physiotherapy-practice-within-the-canadian-health-care-context> would be accepted as equivalent.)

**REHAB 520 Professional Physical Therapy Practice in Canada I:** \*3(either term or Spring/Summer, 3-2-3 in 14 weeks) This 14 week blended format course builds on the context of the Physiotherapy Practice in Canada course. It focuses on the development of the knowledge, skills and judgment required to deliver safe and effective PT care in the Canadian setting, clinical reasoning and professional communication. Pre-requisite: Physiotherapy Practice in Canada and/or approval of the Faculty.

**REHAB 521 Professional Physical Therapy Practice in Canada II:** \*3 (either term or Spring/Summer, 3-2-3 in 14 weeks) This 14 week blended format course consolidates skills required by a primary care PT in interpretation, diagnosis and application of assessment findings and treatment plans through the application of clinical decision making model(s), critical thinking and evidence-based practice.

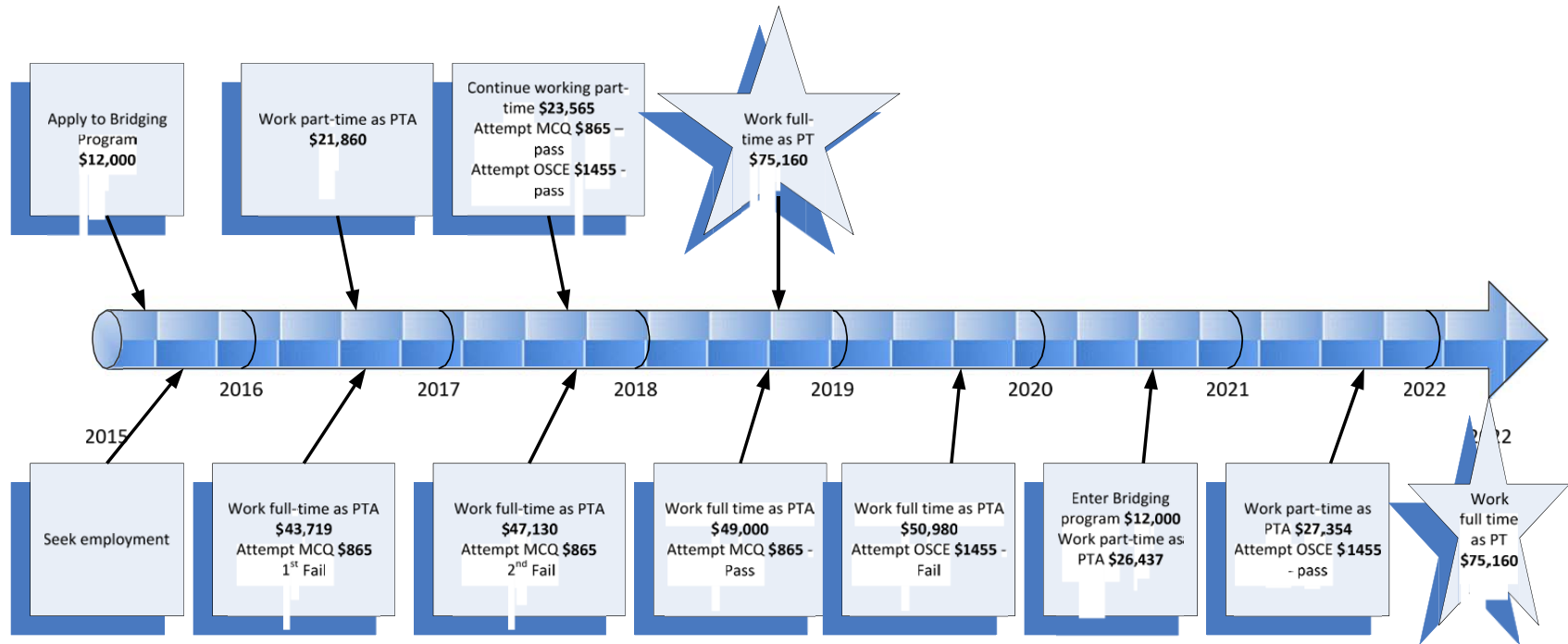
**REHAB 522 Physical Therapy Mentorship Experience I** \*2 (either term or Spring/Summer, 40 hours) This clinical course comprises 40 hours of off campus clinical experience at a University of Alberta affiliated facility under the mentorship of a licensed physical therapist. This course applies physical therapy knowledge, skills and attitudes learned concurrently in REHAB 520 in the clinical setting. Students advance from introductory exposure through shadowing to skill demonstration within a PT practice setting. Co-requisite: REHAB 520.

**REHAB 523 Physical Therapy Mentorship Experience II** \*2 (either term or Spring/Summer, 40 hours) This clinical course comprises 40 hours of off campus clinical experience at a University of Alberta affiliated facility under the mentorship of a licensed physical therapist. This course builds on the application of physical therapy knowledge, skills and attitudes from REHAB 522 and learned concurrently in REHAB 521. Students advance from skill demonstration to full integration and application within a PT practice setting. Pre-requisite: REHAB 522. Co-requisite: REHAB 521.

**REHAB 524 Clinical Placement:** \* 4 (either term or Spring/Summer, 240 hours over 6 weeks) This full-time placement is completed in a University of Alberta affiliated facility and provides the clinical experience to allow for consolidation of required PT clinical knowledge, skills and attitudes. The student will be expected to independently carry an appropriate clinical caseload and demonstrate practice readiness. Pre-requisite: REHAB 522 and REHAB 523.

## APPENDIX B

### Advantage for Internationally Educated Physiotherapists completing the University of Alberta Bridging Program



## **APPENDIX C – LETTERS OF SUPPORT**

March 16, 2015

Dear Madam / Sir,

RE: Letter of support for the Alberta Internationally Educated Physiotherapists Bridging (AIEPB) program to be established as a cost-recovery Free-Standing Credit Certificate at the University of Alberta (U of A)

Since 2011, the College of Physical Therapists of Alberta (CPTA) and the Faculty of Rehabilitation Medicine, Department of Physical Therapy have developed and implemented a successful Bridging Program for Internationally Educated Physical Therapists (IEPTs).

This multi-year project (2011-2016) has been funded by Health Canada through the Alberta Ministry of Health (Alberta Health) and delivered by the Department of Physical Therapy at the U of A. The original program envisioned admitting 30 IEPTs to the program into two cohorts, each completing a 14-month bridging program. The program's conceptual design is very unique, which has been expanded and enhanced with additional elements through its delivery. The program includes three academic courses and one clinical placement. It allows students to have flexibility in the pace of their studies and examinations through online self-study modules (distance format), bi-weekly clinical skills labs and weekly half-day clinical mentorship sessions (in-person format). In 2014, this program received national recognition by the International Qualification Network through the federal government.

Over the course of the first three years, the program has been expanded to include a third cohort and the total number of students is now estimated to be 60 (double the original number). 118 IEPTs applied to participate in this very popular program.

The program is entering its last year of funding from Health Canada and the interest of IEPTs for the program is steadily growing. The program's Advisory Committee has been discussing the future sustainability of AIEPB and is very supportive of the program delivery team's proposal to continue delivering AIEPB without the need for further external funding. Instead, the program would be a cost-recovery Free-Standing Credit Certificate at the Department of Physical Therapy at the U of A.

Alberta Health is supporting this proposal because of the program's success, its demand and its sustainability. The following facts provide evidence to support the proposal to maintain the bridging program for IEPTs in Alberta:

- 25% of PTs practicing in Alberta and elsewhere in Canada are over 50 years of age and are expected to retire within the next 10 years. While the number of Canadian PT

Madam / Sir

Page 2

graduates will mitigate some of this attrition, it will not be sufficient to manage expected labour gaps;

- Each year, approximately 500 IEPTs immigrate to Canada. IEPTs continue to be an important source of PTs in Canada;
- In 2013, 741 IEPTs applied to the Canadian Alliance of Physiotherapy Regulators for credentialing;
- In 2012, 16% of employed Alberta PTs were internationally trained; and,
- There is growing interest from IEPTs residing in other provinces to participate in the AIEPB program because there is no similar program offered elsewhere (except for one in Ontario).

We hope you will take the Department of Physical Therapy's request for a cost-recovery Free-Standing Credit Certificate for the AIEPB program under consideration for approval.

Should you require any additional information, please contact me at 780-415-2830.

Best regards,



Farah Jamil  
A/Director, Education and Collaborative Practice  
Workforce Strategy Branch  
Professional Services & Health Benefits Division  
Alberta Health



**Canadian Alliance of Physiotherapy Regulators**  
**Alliance canadienne des organismes de réglementation de la physiothérapie**

June 1, 2015

To whom it may concern,

I am very pleased to be writing this letter of support for the Alberta Internationally Educated Physiotherapists Bridging Program (AIEPB) provided by the Department of Physical Therapy in the Faculty of Rehabilitation medicine. The Canadian Alliance of Physiotherapy Regulators (The Alliance) has been a supporting partner of the AIEPB since its inception in 2011 and serves on the AIEPB Advisory Committee.

The Alliance is the pan-Canadian federation of provincial/territorial physiotherapy regulators committed to the development and improvement of regulatory standards of practice for physiotherapists. Our members are the ten provincial regulatory Colleges for physiotherapy plus the government of Yukon. The Alliance, on behalf of most physiotherapy regulators:

- Administers the Physiotherapy Competency Examination to determine a candidate's readiness for safe, effective, and independent physiotherapy practice.
- Establishes whether the education and qualifications of internationally educated applicants are substantially equivalent to those of Canadian educated physiotherapists and
- Provides policy, research and knowledge translation services to our member regulators in support of their regulatory mandates.

Our regulatory members have delegated to The Alliance the responsibility for evaluation services of all candidates aspiring to achieve licensure and practice as a physiotherapist in Canada. This includes both Canadian-trained physiotherapists and those who were trained abroad – internationally-educated physiotherapists or IEPTs. The Alliance receives over 1000 inquiries a year from IEPTs interested in practicing as a physiotherapist in Canada. Of these 1000 inquires, on average 700-800 credentialing applications get completed annually. Once successfully credentialed, the IEPT goes on to sit the Physiotherapy Competency Exam part 1 (a written, multiple choice exam) and part 2 (a practical, clinical exam). For many years, The Alliance has expressed concern regarding the discrepancy in exam pass rates between Canadian-trained and internationally-trained physiotherapists. For example, in 2013, while 95% of Canadian-trained students passed the written exam, only 53% of IEPTs did so; similarly while 92% of Canadians passed the clinical exam, only 58% of IEPTs did so.

The Alliance Board of Directors and its Evaluation Services Committee have spent considerable time exploring possible reasons for this discrepancy in exam success rates. We have been able to identify that language proficiency and recency in practice play an important role in succeeding on the exam. Most IEPTs, however, remain out of practice for fairly long periods of time as they negotiate the immigration process and therefore lose some proficiency in practice. An in addition to language skills specifically, we have noted



# Canadian Alliance of Physiotherapy Regulators

Alliance canadienne des organismes de réglementation de la physiothérapie

that communication skills and cultural awareness more broadly (not assessed by standardized language assessments such as the TOEFL) play a very important role in exam, and later practice, success. The Alberta Bridging program has done a tremendous job in addressing these issues, as well as other learning gaps frequently experienced by IEPTs. Because of its self-study distance program, the AIEPB provides access to bridging resources in a way that is easily accessible to most IEPTs in Alberta and most importantly, allows IEPTs to incorporate bridge learning with their very real needs to work to support themselves and their families.

The AIEPB has successfully enrolled 38 candidates, with 20 more expected to graduate this academic year (with a demand for the program that is twice that level). We do not yet have systematic data on outcomes, but preliminary data indicate that those IEPTs that complete bridging programs are more likely to succeed on the licensing exams than those that do not. Recreating the bridging program as a free-standing 12-month program will increase the acceptability of the program to IEPTs who would benefit from the program. Of particular importance to success on the exam, is the combination of both in-classroom and clinical setting teaching, the close mentorship program with the students, and the combination of self-study distance learning with in-classroom work. This has proved to be a powerful combination of pedagogical tools that works well for this group of learners.

Finally, completion of a “Physiotherapy in the Canadian Context” course is a mandatory requirement of our credentialing process for IEPTs. But there are not very many courses of this sort available to our candidates. Having a health care context course specific to physiotherapy, and more importantly, having it available online where candidates can access it from a variety of physical locations, is very beneficial.

To summarize, the AIEPB has been a tremendous resource to internationally-educated physiotherapists. It has created a sustainable, accessible model of bridge training, and it is an important part of the transition process for IEPTs into the Canadian practice setting. As Statistics Canada has indicated, by 2025, Canada will be fully reliant on immigration as the main source of its population growth. At the same time, fully 25% of the physiotherapists practicing in Alberta and elsewhere in Canada are over 50 years of age and are expected to retire with the next ten years while demand for physiotherapy services will increase. IEPTs are and will remain a very important source of physiotherapists for Canada, and their successful integration into the Canadian health system is essential to meet Canadian health care needs. The Alliance strongly encourages the Registrar of the University of Alberta to support this valuable program. On our part, we will continue to work with the AIEPB on its Advisory Committee, to support it through data collection and review and support it with relevant policy work completed by our Board. I greatly appreciate the opportunity to write in support of this valuable program and am happy to answer any further questions.

Yours truly,

Katya Masnyk, CEO



Physiotherapy Alberta  
College + Association

February 5, 2015

**Electronic and  
Regular mail**

To Whom it May Concern;

On behalf of the College of Physical Therapists of Alberta (CPTA) I am pleased to provide a letter in continued support of the Alberta Internationally Educated Bridging Program and the move to a certificate program at the University of Alberta.

CPTA has been involved in the bridging program since the program's inception in 2011 and the need for bridging programs has never been greater. The realities of an aging population and magnitude of chronic disease within our population all support an increased need for physiotherapist services in the future. The profession's demographic profile includes a large percentage of members who are likely to retire over the next 10 years resulting in a reduction in supply that cannot be managed by Canadian educated physiotherapists alone. Internationally educated physiotherapists (IEPTs) continue to be a value added resource and ensure an adequate supply of physiotherapists to meet population health needs of the future.

The education and training of IEPTs varies considerably around the world. Many are not prepared for independent practice in Canada and struggle with passing the national examination required for entry to practice. Bridging provides the education, exposure, mentorship and practice opportunities that lead to improved performance on the examination and integration into practice. Another group that benefit from components of bridging are individuals who wish to re-enter after a period away from practice. This re-entry group continues to grow in number and have very limited opportunities for re-integration beyond bridging.

Sustainability of these programs is always challenging. Moving to a certificate model provides a credible program with quality standards integral to the program. It also provides an academic record that may be used for further study which is an appealing feature and not offered by other bridging programs. The success of the candidates involved in the pilot is evidence of the quality of the program.

CPTA will continue to provide support to the program through marketing, developing regulatory policy that reinforces the value of bridging and encouraging program participation by IEPTs in Alberta.

We wish the program much success in the future and support the certificate proposal.

Yours truly,

Dianne Millette  
Registrar



June 5, 2015

Colleen Britton  
Co-Director, Administration  
Alberta Internationally Educated Bridging Program  
University of Alberta, Faculty of Rehabilitation Medicine, Department of Physical Therapy  
Email: [cjbritto@ualberta.ca](mailto:cjbritto@ualberta.ca)

Dear Colleen:

**Re: Support of Alberta Internationally Physiotherapists Bridging Program**

Alberta Health Services would like to extend a message of support for the Alberta Internationally Educated Bridging Program (AIEBP) and its transition from a Health Canada funded project to a free standing cost recovery certificate program.

Physiotherapy is considered a difficult to recruit to profession within Alberta Health Services. The AIEBP prepares internationally educated, credentialed physiotherapists to complete their requirements to work as physiotherapists in Alberta. Six graduates of this program are currently employed as physiotherapists within our organization.

The education and training of IEPTs varies considerably around the world. Bridging provides the education, exposure, mentorship and practice opportunities that lead to improved performance on the examination and integration into practice. Another group that benefit from components of bridging are physiotherapists who wish to re-enter after a period away from practice. This re-entry group continues to grow in number and have very limited opportunities for re-integration beyond bridging.

Sustainability of these programs is always challenging. Moving to a certificate model provides a credible program with quality standards integral to the program. It also provides an academic record that may be used for further study which is an appealing feature and not offered by other bridging programs. The success of the candidates involved in the pilot is evidence of the quality of the program. AHS looks forward to the continuance of this bridging program to optimize the practice performance of internationally educated physiotherapists within the Alberta context.

Sincerely,



Linda Dempster  
Vice President, Collaborative Practice, Nursing & Health Professions  
Alberta Health Services

cc: Elaine Finseth, Executive Director, Interprofessional Practice  
June Norris, Senior Practice Lead- Physiotherapy



12<sup>th</sup> Floor, 910 – 7 Avenue S.W.  
Calgary Alberta, Canada T2P 3N8

Tel: 403.265.1120  
Fax: 403.266.2486

[www.immigrantservicescalgary.ca](http://www.immigrantservicescalgary.ca)

February 6<sup>th</sup> 2015

The Registrar,  
Registrar's Office,  
University of Alberta  
Edmonton.

It is my pleasure to write this letter of support commending the activities of the Alberta Internationally Educated Physiotherapists Bridging Program currently being offered by the Department of Physical therapy, Faculty of Rehabilitation Medicine, University of Alberta.

Immigrant Services Calgary has been associated with this program since the early days of its inception in 2013. It's been a wonderful collaborative relationship based on which new immigrants who are Internationally Trained Physiotherapists, arriving at our agency are empowered with information about the bridging program and are referred to the program as a great step in restarting their career in Canada.

As a pioneering settlement agency in the city of Calgary we serve thousands of immigrants. With the demand for Physiotherapists on the rise and keeping in mind that a significant number of practicing Physiotherapists would be retiring soon, I see tremendous potential for the sustenance of the bridging program in the career integration of newly arrived IEPT's and those poised to arrive.

On behalf of Immigrant Services Calgary I am pleased to offer our support to establish the AIEPB as a cost-recovery Free-Standing Credit Certificate.

Wishing good luck and great success to the AIEPB.

Kind regards,

Shiraz Amiry

ILVARC Director,  
Immigrant Services Calgary

## **APPENDIX D – Essential Competency Profile for Physiotherapists in Canada**

## INTRODUCTION

This Quick Reference to the *Essential Competency Profile for Physiotherapists in Canada, October 2009* (the Profile) is intended to provide an overview of the essential competencies (i.e., the knowledge, skills and attitudes) required by physiotherapists in Canada at the beginning of and throughout their career.

The Profile is intended for use by academics, accreditation bodies, professional associations, regulators and individual practitioners. For enabling competencies that further describe the key competencies provided here, please consult the complete Profile document.

The central physiotherapist role of Expert integrates the other six roles for physiotherapists to practice safely and effectively regardless of their context of practice.

The overarching assumptions that apply to the competencies are that:

- i. Physiotherapists practice client-centred care and only act with the client's informed consent,
- ii. Physiotherapy practice is evidence informed, and
- iii. Client safety is paramount.

## PHYSIOTHERAPIST ROLES

### EXPERT

As experts in function and mobility, physiotherapists integrate all of the Physiotherapist Roles to lead in the promotion, improvement, and maintenance of the mobility, health, and well-being of Canadians.

### COMMUNICATOR

Physiotherapists use effective communication to develop professional relationships with clients, families, care providers, and other stakeholders.

### COLLABORATOR

Physiotherapists work collaboratively and effectively to promote interprofessional practice and achieve optimal client care.

### MANAGER

Physiotherapists manage time, resources, and priorities at all levels for individual practice and to ensure sustainable physiotherapy practice overall.

### ADVOCATE

Physiotherapists responsibly use their knowledge and expertise to promote the health and well-being of individual clients, communities, populations and the profession.

### SCHOLARLY PRACTITIONER

Physiotherapists are committed to ongoing learning for the purpose of improving client outcomes through seeking, creating, applying, disseminating, and translating knowledge to physiotherapy practice.

### PROFESSIONAL

Physiotherapists are committed to the best interests of clients and society through ethical practice, support of profession-led regulation, and high personal standards of behaviour.

## KEY COMPETENCIES

### EXPERT

Conventions, and associated outcomes.

### COMMUNICATOR

- 2.1 Develops, builds, and maintains rapport, trust, and ethical professional relationships through effective communication.
- 2.2 Elicits, analyzes, records, applies, conveys and shares information.
- 2.3 Employs effective and appropriate verbal, non-verbal, written, and electronic communications.

### COLLABORATOR

- 3.1 Establishes and maintains interprofessional relationships, which foster effective client-centered collaboration.
- 3.2 Collaborates with others to prevent, manage and resolve conflict.

### MANAGER

- 4.1 Manages individual practice effectively.
- 4.2 Manages and supervises personnel involved in the delivery of physiotherapy services.
- 4.3 Participates in activities that contribute to safe and effective physiotherapy practice.

### ADVOCATE

- 5.1 Works collaboratively to identify, respond to and promote the health needs and concerns of individual clients, populations, and communities.

### SCHOLARLY PRACTITIONER

- 6.1 Uses a reflective approach to practice.
- 6.2 Incorporates lifelong learning and experiences into best practice.
- 6.3 Engages in scholarly inquiry.

### PROFESSIONAL

- 7.1 Conducts self within legal/ethical requirements.
- 7.2 Respects the individuality and autonomy of the client.
- 7.3 Contributes to the development of the physiotherapy profession.

## Appendix E – AIEPB Program Outcomes to September 2015

### IEPT and Canadian Re-entry Student Performance in AIEPB Program

		Cohort 1	Cohort 2	Cohort 3	Total
AIEPB students	Number of applicants	38	39	41	118
	Number admitted	17	20	24	61
	Number commuting from out of province	1 - BC	0	3 – BC, SK, MB	4
	Number who completed the program	16	16	In progress	32
	Number who successfully completed	14	16	In progress	30
Re-entry pilot for Canadian trained PTs	Students admitted to PTher 430	-	5	Starts Jan 2016	5
	Students successfully completed PTher 430	-	5	-	5
	Students licensed and working in Alberta	-	5	-	5

### Canadian Alliance of Physiotherapy Regulators National Physiotherapy Competence Exam Results

Cohort 1 & 2 graduates	N=37	N=29*	
Pre Bridge PCE Written FAIL	15	8	Pre Bridging PASS 3/11 = 27%
Pre Bridge PCE Written PASS	3	3	
Post Bridge PCE Written FAIL	4	1	Post Bridging PASS 14/15 = 93% **
Post Bridge PCE Written PASS	14	14	
No Attempts at PCE Written	13	10	34% have not yet attempted written
Pre Bridge PCE Clinical FAIL	6	6	Pre Bridging PASS 0/5 = 0%
Post Bridge PCE Clinical FAIL	5	5	Post Bridging PASS 9/14 = 64% **
Post Bridge PCE Clinical PASS	9	9	
No attempts at PCE Clinical	24	16	
Provisional License	4	4	
Full License	9	9	

\*Represents actual numbers of AIEPB Program graduates being followed. Of original 37 - 5 lost to attrition, 2 failed Program and 1 emigrated to Australia

\*\* IEPTs have multiple attempts to pass PCE. These are the PASS rates to date, not final pass rates.

October 9, 2015

**2016-2017 University of Alberta Calendar Graduate Program Changes:**

IMPLEMENTATION: STANDARD

TYPE OF CHANGE: NEW CERTIFICATE  
NEW COURSES

<b>Current</b>	<b>Proposed</b>
<p><b>Faculty of Graduate Studies and Research</b> 205 Graduate Courses</p> <p><b>205.67 Rehabilitation Medicine</b></p> <p><b>205.67.4 Certificates</b></p>	<p><b>205.67 Rehabilitation Medicine</b></p> <p><b>205.67.4 Certificates</b> <b>205.67.4.5 The Post-Baccalaureate Certificate in Bridging to Canadian Physical Therapy Practice</b></p> <p>Physical Therapists who have completed their professional entry-level education outside of Canada may find it difficult to transition and integrate into the healthcare workplace in Canada. This certificate offers an opportunity for internationally educated physical therapists to address gaps in academic and clinical knowledge, to update clinical skills and competencies, and to be introduced to the Canadian physical therapy context through clinical mentorship and supervised practice in a clinical placement. Canadian trained physical therapists who have been out of the workforce for an extended period of time may also find the certificate courses to be of benefit as a professional update.</p> <p><b>Entrance Requirements</b></p> <p>The minimum admission requirements are 1) a baccalaureate degree in physical therapy from a recognized institution or equivalent (as assessed by the Canadian Alliance of Physical Therapy Regulators) and 2) English language proficiency with a Test of English as a Foreign Language (TOEFL iBT) minimum score of 92/120 overall and no subtest lower than 21 or an International English Language Testing System (IELTS) minimum score of 7.0 overall and for all subtests.</p> <p><b>Program Requirements</b></p> <p>The post-baccalaureate certificate will be granted upon</p>

**231.234 Rehabilitation Medicine, REHAB  
Faculty of Rehabilitation Medicine**

**Note:** Normally all REHAB courses are restricted to students in Rehabilitation Medicine. Students from other faculties require consent of the instructor offering the course

**Graduate Courses:**

....

successful completion of five required graduate-level courses: REHAB 520 (\* 3), REHAB 521 (\*3), REHAB 522 (\*2), REHAB 523 (\*2) and REHAB 524 (\*4). See \_231 for a description of the courses.

**REHAB 520 Professional Physical Therapy Practice in Canada I:** \*3 (either term or Spring/Summer, 3-2-3 in 14 weeks) This 14 week blended format course builds on the context of the Physiotherapy Practice in Canada course. It focuses on the development of the knowledge, skills and judgment required to deliver safe and effective PT care in the Canadian setting, clinical reasoning and professional communication. Pre-requisite: Physiotherapy Practice in Canada and/or approval of the Faculty.

**REHAB 521 Professional Physical Therapy Practice in Canada II:** \*3 (either term or Spring/Summer, 3-2-3 in 14 weeks) This 14 week blended format course consolidates skills required by a primary care PT in interpretation, diagnosis and application of assessment findings and treatment plans through the application of clinical decision making model(s), critical thinking and evidence-based practice.

**REHAB 522 Physical Therapy Mentorship Experience I:** \*2 (either term or Spring/Summer, 40 hours) This clinical course comprises 40 hours of off campus clinical experience at a University of Alberta affiliated facility under the mentorship of a licensed physical therapist. This course applies physical therapy knowledge, skills and attitudes learned concurrently in REHAB 520 in the clinical setting. Students advance from introductory exposure through shadowing to skill demonstration within a PT practice setting. Co-requisite: REHAB 520.

**REHAB 523 Physical Therapy Mentorship Experience II:** \*2 (either term or Spring/Summer, 40 hours) This clinical course comprises 40 hours of off campus clinical experience at a University of Alberta affiliated facility under the mentorship of a licensed physical therapist. This course builds on the application of physical therapy knowledge, skills and attitudes from REHAB 522 and learned concurrently in REHAB 521. Students advance from skill demonstration to full integration and application within a PT practice setting. Pre-requisite: REHAB 522. Co-requisite: REHAB 521.

**REHAB 524 Clinical Placement:** \*4 (either term or Spring/Summer, 240 hours over 6 weeks) This full-time placement is completed in a University of Alberta

	affiliated facility and provides the clinical experience to allow for consolidation of required PT clinical knowledge, skills and attitudes. The student will be expected to independently carry an appropriate clinical caseload and demonstrate practice readiness. Pre-requisite: REHAB 521 and REHAB 523.
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These five new courses in Rehabilitation Medicine form the new cost recovery, post graduate certificate: **The Post-Baccalaureate Certificate in Bridging to Canadian Physical Therapy Practice.**

**Certificate Consultation and Approval Process to date:**

- FRM Executive Committee – approved Sep 17<sup>th</sup>
- Physical Therapy Dept Council – approved Sep 18<sup>th</sup>
- FRM Faculty Council – approved October 6<sup>th</sup>
- FGSR Council – approved Oct 21<sup>st</sup>

**Cost Recovery Approval Process:**

- RACF October 20<sup>th</sup>



**OUTLINE OF ISSUE**

Agenda Title: **Proposal for a (New) PhD in Indigenous Studies, Faculty of Graduate Studies and Research and Faculty of Native Studies**

**Motion:** THAT the GFC Academic Standards Committee recommend, under delegated authority from General Faculties Council, that the GFC Academic Planning Committee approve, under delegated authority from General Faculties Council, the PhD in Indigenous Studies, as proposed by the Faculty of Graduate Studies & Research and the Faculty of Native Studies, and as set forth in Attachment 1, to be effective in 2016/17.

**Item**

Action Requested	<input type="checkbox"/> Approval <input checked="" type="checkbox"/> Recommendation <input type="checkbox"/> Discussion/Advice <input type="checkbox"/> Information
Proposed by	Heather Zwicker, Vice-Provost and Dean, Faculty of Graduate Studies and Research; Sean Robertson, Director Graduate Studies, Faculty of Native Studies.
Presenter	Sean Robertson, Director Graduate Studies, Faculty of Native Studies.
Subject	Doctor of Philosophy in Indigenous Studies, Faculties of Graduate Studies and Research and Faculty of Native Studies

**Details**

Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is (please be specific)	There is an increasing demand in Canada and internationally to realize the economic and cultural potential of the growing and young Indigenous population. The proposed PhD includes a substantive focus on the historical and contemporary relations between Indigenous peoples and Euro-Canadian and other newcomers, and openness toward Indigenous epistemologies.
The Impact of the Proposal is	The proposed program provides opportunities for Indigenous and non-Indigenous students to examine, imagine and debate the possibilities for Indigenous peoples within the context of a discipline dedicated exclusively to these concerns.
Replaces/Revises (eg, policies, resolutions)	n/a
Timeline/Implementation Date	The PhD program will be made available beginning Fall 2016/17
Estimated Cost	See Attachment 1
Sources of Funding	Existing resources and standard tuition.
Notes	

**Alignment/Compliance**

Alignment with Guiding Documents	<b>Aligns with <i>Dare to Deliver; Dare to Discover</i> values</b> (enrich the student experience; foster new joint degree programs that unite academic units/professional schools; promote interdisciplinary collaboration, create learning opportunities for students and creative collaborations to address global challenges and initiatives; provide an intellectually superior educational environment for students; diverse, yet inclusive, dynamic collegial community that welcomes change)
Compliance with Legislation, Policy and/or Procedure Relevant to the Proposal (please quote legislation and include identifying section)	1. <b>Post-Secondary Learning Act (PSLA):</b> The PSLA gives GFC responsibility, subject to the authority of the Board of Governors, over academic affairs (Section 26(1)). Further, the PSLA gives the Board of Governors authority over certain admission requirements and rules respecting enrolment (Section 60(1)(c) and (d)). The Board has

<p>numbers)</p>	<p>delegated its authority over admissions requirements and rules respecting enrolment to GFC. GFC has thus established an Academic Standards Committee (ASC).</p> <p>2. <b>PSLA:</b> GFC may make recommendations to the Board of Governors on a number of matters including the budget and academic planning (Section 26(1)(o)). GFC delegates its power to recommend to the Board on the budget and on new or revised academic programs to the GFC Academic Planning Committee (APC).</p> <p>3. <b>PSLA:</b> The <i>PSLA</i> gives Faculty Councils power to “provide for the admission of students to the faculty” (29(1)(c)).</p> <p>4. <b>PSLA:</b> The <i>PSLA</i> gives Faculty Councils the authority to “determine the programs of study for which the faculty is established” (Section 29(1)(a)); to “provide for the admission of students to the faculty” (Section 29(1)(c)); and to “determine the conditions under which a student must withdraw from or may continue the student’s program of studies in a faculty” (Section 29(1)(d)).</p> <p>5. <b>UAPPOL Admissions Policy:</b> “Admission to the University of Alberta is based on documented academic criteria established by individual Faculties and approved by GFC. These criteria may be defined in areas such as subject requirements, minimum entrance averages, and language proficiency requirements. In addition to academic requirements for admission, GFC authorizes each Faculty to establish such other reasonable criteria for admission of applicants as the Faculty may consider appropriate to its programs of study, subject to the approval of GFC (e.g. interview, audition, portfolio, etc.) The admission requirements for any Faculty will be those approved by GFC as set forth in the current edition of the <i>University Calendar</i>. In addition to the admission requirements, selection criteria for quota programs, where they exist, will also be published in the current edition of the <i>University Calendar</i>. The responsibility for admission decisions will be vested in the Faculty Admission Committees or in the Deans of the respective Faculties, as the councils of such Faculties will determine.”</p> <p>6. <b>GFC Academic Standards Committee (ASC) Terms of Reference (3. Mandate of the Committee):</b> The Office of the Provost and Vice-President (Academic) has determined that the proposed changes are substantial in nature. ASC’s terms of reference provide that “the term ‘substantial’ refers to proposals which involve or affect more than one Faculty or unit; are part of a proposal for a new program; are likely to have a financial impact; represent a definite departure from current policy; involve a quota; articulate a new academic concept” (3.A.ii). Further, “ASC provides advice or recommends to the GFC Academic Planning Committee (APC) on proposals which involve substantial change to admission/transfer regulations or academic standing.” (3.B.iv)</p> <p>7. <b>GFC Academic Planning Committee (APC) Terms of Reference (3. Mandate of the Committee):</b>        “8. Establishment/Termination of Academic Programs</p>
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	<p>NOTE: APC deals with major program matters; minor program matters are dealt with through the GFC-mandated course/program approval process. The Provost and Vice-President (Academic) decides what is major or minor.</p> <p>a. To approve the establishment of new academic programs at the University of Alberta or those administered in cooperation with other post-secondary institutions.”</p> <p><b>8. Board Learning and Discovery Committee (BLDC) Terms of Reference:</b></p> <p><u>“3. MANDATE OF THE COMMITTEE</u> Except as provided in paragraph 4 hereof and in the Board’s General Committee Terms of Reference, the Committee shall, in accordance with the Committee’s responsibilities with powers granted under the <i>Post- Secondary Learning Act</i>, monitor, evaluate, advise and make decisions on behalf of the Board with respect to matters concerning the teaching and research affairs of the University, including proposals coming from the administration and from General Faculties Council (the “GFC”), and shall consider future educational expectations and challenges to be faced by the University. The Committee shall also include any other matter delegated to the Committee by the Board.</p> <p>Without limiting the generality of the foregoing the Committee shall: [...]</p> <p>c. review and approve recommendations of GFC for major changes in instructional and research programs and other academic matters[.] [...]</p> <p><u>4. LIMITATIONS ON DELEGATION BY THE BOARD</u> This general delegation of authority by the Board to the Committee shall be limited as set out in this paragraph. Notwithstanding the general delegation of authority to the Committee as set out in paragraph 3, the Board shall make all decisions with respect to: [...]</p> <p>b. program approvals involving the creation or abolition of a degree program (but not specializations of an existing degree).”</p> <p><b>8. PSLA Program of Study Regulation: <i>Application for approval.</i></b> 2. The following must apply for approval, in the form required by the Minister: (a) a public post-secondary institution that proposes to establish, extend, expand, reduce, suspend, terminate or transfer a degree program or a diploma or certificate program offered or to be offered in Alberta</p> <p><b>9. PSLA:</b> “The Campus Alberta Quality Council may inquire into and review any matter relating to a proposal to offer a program of study leading to the granting of an applied, baccalaureate, master’s or doctoral degree other than a degree in divinity.” (Section 109(1))</p>
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**Routing (Include meeting dates)**

Participation: (parties who have seen the proposal and in what capacity)	The following Faculties: ALES, Arts, Law, Medicine and Dentistry, Business, Nursing, Physical Education and Recreation, Science, Extension, Augustana.
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Item No. 11

<ul style="list-style-type: none"> <li>• Those who have been informed</li> <li>• Those who have been consulted</li> <li>• Those who are actively participating</li> </ul>	<p>Canadian and International Universities (see listed) Civic Communities and Indigenous Communities (see listed) Faculty of Native Studies—Executive Committee, Faculty Evaluation Committee, Academic Affairs, Faculty Council Provost’s Office Faculty of Graduate Studies and Research</p>
<p>Approval Route (Governance) (including meeting dates)</p>	<p>Faculty of Native Studies Council – October 16, 2015 Faculty of Graduate Studies and Research - October 21, 2015 GFC Academic Standards Committee Subcommittee on Standards (for discussion/advice) - November 5, 2015 GFC Academic Standards Committee – November 19, 2015 GFC Academic Planning Committee – December 9, 2015</p>
<p>Final Approver</p>	<p>GFC Academic Planning Committee</p>

Attachments (each to be numbered 1 - <>)

1. Attachment 1 (page 1 – 308): PAPRS New Degree Proposal: combined Part A and Part B, including Calendar change request

*Prepared by:* Janice Hurlburt, Graduate Governance and Policy Coordinator, FGSR, [jhurlbur@ualberta.ca](mailto:jhurlbur@ualberta.ca)

## **New Degree Proposal Template (Part A: System Coordination Review)**

The following template outlines the information required by Advanced Education and Technology to support System Coordination Review, the first of the two stages in the review process for new degree programs and new specializations in existing degree programs. Completed templates are to be submitted electronically through the ministry’s Program and Provider Registry System.

The guiding premise of System Coordination Review is to ensure that the program adds value to Campus Alberta. This stage of review will focus on the institution’s assessment of student and employer demand; the situation of the program in the context of Campus Alberta; and the financial viability of the program, including implications for students and taxpayers.

Given a positive outcome from System Coordination Review, the proposed program will be recommended to the Minister for referral to Campus Alberta Quality Council for quality assessment, the second stage of review. Please refer to the council’s publication, CAQC Handbook: Quality Assessment and Assurance, for further information. This publication is available on the Council’s website <http://caqc.gov.ab.ca>.

### ***Basic Information***

<b>Institution</b>	University of Alberta
<b>Program/specialization title</b>	Doctor of Philosophy (PhD) in Indigenous Studies <sup>1</sup> , Faculty of Native Studies
<b>Credential awarded</b>	Doctorate
<b>Proposed Implementation Date</b>	September, 2016

## **SECTION 1: PROGRAM OVERVIEW**

### **1.1 Type of Initiative**

*New degree program; or new specialization(s) in existing program.*

New Degree Program.

### **1.2 Program Description**

*Provide a brief (1-2 paragraphs) description of the program, summarizing its intended purpose, curriculum design, and methods of delivery and highlighting distinctive attributes. Attach as an Appendix a complete list of courses, including credit values, instructional hours and brief (calendar style) course descriptions. For elective*

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<sup>1</sup> It is important to note that choosing to call the degree “Indigenous Studies,” as opposed to “Native Studies” signals the Faculty’s intent to keep pace with evolving international nomenclature, as opposed to any change in the substantive Faculty focus. In future, the Faculty’s other degrees and certificates will have their titles amended to reflect this development.

*options, specify course selection parameters. Identify new courses to be developed for this program.*

There is an increasing demand in Canada and internationally to realize the economic and cultural potential of the growing and young Indigenous population. As acknowledged by the Truth and Reconciliation Commission's (TRC) recently released findings (June, 2015, <http://www.trc.ca/websites/trcinstitution/index.php?p=890>) Education is widely seen as key to tapping this potential. At the same time, there is great interest in comprehending Indigenous-grounded knowledge as the academy, government and business seek new partnerships with Indigenous peoples. For example, in the higher education sector, funding bodies such as the Social Sciences and Humanities Research Council (SSHRC) are challenging post-secondary institutions to create "spaces for emergent awareness, ongoing dialogue and relationship-building, and integration of Indigenous and non-Indigenous research paradigms" (<http://www.sshrc-crsh.gc.ca>). In its strategic planning, the University of Alberta has made a dedication to supporting Indigenous peoples in its teaching and research activities through developing "the physical, virtual, ceremonial and intellectual spaces of the University" (*Dare to Deliver*, Academic Plan, 2011-2015, p. 9). In order to foster the capacity of Indigenous communities and encourage Indigenous and non-Indigenous partnerships it is important to recognize the need for leaders—notably Indigenous leaders with PhDs—who can contribute to knowledge production and policy making. The proposed program, a Doctor of Philosophy (PhD) in Indigenous Studies (IS), to be housed in the Faculty of Native Studies (FNS), responds to these demands by providing opportunities for Indigenous and non-Indigenous students to examine, imagine and debate the possibilities for Indigenous peoples within the context of a discipline dedicated exclusively to these concerns. The proposed new program will complement the Faculty's existing Master of Arts in Native Studies Program, thereby providing the learning opportunity for students to go from an undergraduate degree in Native Studies through to the highest qualification the academy offers. Institutionally, both the MA and PhD will be geared toward the building of the discipline of IS through the training of Indigenous and non-Indigenous students and, in respect of the PhD Program, the graduation of students who will be able to take up positions in IS academic units, as well as advanced roles in the public and private sectors. Given the specific need for investment in Indigenous learners and the demand for IS-specific disciplinary knowledge as well as the fact that there are only four IS PhD programs in Canada and the United States, it is critical that the University of Alberta provide PhD opportunities for Albertans and other Canadians, as well as consolidate its own position in this burgeoning field.

The proposed PhD includes a substantive focus on the historical and contemporary relations between Indigenous peoples and Euro-Canadian and other newcomers, and openness toward Indigenous epistemologies. A broad and distinctive multi-disciplinarity is a particular strength of faculty members and of the proposed program. Similar to other interdisciplinary fields, IS draws from many disciplines, including the Performing Arts, Social Sciences, Humanities, Science (e.g., Ecology and Environmental Studies), Health, Education, Business, Environmental Engineering, and Law. Particular to IS, is the innovative incorporation of Indigenous dimensions, including theory, method and data collection. In order to support this heterodox approach, the proposed PhD necessarily emphasizes independent research and dissertation writing over course work, also known as a 'British Arts PhD model'. It is therefore designed for highly motivated students who come from strong MA programs, such as our own. It will prepare students for a range of academic and other professional careers. Students in the proposed program will be evaluated through three "milestones": the completion of two required courses and one optional course; two comprehensive examinations and candidacy; and, dissertation. These components will be delivered 'in person' within a required one-year residency. Following successful completion of the residency requirements, students will complete a written dissertation and oral examination.

### **1.3 Enrolment Plan**

*Include assumptions and explanatory notes (e.g., attrition, part-time enrolment). Also:*

- *If program implementation will occur over a number of years, provide data for each year to full implementation.*

- If internal reallocation of existing resources is proposed, describe any anticipated decrease in enrolment in other programs that would result.

Proposed Enrolment	Year 1	Year 2	Year 3	Year 4	Year 5	Annual Ongoing
<b>Total head count</b>	2	4	6	8	8	8
• Full-Time Year 1	2	2	2	2	0	2
• Full-Time Year 2	0	2	2	2	2	2
• Full-Time Year 3	0	0	2	2	2	2
• Full-Time Year 4	0	0	0	2	2	0
<b>Total FLE</b>	2	4	6	8	8	8
• FLE Year 1	2	2	2	2	0	2
• FLE Year 2	0	2	2	2	2	2
• FLE Year 3	0	0	2	2	2	2
• FLE Year 4	0	0	0	2	2	2
<b>Anticipated No. of Graduates</b>	0	0	0	2	2	2

It will be assumed that part-time enrolment will be minimal mirroring PhD programs across Canada, where in 2010, for instance, only 6% of PhD students in Canada were part-time (*Trends in Higher Education: Volume 1 – Enrolment*, AUCC, 2011, p. 11)<sup>2</sup>. It is also assumed that attrition will improve compared to the high PhD attrition in PhD programs due to the structure of the proposed program (see below and Part B). As with our existing MA courses, the PhD courses may be taken by students from outside FNS (see s. 3.2, below). It is difficult to assess whether there would be any attrition in other Campus Alberta PhD programs due to the uniqueness of the proposed program, although it is possible that students entering other disciplines such as Political Science, Media Studies, History and Sociology may choose to enter into the PhD in Indigenous Studies. Implementation will occur over 2-years as the first entrants progress through the coursework component of the program.

## SECTION 2: DEMAND

### 2.1 Student Demand Analysis

*Analysis should be supported by relevant data for the region and for Campus Alberta, as might be derived from: systematic questionnaire surveys of target audiences; application and enrolment summaries and trends for similar programs currently offered by other institutions; tabulations of unsolicited student inquiries and/or expressions of interest obtained at student recruitment events; demographic projections for relevant sub-populations.*

There is very little to no quantifiable data in North America that demonstrates student demand for IS PhD programs. However, it is common knowledge in IS circles that many students increasingly desire doctoral credentials bridging Western and Indigenous epistemological frameworks. The increasing importance of including scholars grounded in IS methods and theory and in applications for major external research grants

<sup>2</sup> The Association of Universities and Colleges of Canada (2011). *Trends in Higher Education: Volume 1 – Enrolment*. Sourced <http://www.aucc.ca/wp-content/uploads/2011/05/trends-2011-vol1-enrolment-e.pdf>, 17 July 2015.

further suggests that the demand for Indigenous PhD programs will continue to grow. Moreover, with the rapid growth of the Indigenous population in Canada, Indigenous university undergraduate student populations are on the rise and it is reasonable to assume that a portion of these students will aspire to a PhD in IS. The proposed program will be unique amongst the U of A's comparator institutions (i.e., the top five research universities in Canada) and, therefore, will rank highly among the longstanding IS PhD programs elsewhere in North America. The table inserted below consists of a (not exhaustive) list of related undergraduate programming across Campus Alberta:

Bow Valley College	<ul style="list-style-type: none"> <li>• Aboriginal Addictions Services Counselling (Certificate) and (Diploma)</li> </ul>
Grand Prairie Regional College	<ul style="list-style-type: none"> <li>• Aboriginal Administration (Diploma)</li> </ul>
University of Alberta	<ul style="list-style-type: none"> <li>• BA in Native Studies</li> <li>• BA in Native Studies (Honors)</li> <li>• BA in Native Studies/BSc ENCS Combined Degree</li> <li>• BA in Native Studies/BEd Combined degree, Secondary and Elementary Routes</li> <li>• BA in Native Studies After Degree</li> <li>• Certificated in Aboriginal Governance and Partnership, (embedded)</li> <li>• Certificated in Aboriginal Governance and Partnership certificate</li> <li>• Certificate in Aboriginal Sport and Recreation</li> <li>• Aboriginal Teacher Education Program (ATEP)</li> <li>• Native Studies (Minor)</li> </ul>
University of Lethbridge	<ul style="list-style-type: none"> <li>• Native American Studies (Major)</li> <li>• First Nations' Governance (Major) in Bachelor of Management</li> <li>• First Nations' Governance (Minor)</li> <li>• First Nations' Governance (Certificate)</li> <li>• Aboriginal Health (Major)</li> <li>• Aboriginal Health (Minor)</li> </ul>
Athabasca University	<ul style="list-style-type: none"> <li>• The Bachelor of Management Indigenous Nations and Organizations (INO) Major</li> </ul>
University of Calgary	<ul style="list-style-type: none"> <li>• International Indigenous Studies (Major)</li> <li>• International Indigenous Studies (Minor)</li> </ul>
Maskwacis Cultural College	<ul style="list-style-type: none"> <li>• Indigenous Social Work</li> </ul>
Blue Quills First Nations College	<ul style="list-style-type: none"> <li>• Aboriginal Teacher Education Program (ATEP)</li> <li>• Bachelor of Arts in Cree (Under review)</li> </ul>
Portage College	<ul style="list-style-type: none"> <li>• Aboriginal Art Certificate</li> </ul>
NorQuest College	<ul style="list-style-type: none"> <li>• Aboriginal Community Support Worker (Certificate)</li> </ul>
College of New Caledonia	<ul style="list-style-type: none"> <li>• Aboriginal Early Childhood Education Certificate</li> </ul>

The demand for small PhD programs, such as the one being proposed here, is also driven by the quality and expertise of professors within a program. While not providing direct evidence for the IS PhD, demand for our existing graduate program, the MA, has steadily increased since 2012 such that in 2015 we received 20 applications for 6 MA student positions. The Faculty receives approximately 5-10 inquiries per year from students within and beyond FNS inquiring into the possibility of doctoral-level studies. For further evidence of



demand, we conducted a written survey of 29 recent students (1 graduate student and 28 undergraduate honours' students) about student demand for such a program. All 6 of the students who completed the survey were strongly in favour of the proposed program (see Appendix II) for a sampling of responses from the survey).

## 2.2 Labour Market Analysis

*Analysis should be supported by relevant data and placed in the context of the target occupational/regional labour market(s). Relevant data sources include systematic surveys of prospective employers; occupational supply/demand projections from government or industry sources; tabulations of job postings/'help wanted' advertising; surveys of recruitment and graduate employment rates of similar programs; and demographic projections (i.e. for relevant regions and sub-populations.) Describe anticipated employment outcomes.*

There is little to no data available in terms of a Labour Market Analysis in relation to an IS PhD in Canada, however, in Section 2.3 of this proposal, over 70 letters of support are contained within, many of whom are potential employers of graduates of the proposed program, including from the Post-Secondary sector, the Federal, Provincial and Municipal governments, and various Indigenous communities and institutions. In the Post-Secondary environment for instance, the recent release of the TRC findings will only increase the already high demand for Universities to provide Indigenous curricula and pedagogies. Unlike most other disciplines, in the coming decade at least we envisage an extremely high demand for Indigenous Studies PhD graduates in Post-secondary Education. We also envisage the already existing high demand for Indigenous Studies PhDs in consultative and intermediary roles within all levels of Government and Industry.

The only relevant data found was provided by Professor Tsianina Lomawaima (Distinguished Scholar of Indigenous Education, Center for Indian Education, School of Social Transformation, Arizona State University) who conducted a survey, *Job Searches in American Indian Studies/Native Studies/Related Fields 1994-2007* (see Appendix III), and found 185 related searches by employers for positions requiring PhD during this time period. We believe, anecdotally however, that today the demand is stronger in Canada where Indigenous issues and communities have become far more prominent than in the US. Furthermore, the high employment rate of graduates of our undergraduate program in government and the private sector suggests that there are opportunities for holders of advanced degrees.

More generally across Canada, demand for graduate education is increasing due in part to what is referred to as the 'baby boom echo' who are now reaching the age of entrance to graduate programs (*Council of Ontario Universities*, 2012, p. 9). Significantly, a 2012 Council of Ontario Universities position paper found that,

Graduate programs in Ontario provide students with critical skills to drive the economic and social innovation agenda, and contribute to the strength of the province's multicultural democratic society... The importance of graduate students in Ontario cannot be overstated. Graduate education is crucial for sustaining and developing Ontario's competitive position in the global, knowledge-based economy. Graduates of advanced research and professional programs in the province develop skills that are not only required in the current marketplace, but are also necessary to innovate and create future enterprises in the fields of business, science, arts and culture. Graduate students of today will become leading innovators of tomorrow (p. 3).

Given the importance of Indigenous communities to the industry sector in Alberta, for example, we believe the above findings highlight the demand and need for an IS PhD program.

This belief is supported by a recently (2013) published major research report by Dr. Eric Howe entitled, *Bridging the Aboriginal Education Gap in Alberta: The Provincial Benefit Exceeds a Quarter of a Trillion Dollars*. Employing the iconic message that emerged from the United States Civil Rights Movement, Dr. Howe foregrounds his report by saying: "A Mind is a Terrible Thing to Waste," and goes on to conclude: "With the Aboriginal Education Gap, Alberta is leaving over a quarter of a trillion dollars unrealized and unclaimed—

money that is essentially lying on the ground, waiting to be picked up” (p. 7). One of the report’s key findings was that, “the 1,496 people who have improved their levels of educational attainment under the MTE [Métis Training Education] program since 2006 [have] increased their lifetime earnings by \$1.2 billion” (p. 5).

## 2.3 Support

*Provide evidence of consultation with and approval/support from relevant professional organizations, regulatory bodies, advisory committees, employers, and/or industry.*

See attached letters of support (Appendix IV)

The IS PhD will benefit from and build upon the innovative partnerships in which the FNS is presently engaged. Some of the highlights include: a long-standing graduate practicum course (NS 550) wherein students gain 30 hours of work experience with an Aboriginal organization or community; partnerships with two postsecondary educational institutions in the North, including one where students can earn university credit for learning Indigenous knowledge on the land; graduate exchange agreements with institutions in China and (in-progress) in the south-western United States; and, new linkages the FNS is forging with the private and public sector through the an executive education programme, the Indigenous Partnership and Development Programme. Set against this background, we include the following letters of support from:

<b>Organization</b>	<b>Name</b>	<b>Affiliation</b>	<b>Title</b>
<b>Internal</b>			
<i>Faculty of Agricultural, Life &amp; Environmental Sciences</i>			
University of Alberta	Dr. Anne Naeth	<i>Faculty of Agricultural, Life &amp; Environmental Sciences</i>	Associate Dean (Research & Graduate Studies)
<i>Faculty of Arts</i>			
University of Alberta	Dr. Lesley Cormack	Faculty of Arts	Dean & Professor Professor & Canada Research Chair in Social Theory, Culture and Law
University of Alberta	Dr. George Pavlich	Department of Sociology	Professor & Chair
University of Alberta	Dr. Harvey Krahn	Department of Sociology	Professor & Chair
University of Alberta	Dr. Laura Beard	Department of Modern Languages & Cultural Studies	Professor & Chair
University of Alberta	Dr. Pamela R Willoughby	Department of Anthropology	Professor & Chair Landrex Distinguished Professor & Executive Director of Institute of Prairie Archaeology
University of Alberta	Dr. John W. Ives	Department of Anthropology	Professor & Canada Research Chair in Cultural Studies
University of Alberta	Dr. Imre Szeman	Department of English and Film Studies	Associate Professor; Adjunct Professor, Native Studies
University of Alberta	Dr. Keavy Martin	Department of English and Film Studies	Assistant Professor
University of Alberta	Dr. Sarah Krotz	Department of English and Film Studies	Assistant Professor
University of Alberta	Dr. Susanne Luhmann	Department of Women’s and Gender Studies	Associate Professor & Chair
University of Alberta	Dr. Andrew Colin Gow	Department of History and Classics	Professor & Director of Religious Studies
<i>Faculty of Law</i>			
University of Alberta	Catherine E. Bell	Faculty of Law	Professor
<i>Faculty of Medicine and Dentistry</i>			
University of Alberta	Dr. Sunita Vohra	Department of Pediatrics	Director, Integrative Health Institute

University of Alberta	Dr. Earle Waugh	Department of Family Medicine Faculty of Medicine,	Director, Indigenous/Traditional Health
University of Alberta <i>Alberta School of Business</i>	Dr. Sangita Sharma	Endocrinology	Professor
University of Alberta <i>Faculty of Nursing</i>	Dr. Joseph Doucet	Alberta School of Business	Stanley A. Milner Professor and Dean
University of Alberta	Dr. Anita Molzahn	Faculty of Nursing	Dean & Professor
University of Alberta <i>Faculty of Physical Education and Recreation</i>	Dr. Gina Higginbottom	Faculty of Nursing	Professor, Canada Research Chair in Ethnicity and Health, Professor Emerita
University of Alberta	Dr. Kerry Mummery	Faculty of Physical Education and Recreation	Professor & Dean
University of Alberta <i>Faculty of Science</i>	Dr. Wendy Rodgers	Faculty of Physical Education and Recreation	Vice Dean & Professor
University of Alberta <i>Campus Saint-Jean</i>	Dr. Jonathan Schaeffer	Faculty of Science	Dean
University of Alberta	Dr. Pierre-Yves Mocquais	Campus St-Jean	Dean Associate Professor & Director, Canadian Studies Institute
University of Alberta <i>Faculty of Extension</i>	Dr. Frédéric Boily	Campus Saint-Jean	
University of Alberta <i>School of Public Health</i>	H W Connor	Faculty of Extension	Acting Dean
University of Alberta <i>Augustana Campus</i>	Dr. Kue Young	School of Public Health	Professor & Dean
University of Alberta <i>Other</i>	Allen Berger	Augustana Campus	Dean & Executive Officer
University of Alberta	Dr. Anita Dey Nuttall	Canadian Circumpolar Institute Aboriginal Student Services Centre	Associate Director
University of Alberta	Shana Dion		Director Liaison Librarian Indigenous Studies
University of Alberta	Anne Carr-Wiggin	University of Alberta Libraries	
University of Alberta	Nathan Andrews	Graduate Students' Association Living Archives on Eugenics in Western Canada	President & PhD candidate
University of Alberta	Moyra Lang		Project Coordinator

**Canadian Universities & Colleges**

University of Northern British Columbia	Dr. Ross Hoffman	Department of First Nations Studies	Chair & Associate Professor
York University	Dr. Bonita Lawrence	Department of Equity Studies	Associate Professor
Medicine Hat College	Clint Lawrence	Visual Communications	Instructor
Yukon College	Dr. Karen Barnes	Administrative Services Division	President & Vice Chancellor Associate professor & Director, Indigenous Law
University of Victoria	Dr. Val Napoleon	Faculty of Law	Director, Indigenous Studies
University of Victoria	Dr. Christine O'Bonsawin	Department of History	Program & Assistant Professor
Trent University	Dr. Lynne Davis	Department of Indigenous Studies	Professor & Program Director, Indigenous Studies Ph.D.

McMaster University	Dr. Rick Monture	Indigenous Studies	Program Academic Director
University of Manitoba	Dr. Peter Kulchyski	Department of Native Studies	Head & Professor
University of Lethbridge	Dr. Shelly Wismath	Mathematics & Computer Science	Professor of Mathematics & Liberal Education
Wilfrid Laurier University	Dr. Kim Anderson	Indigenous Studies	Associate Professor & Program Coordinator
<b>International Universities</b>			
<i>New Zealand</i>			
University of Otago	Dr. Michael P.J. Reilly	Te Tumu, School of Māori, Pacific and Indigenous Studies	Dean & Professor Distinguished Professor of Education & Chief Executive Officer
Te Whare Wānanga o Awanuiārangi	Dr. Graham Hingangaroa Smith		
University of Canterbury	Dr. Angus Hikairo Macfarlane	School of Teacher Education	Professor of Māori Research
Victoria University of Wellington	Dr. Rawinia Higgins	School/AVC Maori Research	Assistant Vice Chancellor Māori Research & Head of School
<i>USA</i>			
University of Minnesota	Dr. Jean O'Brien	Department of American Indian Studies	Chair & Professor
University of Hawai'i at Mānoa	Maenette K.P. Ah Nee- Benham	Hawai'i inuiākea School of Hawaiian Knowledge	Dean Professor, Justice and Social inquiry, and Distinguished Scholar in Indigenous Education
Arizona State University	Dr. K. Tsianina Lomawaima	Center for Indian Education, School of Social Transformation	Assistant Professor and Co-Chair
University of Montana	Dr. Theodore Van Alst	Native American Studies	
<b>Civic Community</b>			
City of Edmonton	Don Iveson	City of Edmonton	Mayor
Canadian Council on Social Determinants of Health	Jeffrey Cyr	National Association of Friendship Centres	Executive Director
Government of Canada	Jim Sisson	Aboriginal Affairs and Northern Development Canada	Acting Regional Director General, Alberta Region
Government of Alberta	David C. Dorward	Alberta Aboriginal Relations	Associate Minister
Australian Research Council	Dr. Aileen Moreton- Robinson	National Indigenous Research and Knowledges Network (NIRAKN)	Director
<b>Indigenous Community</b>			
ALEXIS NAKOTA SIOUX NATION Assembly of First Nations	Clayton Tony Alexis		Chief
	Perry Bellegarde	Office of the National Chief	National Chief International Chief of Treaty No. 6 7 and 8
Maskwacis Métis National Council	Dr. Wilton Littlechild		
First Nations Child & Family Caring Society of Canada	Clément Chartier, QC		President
Congress of Aboriginal Peoples	Dr. Cindy Blackstock		Director
	Betty Ann Lavallée		National Chief

Tłı̨choNation / Dogrib  
(Tlicho) Nation      Richard Van Camp

Community for the Advancement of Native Studies (CANS)	Dr. Edward C. Valandra	Founder
Métis Nation of Alberta	Audrey Poitras	President
Wicihitowin Circle of Shared Responsibility and Stewardship	Reg Potts	Chief Executive Officer
Cold Lake First Nation	Bernice Martial	Grand Chief
Native American and Indigenous Studies Association	Dr. Mark Rifkin	President
Rupertsland Institute – Métis Centre of Excellence	Lorne Gladu	CEO

**Alumni**

University of Victoria	Kirsten Lindquist	Native Studies Honors Degree at the University of Alberta	Master of Art Candidate
Woodward & Company	Brock Roe	Native Studies Degree at the University of Alberta	Lawyer
University of Alberta	Norma Dunning	Indigenous Peoples Education	PhD candidate

**2.4 Clinical or Work Experience**

*If clinical or work experience is an essential part of program delivery:*

2.4.1 *Provide evidence that the placements will be available when needed.*

2.4.2 *Describe the student’s role in securing placements.*

2.4.3 *Explain how the institution will supervise/monitor the learning experience of students in off-site settings?*

2.4.4 *Identify potential employer/employee liability related to this aspect of the program, and how the institution intends to manage this liability.*

Section 2.4: N/A

**SECTION 3: INSTITUTIONAL AND SYSTEM CONTEXT**

**3.1 Institutional Strategy**

*How does the proposed program align with the institution’s strategic priorities and the Comprehensive Institutional Plan?*

The strategic priorities of the U of A include: the economic and social development of Alberta, support of Indigenous students in general, and the provision of Indigenous academic programming of the highest calibre.

**Economic and social development:** In respect of the economic and social development of the province, access to high-quality graduate education is a strategic focus of the U of A. It seeks to address the “low numbers of master’s and PhD students currently enrolled in Alberta — students who are traditionally a measure of an economy’s innovation success. According to data from the Association of Universities and

Colleges in Canada and Statistics Canada, in 2011, graduate student enrolment per thousand of population in Alberta was at 4.1, compared with 5.3 in British Columbia and 8.5 in Quebec” (U of A Comprehensive Institutional Plan (CIP, 2014), p. 21). Hence, the CIP outlines the strategic goal of “expanding the complement of graduate students and post-doctoral fellows who choose to build their careers in Alberta” (p. 21). Owing to the significance of the role of Indigenous communities in economic innovation partnerships with government and industry in Alberta, PhD graduates will figure centrally to enhancing these relationships. The proposed program is part of this broader strategy and will produce graduates who will be the next leaders in government, industry, and education, and who will help broker relations between and within communities. It is expected that many of the graduates of the proposed program will become pivotal envoys where Indigenous assets are being negotiated (from land and water resources to intellectual property such as language, traditional medical knowledge, intellectual and social capital as well as financial, land and water resources) are being negotiated. That is, they will help create and maintain equitable partnerships with municipal, provincial/territorial and national governments, multinational corporations, and Indigenous governments, businesses and community entities. From this perspective, the proposed program may also be seen as strategically vital to the province’s economic and social advancement as well as its Indigenous people.

**Supporting Indigenous students:** In its strategic planning, the University of Alberta is dedicated to supporting Indigenous peoples in its teaching and research activities through developing “the physical, virtual, ceremonial and intellectual spaces of the University” (*Dare to Deliver*, Academic Plan, 2011-2015, p. 9). The University’s academic plan, *Dare to Deliver 2011-2015*, points to “the U of A’s institutional commitment to Alberta’s Aboriginal people for meaningful engagement on teaching, learning, and research initiatives”, whilst the Executive Summary of the CIP singles out “the increasing need for post-baccalaureate continuing education for professionals coming from or returning to rural and Aboriginal communities” (p. 5). As the CIP goes on to outline, “traditionally underrepresented groups in higher education, such as immigrants and Alberta’s Aboriginal population, have been growing rapidly, necessitating a strategy to ensure their inclusion in higher education and in Alberta’s job market” (p. 21). Further, the CIP outlines, in 2008, “the U of A adopted an institutional objective to be Canada’s leading institution for Aboriginal post-secondary engagement, education, and research” (p. 40). The CIP states that, “the U of A invests in initiatives that advance both Aboriginal recruitment and the distinct elements that define social well-being within Aboriginal communities and regions. These initiatives are integrated into the full range of institutional activities, from education and training programs to collaborative research centres and institutional-level partnerships and agreements” (p. 40). In providing Indigenous programming and access to post-baccalaureate degrees, the proposed program strongly aligns with the institutional goals of the University and, accordingly, its CIP.

Also, many Indigenous and non-Indigenous people resident in Edmonton and Alberta more broadly choose not to pursue doctoral opportunities outside the province because local, family, and other commitments make relocation impractical. For those with an interest in IS, these constraints may obstruct their higher education aspirations altogether. The availability of this degree in Alberta will make it more feasible for individuals pursuing academic and subsequent employment goals in a timelier and more geographically convenient manner. It is important that the U of A provide the opportunity for PhD-level IS to Albertans, especially given the U of A’s Indigenous Engagement initiatives and *A Learning Alberta*, the 2006 final report of the provincial government’s steering committee, in particular recommendations 1.2, 1.3, 1.4, 1.5, 2.4, 4.1, 4.4, 5.4, and 6.5.

This proposal also strongly supports and highlights the University's priorities in *Dare to Discover* and *Dare to Deliver*. It provides for engagement with Indigenous, rural, and northern communities and enhances the goals of providing a dynamic, multidisciplinary, research-intensive environment to address Indigenous issues. Key intersections of *Dare to Discover* with the proposed PhD program are highlighted, below:

## **Dare to Discover: A Vision for a Great University**

### Transformation

- To strategically position the U of A to more directly produce “research that builds on traditions of thought and experience developed among, and in partnership with, First Nation, Inuit and Métis peoples in Canada, as well as Indigenous peoples in other parts of the world” (Social Science and Humanities Research Council [SSHRC], <http://www.sshrc-crsh.gc.ca>)
- To better comprehend Indigenous peoples’ place within the academy in relation to building new bodies of knowledge, and to give meaningful expression of Indigenous ways of knowing in the modern context, including environmental interdependencies and sustainability, economic development, and Indigenous health and pedagogies
- To provide opportunities for the U of A PhD graduates to influence public policy in relation to Indigenous social, cultural, and economic capital

### Talented People

- By developing Indigenous and non-Indigenous researchers, the IS PhD should be viewed as an investment in the research capacity of the U of A and in Indigenous communities. SSHRC is committed to Aboriginal research as a priority area and “...the development of Aboriginal research talent, capacity and leadership” (<http://www.sshrc-crsh.gc.ca>), including the advancement of Indigenous scholars’ research careers. It is proposed that only at the PhD level and beyond can this criteria be adequately satisfied
- Building on the Faculty of Native Studies’ status as the only faculty dedicated to IS in North America, the proposed IS PhD will serve to attract and retain outstanding Indigenous scholars and students, from the local, national and global Indigenous communities. This PhD program will help position the University to better attract world-class Master’s, PhD, and Post-doctoral students who value critical thinking and quality Indigenous research projects
- It is envisaged that the proposed IS PhD will become internationally recognized based on a comprehensive communications strategy highlighting U of A researchers as public intellectuals engaged in ground-breaking scholarship

### Learning, Discovery and Citizenship

- The proposed IS PhD will mobilize the U of A’s strong commitment to building citizens cognizant of Indigenous ways of knowing. It will symbolize the growing importance of indigeneity to Canada’s social and economic landscape and the University’s dedication to shift “away from research *on* and *for* Aboriginal Peoples, to research *by* and *with* Aboriginal Peoples” (<http://www.sshrc-crsh.gc.ca>)
- The proposed IS PhD will help realize the University’s goal to create an exceptional and life-changing university experience for students through teaching that integrates Indigenous-inspired research; and research that challenges the intellect, cultivates social and moral responsibility, and stimulates the imagination of future leaders of our society
- The IS PhD will be a trailblazer in Canada, leading to global research initiatives, including those surrounding the environment and economic sustainability, through Indigenous solutions based on kinship interdependencies and spiritual relations to the environment

### Connecting Communities

- The proposed IS PhD demonstrates the long-standing “recognition that the U of A stands respectfully on lands once known only by aboriginal peoples” (*Dare to Deliver*, Academic Plan, 2011-2015, p. 9)
- The University thus has a commitment to comprehending “the complexity of the aboriginal experience in the 21st century” and to “a future in which aboriginal communities are empowered, culturally vibrant, healthy, safe and prosperous” (<http://www.sshrc-crsh.gc.ca>)
- It is envisaged that many of the dissertations earned in the proposed IS PhD will respond to issues relevant to Indigenous peoples and communities in urban and rural areas, as well as the North
- Research dissemination is particularly important due to the immediate impact that sound research can have

on wellbeing and positive change in Indigenous communities. The proposed IS PhD will be key toward fulfilling the University's commitment to capacity building through a dissemination strategy, including gatherings, public forums, conferences, symposia, internship opportunities, academic and non-academic publications, and promotion materials

- Due to the connections forged in research and other settings amongst faculty, students and communities, knowledge flows not only outward to communities, but also back to the university. This dialogical process allows for the evaluation of the accuracy of findings and assessment of the degree of benefit from research findings and/or activities. It has therefore made scholarly rigour and community responsiveness a hallmark of our existing graduate program, one that the proposed IS PhD will build upon.
- Driven by a comprehensive communication strategy, research dissemination from the proposed IS PhD will relay a strong narrative regarding the University's desire to meaningfully engage with Indigenous communities and potential donors.

### **3.2 Institutional Programs**

*Explain how the proposed program fits with existing programs at the institution, and the anticipated positive or negative impacts on other programs.*

The modest size of the proposed program, as well as its highly specialized focus, means that it will have little to any negative impact on existing programs within the U of A.

As FNS graduate courses are unique within Campus Alberta, it is certain that students from across campus and the province can only benefit from taking PhD-level courses in IS. That is, students from other U of A graduate programs who have an Indigenous aspect in their projects currently seek out the specific theory and methods that can only be found in graduate level courses within IS. For example, in the Master of Arts in Native Studies core course *NS520: Indigenous Theory and Method*, 35% (7/20) of student enrolment has come from outside FNS over the first 3-years since its inception. The new courses being created for the proposed PhD program can only augment and enhance the existing benefit of having graduate courses in IS. The importance of IS knowledge at the graduate level is further evident in the high demand for FNS faculty to sit on MA and PhD committees in other departments. Although our MA graduate students already act as teaching assistants for our undergraduate courses, having doctoral-level TAs will further enrich the undergraduates learning experience.

### **3.3 Internal Review and Approval**

*Provide a brief description of the internal review and approval process followed in developing the proposal.*

Faculty of Native Studies:

- Executive Committee
- Faculty Evaluation Committee - Reporting
- Academic Affairs
- Faculty Council

University:

- Faculty of Graduate Studies and Research, Faculty Council
- Academic Standards Committee
- Academic Planning Committee

### **3.4 Campus Alberta Programs/Initiatives**

*Discuss the relationships (similarity, complementarity, transfer, competition) of the proposed program to other programs or initiatives in Campus Alberta and explain what the proposed program would add to the system. If the proposed program would duplicate existing programs, explain why that duplication is warranted.*

The proposed program will be the only IS PhD in Alberta, and one of only two other "stand alone" IS PhD programs in Canada (Trent University & University of Manitoba). Thus, the proposed program presents no



issues in terms of similarity, transfer and competition within Campus Alberta. Indeed, for those students who gain Masters degrees from other Campus Alberta institutions, the proposed program will offer a unique opportunity to gain a PhD in IS without having to leave Alberta. Apart from the MA in Native Studies at the University of Alberta, there are no other graduate programs in Indigenous Studies within Campus Alberta. The enrolment in the MA in Native Studies has increased from six in 2012/13 to fourteen in 2015/16. However, Masters graduates from a wide variety of disciplines across Campus Alberta may choose to apply for the proposed program.

In relation to complementarity with other programs or initiatives in Campus Alberta, the proposed program will provide an opportunity for graduates of master's and undergraduate IS programs to continue studying in Alberta. This will help realize the Campus Alberta goals of promoting lifelong learning by providing a sequence of learning opportunities and a succession of levels of training and accreditation in particular areas of study. Moreover, it will provide for advanced learning in an area of strategic interest to the province, and one that offers favourable employment prospects. Finally, the proposed program will serve Alberta by contributing to the training of scholars for employment in post-secondary institutions, and professionals for employment in the private and public sectors.

### 3.5 Consultation

*Summarize the type and outcomes of consultations with other institutions offering related programs. Attach copies of relevant documents (e.g. letters, meeting summaries). Discuss the potential for inter-institutional collaboration.*

As already stated above, there are no other institutions within Campus Alberta offering comparable programs, which signals the possibility to work with other Campus Alberta institutions to develop pathways for graduates, for instance, to flow into the proposed program. The only other Campus Alberta partner that has an Indigenous Studies program, the Native American Studies Department at the University of Lethbridge, is fully supportive of the proposed program. In the attached support letter (see Appendix IV) Acting Chair of the Department, Dr. Shelly Wismath, states,

As one of the first Native Studies programs in Canada, our department has been part of the evolving discipline of Native Studies since 1975. As Native Studies has grown towards a legitimate and indeed vibrant academic discipline, a number of such programs have flourished at the undergraduate level, and as a result there is a growing need for scholars in this field. However there are only four programs in the United States and Canada which offer a PhD in Indigenous, Aboriginal or Native Studies. The proposed new PhD program at the University of Alberta would therefore be an ideal position to move the discipline forward to the next levels of intellectual rigour.

The proposed PhD program builds on the current strengths of the Faculty of Native Studies at the University of Alberta, in their successful BA and MA program. The three areas of focus planned – indigenous ways of knowing; history, memory, governance and resistance; and contemporary culture and social relations – are core areas in the study of aboriginal or indigenous peoples and issues. Educating new generations of scholars at the doctoral level in these areas will have a very broad impact, not only in academia but also in advancing social change. There is a need not only for future professors of Native Studies in academic institutions, but also for highly-educated leaders in Indigenous communities at all levels.

As the only PhD program in Indigenous Studies in western Canada, the proposed program would fill a significant gap, for Aboriginal students wishing to complete a PhD in this area and for the discipline as a whole.

In relation to the two Canadian Indigenous Studies units that have PhD programs, letters of support have been received from both (i.e., Trent University, Dr. Lynne Davis, Professor and Program Director, Indigenous Studies PhD Program, Department of Indigenous Studies; University of Manitoba, Dr. Peter Kulchyski, Head of Department and Professor of Native Studies, Department of Native Studies) (see Appendix IV). Internationally, many letters of support have been received by the top ‘Settler/Colonial’ Indigenous Studies Departments within the US, Australia and New Zealand (see list above in 2.3 and Appendix IV).

Additionally, an objective of the proposed program is to attract the very best Indigenous Studies PhD candidates from around the world. The FNS has already begun creating potential for inter-institutional international collaboration through an application to secure funding via the *Canadian Queen Elizabeth II Diamond Jubilee Scholarships* program<sup>3</sup> for Indigenous Studies graduate students to study abroad. Via a multi-Faculty proposal entitled, ‘Improving individual and community wellness’ the FNS will partner with the University of Auckland’s (New Zealand) School of Māori and Pacific Studies and Queensland University of Technology’s (Australia) Indigenous Studies Research Network to create inter-institutional graduate student collaborations where graduate students participate in semester-long academic programs abroad. In relation to inter-institutional

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<sup>3</sup> The *Canadian Queen Elizabeth II Diamond Jubilee Scholarships* program is managed through a unique partnership of the Rideau Hall Foundation (RHF), Community Foundations of Canada (CFC), the Association of Universities and Colleges of Canada (AUCC) and Canadian universities. This program is made possible with financial support from the Government of Canada, provincial governments and the private sector.

collaboration, both the U of A and the University of Auckland are members of the World Universities Network. The proposed program and along with the scholarships program will further enhance this existing relationship (see Appendix V, letters of Support from University of Auckland and Queensland University of Technology).

### 3.6 Learner Pathways

3.6.1 *Identify potential pathways from work to school (where applicable).*

N/A

3.6.2 *Identify potential opportunities for transfer/laddering into the proposed program from other institutions or other programs within the institution; and for transfer/laddering from the proposed program to other programs within the institution or at other institutions. List any formal agreements for internal or inter-institutional transfer/laddering that have been negotiated to this point.*

#### Potential Opportunities for Transfer/Laddering into the Proposed Program

There are very few directly relevant MA in Native Studies programs within Campus Alberta for transfer/laddering into the proposed program. The directly relevant programs include:

- MA in Native Studies, University of Alberta
- MA in Native American Studies, University of Lethbridge
- MA in Cree, Blue Quills First Nations College

However, the interdisciplinary nature of Native Studies in general and the increasing demand for PhDs in Indigenous Studies suggests that the proposed program will draw from MA/MSc students in other disciplines such as History, Environmental Science, Law, Political Science, Sociology, Criminology, and Anthropology, and who have some disciplinary knowledge of Indigenous Studies, particularly in terms of theory and method. This is true for both Campus Alberta, the rest of Canada and the US given the uniqueness of the proposed program to North America generally. The interdisciplinary nature of Indigenous Studies can prove to be challenging also, especially in relation to students entering a PhD in Indigenous Studies from other disciplinary backgrounds who may not possess knowledge of current theoretical and methodological approaches. However, we believe it highly unlikely that students will apply and be accepted into the proposed program without some academic background in Indigenous Studies. In this unlikely case, the FNS Graduate Committee will determine whether or not students will be required to undertake extra Native Studies courses, particularly in Theory and Method.

3.6.3 *Estimate the portion of graduates who can be expected to proceed to further education directly. At a later stage in their careers. What types of programs/credentials would they be most likely to pursue?*

It is unclear how many IS PhD students will further their education through a postdoctoral award, however, we estimate it to be 5-10%. Given the importance SSHRC place on Aboriginal research and postdoctoral awards, we expect there will be a demand for our graduates in postdoctoral programs.

## SECTION 4: FINANCIAL VIABILITY AND SUSTAINABILITY

### 4.1 Annual Budget and Funding Sources

*Identify annual and one-time expenditures and annual revenue for the program in the budget tables below. If program implementation will take place over more than one year, provide estimates for each year until full*

*implementation. Provide explanatory notes for all budget assumptions, such as inflation and per student tuition.*

*(For proposals without significant impacts on institutional costs, revenues or enrolment, a detailed budget presentation will not normally be required (please confirm with the department). Such proposals will satisfy all of the following tests:*

- 1. The proposal is for a new specialization in an existing program, consisting of an innovative combination of existing curricula.*
- 2. Overall enrolment capacity in the program is maintained.*
- 3. Excepting incidental administrative and promotional costs, no start-up or incremental operations costs are incurred.)*

	Year 1	Year 2	Year 3	Year 4	Year 5	Annual Ongoing
<b>Revenue</b>						
Tuition and Related Fees <sup>4</sup>	\$7,325	\$14,650	\$21,975	\$29,299	\$29,299	\$29,299
Re-allocation from Existing Programs	\$0	\$0	\$0	\$0	\$0	\$0
Other Internal Sources	\$0	\$0	\$0	\$0	\$0	\$0
External (Third Party) Sources	\$0	\$0	\$0	\$0	\$0	\$0
GOA (Identify source)	\$0	\$0	\$0	\$0	\$0	\$0
Other (specify)	\$0	\$0	\$0	\$0	\$0	\$0
<b>Total Revenue</b>	\$7,325	\$14,650	\$21,975	\$29,299	\$29,299	\$29,299
<b>Operational Costs</b>						
Salaries, Wages and Benefits <sup>5</sup>	\$8,000	\$16,000	\$24,000	\$24,000	\$24,000	\$24,000
Materials and Contracted Services <sup>6</sup>	\$904	\$904	\$904	\$904	\$904	\$904
Other Direct Costs <sup>7</sup>	\$1,099	\$2,198	\$3,296	\$4,395	\$4,395	\$4,395
Indirect Costs	\$0	\$0	\$0	\$0	\$0	\$0
<b>Total Operational Costs</b>	\$10,003	\$19,102	\$28,200	\$29,299	\$29,299	\$29,299
Net Surplus/(Deficit)	-\$2,678	-\$4,452	-\$6,225	\$0	\$0	\$0

**Notes:**

1. Financial resources reallocated from existing programs of instruction should be estimated based on the recent cost experience of the source program(s).

The program will be new and part of the regular teaching distributions for faculty.

2. Identify the source and duration of internal funding.

Internal funding will be for curriculum development and marketing.

3. Identify the source and duration of external funding and outline any terms, conditions, and deliverables associated with the funding. External (Third Party) Sources might include support from other levels of government; e.g., the Government of Canada.

N/A

4. Government of Alberta sources might include future Advanced Education and Technology grant support or commitments (assumed or actual) from other departments.

It will be part of the larger Campus Alberta Grant funding

<sup>4</sup> Program Costs Canadian Student: \$3,662.40 is tuition only and does not include Non-Instructional Fees; this program should not have a significant impact on institutional costs. Non-Instructional Fees have been excluded from the analysis (approximately \$1200 in 2014).

<sup>5</sup> Salaries incurred for Sessionals, Research Assistants and Admin. support (i.e. Student recruitment, administration, IT).

<sup>6</sup> Materials include course materials and textbooks, recruitment brochures and costs, course delivery costs, printing.

<sup>7</sup> Direct costs include University overhead (approximately 15%).

<b>One-time expenditures</b>	<b>Amount</b>	<b>Revenue Source</b>	<b>Details</b>
Facilities	\$N/A		
Equipment and IT	\$N/A		
Curriculum Development	\$25,000	Internal	Curriculum development for three new courses
Marketing and Promotion	\$10,000	Internal	Brochure development, website development, online advertising and recruitment
Faculty Recruitment and Establishment	\$N/A		
Library Enhancements	\$		
Other	\$N/A		

## 4.2 Impact

### 4.2.1 Compare the proposed tuition rate with that of similar programs in Campus Alberta.

As already stated, there are no similar programs in Campus Alberta. The PhD tuition for thesis based programs is standard across the University of Alberta and set by the Faculty of Graduate Studies. The figures below relate to PhD tuition for thesis-based programs Fall/Winter 2014/15:

- Canadian Citizen, Full-time Program Fee, Course load of at least \*9 = \$3,662.40
- Canadian Citizen, Part-time Program Fee, Course load of less than \*9 = \$1,831.20
- International, Full-time Program Fee, Course load of at least \*9 = \$6,598.20
- International, Part-time Program Fee, Course load of less than \*9 = \$3,299.10

<http://uofa.ualberta.ca/graduate-studies/prospective-students/tuition-and-cost-of-living-estimate>

### 4.2.2 Discuss the financial impact on students and the learner funding system, taking into account the costs of education and the potential debt burden relative to post-graduation earning capacity.

It is envisioned that the majority of students who graduate with an FNS IS PhD will do so without accumulating any (further) student debt, and that graduates will be in high demand and will have a high earning capacity. Students will only be offered positions where a combination of their external awards, as well as stipends, teaching assistantships and/or research assistantships (from external and/or faculty research grants, the FNS and the University) provide a level of funding that will significantly off-set tuition, research and living expenses. Typically, PhD students are offered stipends and paid tuition through a faculty member's research program, meaning that successful PhD programs are often dependant on the Department or Faculty's overall success at attaining external research grants. FNS faculty in general are highly successful at securing external research grants (see table immediately below), which demonstrates the average Research Grant Income per full-time equivalent faculty members within the University of Alberta SSHRC Faculties from 2012-2014. The table clearly demonstrates that by some margin, FNS has been the most successful Faculty, which indicates our potential to fund and offer a highly successful and prestigious PhD program.

#### RESEARCH\$/FACULTY FTE

	<u>2012</u>	<u>2013</u>	<u>2014</u>
FNS	\$40,134	\$51,580	\$61,966
ARTS	\$19,692	\$17,820	\$15,748
AUGUSTANA <sup>8</sup>	\$3,618	\$1,534	\$3,948
BUSINESS	\$38,721	\$21,194	\$22,637
CAMPUS SAINT- JEAN	\$20,516	\$38,412	\$4,375
EDUCATION	\$34,682	\$24,764	\$27,755
LAW	\$33,905	\$32,268	\$32,538

### 4.2.3 If program funding includes internal reallocation, evaluate the impact of this reallocation on the institution's operations and overall financial position.

N/A

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<sup>8</sup> Traditionally, a teaching college.

**RECOMMENDATION (FOR DEPARTMENT USE)**

**Do Any Issues or Information Gaps Remain?**

**Recommendation(s)**

**Reviewer(s)**

**Date Completed**



**Appendix I: Complete list of courses, including credit values, instructional hours and brief (calendar style) course descriptions**

*NEW COURSE*            *NS 620: Advanced Theoretical Perspectives in Indigenous Studies*

Credits: 3

Instructional Hours: 39

This course engages students with theoretical concepts seminal to the discipline of Indigenous Studies. Students will gain a thorough understanding of the Indigenous Studies theoretical field and will be able to specifically identify theory relevant to their explicit research project. Through Indigenous theory, students will be able to identify ethical issues in relation to research with Indigenous communities.

*NEW COURSE*            *NS 655: Professional Seminar*

Credits: 3

Instructional Hours: 39

This professional development course helps develop the intellectual independence transferable to employment both within and outside the academy, including the creativity to solve complex situations through the exercise of responsibility and autonomy. From an Indigenous Studies perspective, this course introduces students to career development and professional issues within the academy, and the public and private sectors. Students will work on developing their research and writing skills to a level that will satisfy peer review and merit publication. Students will work on orally communicating complex ideas cogently, clearly and effectively. Students will work on the technical skills required within the PhD process. Topics include: the history of Indigenous Studies as a discipline; external funding agencies; preparing and reviewing grant proposals; preparing and reviewing manuscripts for publication; oral presentations; writing for different audiences; and preparing for comprehensive exams.

*NEW COURSE*            *NS 690: Advanced Indigenous Methodologies*

Credits: 3

Instructional Hours: 39

This course gives students a thorough conceptual understanding of the key methodological principles and research concepts seminal to the discipline of Indigenous Studies. Students will gain proficiency in Indigenous methodologies and the skills to comprehend, design, and implement method relevant to their specific research area, including the use of existing Indigenous methods and the creation of new methods to answer complex research problems. Students will be able to articulate methodological strategies to produce meaningful research ‘with’ as opposed to ‘on’ Indigenous communities. Students will begin to develop the skills to carry out advanced research within academic, community and/or applied settings.

*EXISTING COURSE*      *THES 909: Thesis Research*

Credits: 9

Instructional Hours: NA

Represents research activity equivalent to \*9 for registration status and fee assessment purposes.

## Appendix II: Student Demand Survey: Sample of Responses

Q. Might you have continued on to a PhD in Indigenous Studies at the Faculty of Native Studies if it had been offered?

*I applied at the top three universities which would best suit my interests – both as an Indigenous person and as someone who was interested in the histories of Indigenous people...doctoral programs in History at the University of Alberta, York University, and the University of British Columbia. Had there been a PhD program in Indigenous Studies at these institutions, I certainly would have considered applying. (Crystal Fraser, PhD Candidate, University of Alberta – Department of History)*

*To be able to continue on to a PhD in IS is something I would have liked to have the option to consider, I am currently a PhD student with Indigenous Peoples Education, an opportunity that I am very happy for and honoured by. (Norma Dunning, PhD student, Indigenous Peoples Education, U Alberta)*

*I am still considering a Masters degree and knowing that it may be possible to obtain a PhD in Native Studies strengthens my interest in pursuing this (Carolyn Wagner, BA (Hons.) U. Alberta)*

Q. Would you continue on to a PhD in Indigenous Studies at the Faculty of Native Studies if offered?

*Most likely - when I moved on to M.A. I switched disciplines... but doing Indigenous studies research and work ...in a new discipline has proven to be precarious. Indigenous Studies carves out space within universities for Indigenous thought that is extremely important. (Madeline Whetung, SSHRC-funded MA candidate (Year 1), University of Toronto)*

Q. Have you had to go elsewhere to enrol in PhD studies because the Faculty of Native Studies does not have a PhD? If so, where?

*I am currently a PhD student with Indigenous Peoples Education and am blessed to be working with the team of Indigenous scholars who have provided me with tremendous support and encouragement. (Norma Dunning, PhD student, Indigenous Peoples Education, U Alberta)*

Q. As there are no similar programs in Western Canada, do you think that a PhD in Indigenous Studies would make an important contribution to the educational offerings of the Province of Alberta (also known as: “Campus Alberta”)?

*A PhD program in Indigenous Studies at the University of Alberta would be a welcomed and beneficial addition to Campus Alberta. There are many graduate students at the U of A – and likely at other Alberta institutions – who have had to make other departments, faculties, and disciplines their primary affiliation since there are currently no [Indigenous Studies] PhD program[s] available. This is a hindrance to growth of Indigenous Studies as a discipline. It also makes networking with and learning from other graduate students a difficult task, since students who are working on similar research projects and grappling with the same theoretical questions are diffused over campus, in very diverse disciplines. Having a cohort of senior graduate students under one faculty and program would only add to the intellectual rigor and high calibre of research at the University of Alberta and, by extension, Campus Alberta. (Crystal Fraser, PhD Candidate, University of Alberta – Department of History)*

*I think it would make an important contribution to the educational landscape of Alberta, as well as Canada. As it stands right now the options for a PhD in Indigenous studies are limited... Given the recent thrust within universities in Canada to further develop Indigenous Studies programs, U of A would be well situated to develop a PhD that would train scholars to fill the positions that are cropping up as Universities seek people to build their Indigenous Studies credentials... I see Native Studies as an incredibly important space within the University and the development of Indigenous Studies PhDs as a pressing need. (Madeline Whetung, SSHRC-funded MA candidate (Year 1), University of Toronto)*

*Yes, now is a marvellous time to lead the way by providing an opportunity to obtain such a high degree in this discipline. I have looked at on-line programs with other universities (mostly in the United States) and have been disappointed to find that there are little or no programs/courses focusing on North American Indigenous peoples and cultures, particularly at some of the most prestigious colleges/universities. I am proud that the UofA has such a unique Faculty that provides specialized courses and degrees in this subject. (Carolyn Wagner, BA (Hons.) U. Alberta)*

*I think a PhD in the area of study within the FNS would attract many scholars from a variety of backgrounds, provincially, nationally and internationally – something that would only benefit Campus Alberta. (Norma Dunning, PhD student, Indigenous Peoples Education, U Alberta)*

*A PhD program would be an incredibly, and absolutely necessary, contribution to both the Faculty and university at large. (Marshal German, MA Candidate, University of Toronto)*

*Absolutely. Indigenous Studies is very specific and unique. There is definitely room to fill this gap in knowledge. Especially since some municipal and provincial governments are attempting to build a positive relationship with Indigenous communities. (Nola Nallugiak, MA applicant to FNS MA program)*

**Q. We welcome any other comments you may have about our proposed doctoral degree in Indigenous Studies.**

*Native Studies represents an important pedagogical space that recognizes the highly political nature of knowledge. Especially at the U of A, Native Studies engages in active decolonizing and anti-colonial work, making the institution of a PhD program within the Faculty of Native Studies not just an important addition, but a necessary addition. While it is possible for some of us to do anti-colonial work outside of the discipline of Native Studies, it is often a constant political struggle within more traditional disciplines. During my time in Native Studies I was not entirely aware of the importance of its place within the University; however, now doing work in a more traditional discipline, I have begun to understand just how unique Native Studies is. (Madeline Whetung, SSHRC-funded MA candidate (Year 1), University of Toronto)*

*I think this is especially important considering that the politics of more traditional departments can often prohibit the progress of students invested in Indigenous politics, but offer funding that students may require. This funding trap may prevent students with incredible researcher or academic potential from completing their work the way they want (or at all) and stagnate the body of knowledge that is produced on Indigenous topics. (Madeline Whetung, SSHRC-funded MA candidate (Year 1), University of Toronto)*

*A doctoral degree in IS is needed on the U of Alberta campus, and I would like to thank Dean Brendan Hokowhitu for his work towards this reality – it is an endeavour that is long overdue and certainly not unattainable. (Norma Dunning, PhD student, Indigenous Peoples Education, U Alberta)*

*Without a doubt, I received a world-class education during my time at Native Studies. With supreme confidence I can say that my Honours undergraduate degree gave me an experience equal or better than many other Masters program across the country. I attribute this to the small class sizes, intensive mentorship offered by Faculty, the diversity of the student body. (Marshal German, MA Candidate, University of Toronto)*

*Providing an opportunity to conduct research for a PhD in Native Studies will give[s] further credence to the Native Studies Faculty, its existing programs and courses, and other Indigenous peoples programs offered at the U of A such as the CILLDI program. And, I am sure it is anticipated that those who obtain their PhD in Native Studies will do great things in the community through volunteer work and employment, and may even return to the U of A as instructors and advisors. (Carolyn Wagner, BA (Hons.) U. Alberta)*

*It would be great if the U of A Faculty of Native Studies was at the forefront in breaking ground in Canada in Indigenous studies. It is a start and a much-needed effort until this field becomes commonplace in Canada and also internationally. (Nola Nallugiak, MA applicant to FNS MA program).*

**Appendix III: Job Searches<sup>1</sup> in American Indian Studies/Native Studies/Related Fields 1994-2007 by Professor Tsianina Lomawaima (Distinguished Scholar of Indigenous Education, Center for Indian Education, School of Social Transformation, Arizona State University)**

YEAR	Designated Area											Open	Urban Issues	U. Total
	Arts	Director	Education	Envr/Land.	Region	Gender/Race	Health	History	Lit/Language	Law/Policy/Sovereignty	Anthro/Museum Studies			
1994					1	2	2	1		1			1	4
1995		2	1		1	1		1	1			2		5
1996		5	2		1							1		7
1997		6	3					1	2	1	3	2		15
1998	1	1	2	1		2	2	3	3		4	3		10
1999	3	5	3	2	2	3		4	6	2	4	7	1	22
2000	1	3	1	1	1	1		2			2	1		9
2001	3	3		1	3	5		5	4	5	7	5	1	24
2002	1		4		2	2	1	3	1	4	4		1	13
2003	1	2	2			2		2	1	5	6	6		14
2004	1	2	2		3	4		3	2	5	2	1	1	18
2005		5	5	1	1	5		4	3	7	3	5		22
2006		4		1	2	6		5	2	2	4	2	1	13
2007	1			3	3	3	1		2	2	3	1		9
Total	12	38	27	10	20	36	4	34	27	34	42	36	6	185

<sup>1</sup> Searches that listed 2 or more areas were counted more than once (e.g. posting listing Native Literatures OR environment yielded two tallies, one each under Lit. and Envir.)  
Total Number of Job Searches =

**Appendix IV: Evidence of consultation with and approval/support from relevant professional organizations, regulatory bodies, advisory committees, employers, and/or industry.**

**Appendix V: Canadian Queen Elizabeth II Diamond Jubilee Scholarships program, ‘Improving individual and community wellness’, for Indigenous Studies graduate students to study abroad. Letters of Support, University of Auckland’s (New Zealand) School of Māori and Pacific Studies and Queensland University of Technology’s (Australia) Indigenous Studies Research Network.**



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**Tuesday 11<sup>th</sup> November, 2014**

Professor Brendan Hokowhitu,  
Dean  
Faculty of Native Studies  
University of Alberta

Dear Professor Hokowhitu,

I am writing in support of the Faculty of Native Studies application to secure funding under the QEII Diamond Jubilee Scholarship for Indigenous Studies graduate students to study abroad. I am pleased to support the application and continue the exchange relationship that the Indigenous Studies Research Network (ISRN), Queensland University of Technology, has with the Faculty of Native Studies. In 2012, I was invited by Professor Chris Andersen to present a seminar, which allowed me to engage with graduate students in the Faculty of Native Studies.

In 2007, the ISRN hosted first nation graduate student Phyllis Steeves, Faculty of Education, University of Alberta for a period of three months. Another first nation graduate student, Jessica Kolopenuk, Faculty of Native Studies, was hosted at the ISRN for six weeks in 2011. Phyllis and Jessica participated in the ISRN research capacity building program including the Indigenous Research Methodologies Masterclass. Phyllis has since graduated and is a member of the Indigenous Studies Research Network. She continues her professional relationship with us as Assistant Professor at the University of Calgary. Jessica continues her relationship with the ISRN and we commissioned her to undertake research for us on Canadian education policies in 2012. We will be hosting Professor Chris Andersen, Faculty of Native Studies for three months in January 2015.

Our commitment to the Faculty of Native Studies QEII Diamond Jubilee Scholarship program includes provision of an office, access to library facilities and administrative support. Visiting graduate students will be eligible to participate in research related activities such as our Indigenous research capacity building program and attend community events. I trust your application receives favourable consideration.

Yours sincerely,

A handwritten signature in black ink that reads 'A Moreton - Robinson'.

Professor Aileen Moreton-Robinson  
Director  
Indigenous Studies Research Network  
Division of Research and Commercialisation  
Queensland University of Technology



Faculty of Arts

Associate Professor Ann Sullivan  
Head of Māori Studies  
Co-Head Te Wānanga o Waipapa/  
School of Māori and Pacific Studies  
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10 November 2014



Waipapa Marae Complex  
16 Wynyard Street  
Auckland 1142, New Zealand

The University of Auckland  
Private Bag 92019  
Auckland 1142  
New Zealand

Tēnā koe

Indigenous Studies is an important and emerging field of study with increasing challenges in the cultural, social, legal, economic and political sectors. These include assaults on indigenous philosophies and ways of being, land and resources losses, demographic issues, loss of political authority and environmental degradation of ancestral territories. The United Declaration on the Rights of Indigenous Peoples brings new challenges to governments and citizens.

The University of Auckland is currently supporting a new Masters of Indigenous Studies which will be offered for the first time in 2016. The QE11 scholarship programme would greatly benefit cross-cultural exchanges of knowledge and provoke new insights and challenges to both local and global challenges for indigenous peoples. Māori Studies at the University of Auckland are very supportive of the application and look forward to developing a strong partnership with the University of Alberta which will bring considerable benefits to indigenous studies and the students who are able to participate in such an exciting development.

Nāku noa, nā

A handwritten signature in black ink, appearing to read "A. Sullivan". The signature is fluid and cursive, with a small flourish at the end.

Ann Sullivan

Head of Māori Studies,  
co-Head te Wānanga o Waipapa/School of Māori and Pacific Studies  
University of Auckland, New Zealand.

## Part B: Campus Alberta Quality Council Review

As noted at the beginning of Part A, given a positive outcome from the System Coordination Review, the Minister may refer the proposed program to the Campus Alberta Quality Council for quality assessment, the second stage of review.

The onus is on the applicant institution to satisfy Council that the level of learning to be achieved is consistent with that which is expected at the proposed degree level, that the program has sufficient breadth and rigour to meet national and international standards as outlined in, for example, the Canadian Degree Qualifications Framework (CDQF), and that the program is comparable in quality to similar programs (if any) offered in Alberta and elsewhere. The program proposal should demonstrate how Council's program quality standards and any applicable guidelines have been addressed and describe any unique dimensions that set the program apart from similar programs thus providing new educational opportunities for students.

NOTE: Part A of the program proposal may undergo changes as a result of the System Coordination Review. It is important that Part A be up-to-date and complete before it is forwarded to Council. Building on the information provided in Part A, the program proposal that is sent to Council should contain the following additional information. When possible, links to existing policy documents and institutional policies should be provided, rather than recopying them in response to questions.

### SECTION 5: PROGRAM SPECIFICS

#### 5.1 Program Structure and Learning Outcomes

5.1.1 *Describe the program's learning outcomes and how they were established. How will the achievement of the learning outcomes be evaluated? Providing a mapping of the courses to the learning outcomes, particularly in professional programs, is helpful.*

#### Introduction and Program Emphasis Areas

In accordance with the Canadian Degree Qualifications Framework (CDQF)<sup>1</sup>, the proposed Indigenous Studies PhD Program ('IS PhD') builds on knowledge and competencies acquired during prior graduate study in Indigenous Studies and will support research at the forefront of the discipline. As with the existing MA program in the Faculty of Native Studies (FNS) the IS PhD will be grounded in the emerging theoretical and methodological approaches and debates found in Indigenous Studies. Institutionally, both programs are geared toward the building of the discipline of Indigenous Studies through the training of Indigenous and non-Indigenous students and, in respect to the PhD program specifically, graduates will be able to take up positions in Indigenous Studies academic units, as well as in advanced roles in the public and private sectors. Toward this institutional end, the PhD program is oriented towards three emphasis areas, two broad learning objectives and seven specific learning outcomes

#### Program Emphasis Areas

(1) *Ecological relationships, environmental change and resource development:* Along with Western knowledge, Indigenous Studies uniquely incorporates Indigenous ways of knowing, environmental knowledge, protocols, and problem-solving. One critical application of Indigenous knowledge is to provide greater understanding of

<sup>1</sup> <http://www.caqc.gov.ab.ca/pdfs/CDQF-FINAL.pdf>, accessed 22 April, 2015.

the development of natural and genetic resources in a time of environmental change. While Indigenous knowledge factors into the work of every FNS faculty member, we have recently appointed a Canada Research Chair in Indigenous Studies with a specialty in the politics of science and Indigeneity. In addition, FNS has a cross-appointed Canada Research Chair in Social Responses to Ecological Change. Moreover, FNS has deepened its inquiry into environmental management and ecological relationships through research partnerships with other units, such as Science, Medicine and Health, Public Health, Life Sciences, and Social Sciences particularly surrounding environmental management and ecological relationships. Support for this focus comes from local Indigenous communities, government, and industry.

(2) *Canadian politics and Indigenous peoples' approaches to social order*: Given how law and politics permeate the Indigenous experience, social ordering is of interest to several FNS faculty members. Two recent academic hires in FNS both have interests in law and Aboriginal governance, whilst other more senior faculty members focus on treaties and twentieth century politics in order to better understand the social conditions facing Indigenous peoples today. FNS has existing SSHRC-funded relationships with First Nations, Métis, and Inuit involving research about historical and contemporary issues across a range of geographical contexts: urban, rural, remote, and on and off reserve.

(3) *Popular culture, representation and Indigenous modernities*: Notwithstanding the deeply embedded stereotypes and images that continue to shape many Canadians' understandings of Indigeneity, Indigenous peoples have "spoken back" not only through the law and the mobilization of Indigenous knowledge, but also through cultural means. Indigenous peoples are at the forefront of contemporary artistic production and popular, everyday meaning-making through processes such as consumption. Indigenous peoples no longer exist outside of modernity or urban spaces, and are instead actively engaged in producing new conceptualizations of Indigeneity, tradition and political community. Our faculty research includes a recently published volume on Indigenous popular culture, as well as a co-authored book on urban Indigenous people.

### **Learning Outcomes and Objectives**

In accordance with CDQF, graduates of the proposed program "will have demonstrated a high degree of intellectual autonomy, an ability to conceptualize, design, and implement projects for the generation of significant new knowledge and/or understanding, and an ability to create and interpret knowledge that extends the forefront of a discipline" (p. 1), through original research.

Learning outcomes were established through, 1) an extensive and collegial discussion with FNS academic staff, 2) an analysis of the learning outcomes of the few PhD programs in Indigenous Studies that exist in North America, and 3) alignment with the following CDQF doctoral 'Degree Level Standards':

#### *1. Depth and Breadth of Knowledge*

A thorough understanding of a substantial body of knowledge that is at the forefront of their academic discipline or area of professional practice.

#### *2. A conceptual understanding and methodological competence that provides the graduate with the ability to*

- a) Conceptualize, design, and implement research for the generation of new knowledge, applications, or understanding at the forefront of the discipline and to adjust the research design or methodology in the light of unforeseen problems
- b) Make informed judgments on complex issues in specialist fields, sometimes requiring new methods
- c) Produce original research, or other advanced scholarship, of a quality to satisfy peer review, and to merit publication

#### *3. Application of Knowledge*

The capacity to:

- a) Undertake pure and/or applied research at an advanced level and
- b) Contribute to the development of academic or professional skill, techniques, tools, practices, ideas, theories, approaches, and/or materials.

#### *4. Communication Skills*

The ability to communicate complex and/or ambiguous ideas, issues, and conclusions clearly and effectively.

#### *5. Awareness of Limits of Knowledge*

An appreciation of the limitations of one's own work and discipline, of the complexity of knowledge, and of the potential contributions of other interpretations, methods, and disciplines.

#### *6. Professional Capacity/autonomy*

- a) The qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and largely autonomous initiative in complex situations
- b) The intellectual independence to be academically and professionally engaged and current
- c) The ability to evaluate the broader implications of applying knowledge to particular contexts

In this context, the program has two broad objectives and seven specific learning objectives:

#### Learning Objectives

1. To train students at an advanced level in the theoretical and methodological precepts of Indigenous Studies in a manner that will enable them to participate in research and teaching in the growing field of Indigenous Studies and other cognate disciplines
2. To prepare students for professional practice in areas of the private and public sector by providing them with the ability to analyze and produce new substantive knowledge on Indigenous issues and, the skills to effectively communicate and contextualize the diversity of positions within Indigenous communities.

#### Learning Outcomes

1. Graduates will have a thorough understanding of the general field of Indigenous Studies and specific knowledge related to their explicit research project, including being able to summarize major themes and current research problems in their area of specialization
2. Graduates will be able to identify areas of research most significant to the field of Indigenous Studies, and to the wellbeing of Indigenous communities they work with
3. Graduates will have the conceptual understanding and methodological proficiency to comprehend, design, and implement research at the forefront of Indigenous Studies, including the use of existing Indigenous methods and the creation of new methods to answer complex issues in their specialist research areas
4. Graduates will be able to identify ethical issues in relation to research with Indigenous communities, and articulate strategies to produce meaningful research 'with' as opposed to 'on' Indigenous communities

5. Graduates will create original research and writing that will satisfy peer review and merit publication, whilst being able to cogently, clearly and effectively communicate complex ideas orally for students, peers, the public and private sectors, and Indigenous communities
6. Graduates will have the capacity to carry out advanced research within academic, community and/or applied settings, which will lead to the development of practices, ideas, theories, approaches, and/or materials that will benefit Indigenous communities and those working with Indigenous communities. At the same time, graduates will comprehend the limitations of their research findings especially in relation to the generalizability of their findings and conclusions to all Indigenous communities
7. Graduates will possess the social and technical skills and intellectual independence transferable to employment both within and outside the academy, including creativity to solve complex situations through the exercise of responsibility and autonomy.

### **Program Structure and Achievement of Learning Outcomes**

Given the learning objectives and outcomes outlined above, students in the IS PhD program will be evaluated through three ‘milestones’. Firstly, the completion of two required courses and one optional course; secondly, comprehensive examinations and candidacy; and, lastly, the completion of a written dissertation and oral examination. The course work, the two comprehensive examinations, and the dissertation proposal will occur within the first year. The dissertation proper will begin in the second year and students have a six-year time frame (from the beginning of the program) to write and defend their dissertation in accordance with the University of Alberta Faculty of Graduate Studies and Research (FGSR). Students will normally fulfill all program requirements, with the exception of the dissertation, within the first year of registration. Students normally must spend their first year in residence – registered full-time, and physically on campus. In alignment with CDQF, students are encouraged to complete the program in three years and within the time limit of six years already discussed. In alignment with FGSR, “Over the duration of their program, students in a doctoral program admitted Fall 2011 and thereafter must pay the equivalent of at least three full years of program fees” (<https://www.registrar.ualberta.ca/calendar/GradStudies-and-Research/Regulations/203.3.html>, accessed 24 April 2015)

#### Milestone 1: Coursework

In accordance with CDQF, coursework in the proposed program is aimed at cultivating “conceptual depth” and/or “breadth” (p. 1). Normally, students will be expected to complete the coursework component within the first semester of enrolling in the program. As a research-oriented doctoral program, coursework will focus on development of “the conceptual and methodological knowledge and skills required to do original research and to make an original contribution to knowledge in the form of a dissertation” (CDQF, P. 1). Also in accordance with CDQF, the coursework and research components of the proposed program focus on the “qualities needed for employment requiring the ability to make informed judgments on complex issues in specialist fields, and innovation in tackling and solving problems” (p. 1).

The courses align with the learning objectives and outcomes outlined above, and will provide students with tools for advanced critical thinking, researching and writing skills, contemporary theory and methodology, as well as a basis for understanding the professional elements of the discipline. In addition to their coursework, students will be expected to present in the FNS Annual Research Day; guest lecture/s in at least one undergraduate class; and/or act as a teaching assistant for at least one 3-credit undergraduate course, while receiving practical pedagogical training from the primary professor of that course. Further, students will be expected to begin their University of Alberta Ethics Training and to participate in the Centre for Teaching and Learning sessions. The

first two courses are 600-level versions of existing 500-level courses from our master's program. All of the following will be developed specifically for the proposed IS PhD:

*NS 620: Advanced Theoretical Perspectives in Indigenous Studies*

This course engages students with theoretical concepts seminal to the discipline of Indigenous Studies. Students will gain a thorough understanding of the Indigenous Studies theoretical field and will be able to specifically identify theory relevant to their explicit research project. Through Indigenous theory, students will be able to identify ethical issues in relation to research with Indigenous communities.

*NS 655: Professional Seminar*

This professional development course helps develop the intellectual independence transferable to employment both within and outside the academy, including the creativity to solve complex situations through the exercise of responsibility and autonomy. From an Indigenous Studies perspective, this course introduces students to career development and professional issues within the academy, and the public and private sectors. Students will work on developing their research and writing skills to a level that will satisfy peer review and merit publication. Students will work on orally communicating complex ideas cogently, clearly and effectively. Students will work on the technical skills required within the PhD process. Topics include: the history of Indigenous Studies as a discipline; external funding agencies; preparing and reviewing grant proposals; preparing and reviewing manuscripts for publication; oral presentations; writing for different audiences; and preparing for comprehensive exams.

*NS 690: Advanced Indigenous Methodologies*

This course gives students a thorough conceptual understanding of the key methodological principles and research concepts seminal to the discipline of Indigenous Studies. Students will gain proficiency in Indigenous methodologies and the skills to comprehend, design, and implement method relevant to their specific research area, including the use of existing Indigenous methods and the creation of new methods to answer complex research problems. Students will be able to articulate methodological strategies to produce meaningful research 'with' as opposed to 'on' Indigenous communities. Students will begin to develop the skills to carry out advanced research within academic, community and/or applied settings.

Milestone 2: Comprehensive Exams and Candidacy

The proposed program aligns with CDQF guidelines by including "written and oral examinations of knowledge and skills in aspects of the discipline prior to authorization to proceed to work on a dissertation" (p. 1). During the second semester of YEAR 1, students will prepare for and undertake two comprehensive examinations.

The purposes of the comprehensive examination process are:

- a) To ensure that students are well versed in the major debates in their field of specialization;
- b) To ensure that students are well versed in the key theoretical concepts and methodological approaches that shaped and shape the discipline of Indigenous Studies;
- c) To enable the students to develop and locate their own intellectual contributions within the discipline of Indigenous Studies; and,

- d) To train students to convey generalist and explicit knowledges relevant to the discipline of Indigenous studies and their specific area of research to both public, private and academic audiences.

The examination process will have three written components, followed by an oral candidacy examination:

#### *Departmental Examination*

- a) General Examination: A two-hour written examination to demonstrate doctoral level knowledge of concepts stemming from a reading list of Indigenous Studies texts and other texts
- b) Special Field Examination (written essays): The candidate is expected to write two major essays on literature relevant to their proposed dissertation research demonstrating a doctoral level of knowledge. The actual subjects of each essay will be negotiated and agreed upon by the student, dissertation supervisor, and PhD Supervisory Committee.
- c) Dissertation Proposal: The candidate will submit a doctoral dissertation proposal of approx. 8-10,000 words in length. The proposal, supported by the student's dissertation supervisor, is subject to an oral examination by the student's PhD Supervisory Committee.

#### *Candidacy Examination*

- a) Normally within two weeks of completing the Special Field Examination (written essays), an oral examination of the student will be held by the supervisory committee and two additional members, focusing on concerns, issues and topics arising from the Special Field and General Examinations, and Dissertation proposal. As per the FGSR policy pertaining to candidacy examinations (<https://uofa.ualberta.ca/graduate-studies/about/graduate-program-manual/section-8-supervision-oral-examinations-and-program-completion/8-3-conduct-of-examinations>, Accessed November 10, 2015):  
“...[S]tudents must demonstrate to the satisfaction of the examining committee that they possess: (a) an adequate knowledge of the discipline and of the subject matter relevant to the thesis; (b) the ability to pursue and complete original research at an advanced level; and (c) the ability to meet any other requirements found in the department's published policy on candidacy examinations.”

#### Milestone 3: Thesis Dissertation

Beginning in the second year, students will research and write their dissertation, while consulting regularly with their supervisor and Supervisory Committee. The dissertation will consist of a well-defined research topic previously agreed upon in the dissertation proposal and defence. The proposed research must be theoretically and empirically rigorous and demonstrate the student's ability to carry out original and independent research.

The dissertation must be orally defended before an examining committee, in accordance with the regulations established by FGSR. No student may proceed to the final oral examination until all other requirements for the degree have been satisfied.

#### Supervisory Committees

Supervisory committees will be selected based on augmenting the student's research project by broadening and deepening the range of disciplinary knowledge, research experience, and methodological expertise. Primary supervisors will come from within FNS. Given the interdisciplinary nature of FNS, it is expected that frequently a faculty member from outside of FNS will sit on a student's committee. The supervisory committee will typically consist of the primary supervisor and at least two other faculty members (from within or outside FNS). The central tasks of the supervisory committee include guiding the student through the examination process, planning the research, preparing the dissertation and providing academic guidance and mentorship.

5.1.2 *Students are expected to demonstrate independent scholarly activity applicable to the degree level and expectations of its graduates (see the CDQF). Describe the academic culture that will nurture and support student scholarly and creative activity.*

As already demonstrated in Part A of this application, data on the average Research Grant Income per full-time equivalent faculty members within the University of Alberta SSHRC Faculties from 2012-2014 (see footnote below) indicates that FNS has been the most successful Faculty during this period. It was noted that FNS is well positioned to provide the financial support PhD students require through stipends, research assistant and teaching assistantships. The success with external funding bodies evidences the strong research culture of FNS whereby faculty-led research projects will nurture and support PhD students' scholarly and creative activity.<sup>2</sup>

In 2007, FNS underwent a Unit Review. As a result of that Unit Review, Indigenous community members, faculty, staff and students determined three 'benchmarks' that would be used to assess the Faculty's performance beyond the University wide benchmarks, including 1) the degree to which FNS is student-centered, 2) community/university collaborations, and 3) contribution to the emerging discipline of Indigenous Studies. These benchmarks are important to mention in this context because they speak to the FNS academic culture and the already in-built structures that nurture and support student scholarly and creative activity, especially in relation to working with Indigenous communities.

Unsurprisingly, more than any other Faculty, FNS, is involved with the various Indigenous initiatives across campus and thus plays a key role in Indigenous student engagement generally. For instance, FNS faculty, staff and students are regular attendees at the various events the Aboriginal Student Service Center holds, the Dean is a permanent member of the Council on Aboriginal Initiatives, and FNS faculty member Dr. Nathalie Kermoal is Special Advisor to the Provost on Aboriginal Strategic Initiatives. Accordingly, FNS strives to create a strong sense of community by organizing many events for the purposes of engaging students, including semi-annual tea and bannock potlucks, annual community intellectual engagement events (e.g., 'Understanding Idle No More' [2013]; 'Understanding TRC' [2014]; 'Understanding Resource Extraction and Indigenous Communities'), student achievement recognition events, and the FNS tipi set up/take down events. In 2013, FNS established an Elders' Council which functions to nurture students, to provide the Faculty with spiritual guidance, to lead at events where protocol and ritual are required, to give community input in terms of research methodologies and protocols, and to create important researcher/community relations.

In addition to completing coursework, IS PhD students will be expected to participate in the intellectual and academic culture of FNS. Students will be inducted into the program via a full-day compulsory introductory event, which will include topics such as supervision, oral examinations, program completion, grant writing and publishing. Students will also be encouraged to attend the already existing and multiple graduate professional development programs offered by FGSR. Also, the Faculty currently holds an annual research day each

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2

RESEARCH\$/FACULTY FTE

	<u>2012</u>	<u>2013</u>	<u>2014</u>
FNS	\$40,134	\$51,580	\$61,966
ARTS	\$19,692	\$17,820	\$15,748
AUGUSTANA	\$3,618	\$1,534	\$3,948
BUSINESS	\$38,721	\$21,194	\$22,637
CAMPUSSAINT-JEAN	\$20,516	\$38,412	\$4,375
EDUCATION	\$34,682	\$24,764	\$27,755
LAW	\$33,905	\$32,268	\$32,538



November, which students will be expected to present in. FNS holds a monthly scholarly seminar in which scholars (internal and outside the university) are invited to present on their work. Doctoral students will be expected to attend and participate in these seminars. Students will also be encouraged to build their presentation skills through guest lectures in our undergraduate classes, on topics of relevance to their research interests. Lastly, FNS will provide an annual stipend to support IS PhD student travel to conferences. In particular, students will be encouraged to participate and present at the annual Native American and Indigenous Studies Association (NAISA) conference. This is a significant conference to attend given the Faculty’s benchmark to contribute to the emerging discipline of Indigenous Studies. Established in 2009, NAISA has rapidly become the largest and most important Indigenous Studies conference in the world with a membership of over 1,000. It is also significant that both Drs Hokowhitu and Andersen were 3-year term elected members on the Inaugural NAISA Council.

5.1.3 *For undergraduate degrees, demonstrate (in a table, if possible) how the program meets the relevant section of CAQC’s Expectations for Design and Structure of Undergraduate Degrees.*

N/A

5.1.4 *Provide an outline of the program structure and requirements (major, minor, cognates, core, general education, etc.) including credits in each category, and a summary description of the curriculum. Note any new courses. Course outlines must be available for reviewers but are NOT to be included with the proposal. (See sample table below - note that this is provided as a guideline only for a typical baccalaureate program, and will be different for other baccalaureate and graduate programs).*

Component <sup>1</sup>		Junior courses (maximum)	Credits	Senior courses (minimum)	Credits
Major requirements	Specified courses			3 courses	9
Additional Requirements				2 comp. exams	n/a
Additional requirements (please specify)				Candidacy & proposal	n/a
Additional requirements (cont’)				Dissertation	9 per Winter or Fall Semester (or 6 in Spring/Summer) <sub>3</sub>
Total				3 courses and Dissertation	Varies

*To assist in demonstrating that the program curriculum is clear and well integrated with the objectives and outcomes, provide one or more typical student programs by year of program (see sample table below).*

<sup>3</sup> “Thesis-Based Programs: To remain full-time in a thesis-based program, in the Fall and Winter terms, students must register in a combination of course work and/or thesis research comprising a minimum of 9 in each term. In Spring and Summer Terms, students must register in thesis research of a minimum of 6 in each term. Course work can be taken in Spring/Summer Terms in addition to the 6 of thesis registration. Additional fees are assessed for course registration during these terms. Students registered in less than 9 in a Fall/Winter Terms are considered part-time students. Students registered in less than 6 in a Spring/Summer Terms are considered part-time students” (Section 203.3.4 FGSR Registration, <https://www.registrar.ualberta.ca/calendar/GradStudies-and-Research/Regulations/203.3.html>).

**Typical student program**

<b>1<sup>st</sup> YEAR</b>	<b>FALL</b>				
	<b>Course number</b>	<b>Course title</b>	<b>Course level</b>	<b>Role in program</b>	<b>Credits</b>
	NS 620	Advanced Theoretical Perspectives in Indigenous Studies		Required	3
	NS 655	Professional Seminar		Required	3
	NS 690	Advanced Methods in Community-Based Research		Required	3
	<b>WINTER</b>				
		Comprehensive Exam – General examination		Required	N/A
		Comprehensive Exam – Special field examination		Required	N/A
		Candidacy/Dissertation Proposal		Required	N/A
	THES 909				9
	<b>SPRING</b>				
	THES 906				6
	<b>SUMMER</b>				
	THES 906				6
<b>2<sup>nd</sup> YEAR</b>	<b>FALL</b>				
	<b>Course number</b>	<b>Course title</b>	<b>Course level</b>	<b>Role in program</b>	<b>Credits</b>
	THES 909	Thesis Research	900	Required	9
	<b>WINTER</b>				
	THES 909		900	Required	9
	<b>SPRING</b>				
	THES 906				6
	<b>SUMMER</b>				
THES 906				6	
<b>3<sup>rd</sup> YEAR</b>	<b>FALL</b>				
	<b>Course number</b>	<b>Course title</b>	<b>Course level</b>	<b>Role in program</b>	<b>Credits</b>
	THES 909	Thesis Research	900	Required	9
	<b>WINTER</b>				
	THES 909	Thesis Research	900	Required	9
	<b>SPRING</b>				
	THES 906				6
	<b>SUMMER</b>				
THES 906				6	

## 5.2 Criteria/Requirements for Admission and Academic Progression

*State the admission criteria (including any provision for prior learning assessment), residency requirements, academic performance progression requirements, and graduation requirements applicable to the program, along with the grading scheme. Note any program specific regulations (e.g., for doctoral programs, note any candidacy or dissertation requirements, examination requirements, time to completion requirements, etc.).*

### Admission Criteria

In accordance with CDQF, normally students admitted into the IS PhD program will hold a master's degree "with an appropriate specialization" (CDQF, p. 3). In some cases, however, and also in accordance with CDQF, students with a master's degree from outside the discipline of Indigenous Studies will be admitted into the program "with appropriate bridging studies" (CDQF, p. 3). The minimum Admission Grade Point Average (AGPA) required for admission to a graduate program at the University of Alberta is 3.0, equivalently, a letter grade B (Faculty of Graduate Studies, Admission Requirements). The FNS Graduate Admission Committee will determine entry into the program based on a minimum GPA of 3.3 (grade B+), academic preparation, ability of the Faculty to provide supervision, the strength of the proposed research project, and other criteria including life-experience (although there will be no formal recognition of prior leaning). Students applying for the proposed program will be subject to the University of Alberta Graduate English Language Proficiency Policy (see, <http://uofa.ualberta.ca/graduate-studies/prospective-students/international-admissions-protocol/english-language-proficiency>).

### Residency Requirements

The residency requirement is two academic years (where an academic year is defined as the eight-month period from September through April).

### Academic Performance Progression Requirements

Fall, Year 1: completion of two required 3 credit courses and one optional 3 credit course

Winter, Year 1: Comprehensive Examinations and Candidacy/Dissertation Proposal

Year 2 onwards: Written dissertation and oral examination.

### Time to Completion

According to FGSR regulations, "Candidates must complete all the requirements within six years of the term in which they first register in a doctoral program. In the case of master's students who are reclassified as doctoral students, all degree requirements must be completed within six years of the time they first register as master's candidates" <https://www.registrar.ualberta.ca/calendar/GradStudies-and-Research/Regulations/203.11.html#203.11>, accessed 24 April 2015).

### Grading Scheme

<b>Descriptor</b>	<b>Letter Grade</b>	<b>Grade Point Value</b>
Excellent	A+	4.0
	A	4.0
	A-	3.7
Good	B+	3.3
	B	3.0
Satisfactory	B-	2.7
	C+	2.3
Failure	C	2.0
	C-	1.7

D+	1.3
D	1.0
F	0.0

### Convocation

In order to convocate, students must complete all coursework and submit their dissertation to the Faculty of Graduate Studies and Research by the deadline dates specified in the Academic Schedule.

### **5.3 Engaged and Active Learning / Delivery Methods**

5.3.1 *Demonstrate the ways in which the institution identifies and attends to the learning of students in the program and what pedagogies will be used to encourage their engaged and active learning, as per Council's program quality assessment standard #5 (Program delivery).*

#### Coursework

Seminar style learning methodologies will be employed to achieve the desired learning outcomes. Both the theory and methodology courses will be based on an extensive list of readings relevant to the weekly topic. Students will be expected to read, comprehend, summarize, synthesize and communicate knowledge. Both the theoretical and methodological courses will provide intense reading schedules designed to provide a thorough understanding of the general field of Indigenous Studies, including being able to identify areas of research most significant to the discipline. Readings and assignments in the Methodology course will concentrate on building the conceptual understanding and methodological proficiency to comprehend, design, and implement research at the forefront of Indigenous Studies. The methodology course will also concentrate on ethical issues in relation to research with Indigenous communities.

For each course a major essay will be submitted that demonstrates sound writing, logical thinking and theoretical synthesis, to a quality that will satisfy peer review and merit publication. Students will be encouraged to submit their papers to peer reviewed Journals, as research has shown that PhD students who publish papers throughout their PhD, are more likely to complete<sup>4</sup>. Students will first submit an essay proposal to the professor as a basis for a conversation about expectations about the major essay.

Students will also be evaluated for their oral communication skills. Students will be expected to cogently, clearly and effectively communicate complex ideas in class via discussions surrounding themed weekly topics. Students will also share their term papers as “works in progress” to the class and will be assessed in terms of clear and effective communication in relation to ‘conference style’ in class presentations. Students will also present at FNS research days and will be expected to present at conferences, and to build a research dissemination plan into their dissertation project.

Whenever possible FNS faculty members will endeavour to provide articles, book chapters, and books written by Indigenous scholars, reflecting a commitment to teach historical and contemporary Indigenous issues using Indigenous perspectives.

#### Supervision

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<sup>4</sup> Vincent Larivière (2012). ‘On the shoulders of students? The contribution of PhD students to the advancement of knowledge’. *Scientometrics*, Volume 90, Issue 2, pp. 463-481.

As previously discussed, FNS has a strong research culture, with all tenure-track and tenured faculty holding PhDs, and most having a strong research program and publication record. A supervisory committee headed by a primary supervisor will pass on their research acumen to students concentrating on the capacity of students to carry out advanced research within academic, community and/or applied settings, which will lead to the development of practices, ideas, theories, approaches, and/or materials that will benefit Indigenous communities and those working with Indigenous communities. Individual students will be assigned readings by their supervisor that concentrates on specific knowledge related to their explicit research project. Through a comprehensive literature review, students will be able to summarize major themes and current research problems in their area of specialization. Supervisors will discuss and work with students to create a method for their research using existing Indigenous methods or the creation of new methods to answer complex issues in their specialist research areas. Supervisors will provide mentorship and guidance so that students produce meaningful research ‘with’ as opposed to ‘on’ Indigenous communities.

5.3.2 *Include a description of the teaching/learning approaches to be used, a description of the rationale for using the approach and evidence of adequate support for the approach. Where applicable, demonstrate how CAQC’s Additional Quality Assessment Standards for Programs Delivered in Blended, Distributed or Distance Modes will be met.*

As outlined above, the teaching/learning approaches for the proposed program include seminar-style course work and dissertation supervision by a supervisory committee. The comprehensive, candidacy and oral exam processes are also standard forms of pedagogical assessment in doctoral programs. All of these approaches are very standard graduate pedagogical approaches in the Arts, Humanities and Social Sciences at least, designed to provide guidance and mentorship, but also to promote critical thinking, creativity, problem solving, responsibility and autonomy.

## 5.4 Program Comparison

5.4.1 *Provide a comparative analysis of the proposed program (curriculum, structure, admission requirements, etc.) with similar programs offered elsewhere (if any), especially in Alberta and Canada (see sample table below). What process was used to determine which programs were deemed to be the most comparable? Illustrate the similarities and differences.*

As already described, there are no comparative programs in Alberta and only two comparative programs in Canada, and another two in the US.

Program component	Applicant institution	Trent University	U of Manitoba	U of Arizona - Tucson	U of California (Davis)
Name of credential	PhD in Indigenous Studies	PhD in Indigenous Studies	PhD in Indigenous Studies	PhD in American Indian Studies	PhD in Native American Studies
Entrance requirements	MA	MA	MA	MA	MA
Areas of study / Curriculum	Environment, legal orders, Indigenous modernity	1. History and Politics 2.Social and Cultural Issues	Aboriginal Governance; Aboriginal Political Economy; Métis Studies; Sub-Arctic & Arctic Studies;	American Indian Law & Policy; American Indian Literature; American Indian Societies	The Hemispheric Study of the Americas, and an Individual Concentration. Native American history or ethnohistory (North, Central or South America), religion and philosophy, government, politics and

			Indigenous Arts & Humanities; Material Culture	& Culture; American Indian Education	society, art or music, women, literature, language or linguistics.
Graduation requirements	Oral examination, completed dissertation	Oral examination, completed dissertation	Oral examination, completed dissertation	Oral examination, completed dissertation	Qualifying examination, completed dissertation
Total credits	18	21	12	Unclear	28

5.4.2 *If a similar program is currently offered at the institution, compare the structure, admission requirements and learning outcomes to the proposed program. If this is a conversion of an existing program (e.g., conversion of an applied degree to a new degree program), provide a table similar to the sample shown below.*

N/A.

### 5.5 Other elements affecting quality

*Note any other relevant aspects of the proposed program that might affect quality (e.g., fast-tracking, individual study, parts of the program to be offered in cooperation with another institution, etc.).*

The innovative element of this program is the streamlined course structure (three courses instead of the more typical five to six courses) as well as the compressed timeline for completing the comprehensive exams and candidacy.

This structure responds to recent criticism of the more conventional PhD backed by data coming out of U15 Universities (which includes the University of Alberta) that suggests doctoral students are too frequently dropping out of programs or are taking too long to compete; a situation that is costly for both students and institutions. Using U15 data, an article titled ‘*The PhD is in need of Revision*’ outlined:

The proportion of PhD students who successfully complete their degrees within nine years has risen across all disciplines, but completion times remain long and in some fields have even increased, according to new data collected by the group of 15 research-intensive Canadian universities known as the U15...

The percentage of students who entered PhD studies in 2001 and successfully completed within nine years averaged 70.6 percent across disciplines; this compares to 62.5 percent of students who started in 1992 and successfully completed. Among the 2001 cohort, completion rates ranged from a high of 78.3 percent in the health sciences to a low of 55.8 percent in the humanities; graduation rates averaged 75.4 percent for students in the physical sciences and engineering, and 65.1 percent for those in the social sciences.

Mean completion times also varied by discipline. Among the 2001 cohort, mean times-to-completion ranged from a low of just under 15 terms – or five years, based on three terms per year – in the physical sciences and engineering, to a high of 18.25 terms, or just over six years, in the humanities. The mean time-to-completion was 15.4 terms in the health sciences and almost 17 terms in the social sciences. Completion times rose in all disciplines except the health sciences. ([http://www.universityaffairs.ca/features/feature-article/the-phd-is-in-need-of-revision/#latest\\_data](http://www.universityaffairs.ca/features/feature-article/the-phd-is-in-need-of-revision/#latest_data), accessed April 24, 2015)

Although the reasons for these figures are complex, one solution is to limit the course work and move the comprehensive exams to earlier in the process. In doing this, the idea is to engage students in the research and/or dissertation phase of their doctoral program far earlier than is the case typically now, so as to encourage completion and discourage dropout due to lack of progression. This model has been implemented successfully at Queen's University ([http://www.universityaffairs.ca/features/feature-article/the-phd-is-in-need-of-revision/#latest\\_data](http://www.universityaffairs.ca/features/feature-article/the-phd-is-in-need-of-revision/#latest_data), accessed April 24, 2015).

Reducing time to completion is crucial given that long completion times are costly, "...not only for students who accumulate debt and delay their entry into the job market, but for institutions, too. Queen's estimates that it spends twice as much on teaching and research assistantships and other forms of financial assistance to support students beyond four years of doctoral studies as it collects in tuition revenue... In the U.S., Stanford University recently announced it will provide incentives to humanities departments that retool their programs to allow students to complete in five years, via extra financial assistance to students in those departments. ([http://www.universityaffairs.ca/features/feature-article/the-phd-is-in-need-of-revision/#latest\\_data](http://www.universityaffairs.ca/features/feature-article/the-phd-is-in-need-of-revision/#latest_data), accessed April 24, 2015).

This data and looking to methods to correct completion length and dropout rates is particularly salient to the proposed program given that an Indigenous Studies PhD is classified as either a Humanities or Social Sciences PhD: "A 2006 study prepared for the Social Sciences and Humanities Research Council (and confirmed by the most recent data from the U15 group of universities) found that students in the humanities and social sciences take about a year longer to complete their degrees and are more likely to abandon their studies than their counterparts in sciences and engineering. Equally worrisome, these students are more likely to devote several years working towards a degree before abandoning it" ([http://www.universityaffairs.ca/features/feature-article/the-phd-is-in-need-of-revision/#latest\\_data](http://www.universityaffairs.ca/features/feature-article/the-phd-is-in-need-of-revision/#latest_data), accessed April 24, 2015).

## **SECTION 6: IMPLEMENTATION AND RESOURCES**

### **6.1 Program Implementation Plan**

*Provide a program implementation plan by academic year (start to maturity) that includes any elements to be phased in (e.g., new academic staff hires, courses, minors, co-op option). If introduction of this program is dependent on a similar program being phased out, the implementation plan should include how both programs are being supported until the phase out and start up are completed.*

Given a timely approval process, the entire PhD program will be made available beginning Fall 2016/17:

- The coursework component will be first taught in Fall 2016/17, and will be re-taught every Fall thereafter
- The comprehensive examinations, candidacy and dissertation proposal will occur for the first time during the Winter 2016/17 semester, and will be re-held every Winter thereafter
- THES 909 (i.e., the dissertation) will be made available for the first time during Fall, 2017/18, and will be made available every semester thereafter
- The first graduates of the program will be expected as early as Spring 2019.

### **6.2 Staffing Plan**

6.2.1 *Show how the number (head count and FTE), distribution and qualifications of teaching staff meet Council's requirements and the objectives of the program as a whole (as described in s. 1.6 above). Include the academic staff expertise to be recruited, if new staff are contemplated. Provide summary information of current academic staff and new hires who will be teaching in the proposed program in the following format (see sample table below).*

### Courses taught by academic staff by credential and specialization

Courses	NAME	Earned credentials and specialization <sup>1</sup>	Professional designation (if applicable)	Academic staff status
NS 620	Andersen, Chris Hokowhitu, Brendan Kermoal, Nathalie Tallbear, Kim  Robertson, Sean	PhD, Sociology PhD, Māori Studies PhD, History PhD, History of Consciousness PhD, Geography		FP* Tenured (full-time) FP Tenured (full-time) FP Tenured (full-time) AP** Tenured (full-time)  AsP*** Tenure-Track (full-time)
NS 690	Andersen, Chris Hokowhitu, Brendan Tough, Frank Parlee, Brenda	PhD, Sociology PhD, Māori Studies PhD, Geography PhD, Community Studies		FP Tenured (full-time) FP Tenured (full-time) FP Tenured (full-time) AP Tenured (cross-appointed)
NS 655	Andersen, Chris Kermoal, Nathalie Tough, Frank Dempsey, James Tallbear, Kim  Jobin, Shalene Robertson, Sean	PhD, Sociology PhD, History PhD, Geography PhD, Art History PhD, History of Consciousness PhD, Political Science PhD, Geography		FP Tenured (full-time) FP Tenured (full-time) FP Tenured (full-time) AP Tenured (full-time) AP Tenure-Track (full-time)  AsP Tenure-Track (full-time) AsP Tenure-Track (full-time)
THES 909	Andersen, Chris Bielawski, Ellen Carter, Sarah Hokowhitu, Brendan Kermoal, Nathalie Tough, Frank Dempsey, James Harnett, Tanya Parlee, Brenda Tallbear, Kim  Jobin, Shalene Robertson, Sean Vermette, D'Arcy	PhD, Sociology PhD, Archaeology PhD, History PhD, Māori Studies PhD, History PhD, Geography PhD, Art History MFA in Drawing PhD, Community Studies PhD, History of Consciousness PhD, Political Science PhD, Geography LLD, Law		FP Tenured (full-time) FP Tenured (cross-appointed) FP Tenured (cross-appointed) FP Tenured (full-time) FP Tenured (full-time) FP Tenured (full-time) AP Tenured (full-time) AP Tenured (cross-appointed) AP Tenured (cross-appointed) AP Tenured (full-time)  AsP Tenure-Track (full-time) AsP Tenure-Track (full-time) AsP Tenure-Track (full-time)

\* FP, Full Professor

\*\* AP, Associate Professor

\*\*\* AsP, Assistant Professor

Note: No new Faculty are to be recruited for the PhD program, however, in the near future at least two new faculty will be hired in FNS, which will bolster the range of PhD topics FNS will be able to supervise. The two new hires include a Canada Research Chair in Indigenous Studies (Tier 2), a cross-appointment with Women and Gender Studies (home Faculty, FNS), and a cross-appointment with History (home Faculty, Arts).

#### 6.2.2 Include brief explanations of academic staff categories (e.g., continuing, sessional, term) and workload expectations.

##### Categories

All Faculty who will teach/supervise into the proposed program are tenure-track or tenured, with PhDs excepting Tanya Harnett who will only act as an advisor on supervisory committees where the subject is Art, although she holds an MFA which is typically the terminal degree in her field of Art and Design. Full, Associate and Assistant Professor categories are standard categories across the University. 'Cross-appointment' refers to faculty who are cross-appointed with other Faculties. Drs. Parlee (home Faculty, FNS) and Bielawski are cross-appointed with the Faculty of Agricultural, Life and Environmental Sciences, both located in the Department of



Resource Economics and Environmental Sociology. Dr. Carter and Tanya Harnett are cross-appointed with the Faculty of Arts, with their home Departments being History, and Art and Design respectively.

Workload

The impact of the proposed program on faculty in relation to coursework teaching will be minimal. Coursework teaching will be spread across the faculty, with both NS 620 and NS 690 rotating amongst four faculty on a four-year cycle. The Professional Seminar, NS 655, will rotate amongst six faculty on a six year cycle. As mentioned above, the anticipated three new faculty hires will enable existing faculty to teach more into the graduate program as the new hires will primarily teach in the 100, 200 and 300 level courses, meaning teaching loads will not increase with the proposed program.

The relatively modest size of the program (i.e., the expected annual intake is two students per academic year), suggests that supervision workload will not be onerous. As a result of the student mentorship opportunities afforded by Faculty research grants in the form of research assistantships, the proposed program is expected to increase the research productivity of faculty and will lead to increased grant application success. Good faculty led research programs demand PhD involvement as research assistants, whilst SSHRC, for instance, gives weighting to student mentorship, including PhD student involvement within projects, when assessing research grant applications.

6.2.3 *Provide a proposed teaching rotation that outlines the academic staff at launch and to maturity of the program (see sample table below) and shows clearly the plan for any cycling of courses. List also any non-academic staff who will teach in the program.*

**Proposed four year teaching rotation for required courses in the major/specialization**

<b>Fall Year 1</b>	<b>Instructor</b>	<b>Winter Year 1</b>	<b>Instructor</b>
NS 620	Brendan Hokowhitu	Comprehensive Exam – General examination	Supervisor and Graduate Chair
NS 690	Brenda Parlee	Comprehensive Exam – Special field examination	Supervisor and Graduate Chair
NS 655	Nathalie Kermaal	Candidacy/Dissertation Proposal	Supervisor and Graduate Chair
<b>Fall Year 2</b>	<b>Instructor</b>	<b>Winter Year 2</b>	<b>Instructor</b>
NS 620	Sean Robertson	Comprehensive Exam – General examination	Supervisor and Graduate Chair
NS 690	Chris Andersen	Comprehensive Exam – Special field examination	Supervisor and Graduate Chair
NS 655	Shalene Jobin	Candidacy/Dissertation Proposal	Supervisor and Graduate Chair
THES 909	Supervisory Committee	THES 909	Supervisory Committee
<b>Fall Year 3</b>	<b>Instructor</b>	<b>Winter Year 3</b>	<b>Instructor</b>
NS 620	Chris Andersen	Comprehensive Exam – General examination	Supervisor and Graduate Chair
NS 690	Frank Tough	Comprehensive Exam – Special field examination	Supervisor and Graduate Chair
NS 655	James Dempsey	Candidacy/Dissertation Proposal	Supervisor and Graduate Chair
THES 909	Supervisory Committee	THES 909	Supervisory Committee

6.2.4 *For graduate programs, provide a detailed plan to organize the academic advising, supervision and monitoring of graduate students, and state the credentials, graduate teaching experience, master’s committee work/supervision and PhD supervision experience of academic staff. For doctoral programs, a summary table such as the following would be helpful.*

**Supervisory Plan**

1. The FNS Graduate Admissions Committee will meet to discuss each application into the proposed PhD Program. Applicants will be admitted into the program determined partially by the capacity of FNS to provide supervision by a faculty member whose home Faculty is FNS
2. The proposed program will follow the University of Alberta, FGSR Graduate Program Manual<sup>5</sup> in relation to advising, supervision and monitoring of graduate students, which states:

#### *8.1.1 Departmental Regulations*

Departments are responsible for preparing a set of regulations and guidelines for supervisors and students. Guidelines should deal with the selection and functioning of supervisors and should outline the joint responsibilities of faculty members and graduate students. Avenues of appeal open to students who feel they are receiving unsatisfactory supervision should also be specified.

#### *8.1.2 Appointment of the Supervisor(s)*

Every student in a dissertation-based program is required to have a supervisor. The department that admits a student to a dissertation-based graduate program is responsible for providing supervision within a subject area in which it has competent supervisors, and in which the student has expressed an interest.

Normally there is only one supervisor. Departments may consider the appointment of more than one supervisor for a student.

Implicit in the admission process is the following: on the applicant's part, that there has been an indication of at least a general area of interest and, preferably, provision of some form of proposal, particularly if the program is at the doctoral level; on the department's part, that the application has been reviewed, the area of interest examined, academic expectations and potential performance considered, and that the department accepts its obligation to provide appropriate supervision for the applicant in the specified subject area.

It is expected that every effort will be made to arrive at a mutually agreeable arrangement for supervision between the student and the department. Students are normally involved in the process for selecting their supervisor(s) although this process varies from program to program.

When the department is making arrangements for the appointment of supervisors, supervisory committees, and examining committees, or for the scheduling of meetings and examinations, the student shall be consulted and kept informed, but the student shall not be asked to conduct such organizational activities.

The authority for the appointment of supervisors, and final examining committees rests with the Dean of the department's Faculty, while the authority for the appointment of supervisory committees and doctoral candidacy examining committees rests with the department. Such appointment decisions are final and non-appealable.

Article 7.02.1 of the Faculty Agreement lists the "supervision of graduate students" as a form of "participation in teaching programs". It is expected that a department will monitor and review the performance of supervisors.

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<sup>5</sup> <http://uofa.ualberta.ca/graduate-studies/about/graduate-program-manual>

### *Supervisors on Leave*

It is the responsibility of supervisors to make adequate provision for supervision of their graduate students during their leave. Therefore, if a supervisor is to be absent from the University for a period exceeding two months, it is the supervisor's responsibility to nominate an adequate interim substitute and to inform the student and the department.

Supervisors planning to take a sabbatical should follow the requirements found in Appendix E of the Faculty Agreement with respect to adequate advance arrangements for graduate students while a supervisor is on sabbatical.

### *8.1.3 Eligibility for Appointment as Supervisor*

Each of the following criteria must be met by at least one of the supervisor(s):

- a) be a tenured, tenure-track, or retired faculty member, or a Faculty Service Officer, of the University of Alberta (current or retired categories A1.1, A1.3, or current category C1.1, as defined in the University's Recruitment Policy (Appendix A) Definition and Categories of Academic Staff and Colleagues);
- b) be active in the general subject area of the student's research;
- c) demonstrate continuing scholarly or creative activity of an original nature; and
- d) either hold a degree equivalent to or higher than that for which the student is a candidate, or have a demonstrated record of successfully supervising students for the degree.

If one of conditions (a)-(d) is not satisfied by any of the proposed supervisors, then a departmental justification (with the proposed supervisors' CV) is put forward to the Dean of the department's Faculty for approval.

For supervisors from outside the University of Alberta, working with a supervisor at the University of Alberta, there should be an indication of the means by which meaningful interaction can be maintained.

### *8.1.4 Timeline for the Appointment of Supervisors*

Ideally, the supervisor for a dissertation-based student, both master's and doctoral, should be appointed as soon as the student arrives to begin his or her program of studies. If this is not possible, an interim academic advisor may be appointed by the department. Supervisor(s) must be appointed within the first 12 months of the student's program following the procedures approved by the Dean of the department's Faculty.

### *8.1.5 Supervisory Committees*

#### *Doctoral Students*

Every doctoral student's program shall be under the direction of a supervisory committee approved by the department. A doctoral supervisory committee must have at least three members, and must include all the supervisors. As ex-officio members of the candidacy and the doctoral final examining committees, departments should ensure that the members of the supervisory committee meet the

eligibility criteria for examiners.

The supervisory committee is chaired by one of the supervisors.

Compliance with the University of Alberta's Conflict Policy – Conflict of Interest and Commitment, and Institutional Conflict is mandatory.

The committee will arrange for the necessary examinations and for adjudication of the dissertation. The committee shall have a formal regular meeting with the student at least once a year.

The department should ensure that the members of a supervisory committee are sufficiently competent and experienced to serve at the required level. In forming a supervisory committee, the department should consider the rank and experience of the prospective members, their publications and other demonstrations of competence in the subject area or field of specialization, and the prospective members' experience in graduate supervision.

For doctoral students, the department shall appoint the supervisory committee well in advance of the candidacy examination.

#### *8.1.6 Resolving Conflicts in Supervisor-Student Relationships*

The relationship between students and supervisors is normally close and long-lasting. At times, conflicts may arise between a student and the supervisor. In such cases, the first step must be to try to resolve the conflict or misunderstanding informally. This is more likely to be successful if attended to as early as possible. The supervisor and student should discuss the problem together. The supervisor should document the discussions and keep a record of any agreements made. In the event of a conflict the graduate coordinator should be notified as early as possible.

It is the responsibility of the graduate coordinator to arrange for consultation and mediation. The graduate coordinator or the parties involved may request advice and/or mediation assistance from their Faculty, the FGSR, and/or other appropriate services, such as the Student Ombuds service. The student and supervisors shall not be required to participate in informal resolution against their wishes if either party's behaviour towards the other warrants a complaint under the Code of Student Behaviour, the Discrimination, Harassment and Duty to Accommodate Policy, or other University policy.

If informal resolution is unsuccessful or inappropriate, and the graduate coordinator determines that the supervisor-student relationship is beyond repair, the department will attempt in good faith to work with the student to find alternative supervision within the department, and will keep the FGSR apprised of these efforts.

Where the supervisor has been providing funding to the student, the funding should continue for a period of at least 30 days from the date on which the graduate coordinator determines that the supervisor-student relationship is beyond repair.

If the best arrangements of the department and the FGSR fail to meet the expectations of the student, the student may choose to withdraw without prejudice.

If the student refuses to accept the supervision provided, or if no supervision can be secured, then the student is not fulfilling the academic requirement of having a supervisor and may, on academic grounds, be required to withdraw.

3. Faculty of Native Studies Guidelines for Supervisors and Graduate Students

The following guidelines were developed out of the Canadian Association of Graduate Studies, *Guiding Principles for Graduate Student Supervision* (2008, pp. 2-7, <http://www.cags.ca/documents/publications/working/Guiding%20Principles%20for%20Graduate%20Student%20Supervision%20in%20Canada%20-%20rvsn7.pdf>, accessed 27 April, 2015) and modified for the FNS graduate program:

- a. A supervisor will be identified in a timely fashion
  - i. Timely, clear identification of a supervisor for each graduate student
  - ii. The supervisor plays a key role in setting the direction of the graduate student's research
  - iii. Typically students will be assigned supervisors following acceptance into the program and prior to beginning the program
  - iv. The process of supervisor designation will be conducted in consultation with the Graduate Committee, the student and the proposed supervisor
- b. Continuity is important in graduate supervision
  - i. Continuity of supervision is an integral component of the student/supervisor relationship, since it provides stability, security, an opportunity to establish sufficient mutual knowledge and trust to facilitate effective intellectual debate, and generally an environment that allows optimal focus on the student's goals
  - ii. As a consequence, a change in supervisor will be made only for strong and compelling reasons such as a mutually agreed major shift in academic direction of the research, major academic disagreements and/or irreconcilable interpersonal conflicts
  - iii. It is recognized that the Faculty may place each new incoming student with an initial or temporary supervisor as the student clarifies research interests
- c. The supervisory committee will be established early
  - i. The supervisory committee will be established as soon as possible, and prior to the beginning of the student's second semester
  - ii. The supervisory committee will act as a supplementary resource for graduate students' research
  - iii. The supervisory committee will help monitor progress of the student and approves the dissertation for defense
  - iv. The supervisory committee will help manage/mitigate conflict between supervisor and student should it arise
  - v. If a problem cannot be resolved at the supervisory committee level, it may be dealt with by the Chair of Graduate Studies in consultation with the Dean
  - vi. The Faculty will ensure that appropriate resources (e.g. ombudsperson, equity office) are available to assist the student
  - vii. All parties will follow procedures congruent with established policies of the University
- d. Expectations, roles and responsibilities of graduate students and supervisors will be made clear typically within an 'MOU', including reference to:
  - i. Expectations of the supervisor/advisor/supervisory committee to the research project (e.g., reporting feedback time, frequency of meetings,

- accessibility, contributions to research from faculty research program, supervisory training, responses to emails)
  - ii. Expectations of the student (e.g., study hours per week, seminar presentations, conference attendance, professional development and other training)
  - iii. Issues of intellectual property will be made clear. Supervisors are responsible for informing students about university policies that govern intellectual property, and about any specific intellectual property issues that are likely to arise from the student's research
  - iv. Issues of authorship will be made clear. The student and supervisor discuss and reach an agreement regarding issues including rights of authorship, the order of authorship on multi-authored publications, and ownership of data
    - v. A 'working' timeline to completion
    - vi. A plan for meeting, monitoring and feedback to review academic, research and other issues pertaining to PhD
- e. Students have substantial responsibilities for managing their own graduate education
  - i. Students share in the responsibility for the goals that they successfully complete their program, and that their work is of high quality
  - ii. Students are responsible for knowing and conforming to the various policies and procedures that may concern academic and research conduct, intellectual property, human subjects, animal welfare, health and safety, as well as degree and program requirements and timelines
  - iii. Students should be proactive and take responsibility for ensuring good communication with supervisory committee members, in the meeting of timelines and other program requirements, and in seeking effective advice on academic and other matters
  - iv. If problems arise in the supervisory relationship, it may be the student who needs to take action and seek advice and remedy from other members in the supervisory committee, the Graduate Chair, and/or the Faculty
- f. A semi-formal progress review process (e.g., students will provide a 6-month progress report that is given written informal evaluation by the supervisor, including the identification of future activities that will lead to the short-term and long-term success of student.
- g. Alternative supervision will be made available to each student if necessary so that the student can continue in the program
  - i. Alternative supervision covers situations beyond the control of the student (e.g. temporary or permanent absence of supervisor), situations that may arise from conflict of interest, and situations that result from personal relations between supervisor and student
  - ii. A student will not be penalized if a change in supervisor is necessary
  - iii. When supervisors will be absent from the university for extended periods of time (e.g. field seasons; sabbatical leaves), steps will be taken to ensure continuation of quality supervision during these absences, including the provision of an interim supervisor
- h. Student-supervisor relationships will be professional
  - i. The relationship between supervisors and students should always be academic and professional. Relationships that are at odds with an arm's

- length criterion (e.g., romantic, sexual, family ties) are unacceptable between supervisors and students
- ii. If a substantial conflict of interest arises (e.g., when supervisors develop emotional, financial and/or business arrangements with the student) the supervisory relationship will be terminated with the least impediment to the student's course of study/research
- i. Intellectual debate and challenge will be encouraged and supported
    - i. Intellectual debate is a fundamental component of university activity
    - ii. FNS will encourage an environment that acknowledges a robust element of academic challenge and questioning as a normal and healthy aspect of the student supervisor relationship
  - j. Supervisors will be mentors and have responsibilities beyond the academic supervision of research and writing, including;
    - i. The development of appropriate professional skills
    - ii. Applications for funding
    - iii. Networking opportunities with colleagues in academia and beyond
    - iv. Assistance with publications and career development

#### Academic Credentials, Graduate Teaching and Research Supervision of Full Time Faculty

(Name)	Earned Credential <sup>1</sup>	Supervision of undergraduate research projects	Graduate teaching experience	Master's committee work / supervision		PhD supervision
				Project	Dissertation	
Andersen, Chris	PhD	√	√	Sup, Com	Sup, Com	Com, Ext
Bielawski, Ellen	PhD	√	√	Sup, Com	Sup, Com	Sup, Com, Ext
Carter, Sarah	PhD	√	√	Sup, Com	Com, Sup, Ext	Sup, Com, Ext
Dempsey, James	PhD			Sup, Com	Sup, Com	Ext
Harnett, Tanya	MFA	√		Com	Com	
Hokowhitu, Brendan	PhD	√	√	Sup, Com	Sup, Com, Ext	Sup, Com, Ext
Jobin, Shalene	PhD	√	√		Sup	
Kermoal, Nathalie	PhD	√	√	Sup, Com	Sup, Com	Sup, Com, Ext
Parlee, Brenda	PhD	√	√	√	√	Sup, Com, Ext
Robertson, Sean	PhD	√	√	Co-sup	Ext (def)	Ext (proposal)
TallBear, Kim	PhD	√	√			Sup, Com, Ext
Tough, Frank	PhD	√	√		Sup, Com	Sup, Ext
Vermette, D'Arcy	PhD	√	√		Ext (LLM)	

<sup>1</sup>Include only highest *earned* credential; if faculty member is enrolled in a graduate program, indicate in a footnote along with expected completion date.

<u>Key</u>	
MFA	= Master of Fine Arts
PhD	= Doctor of Philosophy
Sup	= Supervisor or Co-supervisor
Com	= Committee Member
Ext	= PhD External Examiner

6.2.5 *Include CVs of core academic staff teaching in the program as well as key administrators (see CAQC's CV template). Be sure their permission has been given.*

(see Appendix I).

### 6.3 Scholarly and Creative Activity

6.3.1 *Describe what constitutes scholarship and/or creative activity for academic staff teaching in this program, and summarize the institutional expectations of academic staff with respect to scholarship and professional development as well as how these are assessed. Describe plans for supporting scholarly activities and professional development of academic staff (see Council's expectations regarding scholarship, research and creative activity in s. 3.7.3 of Council's Handbook).*

#### Scholarship and/or creative activity for academic staff teaching in this program

Scholarship and/or creative activity for academic staff teaching in this program aligns with the Campus Alberta Quality Council's expectations regarding scholarship, research and creative activity where, "Scholarship is a multi-faceted activity involving the creation, integration and dissemination of knowledge" (CAQC *Handbook* p. 42). In the context of FNS and the proposed program, scholarship, research and creative activity include:

- Independent or collaborative research, including applied, policy, quantitative, and qualitative methods
- Currency and competency in relation to the field of Indigenous Studies
- Inquiry and reflective practice
- Knowledge translation
- Composition, creative activity and performance
- Publication
- Presentation at scholarly conferences or expert groups
- Applied scholarship particularly in relation to resource management

#### Institutional expectations and assessment of academic staff with respect to scholarship and professional development

Each faculty member teaching into the proposed program is annually assessed in relation to scholarship, teaching and service through the FNS Faculty Evaluation Committee (FEC). FEC provides an evaluation based on an assessment by the Dean and an annual report provided by each faculty member. Below is the *FNS FEC Standards Manual* in relation to research, scholarly and creative activity, which is used to guide FEC in their annual assessment:

#### *2.2 RESEARCH, SCHOLARLY AND CREATIVE ACTIVITY*

##### *2.2.1 Introduction*

The Faculty recognizes the importance of critical and creative academic work, and in accordance with Article 7 of the *Faculty Agreement* (as amended), encourages Faculty members to contribute to the larger generation of scholarly knowledge through rigorous research and various forms of public dissemination of research results. Publication, and particularly peer-reviewed publication, is an effective way to disseminate research beyond the Faculty and the University to other scholars and to Aboriginal and non-Aboriginal communities in general. Publication is also an important way for faculty members to obtain feedback necessary for continual challenge and academic growth. In this way, research and its dissemination strengthens faculty members' capacity to both learn and teach, and encourage innovative and critical student inquiry.

The diversity of Faculty disciplines is mirrored by the wide range of faculty research interests and activities, publication audiences, and dissemination opportunities. There is also a diversity of research methodologies including primary and secondary, collaborative and individual, and theoretical and applied. Faculty members are actively encouraged to develop respect and appreciation for one another's work in order to build collegial working relationships.

The Faculty encourages faculty members to engage in a broad range of innovative and creative research activities and to contribute to the growing field of Native Studies scholarship generally.



Excellence in scholarship, along with excellence in teaching, is a main objective and is the primary responsibility of all faculty members.

### *2.2.2 Research: General Guidelines*

The responsibilities of a Faculty member shall include active participation in research. To assist with the overall assessment of a faculty members' research performance, the faculty member has the onus of demonstrating the importance of his/her research.

Faculty members may report a particular instance of research dissemination as research or as service, but not as both. In its assessment of research, the Faculty will consider, but not be limited to, the following general criteria:

- The range and quality of the research
- The quality and quantity of the published research results
- Creativity and originality
- Demonstrated progress on long-term research projects, in the context of previous annual reporting of them. The Faculty will assess such projects as “works in progress” providing there is clear evidence that the work has progressed during the year in review. Evidence in this instance may include examples of work in progress or other related supportive materials, and
- The quality and impact of the venues in which the research is publicly disseminated, understanding that different types of research may legitimately be disseminated in different types of venues.

Recognized dissemination of research contributions may include, but is not limited to, the following:

- Refereed books and monographs published by academic presses or other quality presses
- Articles and chapters published in refereed periodicals or books
- Non-refereed scholarly research publications
- Publication of conference presentations (e.g., in proceedings)
- Published book reviews, review articles or critical essays
- Editorship of books, journals or special issues of journals, including contribution to the collection and introductions (e.g., collection of original articles, anthology, periodical)
- Non-print media presentations or creative productions (e.g., internet, radio, television, other technological productions)
- Organizing or making presentations at scholarly conferences • Exhibits (e.g., museums), and
- Workshops (e.g., community, group, or institutional).

#### *2.2.2.1 Additional Research Indicators*

An assessment of research activity should take into account, in addition to publication, the quality and quantity of such research indicators as:

*Activity:*

- Presentation of research papers at professional meetings
- Involvement in commissioned assignments or research projects
- Development of new research techniques and procedures
- Reviews of manuscripts for academic journals and scholarly presses
- Contributions to Faculty and University research seminars
- Participation in granting agency committees

- Reviews of grant applications
- Prizes or awards for scholarly work, and
- Other evidence of research progress.

*Grants:*

Not only do external research grants provide the means to carry out research, but the acquisition of external resources also benefits the Faculty. Grants and other forms of external funding increase the short-term revenue base of the Faculty. They may also assist the Faculty to offer financial support and research opportunities to its students. Relevant considerations include the following:

- Primary development (according to Tri-Council definitions, i.e., writing, co-research) of funding proposals to granting agencies or other sources
- Secondary development of funding proposals (i.e., collaborative proposals)
- Receipt of research grants appropriate to the faculty member’s research goals
- Administration of research funding in conformity with University policies and procedures and, in particular, meeting the obligations set out in the University’s policy document, “Roles and Responsibilities Associated with Research Administration”.

Plans for supporting scholarly activities and professional development of academic staff

The University of Alberta and the Faculty more generally has a wide array of mechanisms that support scholarly activities and professional development of academic staff. The Research Office has a plethora of training programs designed to better equip researchers to attain external grants. FNS faculty are encouraged and do attend relevant training the Research Office offers. The Research Office assigns a specialist to each Faculty, who is tasked with helping promote research in the Faculty, including advising, monitoring and providing feedback on external grant writing. Junior faculty are assigned to mentors who advise on research activities and academic advice in general. FNS supports faculty scholarship and research activity through the EFF-SAS granting funds internal to FNS, which are awarded annually on a peer-reviewed basis. FNS also categorically provides in-kind and direct financial support to grants where the granting agency requires such internal support.

6.3.2 *For doctoral proposals, include a tabular summary of research grants held by key academic staff involved in the program, both (i) in aggregate form, and (ii) by academic staff member, years of tenure of each grant, and source and amount of the grant.*

**Summary of Grants Held by Academic Staff, Home Faculty, Faculty of Native Studies, as of May 4, 2015, Aggregate Form**

	TOTAL	\$195,205	\$577,025	\$772,231
NAME	INTERNAL	EXTERNAL	TOTAL	
ANDERSEN	\$8,164	\$247,079		\$255,243
HOKOWHITU	\$102,695	\$-		\$102,695
JOBIN-VANDERVELDE	\$6,087	\$-		\$6,087
KERMOAL	\$71,842	\$-		\$71,842
PARLEE	\$-	\$170,188		\$170,188
ROBERTSON	\$1,227	\$130,520		\$131,747
TOUGH	\$5,190	\$29,239		\$34,429

**Summary of Grants Held by Academic Staff, Home Faculty, Faculty of Native Studies, as of May 4, 2015,  
by academic staff member, years of tenure of each grant, and source and amount of the grant**

			<b>totals</b>	<b>772,230.56</b>	<b>2,173,140.31</b>
ACADEMIC STAFF MEMBER	YEARS OF TENURE OF GRANT	SOURCE	Funds Available After Commitments	Total Award	Award End Date
ANDERSEN	1	INTERNAL	\$7,091.65	\$21,100.00	06/30/2015
ANDERSEN	2	AB Govt	\$150,298.16	\$356,091.30	03/31/2016
ANDERSEN	2	AANDC	\$21,926.87	\$118,320.00	03/31/2017
ANDERSEN	3	SSHRC	\$74,853.85	\$191,255.00	03/31/2018
ANDERSEN	7	INTERNAL	\$1,072.59	\$4,060.78	03/31/2022
HOKOWHITU	2	INTERNAL	\$87,033.80	\$112,500.00	06/30/2017
HOKOWHITU	4	INTERNAL	\$13,577.50	\$63,675.00	03/31/2019
HOKOWHITU	7	INTERNAL	\$1,192.93	\$4,441.00	02/28/2022
HOKOWHITU	7	INTERNAL	\$891.20	\$6,348.28	03/31/2022
JOBIN VANDERVELDE	1	INTERNAL	\$6,086.66	\$10,000.00	06/30/2015
KERMOAL	1	INTERNAL	\$15,086.82	\$45,304.00	06/30/2015
KERMOAL	2	INTERNAL	\$1,598.39	\$5,000.00	05/31/2016
KERMOAL	2	INTERNAL	\$11,168.15	\$25,000.00	06/30/2016
KERMOAL	2	INTERNAL	\$43,988.27	\$60,000.00	06/30/2016
PARLEE	1	SSHRC	\$50,000.00	\$50,000.00	12/31/2015
PARLEE	3	CRC Salary	\$90,000.00	\$464,700.00	06/30/2017
PARLEE	3	CRC Stipend	\$7,308.81	\$35,300.00	06/30/2017
PARLEE	3	SSHRC	\$22,877.71	\$120,000.00	02/14/2018
PARLEE	3	CFI	\$1.82	\$15,650.88	03/31/2018
ROBERTSON	1	INTERNAL	\$1,227.13	\$10,000.00	08/31/2015
ROBERTSON	4	SSHRC	\$130,519.52	\$211,199.00	03/31/2019
TOUGH	7	INTERNAL	\$5,190.16	\$141,195.07	03/31/2022
TOUGH	1	NE AB METIS	\$29,238.57	\$102,000.00	5/31/2015

Notes to above tables:

1. Data extracted from PeopleSoft Financials researcher's homepage for all grants held by faculty
2. Grant data has only been provided for those faculty whose home Faculty is the Faculty of Native Studies, which excludes Drs. Bielawski and Carter, and Tanya Harnett. That is, grant data has not been provided for monies administered outside the Faculty of Native Studies.
3. Grant data for Drs. Tallbear and Vermette was not available at the time of writing this application.

#### 6.4 Physical and Technical Infrastructure

*Describe the facilities, laboratory and computer equipment (as applicable) available to meet the specialized demands of the program, as well as plans to address any deficiencies in what might be required.*

#### Facilities

FNS is located on the first and second levels of Pembina Hall on the North Campus. Recently, the Canadian Circumpolar Institute has moved out of Pembina Hall, freeing up a common room space and several offices. Four of these offices will become PhD offices housing up to eight PhD students, whilst the common room will serve as a general graduate social space. Offices will be equipped with desks and office equipment.

#### *Métis Archival Project*

The Métis Archival Project (MAP) research project housed by the FNS provides data and digital images for the Métis National Council Historical Online Database. Since 1999, MAP has taken an innovative digital approach to archival records. MAP researchers have specialized experience with databasing, microfilm, microfiche, digital scanning and photography, and image enhancement. MAP researchers have traveled to Library and Archives Canada located in Ottawa to conduct exhaustive archival searches for relevant scrip and Métis historical materials. Student researchers are an integral part of this research project. Previous research projects at MAP have demonstrated that student participation in applied research has fostered many successful professional researchers.

#### *Rupertsland Center for Métis Research*

In 2011, the Rupertsland Institute (RLI), the Métis Nation of Alberta (MNA) and the University of Alberta formally announced the creation of Canada's first Métis-specific academic research centre called the Rupertsland Centre for Métis Research (RCMR). The central purpose of the RCMR is to serve as an expansive academic research program specifically designed for Métis concerns. Leading priorities for the RCMR include the development of a policy think tank, the formation of local, provincial and national connections with Métis communities, building research capacity to advance Métis-specific research, and training and employing student researchers.

#### Computer Equipment

It is expected that students will already possess their own laptops. However, the PhD offices will progressively be populated with surplus Faculty desktops as faculty and staff upgrade.

### **6.5 Information Services**

*Provide an inventory and analysis of information resources to support the program (using standard library reference guides) and plans to deal with any deficiencies, and a description of student access to other information services.*

See Library Impact Assessment (Appendix II).

Students will have access to:

- The University of Alberta's NEOS library system, which contains one of the largest book collections of any university in Canada
- All information services available to University of Alberta graduate students, including gmail, google docs, google calendar, google drive, Beartracks.
- The FNS Reading Room, which contains a wealth of grey literature pertaining to a number of legal and policy documents unavailable in the University's main library
- If applicable, the Métis Archival Project database
- If applicable, resources assembled by the Rupertsland Center for Métis Research.

## **SECTION 7: CONSULTATION AND ASSESSMENT**

### **7.1 Program Evaluation**

*Describe the criteria and methods, which will be used to ensure the ongoing quality of the program. Include mechanisms for periodic review using external evaluation. Include the expected outcomes, key performance indicators and performance targets for the program.*

#### Academic Unit Review

Generally, the University of Alberta is committed to assuring program quality and has a quality assurance peer-review process more broadly called the ‘Academic Unit Reviews’, which includes a formal, policy driven cyclical external review of FNS, comprising a detailed examination of elements related to the quality of teaching, research and administrative support. The Unit Review committee consists of academics and relevant members from various communities, including independent academic experts external to the University of Alberta. The Academic Unit Review helps determine strengths, challenges, opportunities and best practices for each unit. In relation to specific academic programs, the Academic Unit Review focuses on the achievement of learning outcomes and objectives.

The proposed program will be formally evaluated within the larger cyclical Academic Unit Review process, which will focus on the currency of the proposed program and the quality of its learning outcomes. Given the already stated learning outcomes and objectives of the proposed program, the formal review process will focus on the following:

- Depth and Breadth of Knowledge
- Conceptual understanding and methodological competence in relation to research
- Application of Knowledge
- Communication Skills
- Awareness of Limits of Knowledge
- Professional Capacity/autonomy

The program will also be evaluated in terms of 1) its success in training students at an advanced level in the theoretical and methodological precepts of Indigenous Studies in a manner that will enable them to participate in research and teaching in the growing field of Indigenous Studies and cognate disciplines, and 2) its success in preparing students for professional practice in areas of the private and public sector by providing them with the ability to analyze and produce new substantive knowledge on Indigenous issues and, and the skills to effectively communicate and contextualize the diversity of positions within Indigenous communities.

#### Survey of students at terminal stage of program

At the terminal stage of the program, all students will be asked the following questions in alignment with the proposed learning outcomes of the program:

- Has this program promoted a thorough understanding of the general field of Indigenous Studies?
- Was specific knowledge related to your explicit research project enabled through this program?
- Are you able to summarize major themes and current research problems in your area of PhD specialization?
- Are you able to identify areas of research most significant to the field of Indigenous Studies?
- Are you able to identify areas of research most significant to the wellbeing of Indigenous communities you work with?
- Did the program enable the conceptual understanding and methodological proficiency to comprehend, design, and implement research at the forefront of Indigenous Studies?
- Did the program promote the use of existing Indigenous methods and the creation of new methods to answer complex issues in their specialist research areas?
- Has the program informed you of ethical issues in relation to research with Indigenous communities?
- Can you articulate strategies to produce meaningful research ‘with’ as opposed to ‘on’ Indigenous communities?
- Has the program promoted original research and writing that will satisfy peer review and merit publication?

- Do you believe the program has prepared you to cogently, clearly and effectively communicate complex ideas orally for your peers, the public and private sectors, and Indigenous communities?
- Has the program grown your capacity to carry out advanced research within academic, community and/or applied settings?
- Has your research lead to the development of practices, ideas, theories, approaches, and/or materials that will benefit Indigenous communities and those working with Indigenous communities?
- Do you comprehend the limitations of your research findings especially in relation to the generalizability of findings and conclusions to all Indigenous communities?
- Following completion of the program, do you now feel you better possess the social and technical skills and intellectual independence transferable to employment both within and outside the academy?
- Has the program promoted creativity in relation to solving complex situations?
- Has the program promoted responsibility and autonomy?

## 7.2 Consultation / Accreditation or Regulatory Approval

7.2.1 *Building on s. 2.3, outline the consultation that has occurred with other institutions, organizations or agencies, including advisory bodies formed by the applicant institution to assist in program design, implementation and evaluation. This should include, where appropriate, professional associations, regulatory agencies and/or accrediting bodies, and prospective employers.*

Below is a list of organizations and individuals letters external to the University of Alberta including other academic institutions and various communities, from whom we gained letters of support in relation to the proposed program. All of those listed were sent a document that outlined the design, implementation and evaluation of the proposed program. Of note are letters from the Native American Indigenous Studies Association, and other academic units, Indigenous communities and the civic communities, all of whom are possible employees of future graduates of the proposed program. Hard copies of letters of support were provided in Appendix IV of Part A.

Also, see the report compiled by a Faculty of Native Studies Research Assistant in Appendix III (of Part B), called *PhD Programs in Indigenous, Aboriginal and Native Studies* which provides a detailed analysis of PhD program design in Indigenous Studies (and related fields) units across North America.

Organization	Name	Affiliation	Title
<b>Academic Community</b>			
<i>Canada</i>			
University of Northern British Columbia	Dr. Ross Hoffman	Department of First Nations Studies	Chair & Associate Professor
York University	Dr. Bonita Lawrence	Department of Equity Studies	Associate Professor
Yukon College	Dr. Karen Barnes	Administrative Services Division	President & Vice Chancellor
University of Victoria	Dr. Val Napoleon	Faculty of Law	Associate professor & Director, Indigenous Law
University of Victoria	Dr. Christine O'Bonsawin	Department of History	Director, Indigenous Studies Program & Assistant Professor
Trent University	Dr. Lynne Davis	Department of Indigenous Studies	Professor & Program Director, Indigenous Studies Ph.D. Program
McMaster University	Dr. Rick Monture	Indigenous Studies	Academic Director
University of Manitoba	Dr. Peter Kulchyski	Department of Native Studies	Head & Full Professor
University of Lethbridge	Dr. Shelly Wismath	Mathematics & Computer	Professor of Mathematics & Liberal

Wilfrid Laurier University <i>International Native American and Indigenous Studies Association</i>	Dr. Kim Anderson	Science Indigenous Studies	Education Associate Professor & Program Coordinator
University of Otago, New Zealand Te Whare Wānanga o Awanuiārangi, New Zealand University of Canterbury, New Zealand University of Minnesota, USA University of Hawai‘i at Mānoa, USA	Dr. Mark Rifkin Dr. Michael P.J. Reilly Dr. Graham Hingangaroa Smith Dr. Angus Hikairo Macfarlane Dr. Jean O'Brien Maenette K.P. Ah Nee-Benham	Te Tumu, School of Māori, Pacific and Indigenous Studies School of Teacher Education Department of American Indian Studies Hawai‘inuiākea School of Hawaiian Knowledge Center for Indian Education, School of Social Transformation	President Dean & Professor Distinguished Professor of Education & Chief Executive Officer Professor of Māori Research Chair & Professor Dean Professor, Justice and Social inquiry, and Distinguished Scholar in Indigenous Education
Arizona State University, USA University of Montana, USA Victoria University of Wellington, New Zealand	Dr. K. Tsianina Lomawaima Dr. Theodore Van Alst Dr. Rawinia Higgins	Native American Studies School/AVC Maori Research	Assistant Professor and Co-Chair Assistant Vice Chancellor Māori Research & Head of School
<b>Civic Community</b> City of Edmonton Canadian Council on Social Determinants of Health	Don Iveson Jeffrey Cyr	City of Edmonton National Association of Friendship Centres Aboriginal Affairs and Northern Development Canada Alberta Aboriginal Relations National Indigenous Research and Knowledges Network	Mayor Executive Director Acting Regional Director General, Alberta Region Associate Minister Director
Government of Canada Government of Alberta Australian Research Council	Jim Sisson David C. Dorward Dr. Aileen Moreton-Robinson		
<b>Indigenous Community</b> ALEXIS NAKOTA SIOUX NATION Assembly of First Nations Maskwacis Métis National Council First Nations Child & Family Caring Society of Canada Congress of Aboriginal Peoples	Clayton Tony Alexis Perry Bellegarde Dr. Wilton Littlechild Clément Chartier Dr. Cindy Blackstock Betty Ann Lavallée	Office of the National Chief TRC	Chief National Chief International Chief of Treaty No. 6, 7 and 8 President Director National Chief

Tłı̨chǫ Nation / Dogrib (Tlicho) Nation Community for the Advancement of Native Studies (CANS)	Richard Van Camp		
Métis Nation of Alberta Wicihitowin Circle of Shared Responsibility and Stewardship	Dr. Edward C. Valandra Audrey Poitras	MNA Head Office	Founder President
Cold Lake First Nation Rupertsland Institute – Métis Centre of Excellence	Reg Potts Bernice Martial		Chief Executive Officer Grand Chief
<b>Alumni</b> University of Victoria	Lorne Gladu Kirsten Lindquist		CEO Master of Art Candidate
Woodward & Company	Brock Roe	Native Studies Honors Native Studies Honors & Law	Lawyer

7.2.2 *If the program is subject to accreditation or approval of a regulatory body, provide a description of the review process, requirements of the body and timing of the review (if in process). If possible, a chart or table may be useful to outline accreditation or regulatory approval requirements.*

N/A

7.2.3 *If not already covered in 7.2.2., indicate how graduates will meet professional or regulatory expectations.*

N/A

**7.3 Reports of Independent Academic Experts**

*CAQC views external peer review, which can be both formative and summative, as foundational to ensuring the quality of academic programs. In order to strengthen the proposal, before the proposal is finalized, the institution should consult with one or more independent academic experts it selects from outside the institution to provide advice regarding all aspects of the program. The report(s) of these external independent academic experts should be provided, along with the institution’s response to the report(s). If an institution wishes a program proposal to be exempted from the normal requirement of an assessment by an external expert, it must provide a compelling case as part of its request for a Fully Expedited Review. Short résumés of the academic experts involved and a rationale as to why they were selected should be provided (see CAQC’s guidelines with respect to the selection and use of Independent Academic Experts in Appendix I of the CAQC Handbook).*

**SECTION 8: OTHER**

**8.1 Adverse Claims or Allegations**

*Disclose any adverse claims or allegations that might affect this application or be of concern to Council.*

N/A

**8.2 Statement of Institutional Integrity**

*Include a signed Statement of Institutional Integrity (see Council template on web site).*



### 8.3 Other documentation

*Provide any other supporting documents such as the Graduate Program Handbook, Faculty Handbook, current calendar, cyclical review of programs policy, etc. that would add support to the applicant's case and would help reviewers (provide website links, if available).*

<http://www.registrar.ualberta.ca/calendar/GradStudies-and-Research/Programs/205.47.html#205.47>

Faculty of Graduate Studies and Research <http://uofa.ualberta.ca/graduate-studies>

FGSR Graduate Program Manual <http://uofa.ualberta.ca/graduate-studies/about/graduate-program-manual>

Faculty of Native Studies [www.nativestudies.ualberta.ca](http://www.nativestudies.ualberta.ca)

Office of the Registrar <http://uofa.ualberta.ca/current-students>

Collective Agreement for Graduate Students <http://www.hrs.ualberta.ca/en/MyEmployment/Agreements.aspx>

Graduate Students' Association <http://www.gsa.ualberta.ca>

Students' Union <http://www.su.ualberta.ca/>

U of A Libraries <http://www.library.ualberta.ca/>

Academic Integrity Handbook for Graduate Students  
<http://www.osja.ualberta.ca/en/Students/GraduateHandbook.aspx>

Aboriginal Student Services Centre (ASSC) <http://www.aboriginalservices.ualberta.ca/>

Scholarships and Awards <http://www.registraroffice.ualberta.ca/Scholarships-and-Awards.aspx>

Specialized Support and Disability Services <http://www.sds.ualberta.ca/>

University Wellness Centre <http://www.uwell.ualberta.ca/>

**Appendix I: CVs of Core Academic Staff Teaching in the Program**

## **Appendix II: Library Impact Assessment**

**Appendix III: Research Report compiled by Faculty of Native Research Assistant, *PhD Programs in Indigenous, Aboriginal and Native Studies***

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PHD, SPECIAL CASE BASIS, DEPARTMENT OF NATIVE STUDIES, UNIVERSITY OF SASKATCHEWAN, SASKATOON, SK .....	38
PHD, INTERDISCIPLINARY GRADUATE STUDIES, UNIVERSITY OF BRITISH COLUMBIA, VANCOUVER, BC .....	39
PHD, INDIGENOUS GOVERNANCE, FACULTY OF HUMAN AND SOCIAL DEVELOPMENT, SCHOOL OF INDIGENOUS GOVERNANCE, UNIVERSITY OF VICTORIA, VICTORIA, BC .....	39
PHD, INDIGENOUS STUDIES, CENTRE FOR CROSS-CULTURAL STUDIES, UNIVERSITY OF ALASKA, FAIRBANKS, AK .....	39
PHD, AMERICAN INDIAN STUDIES, DEPARTMENT OF AMERICAN INDIAN STUDIES, UNIVERSITY OF ARIZONA, TUCSON, AZ .....	40
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### Program Comparison Chart

Institute	PhD	Focus	Courses	Requirements	Funding	Residency
Trent University	Indigenous Studies	History & Politics OR Contemporary Social & Cultural Issues	Yes – 2 years	Coursework, Language Requirement, Comprehensive Exams, Candidacy, Original Research, Dissertation	Yes – minimum \$17,698 for the first 4 years, apply for scholarships and fellowships	2 years
University of Manitoba	Native Studies	Aboriginal Governance; Aboriginal Political Economy; Métis Studies; Sub-Arctic & Arctic Studies; Indigenous Arts & Humanities; Material Culture	Yes – 12 credits	Coursework, Language Requirement, Original Research, Dissertation	Yes - \$2000, apply for scholarships and fellowships	1 year
University of Saskatchewan	Indigenous Studies	Special Case Basis	Special Case Basis	Special Case Basis	Special Case Basis	Special Case Basis
University of British Columbia	Inter-disciplinary Studies	Individualized or Themed	Yes – 12 credits	Courses, supervisor and committee determine Comprehensive Exams and/or Candidacy, Original Research, Dissertation	Not Specified	Not Specified
University of Victoria	Indigenous Governance	Special Case Basis	Special Case Basis	Special Case Basis	Special Case Basis	Special Case Basis
University of Alaska	Indigenous Studies	Indigenous Studies & Research; Indigenous Knowledge Systems; Indigenous Education & Pedagogy; Indigenous Languages; Indigenous Leadership	Yes – on campus or distance	Coursework, Comprehensive Exams, Candidacy, Original Research, Dissertation	Not Specified	Not Specified
University of Arizona Tucson	American Indian Studies	American Indian Law & Policy; American Indian Literature; American Indian Societies & Culture;	Yes	Not Specified	Graduate Teaching Assistantship, apply for scholarships and fellowships	Not Specified

University of California, Berkeley		American Indian Education				
	Ethnic Studies	Not Specified	Yes – 2 years	Courses, Comprehensive Exams, Language Requirement, Candidacy, Original Research, Dissertation	Financial aid available, apply for scholarships and fellowships	2 years

### Expanded Program Information

#### PhD, Indigenous Studies, Indigenous Studies Department, Trent University, Peterborough, ON

##### Vision Statement:

“The Indigenous Studies PhD Program at Trent University seeks to ensure that physical, mental, emotional and spiritual dimensions of Aboriginal knowledge, as reflected in traditional and contemporary world views and expressed in practice, are articulated, discussed, documented, recognized and experienced.

In order to achieve this vision, the Indigenous Studies PhD Program will offer an educational opportunity at an advance level of study within a respectful environment. Students will be engaged in learning experiences that are centred in Aboriginal cultures in content and process and reflect the interaction between traditional and contemporary Aboriginal knowledge within the academic context. Ours is an interdisciplinary program developed and sustained in partnership with the Aboriginal community which seeks to advance learning through creative interaction of teaching, research and experience of the highest quality.”

- Program was the first of its kind in Canada and one of only two in North America.
- Established 1999, Canada’s first PhD program in this subject, builds on a record of extensive undergraduate and graduate teaching and research.
  - Indigenous Studies program founded in 1969, oldest in the country. By 1972, Indigenous Studies offered 8 courses towards a Bachelor’s degree with an enrolment of 400 students.
  - 1984, after consulting Native communities, Master’s program was introduced.
- Program Objectives:
  - To advance Indigenous Studies as an interdisciplinary field of study through the rebuilding and recognition of Indigenous knowledge and to generate academic research which reflects Aboriginal/Indigenous experiences.
  - To make available to students, at an advanced level, education in Indigenous Studies that will enable graduates to employ a range of skills in the context of Aboriginal communities, as well as in Aboriginal and non-Aboriginal organizations.
  - To explore research methodologies reflective of the Aboriginal/Indigenous experiences.
  - To prepare students for careers in teaching and research, administration, business and government.

Fundamental to the PhD program is the incorporation and integration of Indigenous and Western knowledge within an interdisciplinary setting.
- 2 years of structured course work (2-year residency requirement), comprehensive exams, candidacy defense, primary research leading to a doctoral dissertation.
- 2 streams: history and politics; contemporary social and cultural issues.
  - Currently offers over 30 courses at the undergrad/graduate levels – Aboriginal languages, law, history, politics, literature, theatre, urbanization, education, culture, critical theory, community development, research methodology, women, self-government, and Aboriginal thought.
- Unique features of program: placement of students with an Aboriginal/Indigenous community or organization – helps to ensure that students are grounded in the culture and experience of Aboriginal/Indigenous peoples; opportunity to work w/ an elder through the Bimaadiziwin/Atonhetseri:io option; international component, “Indigenous Studies Thailand Year Abroad Program.”
- Program overseen by an Indigenous Studies PhD Program Council composed of Aboriginal community members, faculty from Indigenous Studies and other departments, PhD student representatives and senior university administrators.
  - Administered by two Co-Directors: a Program Director (faculty) and a Director of Studies (Aboriginal elder or Traditional person external to Trent) (appointed for a term of up to three years by the Indigenous Studies PhD Council).

- Aboriginal/Indigenous community members, faculty from Indigenous Studies and other departments, PhD student representatives, and senior university administrators.
- Meets 3-4 times per year.
- Entrance requirements: Master's degree (or equivalent), at least an upper second class standing (grade of B+ or better); qualifying year for students who have a Master's degree but no background in Indigenous Studies.
- Language requirement (Aboriginal preferred): passing an examination in an Aboriginal language administered by the Indigenous Studies department; presenting a transcript with a grade of B or better in an Aboriginal language course taken at an accredited university.
- Faculty: Lynne Davis, Mark Dockstator, Chris Furgal, Dan Longboat, Edna Manitowabi, Don McCaskill, Neal McLeod, David Newhouse, Shirley Ida Williams.
- PhD Funding: minimum of \$17, 698 per year for the first 4 years of study, based on research fellowships, scholarships and a Graduate Teaching Assistantship, which involves teaching for a maximum of 10 hours a week over the academic year. Other funding opportunities: Ontario Graduate Scholarship Program, SSHRC.
- Contacts: Paula Sherman, Director, PhD Program in Indigenous Studies; Doug Williams, Director of Studies, PhD Program in Indigenous Studies.

#### **PhD, Indigenous Studies, Department of Indigenous Studies, University of Manitoba, Winnipeg, MB**

- Department of Native Studies established in 1974, w/ a recently-developed PhD program.
- Graduate program offers specialization in First Nation, Inuit, and Métis histories, cultures, social, and theoretical issues.
- Program is based on the interdisciplinary approaches to research and scholarship, includes an emphasis on Indigenous scholarship, Indigenous epistemologies, a strong ethical commitment to Indigenous rural and urban communities, and a high regard for peer review processes.
- Current faculty consists of individual with degrees in Political Science, Anthropology, Economics, English, History, and Art History.
  - Leading to 5 areas of particular strength: Aboriginal Governance, Aboriginal political economy, Métis Studies, Sub-Arctic and Arctic Studies, Indigenous Arts and Humanities (including film studies) and material culture.
- Eligibility: high academic standing in previous university work (minimum GPA of 3.5 in the last 60 credit hours of course work); a Master's degree in NS or a related discipline; an area of research which may be supported by a NS faculty member; a clear sense of the scope and relevance of research as articulated in a written proposal.
- Areas: Aboriginal land, resource and constitutional rights, governance, politics, economic and ecological development, identity, contemporary Aboriginal literatures, Indigenous film, languages, gender, justice issues, post-colonial historiography and criticism.
- Courses: core courses in the Native Studies Department and optional course offerings in other departments.
- Emphasis is on research – dissertation is a degree requirement in both MA and PhD programs.
- General regulations: 12 credits of course work (beyond the course work they may have completed for a Master's degree and a minimum of 50% in NS); 6 credit hours in an Aboriginal language (if this requirement hasn't already been satisfied); residency requirement of at least one academic year.
- Financial Assistance – University of Manitoba Graduate Fellowships, SSHRC Fellowships, Manitoba Health Research Council Studentships, The Department of Native Studies Graduate Scholarship (\$2,000 for all students enrolled in the program), CD Howe Foundation Fellowships in Creative Writing and Oral Culture, Grant-Supported Research Assistantships, Canada Student Loans and Manitoba Government Bursaries, Teaching Assistantships and Sessional Lectureships, Conference Travel Support.
- Faculty: Renate Eigenbrod, Sherry Farrell-Racette, Tasha Hubbard, Peter Kulchyski, Emma Larocque, Niigaanwewidam Sinclair, Fed Shore, Chris Trott, Wanda Wuttunee.
- Contacts:
  - Dr. Renate Eigenbrod, Graduate Program Chair for PhD Students, 204-474-7026

#### **PhD, Special Case Basis, Department of Native Studies, University of Saskatchewan, Saskatoon, SK**

- PhD Program is available on a special case basis.
- Faculty Members: Winona Wheeler, Bonita Beatty, Denise Fuchs, Robert Innes, Ron Laliberte, and Priscilla Settee.
- Current Research: "Indigenous Masculinities, Identities and Achieving *Biimaadiziwin*," Kim Anderson & Robert Innes; "Growing Pains: The Dynamics of First Nations Agriculture in Manitoba, 1850s-1960s," Sarah Carter & Winona Wheeler; "Nemi Hipphanipi – 'River People': A Sandy Bay Cree First Nation History," Denise Fuchs;

“Historical Atlas of First Nations in Manitoba – Early Reserve Era Agricultural Development and Treaty Implementation,” Winona Wheeler; “Kéhtéyatisak Otahchimowiniwaw Kayas kaki pé-ihikihk Ochékiwi Sipiik: Elders’ stories about the history of Fisher River,” Winona Wheeler; “National Network for Urban Indigenous Economic Development,” Greg Halseth, Roger Maaka, & Ron Laliberte; “First Nations and Métis Identities in Cities,” Evelyn Peters, Roger Maaka, & Ron Laliberte; “Otipimsuak Atlas: Métis People and Lands of Northwest Saskatchewan,” Keith Carlson, Frank Tough, Lawrence Martz, & Clement Chartier; “International Network of Researchers of Indigenous People in Cities,” Evelyn Peters & Roger Maaka; “How can communities better facilitate the respect and dignity of elders (seniors) during Chronic and/or End of Life Care?” Bonita Beatty; “Northern Life and Development Project: 1945-1960,” Bonita Beatty; “Northern Life: Translating Cree Diaries of Traditional herbalist and midwife 1940-1970,” Bonita Beatty.

- Contacts:
  - Dr. Winona Wheeler, Graduate Chair, [winona.wheeler@usask.ca](mailto:winona.wheeler@usask.ca)
  - Michelle Jarvin, Graduate Secretary, [michelle.jarvin@usask.ca](mailto:michelle.jarvin@usask.ca), 306-966-6209

#### **PhD, Interdisciplinary Graduate Studies, University of British Columbia, Vancouver, BC**

- Students have the option of choosing one of two programs: individualized or themed.
- Admission requirements: Master’s degree (except in exceptional cases), student’s record of academic and professional achievements, letters of recommendation, quality and feasibility of the proposed study and research plan, supervisor’s ability to support the program of study, and availability of financial and operational support.
- Program requirements are developed in consultation w/ and approved by the supervisor and program committee. 12 course credits are required. The supervisor and program committee in consultation with the student determine comprehensive exams and a dissertation is the end result.
- Contact: Dr. Gregory Younging, Associate Professor, [gregory.younging@ubc.ca](mailto:gregory.younging@ubc.ca), 250-807-9622

#### **PhD, Indigenous Governance, Faculty of Human and Social Development, School of Indigenous Governance, University of Victoria, Victoria, BC**

- Special Arrangement degree program; the program does not currently offer a regular PhD degree program.
- These degree programs are created on an individual basis (applicant’s responsibility to arrange the details of the program).
- Dean of Graduate Studies sets the quota for the number of individual special arrangement degrees permitted in any academic unit.
- Faculty: Taiaiake Alfred, Jeff Corntassel, Heidi Kiiwetinepinesik, and James Tully.
- Contact: Jeff Corntassel, Graduate Advisor, [ctassel@uvic.ca](mailto:ctassel@uvic.ca)

#### **PhD, Indigenous Studies, Centre for Cross-Cultural Studies, University of Alaska, Fairbanks, AK**

- Joint PhD program in Indigenous Studies is sponsored by the UAF Graduate School in Collaboration w/ the College of Liberal Arts, School of Education, and College of Rural and Community Development.
- Common core curriculum that all students complete, coupled w/ 5 thematic specialty areas:
  - Indigenous Studies/Research; Indigenous Knowledge Systems; Indigenous Education/Pedagogy; Indigenous Languages; Indigenous Leadership.
- In collaboration w/ the graduate committee, each student develops a program of coursework and research based on one of the 5 themes.
- Mission: The mission of the Indigenous Studies PhD program is to draw and build upon the academic and research capabilities at UAF to offer an integrated course of advanced graduate study that addresses long-standing issues of concern to the state, the nation and the world. The program will consist of a common core curriculum that all students will complete, coupled with five thematic areas of emphasis from which students will choose a concentration: indigenous research; indigenous knowledge systems; indigenous education; indigenous languages; and indigenous leadership.
- Program Goals:
  - To provide the programmatic infrastructure for advanced, in-depth, interdisciplinary graduate studies and research in academic fields related to the role of indigenous knowledge and ways of knowing the contemporary world.
  - To prepare graduates who are capable of conducting basic and applied research on social, political, educational, economic and cultural issues of concern to people and communities in the circumpolar north, with a particular emphasis on Alaska.



- To expand the pool of knowledge and highly skilled Alaskans who can assume leadership and technical positions with public and private sector organizations, including universities, school districts, social service agencies, Native corporations, tribal governments, and state and federal agencies in Alaska and beyond.
- To provide a venue to sponsor state, national and international seminars, conferences, exchanges and comparative research programs that bring people together around issues of concern to Alaska, the circumpolar north, and indigenous people throughout the world.
- To contribute to and tap into newly emerging bodies of academic scholarship that address the role of indigenous knowledge systems in fields such as ecological studies, natural resources management, health care, education, language revitalization, community development, social services, justice, and Native issues.
- To achieve economies-of-scale that put existing university resources and capabilities to more effective and efficient use in addressing issues of concern to all Alaskans.
- The program is offered through a variety of flexible course delivery methods to students living throughout Alaska and beyond – campus-based and distance education courses.
- Program requirements – coursework, comprehensive exams, candidacy, research leading to a dissertation, cultural experience as defined by program faculty (e.g. cultural camp).
- Admission requirements – based on undergraduate and post-baccalaureate GPA, statement of academic interest and research intent, relevant community or professional experience, and three letters of reference. Most students will already have a master’s degree in a relevant field, though exceptional students with a bachelor’s degree will be considered.
- Faculty Members: Ray Barnhardt, Beth Leonard, Bryan Brayboy, James Ruppert, Larry Kaplan, and Gordon Pullar.
- Contact, Centre for Cross-Cultural Studies: [rjbarnhardt@alaska.edu](mailto:rjbarnhardt@alaska.edu), 907-474-1902.

**PhD, American Indian Studies, Department of American Indian Studies, University of Arizona, Tucson, AZ**

- Graduate Interdisciplinary Program, seeks to develop through research, scholarship, teaching, and student advisement a wide scope of understanding of indigenous peoples of the Americas – their languages, cultures, traditions and sovereignty. Program is designed to prepare students to conduct basic and applied scholarly research tools appropriate for and useful to sovereign tribes; and to train candidates to assume leadership and policy-making roles in higher education, tribal communities, the state and the nation.
- Students are required to study across various concentrations including: American Indian Law and Policy, American Indian Literature, American Indian Societies and Cultures, and American Indian Education. Candidates will specialize in research related to one of the concentrations and take courses in at least two other areas of study to ensure an interdisciplinary focus.
- Entrance Requirements: Master’s degree or equivalent from an accredited institution, minimum GPA of 3.2.
- Funding: Graduate Teaching Assistantship funding may be awarded, provided funds are available and satisfactory progress is made.
- Faculty: Raymond Austin, Barbara Babcock, Manley Begay, Karletta Chief, Benedict Colombi, Stephen Cornell, J. Ed deSteiguer, Larry Evers, Amy Fatzinger, T. J. Ferguson, Mary Jo Tippeconnic Fox, Stephanie Fryberg, Patrisia Gonzales, Robert A. Hershey, Tom Holm, James Hopkins, Susan Lobo, K. Tsianina Lomawaima, Eileen Luna Firebaugh, Barbara J. Mills, Sheilah Nicholas, Roger L. Nichols, Stacey Oberly, Nancy Parezo, Richard Stoffle, Ronald L. Trosper, Franci Washburn, Rob Williams, Mary Willie, Leisy Wyman, Ofelia Zepeda.
- Contact: 520-621-7108.

**PhD, Ethnic Studies, University of California, Berkeley, CA**

- “Graduate Group in Ethnic Studies” was co-founded in 1984 by the Departments of Ethnic Studies and African American Studies. The program has since expanded to include the less historically studied or newer minority populations, newer forms of mixed race, and the construction of whiteness in the process of racialization.
- Broad theory courses include themes of: post-colonial theory, oppositional thought, transnational feminisms, queer feminist thought, visual culture and racialization, poetics of alterity, racial political thought, psychoanalysis and phenomenology, philosophies defining the human, sex and the body of meaning, and the cultural politics and economics of art worlds. There are seminars on “Third World” or women of colour feminisms, which include the foundational contributions of queer feminists of colour.
- Program Requirements – 2 years of core courses: year 1 courses include comparative and interdisciplinary ethnic studies and interdisciplinary and ethnic comparative studies of history and narrativity; year 2 includes courses on theories and methods; Take-home comprehensive exams based on coursework; Doctoral qualifying exam (oral), which consists of 3 literature review essays, each drawn from bibliographies of 20-30 secondary sources; Prospectus and dissertation.

- Foreign language requirement – proficiency in a language other than English is required and this must be fulfilled before a student takes the doctoral qualifying exam. This requirement can be fulfilled by: passing a written exam, providing evidence of having completed a 4-semester sequence of undergraduate language course, or providing evidence of proficiency from secondary school or university transcripts.
- Criteria for Admission – academic achievement (minimum of 3.0), statement of purpose, writing sample, letters of recommendation, match of research interest to faculty expertise and research interests, promise of extending Ethnic Studies scholarship, disadvantages overcome, and record of community service.
- Faculty Members: Tom Boilsi, Catherine Ceniza Choy, Keith P. Feldman, Evelyn Nakano Glenn, Ramón Grosfoguel, Shari Huhndorf, Elaine H. Kim, Beatriz Manz, David Montejano, Michael Omi, Laura Eliza Pérez, Beth H. Piatote, José David Saldívar, Alex M. Saragoza, Lok Siu, and Khatharya Um.

#### **Other Programs in Native/Aboriginal/Indigenous Studies**

- PhD, Indigenous Peoples Education, Department of Educational Policy Studies, Faculty of Education, University of Alberta, Edmonton, Alberta
  - Aim – to facilitate and support Indigenous scholars whose work is grounded in the values, integrity, and knowledge systems of Indigenous peoples locally and globally. Cultural activities include orientation weekends, sharing circles, Elders support and ceremony.
  - Program requirements: minimum of 36 credits (minimum of 24 in graduate courses and a dissertation); Candidacy exam; dissertation and defense.
- PhD, Aboriginal Health, Collaborative Program in Aboriginal Health, University of Toronto, Toronto, ON
  - Participating degree programs, PhDs: Adult Education & Community Development, Anthropology, Counseling Psychology, Geography Medical Science, Nursing Science, Nutritional Sciences, Sociology in Education.
  - Main objective: provide graduate training in AB health research and practice while enhancing mutually beneficial relationships w/ Aboriginal communities and organizations.
- PhD, Aboriginal Social Work, Lyle S. Hallman Faculty of Social Work, Wilfred Laurier University, Waterloo, ON
- PhD, Aboriginal History, Department of History, Faculty of Arts, University of British Columbia, Vancouver, BC
- JD, Aboriginal Law, Osgoode Hall Law School, York University, Toronto, ON
- JD, Aboriginal Law, Faculty of Law, University of Toronto, Toronto, ON
- JD, First Nations Legal Studies, Faculty of Law, University of British Columbia, Vancouver, BC
- JD, Law & American Indigenous Studies, University of Arizona Tucson
- PhD, Aboriginal/Indigenous Education, Ontario Institute for Studies in Education & Department of Adult Education and Counseling Psychology, University of Toronto
- PhD, Canadian and Aboriginal Art, Department of Fine Arts, Faculty of Visual Arts, York University, Toronto, ON
- PhD, Indigenous Thought, Department of Equity Studies, Faculty of Liberal Arts and Professional Studies, York University, Toronto, ON
- PhD, Postcolonialism, Indigenous Peoples and Places, Department of Geography, Faculty of Arts and Science, Queen’s University, Kitchener, ON
- PhD MINOR, Native American & Indigenous Studies, Department of American Studies, Indiana University Bloomington.

#### **2014/15 PhD Indigenous Studies Tuition Fees, relevant programs**

Institution	Domestic Students	International Students
Alaska	\$7,254.00 USD	\$30,090.00 USD
Alberta	\$5,515.00	\$8,369.00
Arizona	\$11,800.00 USD	\$28,800.00 USD
British Columbia	\$4,524.84	\$7949.37
California Berkeley	\$16,293.50 USD	\$31,395.50
Manitoba	\$4,455.70	\$8,911.40
Saskatchewan	\$3,729.00	\$5,593.50
Trent	\$9,120.70	\$18,581.73
Victoria	\$5,358.30	\$6,375.90

Fees for PhD Programs in Indigenous Studies (or comparable programs) for 2014-2015 academic-year.

Institution	Domestic Students	International Students
Alaska	\$7,254.00 USD	\$30,090.00 USD
Alberta	\$5,515.00	\$8,369.00
Arizona	\$11,800.00 USD	\$28,800.00 USD
British Columbia	\$4,524.84	\$7949.37
California Berkeley	\$16,293.50 USD	\$31,395.50
Manitoba	\$4,455.70	\$8,911.40
Saskatchewan	\$3,729.00	\$5,593.50
Trent	\$9,120.70	\$18,581.73
Victoria	\$5,358.30	\$6,375.90



July 22, 2015

To Whom It May Concern:

**Re: Faculty of Native Studies Proposal For A PhD In Native Studies**

The Faculty of Agricultural, Life and Environmental Sciences (ALES) strongly supports the proposal by the Faculty of Native Studies to create a doctoral program in Native Studies, which will allow scholars to develop in depth research skills and increase our knowledge of crucial issues which require greater understanding.

The Faculty of Native Studies takes a specialized approach to its complex social science work, incorporating traditional indigenous knowledge and focusing on community engagement. A doctoral program will build upon the outstanding multidisciplinary Bachelors and Masters degree programs currently offered by the Faculty of Native Studies, allowing students to approach important research questions around Aboriginal governance and environmental management at a higher level, and with an understanding of First Nation, Metis and Inuit perspectives and needs, thus increasing Alberta, and Canada's, capacity in these areas.

The proposed PhD program will foster educational opportunities for the young indigenous population in Alberta and beyond. It will also foster comprehension of indigenous knowledge as partnerships and interrelationships are developed with indigenous peoples by multiple stakeholders including government, business, industry and academe. In all of these arenas of current and potential activities, we require leaders who can contribute to knowledge production and policy making. These leaders will benefit from a PhD level education, such as that proposed by the Faculty of Native Studies.

Much of the work conducted in the Faculty of Native Studies closely compliments research undertaken in the Faculty of ALES, connected to environmental studies, resource economics, human ecology and community nutrition. A number of professors are jointly appointed in both Faculties, and the Faculty of ALES and the Faculty of Native Studies currently offer a joint undergraduate program where students earn both a BSc in Environmental and Conservation Sciences, and a BA in Native Studies. Given our close and productive connections, the Faculty of ALES is fully confident in the ability of the Faculty of Native Studies to deliver a very high quality, rigorous doctoral program which will benefit a significant number of students, and train graduates to address issues of major social and scientific importance.

Thus the Faculty of ALES sincerely hopes that this proposal will be accepted. We believe the program is needed, is strong and comprehensive as proposed, and has every likelihood of success.

Sincerely,

A handwritten signature in black ink that reads 'M. Anne Naeth'.

M. Anne Naeth, PhD, PAg, PBiol  
Associate Dean (Research and Graduate Studies)

6-33 Humanities Centre  
Edmonton, Alberta, Canada T6G 2E5  
Tel: 780.492.ARTS  
Fax: 780.492.7251  
[www.arts.ualberta.ca](http://www.arts.ualberta.ca)

December 11, 2014

Dr. Brendan Hokowhitu, PhD  
Dean, Faculty of Native Studies  
2-31 Pembina Hall  
University of Alberta

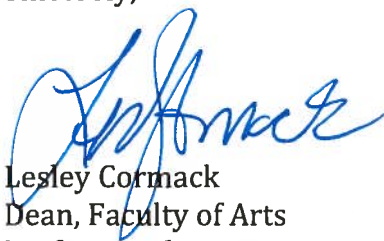
Dear Brendan,

**I write in support of your proposed PhD program in Indigenous Studies.** The development of a unique western Canadian PhD program in Indigenous Studies is very exciting, in line with the continued development of Indigenous Studies as a discipline, and important in creating a community of scholars who can carry the discipline forward.

As you know, there is significant expertise and interest in Indigenous Studies across various disciplines in the Faculty of Arts at the University of Alberta. Clearly, the areas of emphasis in your proposed PhD program in Indigenous Studies will complement many existing areas of interest within the Faculty of Arts, including History, Critical Theory, Gender, Languages and many others. Thus, the creation of the PhD in Indigenous Studies will increase learning opportunities and collaborative research opportunities for many Arts' graduate students and faculty members, in addition to serving the needs of the IS students themselves.

I look forward to the potential collaborations, and give this program my full support.

Sincerely,



Lesley Cormack  
Dean, Faculty of Arts  
Professor of History  
6-33 Humanities Centre  
University of Alberta  
Edmonton, AB T6G 2E5



17 December 2014

Dr. Brendan Hokowhitu  
Dean, Faculty of Native Studies  
University of Alberta  
2-31 Pembina Hall  
Edmonton, AB T6G 2H8

**Re: Support for PhD Program in Indigenous Studies, Faculty of Native Studies**

Dear Dean Hokowhitu:

I am pleased to write a letter of support for the Faculty of Native Studies' proposed PhD Program in Indigenous Studies. My support is based on academic grounds, but also with acknowledges the important social implications of this proposal for our university, wider community and beyond. I was a strong supporter of the MA degree in Native Studies when it was proposed, and consider a PhD degree in indigenous studies as a logical development of the Faculty's graduate programme.

As most readers on the Committee will no doubt be aware, the field of indigenous studies has grown in leaps and bounds over the past decades. There are now countless scholars and graduate students working in the field as – appropriately – different contexts seek to understand the complexities of their colonial pasts and develop ways to deal with the socio-political, economic and cultural effects thereof. This burgeoning field is thus of necessity varied. It not only provides debate on numerous facets of past and present forms of indigeneity and their location within historical struggles, but also grapples with ways to exact futures for generations to come.

As demographic changes rapidly shift in our region, such knowledge is crucial to redress the paucity of past narratives. The latter have for too long displaced, marginalized or worse silenced indigenous voices that are crucial for understanding the legacy of our past, and for imagining how one might forge new, diverse and equal social forms. It is my firm belief that developing a PhD Program in Indigenous Studies will contribute vitally to reclaiming and developing such knowledge. It is important to stress that without the latter, the very task of thinking about societies – past, present or future – tends be subordinated to dominant claims of a given context. This is perhaps why more and more fields of study, including the socio-legal fields in which I work, are turning to key debates in indigenous studies field to broaden and rethink key scholarly approaches and methodologies.

Aside from the knowledge bases that indigenous studies will lend to the development of equitable and diverse Canadian and Albertan societies, it promises to immerse our students in patterns of thought that are already much in demand, and that — with known



December 22, 2014

Dr. Brendan Hokowhitu  
Dean, Faculty of Native Studies  
University of Alberta  
2-31 Pembina Hall  
Edmonton, AB T6G 2H8

**Re: Support for PhD Program in Indigenous Studies, Faculty of Native Studies,  
University of Alberta**

Dear Dean Hokowhitu,

The Sociology Department, University of Alberta, is pleased to support your Faculty's proposed Doctor of Philosophy Program in Indigenous Studies. To my knowledge, there are very few such programs in North America, but the need for them is great. Having such a program at the University of Alberta would significantly enhance the important teaching and research in Indigenous Studies that your Faculty already supports, and would complement the research interests of scholars in a number of other faculties and departments at the University of Alberta, including the Sociology department. To make that point, I should note that one of the leading researchers in your faculty (Dr. Chris Andersen) received his PhD from our department some years ago. Members of my department voted unanimously earlier this month to recommend to the Dean of Arts that Professor Andersen be appointed as an Adjunct Professor in our department so that he could co-supervise graduate students. In fact, a number of our recent MA and PhD students have focused their research interests on Indigenous Studies with support from members of your Faculty.

Colleagues in Sociology are excited about the possibility of your Faculty receiving a PhD program, and look forward to further opportunities to collaborate in teaching and research activities with your Faculty and doctoral students within it.

Sincerely,

Harvey Krahn, PhD  
Professor and Chair



December 18, 2014

Dean Brendan Hokowhitu  
2-31 Pembina Hall  
Faculty of Native Studies  
University of Alberta  
Edmonton, AB T6G 2H8

Re: Support for PhD Program in Indigenous Studies, Faculty of Native Studies, UAlberta

Dear Dean Hokowhitu,

I am delighted to write a letter of support for the Faculty of Native Studies for the proposed Doctor of Philosophy (PhD) program in Indigenous Studies (IS). A PhD program will be an excellent addition to the already strong offerings in the Faculty.

I spent a year in the Faculty of Native Studies in 2008-2009, as a Fulbright Research Scholar, doing research on autobiographical narratives about the Indian residential school experience. I chose the University of Alberta as my research site because I wanted to have the experience of being a part of a **Faculty** of Native Studies. While some universities have interdisciplinary programs in Native Studies, or (less often) Departments of Native Studies, the University of Alberta is unique in having a Faculty of Native Studies. To me, coming from the U.S., I was struck by that level of commitment on the part of the university and I was quite interested in seeing how the Faculty functioned in itself and within the university. My positive experience here as a Fulbright Research Scholar in the Faculty of Native Studies in 2008-2009 was a large part of what led me to consider the current job I hold as Chair of the Department of Modern Languages and Cultural Studies, in the Faculty of Arts. While that position doesn't allow me to be as involved in Native Studies as I would like, I still benefit from the scholarly and cultural activities of FNS.

My experience with the FNS allows me fully to support this proposal to offer a PhD in Indigenous Studies. The work of these future PhD scholars will make crucial contributions to our discipline in the academy as well as to our communities. There is a growing demand in Alberta and Canada more broadly to seek understanding of Indigenous knowledge, to form new partnerships with communities and organizations, and to engage in social issues in order better to understand people in all their diversity. This PhD program will encourage and train individuals who will serve the broader community as policy makers, community advocates, and business leaders. Edmonton currently has the fastest growing population of Indigenous people in Canada, making this program all the more relevant and timely.

Within academia, the discipline of Indigenous Studies continues to grow. In my field, crucial critical and creative work is done by scholars involved in organizations like the Native American and Indigenous Studies Association—the top international and interdisciplinary professional organization for scholars, graduate students, independent researchers and





community members interested in all aspects of Indigenous Studies (<http://www.naisa.org/>) – or the Native American Literature Symposium—a professional gathering organized by Native women, held at a tribally-owned venue, and focused on Native literature and film (<http://www.mnsu.edu/nativelit/>). Students completing their PhD in Indigenous Studies at the University of Alberta will be leaders in this field. With this strong PhD proposal, the Faculty of Native Studies continues its role as a leader in the advancement of Indigenous Studies, furthering the University of Alberta’s strategic goals in the Dare to Discover and Dare to Deliver documents, as well as the University’s general mission to “create and sustain a vibrant and supportive learning environment that discovers, disseminates, and applies new knowledge through teaching and learning, research and creative activity, community involvement, and partnerships.”

As a department chair in the Faculty of Arts, I can affirm that the PhD in Indigenous Studies, while firmly housed in FNS, will have the additional support of faculty members in Arts whose own research and teaching interests prepare them to serve as additional committee members or readers of dissertations in various interdisciplinary areas of literature, history, anthropology, contemporary popular culture, gender and sexuality, urban studies, environmental issues, art, discourse, and technologies, to name just a few possibilities.

A PhD program in Indigenous Studies at the University of Alberta, focusing on our current research strengths in a) Indigenous ways of knowing; b) history, memory, governance and resistance; and c) contemporary culture and social relations; foregrounding Indigenous voices and communities; and building on the powerful relationships that the FNS has with Indigenous communities in Alberta, across Canada and, increasing, across the world, positions this program to be the PhD program of choice in Indigenous Studies in the world. I look forward to seeing this PhD program in place and to seeing the contributions the new students will make to our world.

With my very strongest support,

A handwritten signature in blue ink that reads "Laura J. Beard".

Laura J. Beard  
Professor and Chair  
Adjunct Professor, Native Studies

December 22, 2014

Dr. Brendan Hokowhitu  
Dean  
Faculty of Native Studies  
2-31 Pembina Hall  
University of Alberta  
Edmonton, Alberta, T6G 2H8

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Edmonton, Alberta, Canada T6G 2H4  
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anthropo@ualberta.ca  
www.anthropology.ualberta.ca

**Re: Support for PhD Program in Indigenous Studies, Faculty of Native Studies, University of Alberta**

Dear Dean Hokowhitu:

I am writing this letter on behalf of the Department of Anthropology to voice out support for the proposed Doctor of Philosophy Program in Indigenous Studies in the Faculty of Native Studies at the University of Alberta.

The Department of Anthropology at the University of Alberta has almost 50 years of experience with undergraduate and graduate programs dealing with the study of humans and their biological and cultural diversity, in the past and at present. We have a number of faculty members (and graduate students) who work in the areas of Indigenous Studies, Northern Development, Aboriginal languages and cultures, and issues relating to culture contact and neocolonialism. We work together with First Nations and other aboriginal people in order to strengthen treaty and Indigenous rights. Many of us deal with issues of contact between Indigenous peoples and the larger state, as well as with the special case of urban aboriginal people, and with the issues that affect everyday life and cultural continuity. Edmonton, for an example, has a large population of Indigenous people, a population which is growing at a pace far surpassing that of other groups.

We welcome the chance to work with the Faculty of Native Studies in the development of this program. It is becoming increasingly important to include an indigenous perspective on many contemporary issues. In Canada, for example, the Supreme Court has consistently ruled in favour of indigenous rights when it comes to ownership and control of traditional territories. Natural resource development will not be allowed to proceed without the approval and permission of indigenous groups. The history of aboriginal peoples, long a preserve of anthropologists, cannot be told now without oral histories and other indigenous contributions. It is necessary to train Indigenous people as academics and as leaders in the larger multinational state that Canada is becoming.

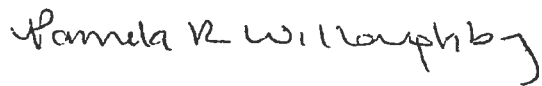
This is not just a Canadian issue. Similar issues exist in different parts of the world, where members of indigenous groups are interacting with larger state organizations. Various

international organizations, such as Survival International, attempt to make people understand Indigenous perspectives and Indigenous issues.

The Faculty of Native Studies has been quite successful in both its undergraduate and Master of Arts programs. It is well suited to take the next step and develop a PhD program. We offer strong support for this program, and look forward to working with you in the future.

If you need further information, feel free to contact me at the address at the top of this letter, by telephone at 1-780-492-0138 or by e-mail to [Pam.Willoughby@ualberta.ca](mailto:Pam.Willoughby@ualberta.ca).

Yours sincerely,

A handwritten signature in cursive script that reads "Pamela R. Willoughby". The signature is written in black ink and is positioned above the typed name.

Pamela R. Willoughby, PhD  
Professor and Chair

January 18, 2015

Dr. Brendan Hokowhitu  
Dean, Faculty of Native Studies  
University of Alberta  
2-31 Pembina Hall  
Edmonton, AB T6G 2H8

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**Re: Support for PhD Program in Indigenous Studies, Faculty of Native Studies, University of Alberta**

Dear Dean Hokowhitu:

I am writing on behalf of the *Institute of Prairie Archaeology* to voice our support for the proposed Doctor of Philosophy Program in Indigenous Studies at the Faculty of Native Studies, University of Alberta.

I am glad to hear of this initiative. While I am still relatively new to a faculty position at the University of Alberta, I have had an association with this institution spanning the last five decades. For much of that time, I worked in senior management roles with the Government of Alberta, with the Archaeological Survey of Alberta, the Royal Alberta Museum, and the Historical Resources Branch of Alberta (various ministries of Alberta Culture and Alberta Community Development). Throughout that time period, I undertook some teaching as an Adjunct in the Department of Anthropology, particularly for ANTHR 256 (*Alberta Archaeology*). Then and now, that class attracts a number of students from your faculty. Through that course, I was familiar with a number of hires that Alberta ministries of Intergovernmental and Aboriginal Affairs, Culture, Energy, Environment and Sustainable resources made in the interval from roughly 2004-2007.

At that time, the Government of Alberta elected to play a more active role in undertaking consultation with First Nations and Metis communities regarding the impact of development and regulatory activities on both Treaty and Aboriginal rights. Of roughly 40 positions created at that time during a major cross-ministry initiative in which I was involved, a significant proportion were filled by graduates of your programme, both BAs and MAs. These individuals worked in a variety of roles, extending from staff consultation positions to senior and executive management. They played critical roles in the work emerging at that time, distinguishing themselves in activities ranging from the development of consultation policy and processes (in frequently challenging legal, industry and government environments) to the recent and long sought reburial of the Sharphead Reserve persons who had been removed from their graves as the consequence of 20<sup>th</sup> century disturbances. These many activities in this one sphere speak directly to the value of a strong programme in Native Studies.

Arguably, the Government of Alberta's earlier consultation efforts have stalled in recent years. The June 26 ruling of the Supreme Court in *Tsilhqot'in Nation v. British Columbia* (2014 SCC 44) in favour of Tsilhqot'in has, nevertheless, sent both federal and provincial governments back to the drawing board in resolving these issues concerning development and First Nation's constitutional rights in land. Albeit its critical importance, this is but one area in which one can expect a growing demand in Alberta and Canada more broadly for better understandings of Indigenous knowledge, greater capacities to form new

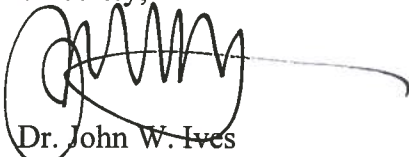
partnerships with communities and organizations, and broader engagement between Aboriginal communities and mainstream Canadian society on a spectrum of social issues. While it will remain important for the Faculty of Native Studies to maintain its current leadership role in producing BA and MA level graduates, I believe that a PhD program would encourage and train individuals who can serve at yet more advanced levels as policy makers, community advocates, and business leaders. This is particularly vital given that Edmonton currently has the fastest growing population of Indigenous people in Canada.

There are particular academic areas in which the *Institute of Prairie Archaeology* frequently works that could make for some welcome research partnerships at the PhD level. For instance, I am hopeful that in the coming year I will be able to host a post-doctoral applicant who has extensive experience in working with First Nations ceremonialists on matters concerning museum repatriations, but who would like to shift her research focus. She is especially interested in exploring how First Nations' perspectives on cultural landscapes and traditional use activities intersect with government regulatory processes. There are a number of courses and graduate research activities where a PhD programme in Indigenous Studies could help our own efforts to create a synergy in University of Alberta activities capable of providing regional, national and international leadership. I can think of several other areas of ongoing research—my colleague Dr. Kisha Supernant's Metis research, our research into Apachean origins in Subarctic Canada, or our work on the Besant-Sonota burial mound phenomenon on the northern Plains—where there could be most productive interaction among PhD programs joined by one in your Faculty.

I recognize that there are few institutions in North America offering students an intensive and rigorous education in research about First Peoples, but can readily see that such a programme in the Faculty of Native Studies could create many opportunities for its graduates. From my own first hand interactions with graduates of the Faculty of Native Studies, I feel that your Master of Arts Program has served as a strong prelude to the proposed PhD Program. I applaud your effort to advance the discipline of Indigenous Studies, to provide students with opportunities for a higher education, and to further the University of Alberta's mission to "create and sustain a vibrant and supportive learning environment that discovers, disseminates, and applies new knowledge through teaching and learning, research and creative activity, community involvement, and partnerships." This should be a key component in our collective efforts to uplift all the people, as we are charged to do.

I enjoyed meeting to discuss your initiative last week, and look forward to continued collaboration.

Sincerely,

A handwritten signature in black ink, appearing to read "John W. Ives", with a long horizontal line extending to the right.

Dr. John W. Ives  
Landrex Distinguished Professor, Department of Anthropology  
(Executive Director, Institute of Prairie Archaeology)



UNIVERSITY OF  
ALBERTA

December 16, 2014

Dr. Brendan Hokowhitu  
Dean, Faculty of Native Studies  
University of Alberta  
2-31 Pembina Hall  
Edmonton, AB T6G 2H8

Re: Support for PhD Program in Indigenous Studies, Faculty of Native Studies, UAlberta

Dear Dean Hokowhitu,

I am writing this letter as Canada Research Chair (Tier 1) of Cultural Studies and Professor of English, Film Studies and Sociology; I am also one of the co-leaders of the Petrocultures Research Group at the University of Alberta, a group that conducts research on energy, culture and society in Canada and abroad. I am thrilled to be able to lend my support to the proposal by the Faculty of Native Studies at the University of Alberta to create a **PhD in Indigenous Studies**—a new graduate program that will attract some of the very best thinkers in Indigenous studies in the world to come to work at the U of A on a range of issues.

The U of A's PhD in Indigenous Studies will be a program that pioneers in the study and examination of Indigenous identities, Indigenous histories, settler-Indigenous relations, gender and sexuality, the environment, statistics, contemporary popular culture, and theoretical questions. In particular, U of A's graduate Indigenous Studies program will be a place in which investigations of issues essential to Indigenous groups in Alberta and Western Canada can be carried out, including work related to resource use and the changing shape of politics and society in Canada. This PhD program adds considerably to the existing graduate programs at the U of A, and will attract a whole new group of students to engage in studies on research areas we currently do not or cannot support. It is essential that we approve this new PhD.

The PhD in Indigenous Studies will be as great a success at the Faculty's existing MA program. I look forward to seeing this unique doctoral program come to life—it will not only allow a generation of researchers to carry out explorations in a new and important area of study, but will bring attention to all of the work being carried out in Indigenous Studies in Canada. I recommend the PhD in Indigenous Studies as highly as is possible.

---

**Imre Szeman - Department of English and Film Studies**

3-5 Humanities Centre • University of Alberta • Edmonton • Canada • T6G 2E5

Telephone: (780) 934-9792 • Fax: (780) 492-8142

Sincerely yours,



Dr. Imre Szeman  
Canada Research Chair (Tier 1) in Cultural Studies and  
Professor of English and Film Studies, University of Alberta  
Adjunct Professor of Visual and Critical Studies, OCAD University  
Adjunct Professor of Environmental Studies, York University  
imre@ualberta.ca  
www.crculturalstudies.ca

There is a growing demand in Alberta and Canada more broadly to seek understanding of Indigenous knowledge, form new partnerships with communities and organizations, and engage in social issues to better understand people in all their diversity. This PhD program will encourage and train individuals who will serve the broader community as policy makers, community advocates, and business leaders. Edmonton currently has the fastest growing population of Indigenous people in Canada, making this program all the more relevant and timely.

At the academic level, the discipline of Indigenous Studies is a quickly growing field, but the fact remains that there are few institutions in North America that offer students an intensive and rigorous education in research about first peoples. For students at the Faculty of Native Studies, opportunities will be plenty. Faculty members have proven to be pioneers in Indigenous histories, settler-Indigenous relations, gender and sexuality, the environment, statistics, Indigenous identities and urban spaces, contemporary popular culture, and theoretical questions. Further, by focused, concise, and daring research mandates, the Faculty of Native Studies has proven to be a leader in research about Indigenous groups in the Edmonton area, the Oil Sands in Northern Alberta, the Mackenzie Valley Pipeline Project in the Northwest Territories, Indigenous knowledge, and questions about Canadian borderlands. Students will be quickly immersed into this discipline of Indigenous Studies and have the opportunity to work with leading experts in the field.

The Faculty of Native Studies has demonstrated that its Master of Arts Program has been a success and it is our pleasure to support the proposed PhD Program. I applaud the Faculty of Native Studies in their effort to advance the discipline of Indigenous Studies, provide students with opportunities for a higher education, and further the University of Alberta's mission to "create and sustain a vibrant and supportive learning environment that discovers, disseminates, and applies new knowledge through teaching and learning, research and creative activity, community involvement, and partnerships."



UNIVERSITY OF ALBERTA

Dec 21, 2014

Dr. Brendan Hokowhitu  
Dean, Faculty of Native Studies  
University of Alberta  
2-31 Pembina Hall  
Edmonton, AB T6G 2H8

Re: Support for PhD Program in Indigenous Studies, Faculty of Native Studies,  
University of Alberta

Dear Dean Hokowhitu,

I am so pleased to hear that the Faculty of Native Studies is planning a PhD program in Indigenous Studies. As a scholar of Indigenous literatures and as an Adjunct Professor at the Faculty, I know how critical it is that it is that an advanced graduate degree be offered in Indigenous Studies—particularly at the only Faculty of Native Studies in the country.

Over the last six years, I have had the privilege of working with dozens of talented Indigenous and settler students who were in the process of completing degrees in Native Studies. While a few of them have gone on to seek Master's degrees in the field, it always seemed very regrettable to me that those interested in pursuing academic careers would either have to change institutions or change fields. As a professor in the Department of English and Film Studies, I have even supervised PhD students whose work obviously belonged in the field of Indigenous Studies, with its unique blend of Indigenous theory and methodology, mainstream Eurowestern theory, and community commitment. Instead, these students have had to fit their research into the mould of a literary studies dissertation, with its very different priorities. For these reasons, I am very enthusiastic about seeing a home on our campus for rigorous and committed research in Indigenous Studies. As you know, this field has long progressed past the age of being beholden to other disciplines (Political Science, History, Sociology, etc), however benevolent—and I wish the same for our PhD students.

Furthermore, I believe that this degree program will join—and likely lead—other Indigenous Studies PhD programs in ensuring that the very low numbers of Indigenous faculty members at institutions like the University of Alberta be rectified. While there are many talented young Indigenous PhDs out there, they are in extremely

**Department of English and Film Studies**

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high demand, and as a result, there continues to be a dearth of Indigenous faculty in our classrooms and boardrooms. A PhD program in Indigenous Studies at the Faculty of Native Studies—with its already notable reputation for producing stellar researchers—will go a long way toward correcting this imbalance, not only at the University of Alberta, but across the country.

For these reasons, I urge you to give your full support to the development of this program. If I can provide any further information, please do not hesitate to contact me.

Sincerely,

A handwritten signature in blue ink, consisting of a stylized 'K' followed by a long horizontal flourish that tapers to the right.

Keavy Martin, PhD  
Associate Professor, Department of English and Film Studies  
Adjunct Professor, Faculty of Native Studies  
3-5 Humanities Centre  
University of Alberta  
Edmonton, AB  
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(780) 982-4849  
keavy@ualberta.ca

December 31, 2014

Dr. Brendan Hokowhitu  
Dean, Faculty of Native Studies  
University of Alberta  
2-31 Pembina Hall

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efs@ualberta.ca

Re: Support for PhD Program in Indigenous Studies, Faculty of Native Studies, UAlberta

Dear Dean Hokowhitu,

I am writing this letter as a faculty member in the Department of English and Film Studies to voice our support for the proposed Doctor of Philosophy Program in Indigenous Studies at the Faculty of Native Studies at the University of Alberta. It is very encouraging to be informed of such an initiative.

There is a growing demand in Alberta and Canada more broadly to seek understanding of Indigenous knowledge, form new partnerships with communities and organizations, and engage in social issues to better understand people in all their diversity. This PhD program will encourage and train individuals who will serve the broader community as policy makers, community advocates, and business leaders. Edmonton currently has the fastest growing population of Indigenous people in Canada, making this program all the more relevant and timely.

At the academic level, the discipline of Indigenous Studies is a quickly growing field, but the fact remains that there are few institutions in North America that offer students an intensive and rigorous education in research about first peoples. For students at the Faculty of Native Studies, opportunities will be plenty. Faculty members have proven to be pioneers in Indigenous histories, settler-Indigenous relations, gender and sexuality, the environment, statistics, Indigenous identities and urban spaces, contemporary popular culture, and theoretical questions. Further, by focused, concise, and daring research mandates, the Faculty of Native Studies has proven to be a leader in research about Indigenous groups in the Edmonton area, the Oil Sands in Northern Alberta, the Mackenzie Valley Pipeline Project in the Northwest Territories, Indigenous knowledge, and questions about Canadian borderlands. Students will be quickly immersed into this discipline of Indigenous Studies and have the opportunity to work with leading experts in the field.

The Faculty of Native Studies has demonstrated that its Master of Arts Program has been a success. I applaud the Faculty of Native Studies in their effort to advance the discipline of Indigenous Studies, provide students with opportunities for a higher education, and further the University of Alberta's mission to "create and sustain a vibrant and supportive learning environment that discovers, disseminates, and applies new knowledge through teaching and learning, research and creative activity, community involvement, and partnerships."

Sincerely,

Sarah Krotz



1-17 Assiniboia Hall  
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December 22, 2014

Dr Brendan Hokowitu  
Dean, Faculty of Native Studies  
University of Alberta

Re: Proposal for PhD Program in Indigenous Studies

Dear Dr. Hokowitu,

I am writing in strong support of the Faculty of Native Studies' Proposal for a Ph.D. Program in Indigenous Studies ("Ph.d. IS").

The proposed program is an excellent addition to the University of Alberta as a whole and the Department of Women's and Gender Studies (WGS) more specifically. Given the existing outstanding research strengths in the Faculty of Native Studies, together with the recent appointment of a second Canada research chair, the faculty is fast becoming a leader in the growing field of Indigenous Studies, across the country and internationally. This leadership role will be – and should be—further accelerated by the kind of doctoral training Native Studies proposes here.

The proposed program aims to provide Indigenous and Non-Indigenous doctoral students with rigorous academic training in a fast growing transdisciplinary discipline, while also preparing students for alternative careers in the private and public sectors. In both academic and non-academic contexts, well-trained and qualified professionals with substantive knowledge of Indigenous issues and effective communication skills are in high demand.

We in the Department of Women's and Gender Studies (WGS) are especially excited about the prospect of this PhD program, because, like many other departments, we currently do not have a position in Native or Indigenous Studies, but Indigenous knowledge and especially Indigenous feminist and gender studies are a critical area and much sought after by our students. Thus, as a Department we stand to benefit from the kinds of doctoral students the PhD IS program will attract. We hope to be able to draw upon your doctoral candidates' expertise, for example for invited guest lectures, as research assistants, and for lecturer appointments. Ideally, we would hope to develop a permanent cross-listed course and/or appointment between our department and Native Studies.

Furthermore, doctoral students in IS might be interested in the graduate certificate program we are currently developing in WGS, which will allow your graduate students to earn an extra qualification and in turn will position them very well both for the academic and non-academic job market.

In closing, the University of Alberta and the Faculty of Arts stand to gain from the kind of program you propose here, both in terms of reputation and scholarly expertise. Thus, as a department, we enthusiastically support the expansion of your MA into a PhD program.

Sincerely,

A handwritten signature in black ink, appearing to read "S. Luhmann". The signature is written in a cursive, flowing style.

Susanne Luhmann, Ph.D.  
Associate Professor & Interim Chair

- Humanities Computing
- Middle Eastern & African Studies
- Peace & Post-Conflict Studies (Certificate)
- Religious Studies
- Science, Technology & Society
- Writing Studies

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17 December, 2014

Dr. Brendan Hokowhitu  
Dean, Faculty of Native Studies  
University of Alberta  
2-31 Pembina Hall  
Edmonton, AB T6G 2H8

Re: Support for PhD Program in Indigenous Studies, Faculty of Native Studies, UAlberta

Dear Dean Hokowhitu,

I am writing this letter on behalf of the Interdisciplinary Program in Religious Studies to voice our support for the proposed Doctor of Philosophy Program in Indigenous Studies at the Faculty of Native Studies at the University of Alberta. We are delighted that this initiative is moving forward.

Alberta and Canada urgently require better understanding of Indigenous knowledge, new partnerships with Indigenous communities and organizations, and deeper expert engagement with social issues. This PhD program will train individuals to serve Alberta and Canada as scholars, policy makers, public servants, community advocates, and business leaders. Edmonton currently has the fastest growing population of Indigenous people in Canada: we need this program now as part of the general infrastructure required to serve this burgeoning community.

Few institutions in North America offer students an intensive and rigorous education in research about first peoples. Faculty members here are pioneers in Indigenous histories, settler-Indigenous relations, gender and sexuality, the environment, statistics, Indigenous identities and urban spaces, contemporary popular culture, and theoretical questions. The Faculty of Native Studies has proven to be a leader in research about Indigenous groups in the Edmonton area, the Oil Sands in Northern Alberta, the Mackenzie Valley Pipeline Project in the Northwest Territories, Indigenous knowledge, and questions about Canadian borderlands. We have the necessary expertise and depth to host a Ph.D. program in Native Studies.

The Faculty of Native Studies already has a successful Master of Arts Program. It is our pleasure to support the proposed PhD Program. Faculty of Native Studies is now poised to take a new step in advancing the discipline of Indigenous Studies by providing students with opportunities for a higher education. A PhD program in this area will unquestionably further the University of Alberta's mission to "create and sustain a vibrant and supportive learning environment that

discovers, disseminates, and applies new knowledge through teaching and learning, research and creative activity, community involvement, and partnerships.”

I have great faith in my colleagues in the Faculty of Native Studies to train a new generation of credible and knowledgeable leaders in the area of Indigenous studies. Edmonton, Alberta and Canada all need leadership and rigorous scholarship in this area. Our Faculty of Native Studies is extremely well equipped to meet those needs. The PhD program in Religious Studies has considerable experience in organizing cross-departmental and cross-Faculty supervisions, and we see our program as a natural partner for Native Studies in this area (as in others).

Sincerely,

A handwritten signature in blue ink, appearing to read "Andrew Gow", with a long horizontal flourish extending to the right.

Andrew Gow, PhD.  
Professor of History  
Director of Religious Studies



December 22, 2014

Dr. Brendan Hokowhitu  
Dean, Faculty of Native Studies  
University of Alberta  
2-31 Pembina Hall  
Edmonton, AB T6G 2H8

**Re: PhD Program in Indigenous Studies, Faculty of Native Studies, University of Alberta**

Dear Dean Hokowhitu,

I am writing this letter in support of the proposed Doctor of Philosophy Program in Indigenous Studies at the Faculty of Native Studies at the University of Alberta. I have worked in collaboration with scholars from this Faculty for the last 25 years, have participated in numerous events organized by the Faculty including research conferences and symposia, and have served as Chair of the FEC committee on more than one occasion. As a consequence I am very familiar with the scholarly activity and educational environment at the Faculty.

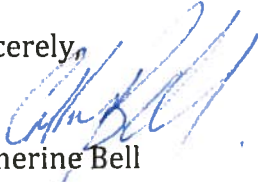
The Faculty has an international reputation of excellence with demonstrated expertise in a number of areas including Métis rights; urban Indigenous issues; contemporary Indigenous identity, governance and policy; collaborative research; treaties and modern land claims; and Indigenous history and knowledge. It is the home of the Rupertsland Centre for Métis Metis Research, *Aboriginal Policy Studies* (an online, peer-reviewed and multidisciplinary journal on issues relevant to Métis, non-status Indians and urban Aboriginal people in Canada), and the Indigenous Partnership Development Program designed to help non-Indigenous public sector and business leaders work more effectively with Indigenous communities. Of particular strength is the inclusion of Indigenous knowledge, laws and systems in the work of the Faculty. Faculty members have also established reputations in the areas of settler-Indigenous relations, gender and sexuality, the environment, cultural heritage, and contemporary popular culture. They have also demonstrated leadership in research concerning the impact of resource development including in Northern Canada, the Oil Sands in Northern Alberta, and the Mackenzie Valley Pipeline Project in the Northwest Territories.

There is a growing demand in Alberta and Canada more broadly to seek understanding of Indigenous knowledge, form effective and equal partnerships in research and other forms of engagement with Indigenous communities, and engage in collaborative and other research on social issues to better understand people in all their diversity. The proposed PhD program will encourage and train students to develop expertise in contemporary issues and to serve the broader Indigenous and non-Indigenous community as leaders, policy makers, and community advocates.

Although Indigenous Studies is a quickly growing field, there are few institutions in North America that offer students an intensive and rigorous graduate education in research in Indigenous knowledge and contemporary socio-economic issues. Edmonton currently has the fastest growing population of Indigenous people in Canada and Alberta is increasingly engaged in resource development making this program all the more relevant and timely.

The expertise of the members of the Faculty of Native Studies, their reputation of excellence working with the Indigenous community, and their track record of providing excellent learning opportunities and supervision to undergraduate and Master students all support the creation of the proposed PhD Program. I am happy to see the Faculty of Native Studies move in this direction and their commitment to advancing the discipline of Indigenous Studies.

Sincerely,



Catherine Bell  
Faculty of Law  
University of Alberta





UNIVERSITY OF ALBERTA

November 17, 2014

Dean Brendan Hokowhitu  
Faculty of Native Studies  
2-31 Pembina Hall  
Edmonton, AB  
T6G 2H8

Dear Dean Hokowhitu:

Re: Doctor of Philosophy Program in Indigenous Studies

The Integrative Health Institute at the University of Alberta is strongly supportive of this initiative. Over one hundred colleagues in our Institute, who represent a wide cross-section of the University's researchers, hold that the University should move towards a greater inclusion of Indigenous knowledge at all levels in our educational process, and consequently join in commending this initiative.

The Faculty of Native Studies has secured an important place in the academic life of this University and Alberta. Its BA and MA degrees are providing a solid entry into Indigenous wisdom, its thought-ways, and its adaptations to Western institutions. Young people of many kinds of Aboriginal background have found these degrees productive in helping them relate to and provide skills for careers in Canadian businesses and educational institutions. But to this point, they have had no academic facility to apply the kind of learned analysis and superior organization required of a doctoral program. Yet until we provide that kind of opportunity, their potential to tap these resources will remain truncated. Your initiative would overcome these lacunae.

From the perspective of IHI, new models of academic achievement must be developed to address the current dismal situation of Indigenous health in Canada. A wide range of intellectual undertakings in health pre-existed the European coming, signalled by evidence of places like Cahokia and its 40,000 inhabitants. Even in remoter areas, this kind of knowledge sustained impressive populations. Yet little has been done to capture this knowledge for use in our programs. We are very hopeful that scholars involved in your Ph.D. program in Indigenous Studies will assist us in opening up this critical area. Hence our strong support for this initiative. The University of Alberta prides itself at being at the forefront of knowledge development, and

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Department of Family Medicine - Research  
Faculty of Medicine and Dentistry, University of Alberta

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Dean Brendan Hokowhitu  
November 17, 2014  
Page 2

from our viewpoint, moving towards this advanced degree in Native Studies will once again affirm this situation. We look forward to working with scholars who wish to apply their knowledge to health matters in the years that lie ahead.

In sum, we support this initiative and look forward to working with participants to push the limits of knowledge in this direction.

Cordially,



Sunita Vohra MD MSc FRCPC FCAHS  
Director, Integrative Health Institute  
Department of Pediatrics  
Faculty of Medicine & Dentistry  
University of Alberta



Earle Waugh Ph.D.  
Director, Indigenous/Traditional Health  
Integrative Health Institute  
Dept. of Family Medicine  
University of Alberta

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Fax: 780.342-8464

November 17, 2014

Dean Brendan Hokowhitu  
Faculty of Native Studies  
2-31 Pembina Hall  
Edmonton, AB  
T6G 2H8

Dear Dean Hokowhitu:

Re: Doctor of Philosophy Program in Indigenous Studies

The Integrative Health Institute at the University of Alberta is strongly supportive of this initiative. Over one hundred colleagues in our Institute, who represent a wide cross-section of the University's researchers, hold that the University should move towards a greater inclusion of Indigenous knowledge at all levels in our educational process, and consequently join in commending this initiative.

The Faculty of Native Studies has secured an important place in the academic life of this University and Alberta. Its BA and MA degrees are providing a solid entry into Indigenous wisdom, its thought-ways, and its adaptations to Western institutions. Young people of many kinds of Aboriginal background have found these degrees productive in helping them relate to and provide skills for careers in Canadian businesses and educational institutions. But to this point, they have had no academic facility to apply the kind of learned analysis and superior organization required of a doctoral program. Yet until we provide that kind of opportunity, their potential to tap these resources will remain truncated. Your initiative would overcome these lacunae.

From the perspective of IHI, new models of academic achievement must be developed to address the current dismal situation of Indigenous health in Canada. A wide range of intellectual undertakings in health pre-existed the European coming, signalled by evidence of places like Cahokia and its 40,000 inhabitants. Even in remoter areas, this kind of knowledge sustained impressive populations. Yet little has been done to capture this knowledge for use in our programs. We are very hopeful that scholars involved in your

Dean Brendan Hokowhitu  
November 17, 2014  
Page 2

Ph.D. program in Indigenous Studies will assist us in opening up this critical area. Hence our strong support for this initiative.

The University of Alberta prides itself at being at the forefront of knowledge development, and from our viewpoint, moving towards this advanced degree in Native Studies will once again affirm this situation. We look forward to working with scholars who wish to apply their knowledge to health matters in the years that lie ahead.

In sum, we support this initiative and look forward to working with participants to push the limits of knowledge in this direction.

Cordially,



Sunita Vohra MD MSc FRCPC FCAHS  
Director, Integrative Health Institute  
Department of Pediatrics  
Faculty of Medicine & Dentistry  
University of Alberta



Earle Waugh Ph.D.  
Director, Indigenous/Traditional Health  
Integrative Health Institute  
Dept. of Family Medicine  
University of Alberta



**Division of Endocrinology & Metabolism**  
Department of Medicine  
Faculty of Medicine & Dentistry

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December 18, 2014

Dr. Brendan Hokowhitu  
Dean, Faculty of Native Studies  
2-31 Pembina Hall  
University of Alberta  
Edmonton, Alberta T6G 2H8

Dear Dr. Hokowhitu:

As the Endowed Chair in Aboriginal Health and Centennial Professor, I am delighted to write this letter of support of the creation of a Doctor of Philosophy (PhD) in Indigenous Studies program through the Faculty of Native Studies at the University of Alberta. This PhD program will lead the way in Indigenous studies at the University of Alberta and beyond as it is positioned to be the only PhD. in Indigenous Studies in Western Canada and only one of four programs globally.

I joined the University of Alberta in 2010 and was very quickly introduced to the faculty and staff of the Faculty of Native Studies. It was very clear that the Faculty of Native studies works hard to prepare students for a future as researchers and engaged community members of and scholars of Indigenous Studies. This program will continue to build on the Faculty's already existing strengths. It is fortunate for the University of Alberta that the Faculty of Native Studies wishes to offer this program which will position the institution to be a leader in the area of Indigenous studies and will attract graduate trainees from all over the world.

The study of Indigenous peoples is a complex and multi-faceted area of research. Within my own research program, it can be difficult to find research personnel that possess an understanding and knowledge of the theory and methods of working with Indigenous peoples. I expect that the success of the PhD program will offer me and others a resource for trained and informed staff and scholars to assist in my work with Indigenous populations.

As the Faculty of Native Studies recently reached its 25th anniversary as an academic unit on the University of Alberta campus, I can think of no greater accolade than the implementation of the PhD. in Indigenous Studies. I look forward to hearing of the successful implementation of this PhD. program in Indigenous Studies and the great things it will bring to this area of research.

Yours sincerely,

A handwritten signature in black ink that reads 'S. Sharma' with a stylized flourish underneath.

Dr. Sangita Sharma

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**Sangita Sharma, PhD**  
Endowed Chair and Professor in Aboriginal & Global Health Research  
Division of Endocrinology & Metabolism, Department of Medicine  
Faculty of Medicine & Dentistry, University of Alberta  
E-Mail: gita.sharma@ualberta.ca

November 12, 2014

Dean Brendan Hokowhitu  
Faculty of Native Studies (FNS)  
University of Alberta

**Re: PhD Program in Indigenous Studies**

Dear Dean Hokowhitu:

Thank you for inviting me to comment on your proposal for the establishment of a PhD Program in Indigenous Studies. I am happy to offer you my support.

Your faculty has developed excellent programs in its 30 years of existence, first as a school and since 2006, as a faculty. You now offer six undergraduate degrees and two certificates. Moreover, the M.A. in Native Studies is growing. Given the expansion of interest in indigenous studies in North America, preparing faculty trained in this subject is warranted. However, there are currently only four PhD programs in Canada and the US, and none of these is in western Canada. The University of Alberta has the opportunity to be a leader in this growing field. Doing so would be consistent with both Dare to Discover and Dare to Deliver, key mandates of the University.

In the longer term, I see at least three possibilities for collaboration between doctoral students in FNS and members of the Alberta School of Business. First, governance is an important issue in both faculties. Second, fruitful partnerships may emerge studying the social order of economic activity, including such issues as environmental management, sustainability, and leadership. Finally, the study of indigenous exchange practices may engender new developments in entrepreneurship.

To conclude, I strongly support the creation of a PhD Program in Indigenous Studies in the Faculty of Native Studies because we can be leaders in this growing academic area.

Sincerely yours,



Joseph Doucet  
Stanley A Milner Professor and Dean



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December 5, 2014

Brendan Hokowhitu, PhD  
Dean and Professor  
Faculty of Native Studies  
University of Alberta  
2-31 Pembina Hall  
Edmonton, AB T6G 2H8

Dear Dr. Hokowhitu,

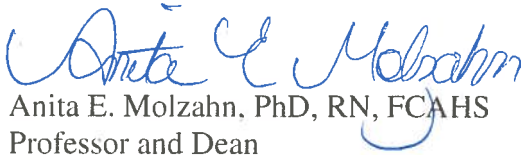
I am writing in support of the proposal developed by the Faculty of Native Studies for a PhD program in Indigenous Studies. The Faculty of Nursing acknowledges the history of Indigenous peoples and appreciates Indigenous ways of knowing. All nurses need a greater understanding of Indigenous perspectives and knowledge in order to provide culturally safe care to Indigenous peoples. Greater understanding of Indigenous issues will be an outcome of this PhD program and we hope this will lead to both better care and improved health outcomes for Indigenous peoples.

I read the proposal with great interest and am excited by the opportunities for students to engage in further study in the interdisciplinary field of Indigenous Studies. I envision that some of our doctoral students, particularly those of Indigenous ancestry, will want to take some of the courses in the program. If any IS students wish, they would be welcome in doctoral courses in nursing, related to research methodologies and/or health issues.

The Faculty of Native Studies is well positioned to offer this program at this time, with past success in both the baccalaureate and master's programs. The proposed doctoral program will foster further research and knowledge development in the discipline and growth of scholarly activities in the Faculty of Native Studies. The Faculty of Nursing established the first funded PhD program in Nursing in Canada in 1991. That development has enhanced our capacity for advanced research and scholarship in our discipline and I fully expect that the PhD program in IS will do the same for the discipline of IS. There is a great need for this type of doctoral program. To my knowledge, it is the only program of its kind in western Canada and one of only four programs in North America. Currently, I know that a number of Indigenous students seek doctoral education through either Special Arrangement PhD programs or doctoral degrees in other disciplines. This program offers many advantages for emerging scholars in Indigenous Studies by providing them the opportunity to work with a cohort of students interested in this field and faculty members with deep understanding of IS.

I am fully supportive of this proposed program and wish you all the best with the development and implementation process. If we can help in any way, please let me know.

Sincerely,



Anita E. Molzahn, PhD, RN, FCAHS  
Professor and Dean



December 31, 2014

Dr. Brendan Hokowhitu  
Dean, Faculty of Native Studies  
University of Alberta  
2-31 Pembina Hall  
Edmonton, AB T6G 2H8

**Re: Support for PhD Program in Indigenous Studies, Faculty of Native Studies, UAlberta**

Dear Dean Hokowhitu,

I am writing this letter as Canada Research Chair in Ethnicity and Health to voice my support for the proposed Doctor of Philosophy Program in Indigenous Studies at the Faculty of Native Studies at the University of Alberta. It is very encouraging to be informed of such an initiative.

There is a growing demand in Alberta and Canada more broadly to seek understanding of Indigenous knowledge, form new partnerships with communities and organizations, and engage in social issues to better understand people in all their diversity. This PhD program will encourage and train individuals who will serve the broader community as policy makers, community advocates, and business leaders. Edmonton currently has the fastest growing population of Indigenous people in Canada, making this program all the more relevant and timely.

At the academic level, the discipline of Indigenous Studies is a quickly growing field, but the fact remains that there are few institutions in North America that offer students an intensive and rigorous education in research about first peoples. For students at the Faculty of Native Studies, opportunities will be plenty. Faculty members have proven to be pioneers in Indigenous histories, settler-Indigenous relations, gender and sexuality, the environment, statistics, Indigenous identities and urban spaces, contemporary popular culture, and theoretical questions. Further, by focused, concise, and daring research mandates, the Faculty of Native Studies has proven to be a leader in research about Indigenous groups in the Edmonton area, the Oil Sands in Northern Alberta, the Mackenzie Valley Pipeline Project in the Northwest Territories, Indigenous knowledge, and questions about Canadian borderlands. Students will be quickly immersed into this discipline of Indigenous Studies and have the opportunity to work with leading experts in the field.

The Faculty of Native Studies has demonstrated that its Master of Arts Program has been a success and it is our pleasure to support the proposed PhD Program. I applaud the Faculty of Native Studies in their effort to advance the discipline of Indigenous Studies, provide students with opportunities for a higher education, and further the University of Alberta's mission to "create and sustain a vibrant and supportive

*Gina Higginbottom, PhD, RM, RN, RRCV  
Canada Research Chair in Ethnicity & Health,  
and Professor, Faculty of Nursing*

learning environment that discovers, disseminates, and applies new knowledge through teaching and learning, research and creative activity, community involvement, and partnerships.”

Yours sincerely,

A handwritten signature in black ink, appearing to read "Gina Higginbottom". The signature is written in a cursive, flowing style.

Dr Gina Higginbottom

*Gina Higginbottom, PhD, RM, RN, RHN  
Canada Research Chair in Ethnicity & Health,  
and Professor, Faculty of Nursing*

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Dr. Brendan Hokowhitu, Dean,  
Faculty of Native Studies  
2-31 Pembina Hall  
University of Alberta  
Edmonton, Alberta T6G 2H8

Dear Brendan,

I am writing this letter in support of your Faculty's proposal for a Doctor of Philosophy program in Indigenous Studies.

The Faculty of Physical Education and Recreation at the University of Alberta has worked closely with the Faculty of Native Studies in the development and delivery of Canada's first undergraduate certificate in Aboriginal Sport and Recreation, and is currently embarked on the joint development of a post-baccalaureate certificate in Indigenous Sport and Recreation. Both of these initiatives position each Faculty at the lead of issues relating to health and well being through sport and recreation in aboriginal/indigenous populations in Canada and internationally. I see the proposed doctoral program as a natural – and much needed – extension of the current work in this field.

The development of a PhD program in Indigenous Studies will add greatly to the scholarly and educational capacity of the University of Alberta as well as other institutions, thus promoting the field of study. Specifically, a PhD in this area will attract young scholars who could make valuable contributions to existing aboriginal and indigenous initiatives within the Faculty of Physical Education and Recreation. Our Faculties have previously shared a joint professorial appointment, something we would like to pursue in the future. A strong PhD program in Indigenous Studies at the University of Alberta would potentially provide a pool of candidates for a future appointment in this area.

The University of Alberta views itself as a leader in many fields. As the only Indigenous Studies PhD in western Canada, and one of only four in North America, the proposed program would squarely position the Faculty of Native Studies and the University of Alberta as a clear leader in this area. I commend you and your Faculty on this vision and wish you the best for a positive outcome. We look forward to working with you and the young scholars you attract on our existing – and future – initiatives.

Regards



W. Kerry Mummery, PhD FASMF  
Professor and Dean

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wendy.rodgers@ualberta.ca

December 9, 2014

Dr. Brendan Hokowhitu  
Dean & Professor  
Faculty of Native Studies  
University of Alberta  
2-31 Pembina Hall

Dear Dr. Hokowhitu,

I am writing to support the Faculty of Native Studies' proposed Doctor of Philosophy in Indigenous Studies. This is a timely initiative and it will quickly become essential in supporting the development of Indigenous Studies as an independent area of scholarship. The context provided points to the need for the development of scholarship from within this important area. The implementation of this program is a necessary step in the emergence of Indigenous Studies as a discipline in its own right, and it is appropriate that the step be taken by your Faculty at the University of Alberta.

The proposed program plan is fully congruent with the expectations of Ph.D. level studies at the University of Alberta. I am impressed by the simultaneous attention to focus and to diversity, with room for interdisciplinary approaches that will link with many other programs across the University.

We have a number of graduate students and Faculty who are working in this area. I am confident that they will both benefit from and contribute to the success of your program.

I look forward to following the development of success of this exciting initiative.

Sincerely,



Wendy M. Rodgers, Ph.D.  
Professor & Vice Dean

**Faculty of Science**  
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Date: August 6, 2015

To: Brendan Hokowhitu, Dean  
Faculty of Native Studies

From: Jonathan Schaeffer, Dean  
Faculty of Science

Re: **Proposed Ph.D. in Indigenous Studies**

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I am delighted to hear of the proposed Ph.D. in Indigenous Studies to be offered by the Faculty of Native Studies. This program fills a critical void at the University of Alberta and, indeed, the Province of Alberta. As one of the very few such programs in North America, it will strengthen your Faculty's position in the Province and in Canada as a leader in researching issues of critical importance to the First Nations.

On the Faculty of Science side, because the program encompasses ecological relationships, environmental change, and resource development, I see the real possibility for building new collaborations between Native Studies and Science. I very much welcome the opportunity to work more closely with you and your Faculty.

Congratulations in advance on what I know will be a successful proposal!

Sincerely,



Jonathan Schaeffer  
JS/rb

January 21, 2015

Dr. Brendan Hokowhitu  
Dean, Faculty of Native Studies  
University of Alberta

**Pierre-Yves Mocquais**, PhD, OPA  
*Doyen, Professeur / Dean, Professor*

8406 rue Marie-Anne-Gaboury (91 St)  
Edmonton, Alberta, Canada T6C 4G9  
Tel: 780.465.8705  
Fax: 780.465.8760  
mocquais@ualberta.ca

Dear Dr. Hokowhitu

I am very pleased to offer my support for your initiative to create a doctoral program in Native Studies at the University of Alberta.

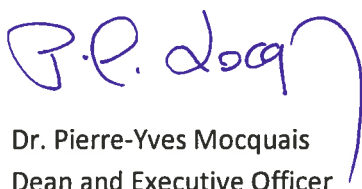
Such a program would be a natural outgrowth of your existing Master's program and would serve not only a growing Aboriginal population in Western Canada, but the needs of Canadian society more broadly. In addition, it would undoubtedly position the Faculty of Native Studies and the University of Alberta as leaders in that field where expertise is much needed.

Such a program would answer the needs of the First Nations population of Alberta who, traditionally, prefer to access education in close proximity to their ancestral land and their communities. Moreover, demographics call for such a doctoral program. The Aboriginal population of Alberta and Western Canada is growing. Its median age is 25. First Nations people in Canada are urbanized: Edmonton is the second city in Canada after Winnipeg for its First Nations population.

Even though the First Nations people's level of formal education is increasing, there is still a significant lack of opportunities for Aboriginal people in Canada to pursue post-secondary education at the highest level in a field which directly answers their needs and interests. In addition the level of interest for Aboriginal matters is increasing in Canadian society as once prevalent attitudes have been shifting and the importance of Aboriginal culture and of its presence in Canadian society is increasingly being acknowledged. There is no doubt in my mind that the kind of interdisciplinary research expertise that exists in your Faculty such as in environmental issues, Native governance, Native women's studies, identity and many others have an excellent potential to attract both First Nations and others to a PhD program in Native Studies, people who have the future of Canadian First Nations and of Canada at heart.

The creation of such a PhD program is therefore a logical move on the part of your Faculty and of the University of Alberta and a strong demonstration of leadership. I support it with great enthusiasm.

On behalf of Faculté Saint-Jean, I wish you and your Faculty all the best as you embark on this very significant next step in the development of Native Studies and of your Faculty at the University of Alberta.



Dr. Pierre-Yves Mocquais  
Dean and Executive Officer



December 18, 2014

Dr. Brendan Hokowhitu  
Dean, Faculty of Native Studies  
University of Alberta  
2-31 Pembina Hall  
Edmonton, AB T6G 2H8

Re: Support for PhD Program in Indigenous Studies, Faculty of Native Studies, UAlberta

Dear Dean Hokowhitu,

I am writing this letter on behalf of the Canadian Studies Institute from Faculté Saint-Jean to voice our support for the proposed Doctor of Philosophy Program in Indigenous Studies at the Faculty of Native Studies at the University of Alberta. It is very encouraging to be informed of such an initiative. From my perspective as Director of Canadian Studies, and as a specialist of Canadian politics, this doctoral program seems essential to our university.

There is a growing demand in Alberta, and more broadly in Canada, to gain a better understanding of Indigenous knowledge, to form new partnerships with Aboriginal communities and organizations, and to engage with social issues to better understand people in all their diversity. This PhD program will encourage and train individuals who will serve the broader community as policy makers, community advocates, and business leaders. Edmonton currently has the fastest growing population of Indigenous people in Canada, making this program all the more relevant and timely.

At the academic level, the discipline of Indigenous Studies is a quickly growing field, but the fact remains that there are few institutions in North America that offer students an intensive and rigorous education in research about First Peoples. For students at the Faculty of Native Studies, opportunities will be plenty. Faculty members have proven to be pioneers in Indigenous histories, settler-Indigenous relations, gender and sexuality, the environment, statistics, Indigenous identities and urban spaces, contemporary popular culture, and theoretical questions. Further, through focused, concise, and daring research mandates, the Faculty of Native Studies has proven to be a leader in research about Indigenous groups in the Edmonton area, the Oil Sands in Northern Alberta, the Mackenzie Valley Pipeline Project in the Northwest Territories, Indigenous knowledge, and questions about Canadian borderlands. Students will be quickly immersed into the discipline of Indigenous Studies and have the opportunity to work with leading experts in

the field. And with the current debates relating to pipeline construction, territorial issues have become both pressing and crucial.

I wish to add that, as Director of Canadian Studies, I frequently participate in international colloquia, where I witnessed first hand the very high degree of interest for Indigenous studies among the global scholarly community. This is apparent in Europe, particularly in France where the level of interest is especially high. There is no doubt that the program's students would have ample opportunity to present their work at international conferences.

The Faculty of Native Studies has demonstrated that its Master of Arts Program has been a success and it is our pleasure to support the proposed PhD Program. I applaud the Faculty of Native Studies in their effort to advance the discipline of Indigenous Studies, provide students with opportunities for a higher education, and further the University of Alberta's mission to "create and sustain a vibrant and supportive learning environment that discovers, disseminates, and applies new knowledge through teaching and learning, research and creative activity, community involvement, and partnerships."



Frédéric Boily, Ph. D.  
Professor, Political Science  
Director, Institute for Canadian Studies  
Faculté Saint-Jean, University of Alberta



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December 19, 2014

Dr. Brendan Hokowhitu  
Dean, Faculty of Native Studies  
University of Alberta  
2-31 Pembina Hall  
Edmonton, AB T6G 2H8

Re: Support for PhD Program in Indigenous Studies, Faculty of Native Studies, Univ. of Alberta

Dear Dean Hokowhitu,

I am writing this letter on behalf of the Faculty of Extension to offer our support for the proposed Doctor of Philosophy Program in Indigenous Studies at the Faculty of Native Studies at the University of Alberta. It is very encouraging to be informed of such an initiative.

There is a growing demand in Alberta and Canada more broadly to seek understanding of Indigenous knowledge, form new partnerships with communities and organizations, and engage in social issues to better understand people in all their diversity. This PhD program will encourage and train individuals who will serve the broader community as policy makers, community advocates, and business leaders. Edmonton currently has the fastest growing population of Indigenous people in Canada, making this program all the more relevant and timely.

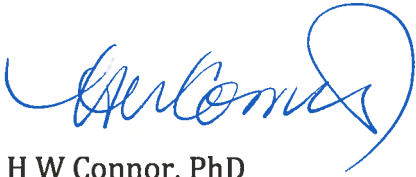
At the academic level, the discipline of Indigenous Studies is a quickly growing field, but the fact remains that there are few institutions in North America that offer students an intensive and rigorous education in research about first peoples. For students at the Faculty of Native Studies, opportunities will be plenty. Faculty members have proven to be pioneers in Indigenous histories, settler-Indigenous relations, gender and sexuality, the environment, statistics, Indigenous identities and urban spaces, contemporary popular culture, and theoretical questions. Further, by focused, concise, and daring research mandates, the Faculty of Native Studies has proven to be a leader in research about Indigenous groups in the Edmonton area, the Oil Sands in Northern Alberta, the Mackenzie Valley Pipeline Project in the Northwest Territories, Indigenous knowledge, and questions about Canadian borderlands. Students will be quickly immersed into this discipline of Indigenous Studies and have the opportunity to work with leading experts in the field.

You will be aware that a number of Extension Faculty members are seriously engaged in research and developing programming for an about Aboriginal people, and I hope the PhD in Indigenous

Studies will present new opportunities for collaboration between our faculty members and yours, while helping to address any capacity question that may be asked.

The Faculty of Native Studies has demonstrated that its Master of Arts Program has been a success and it is our pleasure to support the proposed PhD Program. I applaud the Faculty of Native Studies in their effort to advance the discipline of Indigenous Studies, provide students with opportunities for a higher education, and further the University of Alberta's mission to "create and sustain a vibrant and supportive learning environment that discovers, disseminates, and applies new knowledge through teaching and learning, research and creative activity, community involvement, and partnerships."

Sincerely,

A handwritten signature in blue ink, appearing to read "H W Connor", with a large, stylized flourish at the end.

H W Connor, PhD  
Acting Dean

*Kue Young, CM, MD, FRCPC, DPhil, FCAHS  
Professor and Dean*

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Dec 19, 2014

Dr. Brendan Hokowhitu  
Dean, Faculty of Native Studies  
University of Alberta  
2-31 Pembina Hall  
Edmonton, AB T6G 2H8

Re: Support for the proposal for a PhD Program in Indigenous Studies by the Faculty of Native Studies, University of Alberta

Dear Dean Hokowhitu,

I am writing in support of the proposed PhD Program in Indigenous Studies at the Faculty of Native Studies. Your Faculty is unique in Canada and the establishment of a PhD program would greatly enhance its ability to achieve its academic mission.

The proposed program is timely as it will produce highly qualified teachers and researchers who will not only serve Aboriginal communities and organizations but also the broader Canadian society in developing evidence-based policies, programs and services to address the immense social and economic disparities experienced by Aboriginal people.

The Faculty of Native Studies is known for its strength in Indigenous histories, settler-Indigenous relations, gender and sexuality, the environment, statistics, Indigenous identities and urban spaces, contemporary popular culture, and diverse theoretical issues. It has partnered with communities, governments, and the private sector in conducting high-quality research in the Edmonton area, Northern Alberta, and the Northwest Territories.

The Faculty of Native Studies has accumulated considerable experience in its Master of Arts Program and the proposed PhD Program is a logical extension. I assume that sufficient resources, both human and financial, are in place to launch and sustain this program. There are encouraging signs that the University of Alberta in recent years has come to recognize the critical contributions of its Aboriginal students, faculty and staff to the university's mission, and the importance of partnerships and linkages with Aboriginal communities in the province. The Faculty of Native Studies plays a critical role in ensuring that the university upholds this commitment.

Within the School of Public Health there are faculty and students whose research interests are in Aboriginal and northern health issues. I see synergy between our doctoral programs and yours and I look forward to our future collaborations.

Sincerely,

A handwritten signature in black ink, appearing to read 'Kue Young', with a horizontal line underneath.

Kue Young, CM, MD, FRCPC, DPhil, FCAHS  
Professor and Dean

22 December 2014

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Dr. Brendan Hokowhitu  
Dean, Faculty of Native Studies  
University of Alberta, 2-31 Pembina Hall  
Edmonton, AB T6G 2H8

Dear Dean Hokowhitu:

I am writing this letter on behalf of the Augustana Faculty of the University of Alberta to voice our enthusiastic support for the proposed Doctor of Philosophy Program in Indigenous Studies at the Faculty of Native Studies. This initiative is particularly exciting for us, as it promises new avenues of study that will interest some of our most talented undergraduates.

Beyond Augustana, I believe there is a growing demand in Alberta and across Canada for opportunities at the graduate level to study Indigenous history, culture, contemporary issues, etc. In addition, we in the academy are steadily developing new partnerships with Aboriginal communities and organizations. Your commitment to such partnerships will no doubt help strengthen this program. This Ph.D. program will encourage and train individuals who will then serve the broader community as policy makers, community advocates, and business leaders.

At the academic level, the discipline of Indigenous Studies is a quickly growing field, but sadly there are few institutions in North America that offer students an intensive and rigorous education in research about first peoples. Because of the strong record your faculty have in areas such as Indigenous histories, settler-Indigenous relations, gender and sexuality, the environment, statistics, Indigenous identities and urban spaces, contemporary popular culture, and theoretical questions, I am convinced this will be an exceptionally strong program. In addition, there will be exciting research opportunities for doctoral students in the Edmonton area and beyond, including the Oil Sands in Northern Alberta, the Northwest Territories, and Canadian borderlands.

The Master of Arts Program in the Faculty of Native Studies already has a strong reputation; its success bodes well for the proposed PhD Program. I applaud you and your faculty for efforts to move in this direction and for filling a disturbing and gaping hole in the postsecondary landscape. I look forward to future collaborations between our Faculties.

Sincerely,



Allen H. Berger  
Dean and Executive Officer

December 18, 2014

Dr. Brendan Hokowhitu  
Dean, Faculty of Native Studies  
University of Alberta  
2-31 Pembina Hall  
Edmonton, AB T6G 2H8

**Re: Support for PhD Program in Indigenous Studies, Faculty of Native Studies, UAlberta**

Dear Dean Hokowhitu,

I am writing this letter on behalf of the Canadian Circumpolar Institute (CCI) to express full support for the proposed Doctor of Philosophy Program in Indigenous Studies at the Faculty of Native Studies at the University of Alberta. It is a very timely initiative and it is reflective of the University's mission of creating and sustaining a vibrant and supportive learning environment.

Given CCI's existence of over five decades, it recognizes the importance of supporting such initiatives that seek further understanding of Indigenous knowledge, form new partnerships with communities and organizations, and engage in social issues to better understand people in all their diversity.

Anchoring the proposed PhD program in Edmonton, the fastest growing population of Indigenous people in Canada, would be appropriate and productive. Furthermore, the Faculty of Native Studies is home to a successful Master of Arts Program, and its faculty members have proven to be pioneers in Indigenous histories, settler-Indigenous relations, gender and sexuality, the environment, statistics, Indigenous identities and urban spaces, contemporary popular culture, and theoretical questions.

There are few institutions in North America that have the expertise and readiness to offer students an intensive and rigorous education in research about first peoples. The University of Alberta's Faculty of Native Studies is one of them. I applaud the Faculty of Native Studies in its effort to advance the discipline of Indigenous Studies.

Sincerely,



Anita Dey Nuttall, PhD  
Associate Director

December 18, 2014

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Dr. Brendan Hokowhitu  
Dean, Faculty of Native Studies  
University of Alberta  
2-31 Pembina Hall  
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Augustana Student and  
Residence Services  
F220, Faith and Life Centre  
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CaPS: Your UofA Career  
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Residence Services  
44 Lister Centre  
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Specialized Support and  
Disability Services  
Tel: 780.492.3381

Student OmbudService  
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Student Success Centre  
2-300 SUB  
• Learning Resources  
• Writing Resources  
• Fresh Start  
2-89 CAB  
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2-800 SUB  
Tel: 780.492.6272

University Bursaries and  
Emergency Funding  
1-80 SUB  
Tel: 780.492.3483

University Wellness Services  
2-200 SUB  
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• Health and Wellness Team  
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• Mental Health Centre  
2-705 SUB  
• Sexual Assault Centre  
217 HUB  
• Community Helpers  
Program

Re: Support for PhD Program in Indigenous Studies, Faculty of Native Studies, UAlberta

Dear Dean Hokowhitu,

I am writing this letter on behalf of the Aboriginal Student Services Centre to voice our support for the proposed Doctor of Philosophy Program in Indigenous Studies at the Faculty of Native Studies at the University of Alberta. It is very encouraging to be informed of such an initiative.

The Aboriginal Student Services Centre (ASSC) helps the University of Alberta provide an environment that encourages full access, participation and success for Aboriginal students. Our vision statement recognizes our commitment to the Aboriginal community on campus and for providing services that reflect this responsibility: *ASSC honours the Indigenous worldview of education as a continuous ceremony of learning by respecting and supporting the voices and spirit of our community at the University of Alberta.*

ASSC and the Faculty of Native Studies work together in an effort to establish additional routes to success in university study for Aboriginal students who may not be prepared to enter into their regular faculty route. One of the access routes for Aboriginal applicants to degree programs is offered by the FNS through its Transition Year Program (TYP). The Transition Year Program (TYP) provides high quality and accessible university programming with student supports and services that enables diverse students to achieve their career and personal goals; has specialized expertise in community-based programming that improves access and retention for Aboriginal learners to transition into post-secondary studies. FNS and TYP already collaborate in the delivery of TYP Fall and Winter admissions to the FNS. The partnership is to enable more Aboriginal learners to qualify for and complete the Transition Year Program for placement in their desired undergraduate degree program.

Having a larger pool of graduate students in the Faculty of Native Studies would allow for greater mentorship and collaborative learning opportunities for students who access support services at the Aboriginal Student Services Centre. ASSC provides tutoring support for students both in the Transition

2-400 Students' Union Building (SUB)  
Edmonton, Alberta, Canada T6G 2J7  
Tel: 780.492.5677  
Fax: 780.492.1674

Office of the Dean of  
Students  
5-02 SUB  
Tel: 780.492.4145

Aboriginal Student Services  
Centre  
2-400 SUB  
Tel: 780.492.5677

Augustana Student and  
Residence Services  
F220, Faith and Life Centre  
Augustana Campus  
Camrose, Alberta  
Tel: 780.679.1163

CaPS: Your UofA Career  
Centre  
2-100 SUB  
Tel: 780.492.4291

Residence Services  
44 Lister Centre  
Tel: 780.492.4281

Specialized Support and  
Disability Services  
Tel: 780.492.3381

Student OmbudService  
5-02 SUB  
Tel: 780.492.4689

Student Success Centre  
2-300 SUB

- Learning Resources
- Writing Resources
- Fresh Start

2-89 CAB  
Tel: 780.492.2682

- Math and Applied Sciences  
Centre

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Program

Year Program cohort, and students accessing the centre from a wide range of disciplines and programs. It is mutually beneficial to be able to offer graduate students who are knowledgeable of the content and context of FNS courses paid tutoring opportunities, and it benefits undergraduate students by providing mentorship and academic support.

There is a growing demand in Alberta and Canada more broadly to seek understanding of Indigenous knowledge, form new partnerships with communities and organizations, and engage in social issues to better understand people in all their diversity. This PhD program will encourage and train individuals who will serve the broader community as policy makers, community advocates, and business leaders. Edmonton currently has the fastest growing population of Indigenous people in Canada, making this program all the more relevant and timely.

The University of Alberta works to develop collaborative partnerships that include educators, stakeholders and the general community to enhance Aboriginal student learning. Given our parallel goals with Faculty of Native Studies, we are confident that this opportunity in the pursuit of higher learning to enhance student learning on a larger community level will be highly valuable.

The overarching goal of the IS program is to demonstrate the interdisciplinary, theoretical and methodological uniqueness of the discipline. The program is an opportunity for students to study at a superior level that would propel them into active researchers and engaged community members and academics. This is also a significant opportunity to enhance and prepare scholars for careers in teaching, research and/or leadership proficiency to work in the areas of Indigenous matters, Indigenous communities and international service.

At the academic level, the discipline of Indigenous Studies is a quickly growing field, but the fact remains that there are few institutions in North America that offer students an intensive and rigorous education in research about first peoples. For students at the Faculty of Native Studies, opportunities will be plenty. Faculty members have proven to be pioneers in Indigenous histories, settler-Indigenous relations, gender and sexuality, the environment, statistics, Indigenous identities and urban spaces, contemporary popular culture, and theoretical questions. Further, by focused, concise, and daring research mandates, the Faculty of Native Studies



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Program

has proven to be a leader in research about Indigenous groups in the Edmonton area, the Oil Sands in Northern Alberta, the Mackenzie Valley Pipeline Project in the Northwest Territories, Indigenous knowledge, and questions about Canadian borderlands. Students will be quickly immersed into this discipline of Indigenous Studies and have the opportunity to work with leading experts in the field.

The Faculty of Native Studies has demonstrated that its Master of Arts Program has been a success and it is our pleasure to support the proposed PhD Program. I applaud the Faculty of Native Studies in their effort to advance the discipline of Indigenous Studies, provide students with opportunities for a higher education, and further the University of Alberta's mission to "create and sustain a vibrant and supportive learning environment that discovers, disseminates, and applies new knowledge through teaching and learning, research and creative activity, community involvement, and partnerships."

ASSC has the opportunity, through a range of community engagement events and prospective student advising, to promote degree program opportunities to a diverse demographic of students. Having a PHD program in the Faculty of Native Studies will be another significant incentive to attract First Nation, Métis and Inuit scholars to the University of Alberta and is an important step in creating exceptional and life changing university scholarship.

Having had an opportunity to interact with a wide range of Faculty of Native Studies graduates, and seeing firsthand the significant impact they have as they graduate to meaningful careers in their respective communities, it is exciting to consider the possibility of growing this success and increasing exponentially the positive effects as more opportunities for Indigenous scholarship and engagement are made available.

Sincerely,



**Shana Dion**  
Director  
Aboriginal Student Services Centre

December 15, 2014

Dr. Brendan Hokowhitu  
Dean, Faculty of Native Studies  
University of Alberta  
2-31 Pembina Hall  
Edmonton, Alberta T6G 2H8

Dear Dean Hokowhitu,

I am very pleased to support the proposed PhD program in Indigenous Studies at the Faculty of Native Studies at the University of Alberta.

The proposed program will make an important contribution to scholarship and research in the area of Indigenous Studies, which is a burgeoning field of inquiry. There is a strong need for all Canadians to seek understanding of Indigenous ways of knowing and to gather reliable knowledge about the contemporary and historical context of relations between Canada's first peoples and settler communities. It is equally important for Indigenous communities to create and have access to knowledge about themselves.

A PhD program in the Faculty will provide for a focused approach to Indigenous Studies and a concentration on Indigenous methodologies and research paradigms. The proposed program emphasis and structure will enable a distinctive, comprehensive and rigorous research environment for students. Faculty members are dynamic researchers and teachers, and their areas of scholarly inquiry represent relevant, deep and multidisciplinary approaches to Indigenous Studies.

As the Liaison Librarian for Native Studies, I have had the pleasure of working with faculty members in Native Studies and can certainly attest to their rigorous scholarship and enthusiasm for teaching their students. Students find in the Faculty, as well as support for their scholarship, a caring atmosphere in which to learn and research. Students in the proposed program will enjoy the mentorship of leading scholars in the field of Indigenous Studies, and will experience a level of excellence in research which will serve them well in their future careers.

A key aim set out in the University's planning documents is for the University to be a place where Indigenous people experience success, to attract Indigenous students and faculty to our campuses, and to ensure they find inclusive, supportive environments that foster growth and achievement. The proposed PhD program would be an effective means of moving forward this component of the University's aboriginal strategy, in attracting candidates from First Nations, Métis and Inuit communities to further their scholarship and seek careers in the academic world, as well as in other public and private spheres.

The University of Alberta Libraries has comprehensive physical and electronic collections in Indigenous Studies, which is one of the areas of strength of the Libraries. The library is well-positioned to support the proposed program by means of an extensive research collection and skilled academic librarians.

I enthusiastically support the proposed PhD program in the Faculty of Native Studies, and look forward to working with the students in this new advanced graduate program.

Sincerely,

A handwritten signature in blue ink that reads "Anne Carr-Wiggin". The signature is written in a cursive style with a long horizontal flourish extending to the right.

Anne Carr-Wiggin  
Liaison Librarian for Indigenous Studies

November 21, 2014

Brendan Hokowhitu, Dean  
2-31 Pembina Hall  
Faculty of Native Studies  
University of Alberta  
Edmonton, AB T6G 2H8

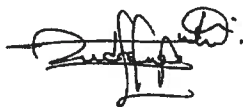
Dear Dean Hokowhitu:

Thank you for the opportunity to comment on the Faculty of Native Studies' proposal to offer a PhD in Indigenous Studies. To my knowledge this is the first time the Graduate Students' Association has been invited to comment on a new graduate degree proposal prior to the standard governance approval route and we very much appreciate your consultative and inclusive approach.

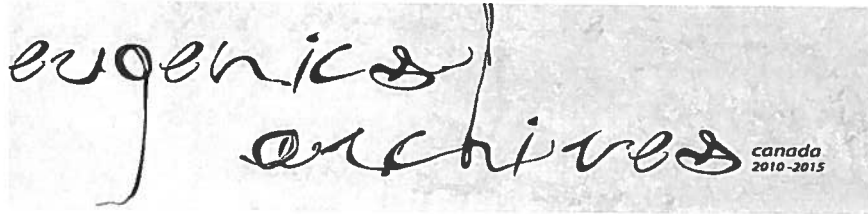
The GSA believes that this proposed expansion to your existing graduate program is an excellent initiative and builds on the remarkable work and strengths of your faculty members and master's students. Adding doctoral students will only enrich your community of scholars and researchers in Indigenous Studies. As you know, thesis-based graduate students need sustainable funding in order to successfully focus on their research and we ask that you ensure that the proposal provides for graduate assistantships and other forms of funding commitments for your doctoral students.

The GSA strongly supports the PhD in Indigenous Studies proposal and recognizes that as the only Indigenous PhD program in western Canada, this province has a unique opportunity to distinguish itself in this important area. We wish you every success as the proposal makes its way through the approval process.

Sincerely,



Nathan Andrews  
President  
Graduate Students' Association



Living Archives on  
Eugenics in Western  
Canada CURA  
Community University Research  
Alliance  
SSHRC = CRSH  
social science and humanities  
research council of canada

Dr. Brendan Hokowhitu  
Dean, Faculty of Native Studies, University of Alberta  
2-31 Pembina Hall, Edmonton, AB T6G 2H8

December 24, 2014

Dear Dean Hokowhitu,

I am writing this letter on behalf of the *Living Archives on Eugenics in Western Canada*, to voice our support for the proposed Doctor of Philosophy Program in Indigenous Studies at the Faculty of Native Studies at the University of Alberta. I completely support the initiative.

The growing demand to seek understanding of Indigenous knowledge, form new partnerships with communities and organizations, and engage in social issues to better understand people in all their diversity, is an opportunity for the university's community. The PhD program will encourage and train individuals who will serve the broader community as policy makers, community advocates, business leaders, and respected scholars. Edmonton currently has the fastest growing population of Indigenous people in Canada, making this program all the more relevant and timely.

Our research project has been enhanced through the work of the Native Studies staff, faculty, and students. The Living Archives on Eugenics has numerous intersections of studies, including residential schools and historic connections to Alberta's political past, and more. The areas of studies within these regions are currently understudied and offer excellent opportunities for scholarship advancements. Offering Doctorate level studies would not only provide multiple opportunities for current students and scholars but it would open doors nationally and internationally as well as enhance the University of Alberta's research intensive reputation.

At the academic level, the discipline of Indigenous Studies is a quickly growing field, but the fact remains that there are few institutions in North America that offer students an intensive and rigorous education in research about first peoples. The opportunities for students and staff will be plenty. Faculty members have proven to be pioneers in Indigenous histories, settler-Indigenous relations, gender and sexuality, the environment, statistics, Indigenous identities and urban spaces, contemporary popular culture, and theoretical questions. Further, by focused, concise, and daring research mandates, the Faculty of Native Studies has proven to be a leader in research about Indigenous groups in the Edmonton area, the Oil Sands in Northern Alberta, the Mackenzie Valley Pipeline Project in the Northwest Territories, Indigenous knowledge, and questions about Canadian borderlands. Students will be quickly immersed into this discipline of Indigenous Studies and have numerous opportunities to work with leading experts in the field.

The Faculty of Native Studies has demonstrated that its Master of Arts Program has been a success and it is our pleasure to support the proposed PhD Program. A PhD program in Native Studies also upholds the University of Alberta's mission to "create and sustain a vibrant and supportive learning environment that discovers, disseminates, and applies new knowledge through teaching and learning, research and creative activity, community involvement, and partnerships." I fully support a PhD program in Native Studies at the University of Alberta!

Sincerely,

A handwritten signature in black ink, appearing to read "Moyra Lang".

Moyra Lang MLIS

Living Archives on Eugenics in Western Canada  
2-40 Assiniboia Hall, University of Alberta, Edmonton, Alberta, T6G 2E7

December 31, 2014

Dr. Brendan Hokowhitu  
Dean, Faculty of Native Studies  
University of Alberta  
2-31 Pembina Hall  
Edmonton, AB T6G 2H8

**Re: Support for PhD Program in Indigenous Studies, Faculty of Native Studies, UAlberta**

Dear Dean Hokowhitu,

I am writing this letter on behalf of the First Nations Studies Dept. at the University of Northern British Columbia (UNBC) to voice our support for the proposed Doctor of Philosophy Program in Indigenous Studies at the Faculty of Native Studies at the University of Alberta. I write this letter from two intertwined perspectives. I am one of the few non-Aboriginal people in Canada who have earned a PhD in Native (now Indigenous) Studies, and secondly I am presently the Chair of the First Nations Studies (FNST) Dept. at UNBC.

A PhD in Indigenous Studies allowed me the opportunity to fully and deeply explore the emerging discipline of Indigenous Studies and to seek understanding of Indigenous knowledge from within an academic perspective. This augmented the experiential knowledge that I had gained through decades of work with Aboriginal communities.

At UNBC we have successfully offered both a Bachelors and a Master of Arts Program in First Nations Studies for over twenty years. Some of our MA graduates wish to continue on with a PhD. The development of a PhD program has been a vision of ours for sometime, but as a small program in a small university, the possibility of doing so is at best a long way off. Therefore, the program that you are proposing will provide an opportunity for our graduates to study at the doctoral level.

When it comes time to hire new faculty it is a challenge to find Indigenous scholars whose research is situated in western Canada. Therefore we fully support your proposal to enrich Indigenous scholarship at the University of Alberta with a PhD in Indigenous Studies.

Sincerely,

Dr. Ross Hoffman  
Associate Professor & Chair



UNIVERSITÉ  
UNIVERSITY

FACULTY OF  
LIBERAL ARTS &  
PROFESSIONAL STUDIES

Department of  
Equity Studies

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December 27, 2014

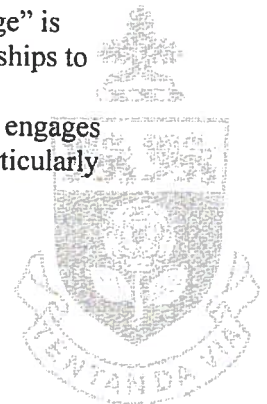
Dr. Brendan Hokowhitu  
Dean, Faculty of Native Studies  
University of Alberta  
Edmonton, Alberta  
T6G 2H8

Dear Dr. Hokowhitu,

I am writing this letter to enthusiastically support the establishment of the proposed Indigenous Studies PhD program in the Faculty of Native Studies, University of Alberta. While I have not been involved with Indigenous studies at the University of Alberta, I have been teaching in the field of Indigenous Studies, both at Queen's University and York University for the past fifteen years, and it is with this experience that I am evaluating the proposed program.

The aspect of the program that I find most exciting is the emphasis on Indigenous critical theory. As Audra Simpson and Andrea Smith noted in their recent book *Theorizing Native Studies*, there has been a turn against "theory" within Indigenous studies, particularly in Canada. As I have observed it, too often there has been a tendency to dichotomize "theory" and "community" within Indigenous studies, resulting in an uncritical focus on community and an abandonment of theory. I am very pleased that, along with Indigenous methodologies, students are exposed within their first year to the growing body of theoretical work by Indigenous scholars. This bodes well, not only for the future of Indigenous studies as a discipline, but for the creation of future generations of scholars, both Native and non-Native, who will be able to critically assess the issues that Indigenous communities are facing and engage, with some confidence, in transformative processes relating to Indigenous re-empowerment.

I was also greatly impressed by the breadth of the proposed program. The three areas of focus provide an approach to Indigenous peoples' issues and concerns that is both diverse and comprehensive. I was particularly interested in the strengths that are manifested in the first area because of the presence of Canada Research Chairs relating to both science and Indigeneity and responses to ecological change. At a time when university-level "Indigenous knowledge" is frequently limited to developing students' individual experiential relationships to land through connections with elders, this program has the potential to be engaging with Indigenous knowledge at a much deeper level, insofar as it engages with Indigenous epistemologies. The faculty strengths in this area are particularly impressive.



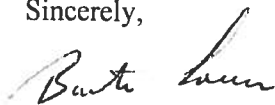
The second area of focus is also promising, particularly in the manner that the Faculty of Native Studies already has developed strong relations with First Nations, Metis and Inuit communities in different geographical contexts. Here it is most obvious that the proposed PhD program is not taking place in a vacuum; it is built on already-existing relations that have been developed through years of providing undergraduate and MA-level Indigenous studies at the University of Alberta.

The third area, however, encompassing cultural studies and questions of Indigenous artistic development promises to be, in many respects, the most cutting edge aspect of the program. All too often, Indigenous Studies programs in Canada neglect the arts, and in this respect cannot capture the tremendous cultural vitality of contemporary communities where resurgence is being stimulated through the re-imagining of Indigenous identity and tradition and where the youth are, without doubt, the most engaged. At present, this appears to be the smallest area of the program in terms of the interests of existing faculty; if this area is strengthened through devoting future resources in this area, it will make this program even more exciting than it already is.

Finally, I will briefly address the program's relatively shortened structure. As compared to the structure of many PhD programs, this proposed program is unusual, insofar as there is only one term of coursework, and only one term devoted to comprehensives and proposal development; indeed, the fact that the comprehensives and the dissertation proposal are all to be undertaken in the second term of the first year, with the oral exam for the comps and dissertation rolled in together is somewhat surprising. It may well be that this shortened structure is to enable students from northern communities to complete the on-campus aspect of the program within a year so that only one year is required to be spent in Edmonton; for these students this is a wonderful innovation. I would suggest, however, that with such a condensed first year, it may be a little overambitious to expect a three-year completion for the PhD; in many departments at my university, for example, students undertake course work for a full year, comps and developing their thesis proposal in the second year, and begin their research during the third year. The length of time for completion in most programs varies from a four year minimum (for extremely focused students) to a six year average. This, however, will no doubt be sorted out during the consultation process and does not detract from the structure of the program.

In conclusion, this is an extremely exciting program and I am very glad that the Faculty of Native Studies at the University of Alberta is developing it. I wholeheartedly support it. Please do not hesitate to contact me if there are further questions.

Sincerely,



Bonita Lawrence  
Multicultural and Indigenous Studies Program  
Department of Equity Studies





26 July 2015

**BY REGULAR MAIL  
AND EMAIL <sean2@ualberta.ca>**

Sean Robertson, JD, PhD  
Assistant Professor  
Director of Graduate Studies  
Faculty of Native Studies  
2-31 Pembina Hall  
University of Alberta  
Edmonton, AB T6G 2H8

Dear Dr. Robertson

I am pleased to write this letter of support for the proposed PhD program in Indigenous Studies at the University of Alberta. This proposed PhD program has developed at a most opportune time with the recent conclusion of the Truth and Reconciliation Commission. The Commission's findings highlighted the importance of breaking down barriers and increasing access to education for aboriginal students at all levels.

Post-secondary education in Canada is at a crossroads. Native studies, indigenous studies and the like are no longer at the periphery of legitimate courses of study. A doctoral program in indigenous studies places the subject matter, First Nations, at the heart of academic discourse. This degree has immense value both academically and socially to the people of Alberta, specifically and Canada, generally.

Blair Stonechild, professor of indigenous studies at the First Nations University of Canada, poignantly refers to education as the "new buffalo" because access and completion is critically important for Aboriginals and the future of Canadian society. In the same vein, indigenous studies provides the opportunity for aboriginals and non-aboriginals to expand the body of knowledge of our First Nations.

A doctoral program in indigenous studies at the University of Alberta would offer an excellent opportunity to advance personally and professionally. As a Metis person working as a history/art history instructor at Medicine Hat College, a doctoral degree in native studies would be a rewarding endeavor as I know it would be for other aboriginal and non-aboriginal people.

In summary, a doctoral program in indigenous studies at the University of Alberta would be a valuable addition to the high quality programs already available in our province.

If I can provide clarification or additional information regarding the foregoing, please contact me.

Best wishes

Clint Lawrence, MA  
Instructor, Visual Communications  
E: [lawrence@mhc.ab.ca](mailto:lawrence@mhc.ab.ca)  
T: 403.529.3904



*Office of the President  
Yukon College  
Ph: (867) 668-8704, fx: (867) 668-8896  
Email: [kbarnes@yukoncollege.yk.ca](mailto:kbarnes@yukoncollege.yk.ca)*

December 22, 2014

Dr. Brendan Hokowhitu  
2-31 Pembina Hall  
Faculty of Native Studies  
University of Alberta  
Edmonton, AB T6G 2H8

Dear Dr. Hokowhitu,

Yukon College is very pleased to be able to provide a letter of support for the proposed Doctor of Philosophy Program in Indigenous Studies.

Yukon College has enjoyed a productive and successful partnership with the University of Alberta, specifically with the Bachelor of Science and the new specialization in Northern Systems, which we have had co-delivered on the Whitehorse campus since 2009. This degree, which is a collaboration between your Faculties of Indigenous Studies and Agricultural, Life and Environmental Sciences and our School of Applied Science and Management, has had a tangible impact in Yukon. Graduates from the program have been able to stay in Yukon to complete their degree and many are now working in both First Nations and Yukon Government positions. For many of them, this would not have been possible without the program being available in the North.

In addition to providing an avenue for higher learning for northern students, the partnership with the University of Alberta has had other benefits. As a result of having two senior U of A faculty, in Dr. Schmiegelow and Dr. Bielawski, embedded at the College, new courses have been developed and our faculty have had the opportunity to build their own capacity by teaching new courses. Both professors have also used this unique situation to bring their own graduate students north, which has produced some exciting activity in our Research Centre as well as our classrooms. Without this partnership, these students from Edmonton would not have the opportunity for lengthy experiences in Canada's north, working side by side with northern scientists as well as with our rural communities and First Nations.

As you know, Yukon College is on a journey of transitioning into Canada's first university in the north. One of the pillars of this new university will be programming and research that supports our First Nations in developing their capacity as governments and stewards of their lands and resources. We are developing our first undergraduate degree to be a Bachelor of Policy Studies in Indigenous Governance. Working with all fourteen of our First Nations, eleven of which are already self-governing, we are also working on building an Institute of Indigenous Self-determination, which will provide professional development for our FN elected officials as well as their senior public service.

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Whitehorse, Yukon  
Y1A 5K4 Canada

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Alongside that activity we will create a space for research in modern treaties and economies where international collaborations amongst Indigenous scholars can occur – scholars such as those that will be involved with your new PhD being proposed. Clearly, the students involved in the new PhD program will have many opportunities to work with the College, teaching in the new degree, conducting research in our new Institute or working with our governments.

Yukon College is very pleased to support the proposed PhD in Indigenous Studies being proposed by your Faculty. There is a real and growing need for advanced interdisciplinary research by Indigenous peoples in Canada. The challenges being faced by Yukon's FN governments are just one example of where a more thorough understanding of the traditional and modern worlds intersect. There is already a serious shortage of well-prepared scholars in this field, so such a program is long overdue and will be welcomed. The graduates will be sought after by both federal and territorial governments across Canada who struggle now to build effective relationships with these traditional yet modern societies. Industry and business organizations will also seek out these students who can help them build bridges with our remote communities as they develop resources in their regions. International governments and industries working with Indigenous peoples in other countries will also look to the Faculty for help with policy and development concerns. There is a great and growing need.

Yukon College looks forward to continuing and expanding our relationship with the Faculty of Indigenous Studies. I foresee many places where this program will benefit the Yukon and the north and very specifically the College. As we build our capacity in undergraduate education, we will rely on our partners for support and guidance. For us, the need is now.

Thank you for the opportunity to articulate our support for your new program. Please do not hesitate to contact me if you require anything further. We wish you the best of luck and I look forward to hearing of your success.

Sincerely,

Dr. Karen Barnes  
President and Vice Chancellor

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University  
of Victoria  
Law

**Faculty of Law**

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V8W 2Y2 Canada

Tel 250.721.8150  
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Web [www.law.uvic.ca](http://www.law.uvic.ca)

November 5, 2014

Dr. Brendan Hokowhitu  
Dean and Professor  
Faculty of Native Studies  
University of Alberta  
2-31 Pembina Hall  
Edmonton, Alberta, T6G 2H8

Dear Dean Hokowhitu,

**Re: Faculty of Native Studies Proposed PhD Program in Indigenous Studies**

I am delighted to hear the news of the Indigenous Studies PhD Program now being proposed by the Faculty of Native Studies. With this letter, I would like to add my full support for this timely and vital graduate initiative.

By way of my background and to locate my remarks, I was cross appointed between the faculties of Native Studies and Law at the University of Alberta for six years until the end of 2011 and Faculty of Native Studies was my formal administrative home. While at the University of Alberta, I came to appreciate the development of Native studies/Indigenous studies as a distinct multifaceted academic field with its own educational, political, economic, and social theories. The Faculty of Native Studies was a leader in the development of this new discipline at both the national and international levels through advocacy, conference presentations, research, publications, and participation in organizations such as NAISA. The Faculty of Native Studies has also been strategic and wise in the building of its core of faculty members, bringing together key Indigenous and non-Indigenous scholars from diverse and complimentary disciplines. At the University of Alberta, the Faculty of Native Studies has effectively collaborated with other faculties to establish numerous cross-university initiatives and several joint academic appointments.

Since leaving the University of Alberta, I have assumed an endowed chair through which I have directed a number of national and international Indigenous law research projects, and I have established the Indigenous Law Research Unit at the University of Victoria Faculty of Law. One of our major undertakings is the proposed four-year dual professional degree program wherein students will receive a Canadian law degree and an Indigenous law degree. This experience has

provided me with a broad perspective of Indigenous undergraduate and graduate programming needs – and it is from this vantage point that I see the proposed Indigenous Studies PhD program filling a critical niche for Indigenous and non-Indigenous students, and Indigenous communities. Furthermore, this initiative assists the University of Alberta to fulfil its vision as set out in the ‘Dare to Discover’ strategic document and its goals for Indigenous education.

Since its inception, the Faculty of Native Studies has remained grounded in its commitment to Indigenous communities by providing rigorous educational opportunities for students, many of whom have gone onto graduate programs in other universities, academic positions, law schools, government agencies, businesses, and into local leadership positions. With the Indigenous Studies PhD program, students will have opportunities to either continue their graduate education with Native Studies or they may transfer from other universities to the Faculty of Native Studies. While at the University of Alberta, I frequently received requests to supervise students in Native Studies, but the only way we could arrange this graduate path was to combine Native Studies supervision with that of another faculty that already had a PhD program. Given the demand, I am confident that the Faculty of Native Studies will continue to not only attract students from Alberta, it will also attract both national and international students.

One of the key characteristics of the Faculty of Native Studies has been its unwavering commitment to ensuring the highest possible caliber education and research opportunities for all their students. This is demonstrated by the Faculty’s recently launched online journal, several research centres, and unique undergrad research opportunities through consecutive national scale research projects. Faculty members such as Dr. Andersen, Dr. Tough, Dr. Parlee, Dr. Altamirano-Jimenez, and new scholar, Shalene Jobin, to name a few, have outstanding and respected reputations as scholars, and they are effective disseminators of research through their prolific, well-received publications.

With its proposed Indigenous Studies PhD program, the Faculty of Native Studies has wisely bounded its emphasis to their areas of expertise and strengths: critical theory, interdisciplinarity, methodological rigour and distinctiveness, gender, governance, ecology, history, law, and popular culture and media. From this strong foundation, the PhD program will focus on three main areas that encompass Indigenous ways of knowing, history and memory, contemporary culture and social relations, and governance and resistance. These concentrations will be a major contribution to the emerging field of Indigenous Studies and beyond (e.g., law schools) and given the Faculty’s proven record of achievement and follow-through, it will deliver this graduate program with an excellence that “Dares to Discover” and it will live up to Indigenous aspirations.

I urge support for the Faculty of Native Studies PhD Indigenous Studies Program. It will be an important addition to Indigenous and non-Indigenous graduate education and will contribute much needed critical thought to Indigenous scholarship and Indigenous discourse generally.

Sincerely,

A handwritten signature in black ink, appearing to read 'Val Napoleon', with a long horizontal line extending to the right.

Dr. Val Napoleon  
Law Foundation Chair of Aboriginal Justice and Governance, Director, Indigenous Law  
Research Unit, and Provost's Engaged Community Scholar



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of Victoria

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Thursday January 29, 2015

Dr. Brendan Hokowhitu, PhD  
Faculty of Native Studies  
University of Alberta  
Edmonton, Alberta

Dear Dr. Hokowhitu:

It is with great please that I write this letter in support of the proposed Doctor of Philosophy (PhD) Program in Indigenous Studies at the University of Alberta.

In my capacity as Director of Indigenous Studies at the University of Victoria, I am excited to learn about the very positive implications the proposed doctoral program at the University of Alberta will have on the growing discipline of Indigenous Studies. At present, there are very limited opportunities for students to pursue graduate opportunities within the discipline of Indigenous Studies. Consequently so many undergraduate students turn to the traditional disciplines (i.e. Anthropology, Political Science, History, etc.) to explore and pursue Indigenous topics. As the Director of an Indigenous Studies program that operates at the undergraduate level, the proposed doctoral program provides many exciting possibilities for IS undergraduate students, as well as the numerous Master's and Doctoral students who support the IS program at UVic, yet are enrolled in various programs and departments because there exist very few Indigenous Studies graduate programs, specifically Doctoral programs, in Canada and the United States. Many of these graduate students request to gain experience (as research and teaching assistants) within UVic's IS program, as there currently exists very limited opportunities to be immersed and supported within such graduate programs at UVic, and beyond. The proposed program at the University of Alberta opens new doors and opportunities for all students interested in pursuing their educational goals in Indigenous Studies at the Doctoral level.

I have no doubt that the proposed Doctoral program will strengthen the University of Alberta's esteemed Bachelor and Master's programs in Indigenous Studies, and will contribute to the strong academic reputation of the University of Alberta's

Faculty of Native Studies. The proposed program serves as a great opportunity for all of us who are committed to the discipline of Indigenous Studies.

Sincerely,

A handwritten signature in black ink, appearing to read 'C. O. B.' followed by a long horizontal line that ends in a small upward tick.

Christine O'Bonsawin, PhD  
Director, Indigenous Studies Program  
Assistant Professor, Department of History  
University of Victoria  
Victoria, BC



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December 24, 2014

Dr. Brendan Hokowhitu  
Dean, Faculty of Native Studies  
University of Alberta  
2-31 Pembina Hall  
Edmonton, AB T6G 2H8

**Re: Support for PhD Program in Indigenous Studies, Faculty of Native Studies, UAlberta**

Dear Dean Hokowhitu:

I am writing this letter in support for the proposed Doctor of Philosophy Program in Indigenous Studies at the Faculty of Native Studies at the University of Alberta. I am the past program director of the PhD Program in Indigenous Studies at Trent University and was the reviewer when your Masters program was in its proposal phase.

The development of PhD programs in Indigenous Studies is most important. When we began our PhD program in Indigenous Studies at Trent in 1999, there were only three such disciplinary programs in North America. There have been only a few additions since that time, one being U of Manitoba. As we know from our own experience, there is a demand for graduates who have been trained within the discipline of Indigenous Studies and whose scholarship is informed by knowledge creation within Indigenous ontological, epistemological, methodological and axiological frameworks. This new paradigm has become the foundation for scholarship in Indigenous Studies and it is exciting that students in your new program will be able to work within this emergent paradigm.

I have reviewed the details of your proposed program and see that it is complementary to our own program whose focus is more towards Traditional knowledge traditions, specifically Anishinaabe and Haudenosaunee. I can see that your emphasis on Critical Indigenous Theory will distinguish this program and that prospective students will be attracted to this aspect of your curriculum. You have planned a program that is shorter in course work than our own, which means that your students should complete their program quite quickly. You have also positioned the program to produce graduates who will either enter the academy or the public or private sector, thus expanding the job opportunities for graduates at the end of their studies. The multi-disciplinary focus will be helpful in preparing students to enter the new spaces that are being created in the academy where scholars are expected to be able to engage with other researchers across disciplinary boundaries as active players in the new knowledge economy.

Indigenous knowledge is becoming more widely accepted in many disciplines, and the granting agencies such as SSHRC have now adopted specific programs that challenge researchers to make their scholarship relevant and culturally appropriate in relation to Indigenous peoples and Indigenous knowledges. Your program and PhD students will be well-positioned to participate in the emerging opportunities for funding from scholarly sources. Your faculty members are well-known scholars who are eminently qualified to guide your students in relation to such opportunities.

I well remember your proposal to expand your faculty into graduate programs. One of the most impressive qualities of that proposal was the high level of support from local Indigenous organizations and communities. This bodes very well for your PhD program. Partnerships with communities allow the creation of scholarship in close collaboration with communities and their needs. Your track record in this kind of scholarship will provide students with exceptional training opportunities that will shape them for excellent contributions to Indigenous Studies and Indigenous communities.

Thank you for this opportunity to comment on your proposed PhD program and I wish you every success with it.

*Lynne Davis*

Lynne Davis  
Associate Professor  
Department of Indigenous Studies  
Trent University  
[lydavis@trentu.ca](mailto:lydavis@trentu.ca)  
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c.c. Professor David Newhouse, Chair, Indigenous Studies, Trent University  
Professor Paula Sherman, PhD Program Director, Indigenous Studies, Trent University



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December 22, 2014

Dr. Brendan Hokowhitu  
Dean, Faculty of Native Studies  
University of Alberta  
2-31 Pembina Hall  
Edmonton, AB T6G 2H8

Re: Support for PhD Program in Indigenous Studies, Faculty of Native Studies, UAlberta

Dear Dean Hokowhitu,

My name is Rick Monture and I am from the Mohawk nation, Turtle Clan, from Six Nations of the Grand River in southern Ontario. I am writing this letter as the Director of the Indigenous Studies Program at McMaster University to voice our support for the proposed Doctor of Philosophy Program in Indigenous Studies at the Faculty of Native Studies at the University of Alberta. It is very encouraging to be informed of such an initiative, one which is long overdue.

Our program at McMaster is over twenty years old, and we are quite aware of the need for all Canadians to gain a better understanding of Indigenous knowledge, to form new partnerships with communities and organizations, and to engage in social issues in order to be more respectful of people in all their diversity. This PhD program will encourage and train individuals who will serve the broader community as policy makers, community advocates, and business leaders. Edmonton currently has the fastest growing population of Indigenous people in Canada, making this program all the more relevant and timely.

Although the discipline of Indigenous Studies is a quickly growing field, the fact remains that there are few institutions in North America that offer students an intensive and rigorous education in research about First Peoples. Because our own program at McMaster does not currently include a graduate degree, we are fully aware of the need for such programs that engage with Indigenous knowledge at the PhD level. For students at the Faculty of Native Studies, opportunities will be plenty. Faculty members have proven to be pioneers in Indigenous histories, settler-Indigenous relations, gender and sexuality, the environment, statistics, Indigenous identities and urban spaces, contemporary popular culture, and theoretical questions. Further, by focused, concise, and daring research mandates, the Faculty of Native Studies has proven to be a leader in research about Indigenous groups in the Edmonton area, the Oil Sands in Northern Alberta, the Mackenzie Valley Pipeline Project in the Northwest Territories, Indigenous knowledge, and questions about Canadian borderlands. Students will be quickly immersed into this discipline of Indigenous Studies and have the opportunity to work with leading experts in the field.

I have had the great pleasure of meeting many of the faculty of Native Studies at the University of Alberta over the past few years, and have always been highly impressed by the strength of their research and writing. It's my understanding that Native Studies has demonstrated that its Master of Arts Program has been a success and it is our pleasure to support the proposed PhD Program. I applaud the Faculty of Native Studies in their effort to advance the discipline of Indigenous Studies, provide students with opportunities for a higher education, and further the University of Alberta's mission to "create and sustain a vibrant and supportive learning environment that discovers, disseminates, and applies new knowledge through teaching and learning, research and creative activity, community involvement, and partnerships."

I look forward to hearing about the successful creation of the PhD Program in the coming years, as I know that it will be an important one that will contribute to the future well-being of First Nation, Metis and Inuit communities across this country.

Sincerely,

A handwritten signature in black ink, appearing to read "Rick Monture", written in a cursive style.

Dr. Rick Monture  
Assistant Professor, English & Cultural Studies /  
Director, Indigenous Studies Program



## DEPARTMENT OF NATIVE STUDIES

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18 December 2014

Dr. Brendan Hokowhitu  
Dean, Faculty of Native Studies  
University of Alberta  
2-31 Pembina Hall  
Edmonton, AB T6G 2H8

Re: Support for PhD Program in Indigenous Studies, Faculty of Native Studies,  
University of Alberta

Dear Dean Hokowhitu,

I am pleased, on behalf of myself and my colleagues in the Department of Native Studies at the University of Manitoba, to write in enthusiastic and wholehearted support of your initiative to establish a Doctor of Philosophy Program in Indigenous Studies through the Faculty of Native Studies at the University of Alberta.

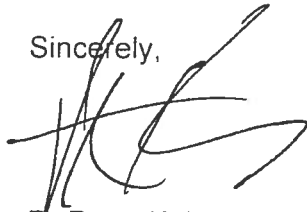
Our discipline has seen extraordinary growth over the last two decades, with new departments being established across the country and graduate education at the master's level now available in nearly every province. However, there are still only a few doctoral programs in our field; the one at Trent in Ontario which I helped to start in the late nineties, and the one here at the University of Manitoba which formally started a few years ago. Yet it is clear that Native (or First Nations or Indigenous) Studies programs prefer to hire faculty who have advanced training within the field. Our own first graduate, last year, was immediately hired to a tenure track position in First Nations Studies at UNBC. As well, of course, their own communities desperately need students with this kind of advanced training, as do government and the private sector. We have been receiving an increasing number of applications to our own doctoral program from across Canada in the past few years and are now in the unfortunate position of sometimes turning capable students away when their research does not directly fit the expertise of our faculty. Hence I truly welcome having another place to which we can direct those students, and of course you will have many eager to work with you there as a first choice.

Furthermore, we have seen how a doctoral program provides a variety of benefits to our overall efforts. The discussions that graduate students will have in effect 'raises the tone' of our whole Department and lends a broader and deeper dimension to both our teaching and research missions.

Your Faculty is widely recognized as a leader in the field, from senior colleagues like Associate Dean Frank Tough, whose historical research and writing have established new standards and approaches, to junior colleagues like your Adjunct Professor Keavy Martin, whose work on Inuit literature is similarly path breaking. You have a well-established Master's program to build from. You have the resources, reputation and capability to run a Doctoral program. In short, all the ingredients are there for a successful new venture in Indigenous Studies at the University of Alberta.

I welcome this initiative and am pleased on behalf of my Department to offer our highest recommendation and support; I wish you the best as your proposal works its way through your governance processes and in the early years as the program establishes itself. If there is any way my Department or myself can be of assistance to you please don't hesitate to call on us.

Sincerely,

A handwritten signature in black ink, appearing to be 'PK', written over a horizontal line.

Dr Peter Kulchyski  
Head and Full Professor

University of  
Lethbridge



Liberal Education

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**Dr. Shelly Wismath**  
Professor of Mathematics and Liberal Education

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December 15, 2014

Dr. Brendan Hokowhitu  
Dean of Faculty of Native Studies  
University of Alberta.

Dear Dr. Hokowhitu:

I am writing as Acting Chair of the Native American Studies Department of the University of Lethbridge, to express the Department's strong support for the proposed PhD Program in Indigenous Studies at the University of Alberta, through the Faculty of Native Studies.

As one of the first Native Studies programs in Canada, our department has been part of the evolving discipline of Native Studies since 1975. As Native Studies has grown towards a legitimate and indeed vibrant academic discipline, a number of such programs have flourished at the undergraduate level, and as a result there is a growing need for scholars in this field. However there are only four programs in the United States and Canada which offer a PhD in Indigenous, Aboriginal or Native Studies. The proposed new PhD program at the University of Alberta would therefore be in an ideal position to move the discipline forward to the next levels of intellectual rigour.

The proposed PhD program builds on the current strengths of the Faculty of Native Studies at the University of Alberta, in their successful BA and MA programs. The three areas of focus planned - indigenous ways of knowing; history, memory, governance and resistance; and contemporary culture and social relations - are core areas in the study of aboriginal or indigenous peoples and issues. Educating new generations of scholars at the doctoral level in these areas will have a very broad impact, not only in academia but also in advancing social change. There is a need not only for future professors of Native Studies in academic institutions, but also for highly-educated leaders in Indigenous communities at all levels.

As the only PhD program in Indigenous Studies in western Canada, the proposed program would fill a significant gap, for Aboriginal students wishing to complete a PhD in this area

*To: Dr. Brendan Hokowhitu*

*December 15, 2014*

and for the discipline as a whole. We are pleased to express our strong support for this proposal.

Sincerely,

A handwritten signature in blue ink that reads "Shelly Wismath". The signature is written in a cursive style with a large initial 'S'.

Shelly Wismath  
Professor of Mathematics and Liberal  
Education



December 5, 2014

Dr. Brendan Hokowhitu  
Dean and Professor  
Faculty of Native Studies  
2-31 Pembina Hall  
Edmonton, Alberta  
T6G 2H8

Dear Dean Hokowhitu,

I am the Coordinator of the Indigenous Studies Program at Wilfrid Laurier University and am writing in support of your proposal to establish a PhD program in Indigenous Studies at the University of Alberta. The faculty in our program are delighted to see this proposal for a number of reasons.

First, there are too few opportunities for graduate work in the discipline of Indigenous studies, particularly at the PhD level. With a growing number of undergraduate programs in Indigenous Studies across Canada and beyond, we need graduate programs that can provide further training, mentorship and scholarship in our emerging field.

We are excited to see that your PhD program will foster scholars who wish to work within Indigenous ways of knowing. This is significant, as there is increasing interest and demand in scholarship that departs from, but is distinct from the traditional disciplines that have housed exploration of Indigenous issues in the past. Speaking personally, and having completed degrees in English (B.A.), Sociology and Equity Studies/Adult Education (M.A.) and History (PhD), I have learned the limitations of traditional disciplines for those of us wishing to explore and create knowledge from Indigenous theoretical and methodological places. I am thus heartened with how you have structured the coursework to focus on Indigenous theory and methods; this will allow students to focus on advanced levels of Indigenous knowledge and approaches.

We appreciate how your proposed program will help us to turn the study of Indigenous peoples and issues inside out, which is the future of Indigenous studies scholarship. That is to say, we need to move forward from studying Indigenous peoples' histories, literatures, social and health concerns, environmental approaches, etc.—to exploring these issues from Indigenous perspectives, standpoints, ways of knowing, and from within all the complexities and contradictions that various Indigenous worldviews provide. We see your proposed program as a well thought out environment to facilitate this work; one of few in North America. The University of Alberta has the unique advantage of having created a Faculty of Native Studies, which positions you well to establish the support and conditions for a successful Indigenous centered program. You have the further advantage of being able to build on the success of your undergraduate and Masters' programs in Indigenous studies. It will be a privilege for students to

have mentoring from such a well established and esteemed faculty, representing work across a wide spectrum of scholarship. It is inspiring to think about your PhD program as a laboratory where cutting edge approaches to knowledge creation will be fostered through a new generation of scholars.

Your proposed areas of focus, including the exploration of Indigenous ways of knowing; history, memory, governance and resistance; and contemporary culture and social relations provide an excellent range of options suited to addressing the challenges and opportunities in contemporary society. As we have seen from our experience in Indigenous Studies and in the Society, Culture and Environment program where our program began, there is a need for faculty who can teach in these areas. With relation to your first area of focus, we can attest that our students are keenly interested in exploring environmental knowledge and protocols from Indigenous perspectives. As an example, I am currently teaching a class on Indigenous environmental knowledge, and many of the students in this class are studying to be teachers. I have been encouraging the teacher candidates to think about reversing the traditionally essentialist primary school units on Indigenous peoples to teaching science units from Indigenous science perspectives. To do this, I rely on scholarship that comes from Indigenous ways of knowing and in particular Indigenous environmental knowledge. As Indigenous Studies faculty, we also work regularly with students in criminology and social work at Laurier, and can see how students in such programs benefit from learning about history and resistance, not as “the Indian problem,” but in a framework that will allow for forward looking solutions. Your focus on contemporary culture and social relations is critical, as it will foster scholarship that speaks back to the tendency to historicize or essentialize Indigenous peoples. We need this thinking and scholarship in the academy as well as in a broad range of professions in the community.

We can see how your program will offer graduates tremendous academic, consulting and other employment opportunities. In particular, as a researcher who has been working with Indigenous NGOs, individual First Nations, Political Territorial Organizations and government for decades, I have witnessed a recent explosion in demand for researchers who are grounded in Indigenous research ethics and methods. We need more scholars who are capable of working in Indigenous community-partnered research. We thus require advanced training environments to meet these demands; academic spaces that are on top of the most recent developments in Indigenous research theories and methods. The University of Alberta Faculty of Native Studies is ideally situated to provide this kind of training.

In closing, we wish to thank you for developing this proposal and for your foresight in creating an opportunity for advanced study in an area that is greatly needed. If we can be of any other assistance, please do not hesitate to contact me at [kanderson@wlu.ca](mailto:kanderson@wlu.ca).

Yours truly,



Dr. Kim Anderson  
Associate Professor and Program Coordinator  
Indigenous Studies  
Wilfrid Laurier University



2 December 2014

Dean, Brendan Hokowhitu  
2-31 Pembina Hall  
Faculty of Native Studies  
University of Alberta  
Edmonton, AB T6G 2H8

Tēnā koe, Dean Hokowhitu,

I am very glad to be able to write, on behalf of my colleagues, in support of the proposed PhD Program in Indigenous Studies at the Faculty of Native Studies, University of Alberta. We believe this to be a most timely venture, given the reputation of your academic staff, several of whom are well known to Indigenous Studies colleagues here in New Zealand.

Te Tumu, School of Māori, Pacific and Indigenous Studies, at the University of Otago, has a long-standing relationship with the Faculty of Native Studies that goes back to early in the 2000s. For example, Professor Richard Price gave advice on the development of a course work Master of Indigenous Studies programme we introduced in 2003. In 2006 members of the Faculty of Native Studies attended a symposium hosted here at Te Tumu. The following year, Native Studies at Alberta hosted a second symposium which a large number of Te Tumu academics attended. A selection of the papers from these two symposia were subsequently edited for publication by a group of senior academics from both Te Tumu and the Faculty of Native Studies in 2010. Individual academic staff in Te Tumu continue to maintain links with colleagues at Native Studies to this day. As these interactions demonstrate, Te Tumu views your Faculty and its programmes as an equivalent academic unit to our own.

Te Tumu has successfully supervised PhDs for well over a decade. We would therefore view this proposal as a most timely one that will bring your Faculty into line with current expectations here in New Zealand for academic departments and programmes teaching Indigenous Studies. Based on my knowledge of your faculty, I would certainly consider them to be more than able to teach and supervise PhD students in the fields you have

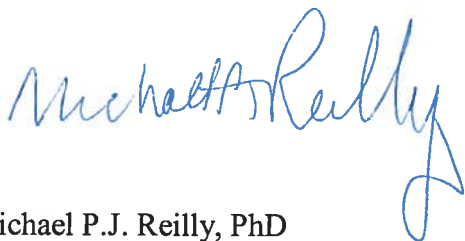
described in your letter. Their depth of scholarship and academic skills in terms of teaching and supervision would certainly be equivalent to any of their colleagues in similar programmes here in New Zealand.

From an international perspective, this proposal would strengthen greatly the position of North America in relation to Indigenous scholarship. Many New Zealand scholars in fields such as Māori Studies or Indigenous Studies are very keen to establish relationships with their North American counterparts. In this context, your proposed PhD programme would sit very well. It would contribute to the fostering of international research relationships with other specialists in this field, especially those from this part of the world.

Research in Indigenous Studies is a steadily expanding one internationally. In Te Tumu we have an increasing number of students who want to enter Indigenous Studies programmes to contribute to the development of contemporary Indigenous societies, to create appropriate methodologies and critical theory, and to advance the study of indigenous cultural knowledge. I could well imagine that some New Zealand students might be encouraged to enter PhD programmes, such as the one you propose, in order to extend their own local understandings of Indigenous Studies.

This will be an historic step for the Faculty of Native Studies, placing it in the forefront of Indigenous Studies; a move we welcome. I wish you and your colleagues every success with it.

Heoi anō, nāku noa, nā



Michael P.J. Reilly, PhD  
Professor and Dean



# TE WHARE WĀNANGA O AWANUIĀRANGI

December 19, 2014

Dean, Brendon Hokowhitu  
2-31 Pembina Hall  
Faculty of Native Studies  
University of Alberta  
Edmonton, AB T6G 2H8

To Whom it may concern

## Background

My name is Graham Hingangaroa Smith. I am a Distinguished Professor of Education. My current position is Chief Executive Officer of Te Whare Wānanga o Awanuiārangi (an Indigenous Tertiary Institution in New Zealand).

I have held positions at The University of Auckland (Professor and Pro Vice-Chancellor Māori) and The University of British Columbia (Visiting Distinguished Professor in Indigenous Education – Head of Educational Policy Studies).

I established the MAI (Māori and Indigenous) doctoral support and mentoring programme. A key strategy was to graduate 500 Māori PhDs across the country in five years. It actually took us seven years but was a fantastic achievement given that when we started we were only graduating 2-3 Māori PhDs for New Zealand per year. While in Canada, I developed the SAGE programme as a Canadian model of the MAI. This programme has also been successful in British Columbia and has been under the stewardship of Professor Jo-Ann Archibald. I have also assisted the development of doctoral programmes across a number of indigenous jurisdictions e.g. Indigenous PhD in Alaska; Indigenous PhD developments in Hawai'i (current); Indigenous PhD development at The University of Newcastle in Australia (Wollotuka Institute) and a current initiative with the proposed development of the Native American Graduate School (feasibility study). Finally, I have also visited and spoken in many of the Canadian Universities and have some knowledge of the indigenous responsiveness in the Canadian tertiary sector.

Te Whare Wānanga o Awanuiārangi is recognised under S162 (4)(b)(iv) of the Education Act 1989 and provides tertiary education for Māori in New Zealand under the following mandate "S162 (4)(b)(iv) of the Education Act 1989 "a Wānanga characterised by teaching and research that maintains, advances, and disseminates knowledge, develops intellectual independence, and assists the application of knowledge regarding *āhuatanga* Māori (Māori tradition) according to *tikanga* Māori (Māori custom)". Te Whare Wānanga o Awanuiārangi was formally established under S36 of the Education Amendment Act 1990. We teach around 7,000 students (full and part-time) of which 95% of our students identify as

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Te Whare Wānanga o Awanuiārangi  
supports the practice of well-  
managed forests by issuing its Own-  
of-Culture (COC) label paper for all  
our print requirements.



## TE WHARE WĀNANGA O AWANUIĀRANGI

Indigenous (Māori) from different tribes throughout NZ; we teach a range of courses and degrees from Level 1 certificates to Doctoral programmes; we currently have 90 doctoral students spread across PhD, and two Professional doctoral programmes – Doctor of Indigenous Studies and Advancement, and the Doctor of Māori Studies and Advancement. We currently teach an international cohort of Native American Students in Northwest Washington. We have a critical mass of Māori PhD credentialed staff and teach in innovative and culturally relevant ways to Māori and Indigenous learners.

There are several principles that underpin our New Zealand drive to build indigenous doctoral students credentials and capacity. Three key points are:

1. The need to build multiple interventions into indigenous under-development often simultaneously. Early childhood, elementary, secondary and tertiary education; curriculum, pedagogy, policy, administration and institutional structures etc. Indigenous development should not be constrained by singular (silver-bullet) projects but engage with many issues across many sites.
2. That higher degrees are a significant gap in the indigenous learning profile.
3. That it is not just the credential that is important but the development of a cultural and collective consciousness of indigenous communities. That is, moving away from simply producing privatised academic outcomes for individual benefit to developing a consciousness about contribution to indigenous/native/aboriginal advancement and benefit.

### Commentary

1. The development of specialised indigenous doctoral programming is a critical part of developing national interest with respect to creating a more inclusive society.
2. With respect to the desire to promote more indigenous economic independence from the state – there is a corresponding need to develop higher levels of skills that can enable this to occur.
3. The programmes need to have a critical studies base – given that people need to accurately understand what has gone wrong in order to provide interventions that are more likely to be transforming.
4. I would recommend a SAGE type programme accompanying such a development to allow the students to develop an indigenous community of scholars who can provide peer group support; specialist skills teaching to occur and collaborative and culturally supportive learning environment to problem solve issues. The SAGE supports the existing supervisors and does not interfere with that process. The SAGE programme also allows for indigenous PhD students from other disciplines across the University to join with the students in this degree and provides a supportive environment for cultural practice, knowledge and pedagogy.

### Summary of Support

1. I support this initiative and commend the Faculty of Native Studies (FNS) in their efforts to establish an indigenous doctoral programme. I do this on the basis that our indigenous doctoral programme has worked successfully in our institution and context here in New Zealand.

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Telephone: +64 9 430 4901  
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ROTORUA  
Manaakitanga Aotearoa Trust  
49 Sala Street  
Rotorua 3010  
Telephone: +64 7 346 8224  
Facsimile: +64 7 346 8225

[www.wananga.ac.nz](http://www.wananga.ac.nz)



Te Whare Wānanga o Awanuiārangī  
supports the practice of the  
managed forests by applying Chain  
of Custody (COC) standards for all  
our print requirements.



## TE WHARE WĀNANGA O AWANUIĀRANGI

2. I am familiar with the Canadian University context and would agree that there is a gap in the provision of specialised Higher Education qualifications for indigenous students.
3. There is a 'market' not just for skills to meet labour market outcomes, but also for the fulfilment of indigenous citizenship skills. That is, for highly qualified indigenous people with community leadership, knowledge and skills for indigenous advancement and self-development outcomes.
4. This is a worthy project that has the potential to be a National initiative of excellence hosted by the University of Alberta.
5. I wish you all well with this important project of national and international significance.
6. If I am able to help in any other way or provide clarification etc around our experience, please do not hesitate to contact me on email: [graham.smith@wananga.ac.nz](mailto:graham.smith@wananga.ac.nz) or by phone: + 64 7 306 3344.

Nāku noa, na

Distinguished Professor Graham Hingangaroa Smith  
Dip Tchg, M.A (Hons), PhD, D.Litt (*Hon. Causa*), LL.D (*Hon. Causa*), CNZM  
Chief Executive Officer  
Te Whare Wānanga o Awanuiārangī

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Whakatāne 3158  
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[www.wananga.ac.nz](http://www.wananga.ac.nz)



Te Whare Wānanga o Awanuiārangī  
supports the practice of well  
managed forests by specifying Chain  
of Custody Forest Fibre paper for all  
our print recovery.

**School of Teacher Education**  
College of Education  
University of Canterbury  
Private Bag 4800  
Christchurch 8140



9 December 2014

To whom it may concern

Thank you for your letter dated 31 October providing a context for the proposed Doctor of Philosophy Program in Indigenous Studies at the University of Alberta. The three strands of the Program Emphasis resonate with the work we are carrying out here at the University of Canterbury (UC) in terms of histories, epistemologies and relationalities. The learning objectives are to be applauded. The proposal as set out in the letter has merit on account of its sound benchmarking and its multidisciplinary nature. I add further comments below:

1. The benefits of the Program for UA are far reaching – from the individual scholar, to tribal and national growth
2. The benefits of the Program for UC are significant in terms of opportunities for interconnections of doctoral scholars
3. The Program is unique for Canada, one of only four in North America
4. The Program has potential and promise for internationalization of Indigenous scholarship.

Should the Program proceed, UC would like to discuss how we might participate, within reason, in the Program in the Faculty of Native Studies.

It is with enthusiasm that I advise of my support for the proposed Doctor of Philosophy Program in Indigenous Studies at the University of Alberta. With that support is a natural alliance to Te Ru Rangahau, the Maori Research Laboratory of the University of Canterbury.

Nga mihi nui – With best wishes,

A handwritten signature in black ink, appearing to read 'A. Macfarlane'.

Angus Hikairo Macfarlane  
Professor of Māori Research  
University of Canterbury

[http://www.education.canterbury.ac.nz/research\\_labs/maori/](http://www.education.canterbury.ac.nz/research_labs/maori/)





TE KAWA A MĀUI  
SCHOOL OF MĀORI STUDIES  
VICTORIA UNIVERSITY OF WELLINGTON, PO Box 600, Wellington 6140, New Zealand  
Phone +64-4-463 5314 Fax +64-4-463 5243  
Email [maori-studies@vuw.ac.nz](mailto:maori-studies@vuw.ac.nz) Website [www.victoria.ac.nz/maori](http://www.victoria.ac.nz/maori)

18 December 2014

Dr. Brendan Hokowhitu  
Dean, Faculty of Native Studies  
University of Alberta  
2-31 Pembina Hall  
Edmonton, AB T6G 2H8

E te rangatira, tēnā koe,

**Re: PhD programme in Indigenous Studies**

Thank you for the opportunity to write in support of the proposed Doctor of Philosophy Programme in Indigenous Studies at the Faculty of Native Studies at the University of Alberta. We are encouraged to see such a proposal being put forward for consideration that will contribute to the development of scholars in this field of study. We hope that your university will support your faculty and recognize the opportunities that will be gained by offering a qualification such as this.

Te Kawa a Māui has offered a doctoral programme, namely in Māori Studies, for some time now and we have seen the importance of research that engages and promotes indigenous development and advancement. Although our School offers these studies under Māori Studies, it has enabled students to expand in to international research topics that contribute to the field of Indigenous Studies as well as allowing other indigenous people to come and study their own people.

We wholeheartedly support this initiative to enable similar opportunities for Indigenous communities in Canada, and more locally in Alberta. As a comparatively new field of study, that is multidisciplinary in nature, Indigenous Studies has the potential to traverse research areas that relate to the environment, economics, politics and social (to name a few) that provide new perspectives and depth to these research areas that have transferable benefits to local communities. I am confident that your faculty will continue to advance Indigenous Studies further by offering such a program that engages communities and advances knowledge in this field.

We know that the Faculty of Native Studies have expertise in a wide range of areas that has placed them at the forefront of discourse in Indigenous Studies. Currently we are hosting one of your staff members, Dr Chris Andersen, to enable him to further expand his research. It has been a pleasure to have him located with us, and I know that the staff at Te Kawa a Māui have appreciated his perspectives on Indigenous issues that allow them to locate our own local issues within a global indigenous community context. We are confident that the students who enroll in this programme will have the opportunity to work with leaders in the field. Furthermore, by making this programme available enables the university to contribute to the advancement of Indigenous knowledge but also capacity and capability building of people locally and globally.

22 December 2014

Dr. Brendan Hokowhitu  
Dean, Faculty of Native Studies  
University of Alberta  
2-31 Pembina Hall  
Edmonton, AB T6G 2H8

Re: Support for PhD Program in Indigenous Studies, Faculty of Native Studies, University of Alberta

Dear Dean Hokowhitu,

I am writing this letter on behalf of the Department of American Indian Studies at the University of Minnesota to voice our support for the proposed Doctor of Philosophy Program in Indigenous Studies at the Faculty of Native Studies at the University of Alberta. It is very encouraging to be informed of such an initiative, and it is more than fitting that such a program be established at this fine institution. The faculty in Native Studies at the University of Alberta is internationally known for their high stature in the growing field of global Indigenous studies and for producing graduate students of the highest caliber in large numbers. The establishment of such a program would bolster what is already an acclaimed program and make important contributions to our common concerns. As the chair of the oldest fully established department of Indigenous studies in the United States, I can attest to the importance of the sort of institutional presence in our field that would accompany this programmatic development.

There is a growing demand in Alberta and Canada more broadly to seek understanding of Indigenous knowledge, form new partnerships with communities and organizations, and engage in social issues to better understand people in all their diversity. This PhD program will encourage and train individuals who will serve the broader community as policy makers, community advocates, and business leaders. Edmonton currently has the fastest growing population of Indigenous people in Canada, making this program all the more relevant and timely.

At the academic level, the discipline of Indigenous Studies is a quickly growing field, but the fact remains that there are few institutions in North America that offer students an intensive and rigorous education in research about first peoples. For students at the Faculty of Native Studies, opportunities will be plenty. Faculty members have proven to be pioneers in Indigenous histories, settler-Indigenous relations, gender and sexuality, the environment, statistics, Indigenous identities and urban spaces, contemporary popular culture, and theoretical questions. Further, by focused, concise, and daring research mandates, the Faculty of Native Studies has proven to be a leader in research about Indigenous groups in the Edmonton area, the Oil Sands in Northern Alberta, the Mackenzie Valley Pipeline Project in the Northwest Territories,

Indigenous knowledge, and questions about Canadian borderlands. Students will be quickly immersed into this discipline of Indigenous Studies and have the opportunity to work with leading experts in the field.

The Faculty of Native Studies has demonstrated that its Master of Arts Program has been a success and it is our pleasure to support the proposed PhD Program. I applaud the Faculty of Native Studies in their effort to advance the discipline of Indigenous Studies, provide students with opportunities for a higher education, and further the University of Alberta's mission to "create and sustain a vibrant and supportive learning environment that discovers, disseminates, and applies new knowledge through teaching and learning, research and creative activity, community involvement, and partnerships."

Sincerely,

A handwritten signature in blue ink, appearing to read 'Jean M. O'Brien', with a long horizontal stroke extending to the right.

Jean M. O'Brien

Professor, Department of History  
Chair, Department of American Indian Studies



UNIVERSITY  
of HAWAII®  
MĀNOA

Monday, November 10, 2014

Brendan Hokuwhitu, Dean  
2-31 Pembina Hall  
Faculty of Native Studies  
University of Alberta  
Edmonton, AB T6G 2H8

RE: Support for the PhD Program in Indigenous Studies

Aloha kāua, e Dean Brendan Hokuwhitu!

The University of Hawaiʻi at Mānoa, Hawaiʻinuiākea School of Hawaiian Knowledge is pleased to offer support for your proposed Doctor of Philosophy (PhD) Program in Indigenous Studies (IS). We strongly support your vision, mission, and values of the Faculty of Native Studies “To produce a better society b education Indigenous and non-Indigenous students to be responsible citizens through excellent community engagement, teaching and research focused on the complexity of Indigenous issues and thought.”

Indeed, we are kindred spirits in that our missions are similar. The mission of the Hawaiʻinuiākea School of Hawaiian Knowledge is to pursue, perpetuate, research, and revitalize all areas and forms of Hawaiian knowledge including its language, origins, history, arts, sciences, literature, religion, and education, its laws and society, its political, medicinal, and cultural practices, as well as all other forms of knowledge. An integral element of our work is to partner with colleges/schools across our campus, collaborate with community and cultural practitioners, and link with indigenous scholars and programs across the globe to prepare Native Hawaiian professionals to serve our most vulnerable communities. At the global level, we actively participate as a member of the World Indigenous Nations Higher Education Consortium (WINHEC) as an accredited program. What we know from this partnership is that there is great need to encourage and engage indigenous scholars at many levels of the academy and on many topics. The program that is proposed by the Faculty of Native Studies, in areas of indigenous ways of knowing, history and governance, contemporary issues will enrich the collective efforts of WINHEC’s global indigenous efforts. Thereby, elevating the work of all collaborating universities with (or developing) indigenous studies programs.

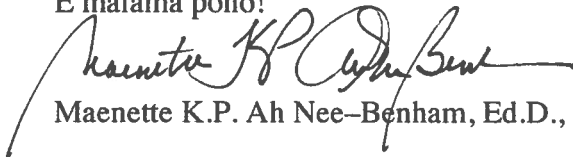
Our mutual involvement in developing graduate programs could not be more parallel. Hawaiʻinuiākea, the only indigenous college in a research intensive land-grant higher education institution in the U.S., was established in 2007. Consisting of two academic departments (Hawaiian Language and Hawaiian Studies) we offer both a B.A. and M.A. in each area and

have (earlier this year 2014) received approval from our Board of Regents to develop our Ph.D. Program in Hawaiian Knowledge. Similarly, we justified the need for the program along three substantive lines: (1) to fulfill the university's mission driven commitment to be an indigenous-serving institution we spoke to the need for Native Hawaiian Indigenous Knowledge that both deepens and broadens the knowledge systems; (2) we envisioned an empowered indigenous work force, which focuses on the long-term benefits that come with an earned, advanced degree in indigenous knowledge; and (3) to meet historic need to address the impact of Western contact, which resulted in Native Hawaiians experiencing a collective Diaspora through the loss of native language and displacement of our culture and traditions.

The work of the Faculty of Native Studies, in particular the offering of a Ph.D. program, adds tremendously to a worldwide movement of Indigenous peoples who are reclaiming their aboriginal rights and sovereignty with increasing force. The result is more native peoples renewing and revitalizing their cultures and languages. We expect such synergy to contribute to the accomplishment of the Faculty of Native Studies' specific programmatic aims and anticipated learning objectives to: train a diverse scholarly workforce to actively participate in a diverse range of teaching and research enterprises; advance community engagement research approaches to strengthen participation of diverse communities in the research process and empower communities to make meaningful improvements towards optimal well-being; and, integrate and centralize Native Peoples research for the purpose of developing a new knowledge and processes aimed at promoting social justice and equity for all.

We are committed to the unique status of Indigenous people. Our work is to encourage, support, facilitate, and ensure the incorporation of Indigenous knowledge (both ancestral and contemporary) at all levels of the university. Our mission is to apply our knowledge and worldview to provide service and support to Indigenous communities, as well as extend this knowledge outward from the school and the community into other international domains. This aligns with and is supported by the work of Faculty of Native Studies at the University of Alberta. We are honored to support their endeavors and anticipate future productive relations.

E mālama pono!



Maenette K.P. Ah Nee-Benham, Ed.D., Dean



ARIZONA STATE UNIVERSITY  
College of Liberal Arts and Sciences  
School of Social Transformation  
PO Box 876403 Tempe, AZ 85287-6403  
(480) 965-7682 Fax: (480) 965-9199  
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22 November 2014

Dean Brendan Hokowhitu  
2-31 Pembina Hall  
Faculty of Native Studies  
University of Alberta  
Edmonton, Alberta T6G 2H8  
Canada

Dear Dean Hokowhitu:

I have carefully reviewed the proposal made by the Faculty of Native Studies at the University of Alberta to offer a Doctor of Philosophy / Ph.D. degree in Indigenous Studies. I strongly support the implementation of this forward-looking doctoral program. Before I address the specifics of your proposal, let me state my own position in the field.

I received my graduate degrees (Stanford University, M.A. 1978, Ph.D. 1987) in the discipline of anthropology; while more recent work of the last decade or so has been more allied with the discipline of history; and I have come to identify myself as a scholar of Indigenous Studies. Like many of my generation and earlier generations of Indigenous scholars, I carved out niches for my work within the sometimes collegial and supportive spaces of existing disciplines. The field of anthropology in the US was firmly rooted in the study of Native peoples and societies, and many of its practitioners over the years served as scholarly and political advocates of and allies to Indigenous rights and causes. Despite those often-constructive relationships, however, anthropology was also firmly rooted in the development of settler colonial nation states, and many of its theoretical paradigms, practices, and projects were deeply implicated in and supportive of settler colonial ideologies and agendas. This conundrum has characterized the precarious position that many Indigenous scholars have found ourselves in, in our professional careers: variously supported or marginalized, often considered peripheral to “cutting edge” theoretical developments because we are assumed to be “applied” or “community-based” researchers (and thus inherently somehow anti-theoretical); laboring to build communities of intellectual inquiry with colleagues spread across disciplinary silos and often geographically quite distant.

interested students to your program, as well as to welcome your graduates into the rapidly developing and intellectually dynamic world of Indigenous Studies.

Sincerely,

A handwritten signature in blue ink that reads "K. Tsianina Lomawaima". The signature is written in a cursive style with a blue ink color.

K. Tsianina Lomawaima  
Professor, Justice & Social Inquiry, and Distinguished Scholar of Indigenous Education,  
Center for Indian Education, School of Social Transformation  
[klomawai@asu.edu](mailto:klomawai@asu.edu) 520-235-0498



Native American Studies Department  
32 Campus Drive  
The University of Montana  
Missoula, Montana 59812-2664

Phone (406) 243-5831  
Fax (406) 243-6432

December 5, 2014

c/o Dean Brendan Hokowhitu  
2-31 Pembina Hall  
Faculty of Native Studies  
University of Alberta  
Edmonton, AB T6G 2H8

To Whom It May Concern:

It is my absolute pleasure to write today in enthusiastic support of the Faculty of Native Studies' proposed Doctor of Philosophy (PhD) in Indigenous Studies (IS). As a faculty member in one of the U.S.'s few freestanding Departments of Native American Studies, I realize not only how rare and precious stand-alone academic units can be, but moreover how very important respected autonomous departments and faculty are to the future of our discipline. We have a critical need for doctoral level educators and researchers in Indigenous Studies trained by Indigenous scholars, and it is not enough that universities offer things such as graduate minors and various emphases in Native Studies at the doctoral level. It is imperative that the academy commit to fostering Indigenous PhD programs, particularly (and some might say solely) those conceived by Indigenous scholars. The University of Alberta is thus presented with a unique and critical opportunity, one that I fervently hope they will recognize and act upon.

A PhD in Indigenous Studies is by nature an interdisciplinary undertaking and its program should, by design, reflect that methodology. This approach inheres in the uniqueness and broadness of the University of Alberta's Faculty of Native Studies. And while I have had the privilege of engaging with their research in my own work (Dr. Hokowhitu's publications have been particularly invaluable in my analyses of Native Cinema) as well as listening to members of that faculty share their work in the public spaces of conferences we've attended, I've also had the pleasure of getting to know Drs. Hokowhitu, Andersen, and Jobin-Vanderveer personally. In those extended conversations I have found individuals who are deeply committed to each other, their program, their university, and their discipline. I can think of no better faculty to offer this critical program.



I would like to say again that I know how rare and precious stand-alone academic units can be, but also how very important respected autonomous departments and faculty are to the future of our discipline. As we stand at the beginning of a new Indigenous millennium, the need for Native perspectives, voices, and discipline-specific degrees in the academy has never been more apparent or urgent. The Faculty of Native Studies at the University of Alberta is well prepared and abundantly qualified to meet this need. I am truly excited at the prospect of a new and cutting edge PhD program leading the way in our discipline just up the road from us here at the University of Montana.

I am available at any time to discuss and comments or answer any questions you might have. Thank you for your time and attention to this vital proposal from the Faculty of Native Studies at the University of Alberta. They have my deepest possible support in this exciting undertaking. I truly look forward to following their progress, and sincerely hope for an opportunity to see their proposal in action.

Sincerely,

A handwritten signature in black ink, appearing to read 'Theo C. Van Alst, Jr.', with a stylized flourish at the end.

Theodore C. Van Alst, Jr. Ph.D  
Assistant Professor, Native American Studies Department  
University of Montana  
The Payne Family Native American Center, Room 112  
Missoula, Montana 59812  
USA



MAYOR DON IVESON  
CITY OF EDMONTON

2nd FLOOR, CITY HALL  
1 SIR WINSTON CHURCHILL SQUARE  
EDMONTON, ALBERTA, CANADA T5J 2R7  
PHONE: 780-496-8100  
don.iveson@edmonton.ca

December 17, 2015

Brendan Hokowhitu  
Dean, Faculty of Native Studies  
University of Alberta  
2-31 Pembina Hall  
Edmonton, AB T6G 2H8

Dear Dr. Hokowhitu,

It is with pleasure that I support the University of Alberta's (U of A) Faculty of Native Studies proposal to commence a Doctor of Philosophy (PhD) Program in Indigenous Studies.

The University of Alberta is a globally competitive educational institution and has helped to develop Edmonton into an Alberta and northern Canada hub for teaching and research. Students and professors from across Canada and the world come to the U of A to engage in research and education in Indigenous Studies. This program would be the only one of its kind in Western Canada, and one of four in North America — making the U of A the leader in this field.

Offering the proposed PhD program would benefit Edmonton and the surrounding region by allowing the continuation and expansion of Indigenous Studies — one that I believe requires far greater understanding and embracing. In March 2014, I declared a Year of Reconciliation during the Truth and Reconciliation Commission's final national event in our city. Alberta had the highest concentration of Residential Schools; Edmonton has the highest number of survivors. The ongoing expanded education in Indigenous Studies will help foster greater understanding and healing and, ultimately, result in greater reconciliation and a higher quality of living for all.

With enthusiasm, I support the proposal to add the Doctor of Philosophy Program in Indigenous Studies at the University of Alberta.

Yours truly,

Don Iveson  
Mayor



National Association  
of Friendship Centres  
Association nationale  
des centres d'amitié

December 18, 2014

Dr. Brendan Hokowhitu  
Dean, Faculty of Native Studies  
University of Alberta  
2-31 Pembina Hall  
Edmonton, AB T6G 2H8

Re: Support for PhD Program in Indigenous Studies, Faculty of Native Studies,  
UAlberta

Dear Dean Hokowhitu,

I am writing on behalf of the National Association of Friendship Centres (NAFC) to voice our support for the proposed Doctor of Philosophy Program in Indigenous Studies at the Faculty of Native Studies at the University of Alberta. It is very encouraging to be informed of such an initiative.

There is a growing demand in Alberta and Canada more broadly to seek understanding of Indigenous knowledge, form new partnerships with communities and organizations, and engage in social issues to better understand people in all their diversity. This PhD program will encourage and train individuals who will serve the broader community as policy makers, community advocates, and business leaders. Edmonton currently has the fastest growing population of Indigenous people in Canada, making this program all the more relevant and timely.

At the academic level, the discipline of Indigenous Studies is a quickly growing field, but the fact remains that there are few institutions in North America that offer students an intensive and rigorous education in research about first peoples. As the NAFC is aware through our work with the Urban Aboriginal Knowledge Network (UAKN) and the NAFC-Pathways- Partners for Engagement and Knowledge Exchange (PEKE) there is a need for researchers trained specifically in the field of Indigenous Studies, to better understand the needs, wants and desires of Indigenous communities. With faculty members at the University of Alberta who are Indigenous Studies experts; the potential is great for the training of a new generation of researchers, policy makers and community leaders.

The Faculty of Native Studies has demonstrated that its Master of Arts Program has been a success and it is our pleasure to support the proposed PhD Program. I applaud the Faculty of Native Studies in their effort to advance the discipline of





National Association  
of Friendship Centres  
Association nationale  
des centres d'amitié

Indigenous Studies, provide students with opportunities for a higher education, and further the University of Alberta's mission.

I would like to close by again offering our support to this program, if you have any questions about our support please contact me at [jcyr@nafc.ca](mailto:jcyr@nafc.ca) or 1 (613) 653-4844.

In Friendship,

Jeffery Cyr  
Executive Director  
National Association of Friendship Centres





JAN 06 2015

*Your file - Votre référence*

*Our file - Notre référence*

Dr. Brendan Hokowhitu, PhD  
Dean and Professor  
Faculty of Native Studies, University of Alberta  
2-31 Pembina Hall  
EDMONTON AB T6G 2H8

Dear Dr. Hokowhitu:

Thank you for your letter dated October 31, 2014 regarding a request for support for your Doctor of Philosophy Program in Indigenous Studies.

I support the proposal to extend the Indigenous Studies program to the PhD level. I believe that such a step will support developing greater insight into the issues that affect the lives of Indigenous peoples in Alberta and beyond. As the Aboriginal Affairs and Northern Development Canada Regional Director General in Alberta, I have seen the benefits that the study of Indigenous issues has on the health and well being of Alberta First Nation communities. In particular, I can see the benefits that could come from increased capacity in the fields of social and economic research as well as research into the determinants of educational success for Indigenous peoples. These are all areas that could support greater participation of Aboriginal peoples in Alberta's society and economy.

I would also like to inform you that Aboriginal Affairs and Northern Development Canada provides some support to educational institutions to assist in the development of creative university and college courses that are tailored to Aboriginal students through the Post Secondary Partnerships Program. It supports the overarching Government of Canada's priority of contributing to building human resource and professional capacity in Aboriginal governments, communities, and potentially service delivery institutions.

I invite you to review the new 2015-2016 Program guidelines which detail the eligible types of recipients, activities and expenses as well as evaluation criteria. The guidelines as well as additional information and frequently asked questions are also available on the website: [www.aandc.gc.ca/education15-16e](http://www.aandc.gc.ca/education15-16e). The Department does receive more proposals than it can support in any given year but the University may be interested in submitting a proposal.

.../2

Proposals should be directed to the attention of Chris Lafrance, Education Budget and Tuition Officer. He can be contacted by e-mail at [Chris.Lafrance@aandc.gc.ca](mailto:Chris.Lafrance@aandc.gc.ca), or by telephone at (780)495-2805. Proposals must be received by midnight, January 16, 2015. Only complete electronic proposal templates will be considered for assessment.

For further information, please have your staff follow up with Chris Lafrance.

Sincerely,

A handwritten signature in black ink, appearing to read "Jim Sisson". The signature is stylized with a large, looped initial "J" and a cursive "Sisson".

Jim Sisson  
Regional Director General  
Aboriginal Affairs and Northern Development Canada  
Alberta Region  
630 Canada Place  
9700 Jasper Avenue  
EDMONTON AB T5J 4G2



ALBERTA  
ABORIGINAL RELATIONS

*Office of the Associate Minister of Aboriginal Relations  
MLA, Edmonton-Gold Bar*

34435

DEC 17 2014

Dr. Brendan Hokowhitu  
Dean and Professor  
Faculty of Native Studies  
2-31 Pembina Hall  
University of Alberta  
Edmonton, Alberta  
T6G 2H8

Dear Dean Hokowhitu:

Thank you for your October 31, 2014 letter regarding support for your proposed Doctor of Philosophy (PhD) Program in Indigenous Studies.

I would like to express my support for the PhD Program as it would be ideal for students to have the opportunity to achieve a PhD in Indigenous Studies in Alberta.

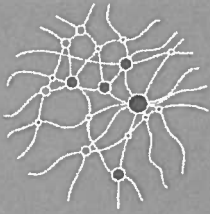
Aboriginal Relations is committed to strengthening relationships between Aboriginal communities and the Government of Alberta because their success is integral to our success as a province. Achieving this success includes reaching our collective goal to ensure Aboriginal students in Alberta have the opportunity to achieve, or exceed, the educational outcomes and success like all other students in Alberta. Advancing Indigenous Studies at the University of Alberta to become one of the only universities to offer a PhD program would not only benefit the university, but Alberta as a whole.

I congratulate the Faculty of Native Studies at the University of Alberta on this new endeavour.

Sincerely,

David C. Dorward, CMA FCA  
Associate Minister

cc: Dr. Olive Yonge  
Acting Provost and Vice-President (Academic)



**NIRAKN**  
National Indigenous Research And Knowledges Network



**Australian Government**  
**Australian Research Council**

18 December, 2014

Dr. Brendan Hokowhitu  
Dean, Faculty of Native Studies  
University of Alberta  
2-31 Pembina Hall  
Edmonton, AB T6G 2H8

Re: Support for PhD Program in Indigenous Studies, Faculty of Native Studies, UAlberta

Dear Dean Hokowhitu,

I am writing this letter in my capacity as Director of the National Indigenous Research and Knowledges Network, at the Queensland University of Technology, Australia in support of the proposed Doctor of Philosophy Program in Indigenous Studies at the Faculty of Native Studies at the University of Alberta.

There is a growing demand in Alberta and Canada more broadly to seek understanding of Indigenous knowledge, form new partnerships with communities and organizations, and engage in social issues to better understand people in all their diversity. This PhD program will encourage and train individuals who will serve the broader community as policy makers, community advocates, and business leaders. Edmonton currently has the fastest growing population of Indigenous people in Canada, making this program all the more relevant and timely.

At the academic level, the discipline of Indigenous Studies is a quickly growing field, but few institutions in North America offer students an intensive and rigorous education in research about first peoples. Faculty members are pioneers in Indigenous histories, settler-Indigenous relations, gender and sexuality, the environment, statistics, Indigenous identities and urban spaces, contemporary popular culture, and theoretical questions. Further, by focused, concise, and daring research mandates, the Faculty of Native Studies has proven to be a leader in research about Indigenous groups in the Edmonton area, the Oil Sands in Northern Alberta, the Mackenzie Valley Pipeline Project in the Northwest Territories, Indigenous knowledge, and questions about Canadian borderlands. Students will be quickly immersed into this discipline of Indigenous Studies and have many opportunities to work with leading experts in the field and produce new knowledges.

The Faculty of Native Studies has a highly successful Master of Arts Program. This success will be easily transferred to the proposed PhD Program. I commend the Faculty of Native Studies in their effort to advance the discipline of Indigenous Studies, provide students with opportunities for a higher education, and further the University of Alberta's mission to "create and sustain a vibrant and supportive learning environment that discovers, disseminates, and applies new knowledge through teaching and learning, research and creative activity, community involvement, and partnerships."

**QUT**

Queensland University  
of Technology

Victoria Park Rd, Kelvin Grove  
Queensland Australia 4059  
ph. 07 3138 3802  
e. nirakn@qut.edu.au | www.nirakn.edu.au



This new PhD program offers an innovative and unique Indigenous pedagogical approach of working from lived experience to abstract concepts to create an awareness of students' perceptions of self and relations with world they inhabit. Critical and ethical thinking linked to praxis is at the core of the learning environment offered by this new PhD program. I support and highly recommend its implementation.

Yours sincerely

A handwritten signature in cursive script that reads "A Moreton - Robinson".

**Professor Aileen Moreton-Robinson**  
Director – National Indigenous Research and Knowledges Network  
Director – Indigenous Studies Research Network



ALEXIS NAKOTA SIOUX NATION

December 16, 2014

Dr. Brendan Hokowhitu  
Dean, Faculty of Native Studies  
University of Alberta  
2-31 Pembina Hall  
Edmonton, AB T6G 2H8

**Re: Support for PhD Program in Indigenous Studies, Faculty of Native Studies, UAlberta**

Dear Dean Hokowhitu,

I am writing this letter on behalf of Alexis Nakota Sioux Nation to voice our support for the proposed Doctor of Philosophy Program in Indigenous Studies at the Faculty of Native Studies at the University of Alberta. It is very encouraging to be informed of such an initiative.

There is a growing demand in Alberta and Canada more broadly to seek understanding of Indigenous knowledge, form new partnerships with communities and organizations, and engage in social issues to better understand people in all their diversity. This PhD program will encourage and train individuals who will serve the broader community as policy makers, community advocates, and business leaders. Edmonton currently has the fastest growing population of Indigenous people in Canada, making this program all the more relevant and timely.

At the academic level, the discipline of Indigenous Studies is a quickly growing field, but the fact remains that there are few institutions in North America that offer students an intensive and rigorous education in research about first peoples. For students at the Faculty of Native Studies, opportunities will be plenty. Faculty members have proven to be pioneers in Indigenous histories, settler-Indigenous relations, gender and sexuality, the environment, statistics, Indigenous identities and urban spaces, contemporary popular culture, and theoretical questions. Further, by focused, concise, and daring research mandates, the Faculty of Native Studies has proven to be a leader in research about Indigenous groups in the Edmonton area, the Oil Sands in Northern Alberta, the Mackenzie Valley Pipeline Project in the Northwest Territories, Indigenous knowledge, and questions about Canadian borderlands. Students will be quickly immersed into this discipline of Indigenous Studies and have the opportunity to work with leading experts in the field.

The Faculty of Native Studies has demonstrated that its Master of Arts Program has been a success and it is our pleasure to support the proposed PhD Program. I applaud the Faculty of Native Studies in their effort to advance the discipline of Indigenous Studies, provide students with opportunities for a higher education, and further the University of Alberta's mission to "create and



ALEXIS NAKOTA SIOUX NATION

sustain a vibrant and supportive learning environment that discovers, disseminates, and applies new knowledge through teaching and learning, research and creative activity, community involvement, and partnerships.”

As Chief of a First Nation, and in the strongest Treaty territory of Canada, I believe this would be of historical significance for my people as well as the Indigenous people across Canada and the World.

Sincerely,

A handwritten signature in blue ink, appearing to read 'Clayton Alexis', is written over a horizontal line. The signature is enclosed in a blue oval shape.

Chief Clayton (Tony) Alexis



January 9, 2015

Dean, Brendon Hokowhitu  
2-31 Pembina Hall  
Faculty of Native Studies  
University of Alberta  
Edmonton, Alberta T6G 2H8

Dear Dean Hokowhitu;

The Assembly of First Nations (AFN) is the national representative organization of First Nations in Canada, which includes more than 900,000 people living in 634 First Nation communities and in cities and towns across the country.

Education is a very high priority within our organization and for First Nations all across the country. With this in mind we continue to advocate for equitable access to education for First Nations learners. This includes culturally appropriate and higher education. In addition, part of our job at the AFN is to communicate with the non-First Nations public about the unique context, history, struggles and successes of First Nations peoples in this country. The development of a PhD program in Indigenous Studies (IS) at the University of Alberta (U of A) will have a positive impact in both of these tasks.

We are currently witnessing both a First Nations cultural resurgence and resurgence in political engagement and activism. I attribute this, in part, to the development and growing popularity of Indigenous Studies/ Native Studies faculties across the country. In particular, the emergence of departments that focus on decolonizing scholarship has been particularly encouraging. Indigenous academics have been a vital part of the effort to push the conversation about justice for First Nations onto the front page of newspapers and have, like never before, challenging mainstream Canada to come to terms with the full history of Canada and contemporary First Nations realities.

It is for these reasons that I am happy to provide a recommendation in support of the development of a Doctor of Philosophy program in Indigenous Studies in the Faculty of Native Studies at the University of Alberta.

Sincerely,

Perry Bellegarde  
National Chief

**DR. WILTON LITTLECHILD, I.P.C., C.M., F.P., Q.C.**

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December 31, 2014

Dr. Brendon Hokowhitu  
Dean, Faculty of Native Studies  
University of Alberta  
2-31 Pembina Hall  
Edmonton, Alberta  
T6G 2H8

Dear Dean Hokowhitu:

As the International Chief of Treaties No. 6, 7 and 8 and an Alumnus. I am writing this letter to add my voice of support for the proposed Doctor of Philosophy Program in Indigenous Studies at the Faculty of Native Studies at the University of Alberta. I have now worked at the International level for almost 40 years on Indigenous Peoples' issues so it is very encouraging for me to be informed of such an important and much needed initiative. In particular, I take great pride as a former U of A student in your leadership in what will be another great contribution to not only Alberta but indeed the world.

In my current work as a Commissioner of the Truth and Reconciliation Commission of Canada, I have come to learn that there is a growing demand in Alberta and Canada more broadly to seek understanding of Indigenous knowledge, to form new partnerships with communities and organizations, and engage in social issues to better understand people in all their diversity and to promote reconciliation. This PhD program will encourage and train individuals who will serve the broader community as policy makers, community advocates and business leaders. Current Edmonton demographics make this program all the more relevant, timely and necessary.

At the academic level, the discipline of Indigenous Studies is a quickly growing field, but the fact remains that there are few institutions in North America that offer students an intensive and rigorous education in research about First Peoples. For students at the Faculty of Native Studies, opportunities will be plenty. Faculty members have proven to be pioneers in many areas of important research and studies. Students will be quickly immersed into the discipline of Indigenous Studies and have the opportunity to work with leading experts in the field. As a member and former Chairperson of the United Nations Expert Mechanism on the Rights of Indigenous Peoples (a research based Advisory body to the UN Human Rights Council), we partner with academia to assist in our work. Given that experience, there is tremendous and unique opportunity and potential for future collaboration with this PhD Program.

.../2

The Faculty of Native Studies has demonstrated that its Master of Arts Program has been a success and it is indeed a pleasure to support the proposed PhD Program. I applaud the Faculty of Native Studies in their effort to advance the discipline of Indigenous Studies, provide all students with opportunities for a higher education, and further the University of Alberta's mission to "create and sustain a vibrant and supportive learning environment that discovers, disseminates and applies new knowledge through teaching and learning, research and creative activity, community involvement, and partnerships."

Yours truly,



Dr. Wilton Littlechild  
International Chief of Treaty No. 6 7 and 8

JL:aw



MÉTIS NATIONAL COUNCIL  
RALLIEMENT NATIONAL DES MÉTIS

MÉTIS NATIONAL COUNCIL  
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**Métis Nation  
British Columbia**  
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Brendan Hokowhitu, PhD  
Dean and Professor  
Faculty of Native Studies  
University of Alberta  
2-31 Pembina Hall  
Edmonton, AB  
Canada T6G 2H8

Dear Dean Hokowhitu

I am writing to you in strong support of the establishment of the Doctor of Philosophy (PhD) Program in Indigenous Studies in the Faculty of Native Studies at the University of Alberta. The Métis National Council has enjoyed a longstanding and mutually beneficial relationship with FNS, particularly in the field of historical and geographical research pertaining to the Métis Nation.

The work undertaken at FNS into the complicated land grant schemes leading to the dispossession and displacement of the Métis people in the 19<sup>th</sup> century has proven to be of the highest qualitative and technical value. Moreover, the work is proving to be very effective as a contemporary tool in shaping emerging public policy in law and economic development.

I expect that the proposed Doctor of Philosophy (PhD) Program in Indigenous Studies will meet with the same success. I applaud the FNS for once again taking a groundbreaking role in advancing Indigenous Studies.

Sincerely,

Clément Chartier, QC  
President



**First Nations Children's Action Research and Education Service (FNCARES)**

University of Alberta, Faculty of Extension  
2-31 Pembina Hall,  
Edmonton, Alberta, Canada T6G 2H8  
613 230 5885 Email: blacksto@ualberta.ca

December 20, 2014

Dean Brendan Hokowhitu,  
2-31 Pembina Hall  
Faculty of Native Studies  
University of Alberta  
Edmonton, Alta  
T6G 2H8

Dear Dean Hokowhitu:

On behalf of FNCARES, I am pleased to provide this letter of support for the proposed Doctor of Philosophy program in Indigenous Studies (IS). I am the Director of FNCARES which promotes evidence based solutions to the structural disadvantages facing First Nations children and families across Canada. Among our works we have collaborated with Project of Heart and the Truth and Reconciliation Commission to host youth education days in Edmonton, Toronto attended by over 5000 students and are planning another in Ottawa for June of 2015. We also collaborate with the First Nations Child and Family Caring Society of Canada ([www.fncaringsociety.com](http://www.fncaringsociety.com)) which is a recognized expert in First Nations children's rights and a respected collaborator with Indigenous peoples and organizations worldwide. The Caring Society published the *First Peoples Child and Family Review* and hosts a database of over 3000 articles on Aboriginal peoples in Canada.

Addressing the disadvantages faced by First Nations children and families and uplifting cultural strengths must be informed by high quality research. Alberta has one of the largest populations of Aboriginal peoples and the municipality of Edmonton has the second largest proportion of Aboriginal peoples in Canada meaning that all Albertans have a positive stake in recognizing and supporting the rights of Aboriginal peoples.



A doctoral program that respects the First Nations and Metis peoples in Alberta whilst promoting high quality scholarship on Aboriginal peoples in Canada and Indigenous peoples worldwide is vital to achieving the vision of reconciliation advanced by the Truth and Reconciliation Commission and organizations such as FNCARES and the First Nations Child and Family Caring Society of Canada.

We recommend approval of this important program and should such a program be approved, we would welcome collaborations between faculty and staff and our centre. Please do not hesitate to contact me should you require any further information.

Regards,

A handwritten signature in black ink, appearing to read 'C. Blackstock', with a stylized flourish at the end.

Cindy Blackstock,  
Director, FNCARES



Dean, Brendan Hokowhitu  
2-31 Pembina Hall  
Faculty of Native Studies  
University of Alberta  
Edmonton, AB T6G 2H8

November 6, 2014

Dear Dean Hokowhitu,

I am writing to you in support of the proposal by the Faculty of Native Studies at the University of Alberta for a Doctor of Philosophy program in Indigenous studies.

The Congress of Aboriginal Peoples (CAP) represents the rights and interests of status and non-status Indians living off-reserve, the Métis, and the Inuit of Southern Labrador, a population numbering over 1 million among the 1.4 million people of Aboriginal identity in Canada. CAP also acts as the national voice for our provincial and territorial affiliates across the country. We are officially recognized by the Government of Canada as one of only five National Aboriginal Representative Organizations and hold consultative status with the United Nations Economic and Social Council.

Indigenous studies is a relatively new field of academic pursuit. It is our view that the PhD program proposed by the Faculty of Native Studies at the University of Alberta will enhance the quality of information available to governments, businesses, individuals, and non-governmental organizations such as CAP. We, and our colleagues from other sectors, rely on the conduct of research and the development of analyses pertaining to Indigenous people and peoples in order to inform our own policies, programs and positions with sound evidence and innovative ideas. Graduate studies at the PhD level and graduates from such programs add to the quality and quantity of such evidence and ideas, contributing to a higher level of dialogue concerning Indigenous peoples and their rights and interests.

It is our belief that a new PhD program in Indigenous studies within the Faculty of Native Studies at the University of Alberta will bring the kind of focus and attention needed to improve the dialogue in which organizations such as CAP are engaged. We, therefore, offer our support to your proposal.

Sincerely,

Betty Ann Lavallée, CD (Ret'd)  
National Chief  
Congress of Aboriginal Peoples

Cc: CAP Board of Directors

Dean Brendan Hokowhitu  
2-31 Pembina Hall  
Faculty of Native Studies  
University of Alberta  
Edmonton, AB  
T6G 2H8

Nov 13, 2014


Dear Dean Hokowhitu,

I am thrilled to hear that the Faculty of Native Studies is planning on establishing a PhD program in Indigenous Studies. As a Tlicho Dene from Fort Smith, NWT, and as a writer and storyteller who presents regularly at universities across the continent, I very much see the need for a program of this kind.

There are so many talented Indigenous students who would thrive if given the opportunity to pursue advanced degrees, particularly in a field that is so relevant to their lives and communities. These students could become the next generation of Indigenous professors, who—as I know from my own experience with post-secondary education—are so greatly needed in the academy. And as you can see by watching the trends at universities across the country, in the US, and even overseas, Indigenous Studies is a fast-growing discipline.

It seems especially important that a PhD program in Indigenous Studies be offered at the University of Alberta, which, after all, boasts the only Faculty of Native Studies in the country. As I know from my time as Writer-in-Residence at the University of Alberta (2010-2011), the Faculty of Native Studies does tremendous work in offering challenging, relevant, and meaningful opportunities to students of all backgrounds. I look forward to seeing the Faculty become a home for Indigenous scholarship and a true leader in its field.

Sincerely,



Richard Van Camp, MFA  
Tlicho Nation  
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Edmonton, AB  
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(587) 986-7023  
vancamprichard@gmail.com



CANS

EDWARD C. VALANDRA, FOUNDER  
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A Document In Support  
Of The  
Proposed Indigenous Studies PhD Program  
Faculty Of Native Studies  
University of Alberta

December 2014

## **Introduction**

My name is Edward Charles Valandra. I am Sicangu Titunwan. The Titunwan are of the Oceti Sakowin Oyate (Seven Council Fires) and our territory is on both sides of the Canada-US border. I am from the Rosebud Reservation, where I was born and raised. I attended Mankato State University (now Minnesota State University at Mankato) where I earned a bachelor's. I went on to earn a master's from the University of Colorado at Boulder and a doctorate from SUNY at Buffalo, NY.

Since my first academic appointment in 2000, I have been in Native Studies. I held appointments at the following institutions:

- ❖ Ethnic Studies Department at Metropolitan State University, St. Paul, MN
- ❖ Native American Studies Department at University of California, Davis (which has a PhD program)
- ❖ Native Studies Department chair at the University of South Dakota

Currently, I hold a Native Studies adjunct appointment at the University of Manitoba. I have publications in refereed journals and have published a peer-reviewed book as well. My research interests are cultural revitalization, Native politics and policy, Native governance, treaty rights, community organizing and development, and the disciplinary aspects of Native Studies.

I held the American Indian Studies Association (AISA) presidency (2010) and I am a past AISA board member. I am the Native Studies senior editor for the Living Justice Press, an independent press that is recognized as a leader in restorative justice. I am on the editorial board of the *Wicazo Sa Review*, a leading Native Studies academic journal in the US.

I am the founder of the Community for the Advancement of Native Studies (CANS), which was established in July 2007. CANS is a reservation-based, Native-run and owned community organization. CANS serves as a resource to Native peoples wishing to pursue community-based sustainability projects.

## **The PhD Program's Contribution to the Discipline of Indigenous Studies**

Since 1969, Native Studies has experienced programmatic growth throughout Canada and the United States. This proliferation of programs supports the Faculty of Native Studies' claim that, in addition to funding post-secondary institutions through SSHRC, a major fiscal resource, scholars and scholarly bodies are also interested in understanding Indigenous epistemologies.

Indigenous epistemology's most recognizable contribution to Canada is, of course, Traditional Ecological Knowledge (TEK), but TEK represents only a portion of an untapped reservoir of Indigenous knowledge. PhD programs like the one proposed by the

Faculty of Native Studies can provide a space for organic intellectuals to engage research projects that other academic units might not prioritize. More importantly, though, the Indigenous Studies program (IS) can assure Indigenous Peoples in Canada that, whenever Indigenous and non-Native research paradigms come together, the “integration” process will always protect the former’s intellectual property rights as well as their cultural patrimonies.

Moreover, SSHRC funding discloses that Indigenous communities could gain from the 12 research themes listed in its 2011-12 Annual Report. However, without a vibrant Indigenous Studies PhD program, tapping SSHRC and other research monies to fund community-based research projects would be a challenge, though not impossible. An Indigenous Studies PhD program will widen already existing funding pipelines for much needed Native Studies graduate and faculty research.

Being a Native Studies scholar, I applaud establishing this program, since it will increase the pool of Indigenous Studies scholars. This pool can take up positions not only in academic units and roles in the public and private sectors, *but also in the Native sector i.e., Native communities and Native-based organizations. The program must ensure that the scholars it produces are equipped to do this.* For example, Native colleges, universities, organizations, and communities in the States have a demand for Indigenous Studies scholars. Similarly, Indigenous Studies’ doctorates could either establish Indigenous-run universities in Canada or aid reserve-based projects.

### **Benefits of the Proposed PhD Program to My Field Specifically**

The proposed program’s intellectual mission to focus on Native-grounded epistemologies is an exciting development, one that the discipline surely welcomes. Indigenous Studies is approaching its 50<sup>th</sup> year. Looking back, we realize that the initial Indigenous Studies programs struggled with a lack of conceptual coherency during those formative years. As a result, defining Indigenous Studies has been problematic. Now, the discipline is experiencing a third generation of Indigenous Studies scholars who are rethinking the foundational question, “What is Indigenous Studies?”

The proposed program will help address that question. For example, the program acknowledges, from a western perspective, that Indigenous Studies is interdisciplinary. Yet, evolving the discipline by positioning Indigenous epistemologies, methodologies, and values at the center will reveal that the discipline is more trans- than interdisciplinary, i.e., it operates across disciplines rather than between them. I would direct the interested reader to review Nolan Bazinet’s article, “Inter-disciplinary or Trans-disciplinary,” to understand how the PhD program might find the delicate balance of integration between non-western and western paradigms. Due to the proposal’s reference to organic intellectuals—a Gramsci term—I believe striking this balance could be the PhD program’s defining strength, and one that Indigenous communities will expect.

As for the program's two specific learning objectives, scholars produced from this program must take positive, proactive positions in the Native sector (government, teaching, community-based organizations, etc.). Obviously, I applaud this objective. Given how important it is for IS scholars to take positions in the Native sector, the PhD program can help model how IS scholars can do so without falling into the ways, however unconsciously, of the heavy hand of white hegemony. This hegemony has historically characterized the academy's relationship to Native communities. Indeed, having a mutually respectful program-to-community link—gown and town—is critical to Indigenous Studies' reputation—much more critical than for traditional disciplines.

### **Potential Opportunities for the Proposed PhD as the Only IS PhD Program in Western Canada, Only One of Four Programs in North America.**

The PhD program's three emphases are particularly timely in Canada and globally, and they would complement the University of Manitoba's Native Studies PhD program. The UN Declaration on the Rights of Indigenous Peoples, for instance, speaks directly to the three focus areas. Incorporating the Declaration into its program culture remains an exciting task. Established Indigenous Studies PhD programs are incorporating DRIP as well in order to remain relevant. Moreover, applying Indigenous ways of knowing presents an unprecedented opportunity for the university, the province, and First Nations. This is truly a cutting-edge and much-needed approach—both for the discipline and for Indigenous Peoples. As the program progresses with its applied Indigenous Studies emphasis, it will inevitably be pulled toward the conceptual ideas underlining the applied approach. Setting up camp at this intersection between applied and conceptual and with community and university support, the program can expect to take its place among the leading Indigenous Studies programs.

From CANS' perspective, the three areas of focus are indeed those that most deeply concern Indigenous Peoples. Certainly, Indigenous ways of knowing address the cultural revitalization that is so important in a post-residential school era. Many Indigenous communities are developing cultural camps and other forms of immersion to repair the damages resulting from Canada's Indigenous policies, e.g., the 60s Scoop; the *Indian Act*, and a series of racially tainted court decisions. Also, cultural revitalization fits hand-in-glove with Indigenous Peoples' desire for national coexistence within Canadian society. Indigenous Peoples' distinct national characters deserve not only political but also intellectual recognition. Hence, the program is positioned to produce studies and literature that strengthen and foster a decolonized nation-to-nation relationship that must exist between Native Peoples and modern states.

With the Indigenous Studies PhD program's third emphasis, the program can interrogate not only Indigenous Peoples' response to and participation in modernity but also how modernity marginalizes Indigenous Peoples. Examining "the place of Indigenous communities, families, and lives in Canada's contemporary social fabric" is important, because it shows how Native people adapt to imposed circumstances. However, Indigenous Studies can respond to an equal need to examine the place of non-

Indigenous communities, families, and lives in First Nations' contemporary social fabric. For example, border towns near reserves are spaces where Indigenous Peoples live at modernity's margins. Border towns represent the place where violence against Indigenous peoples is acute. Hence, an Indigenous Studies PhD program's research can uncover underlying factors that have contributed to the hundreds of murdered and missing Native women across the provinces and can hopefully contribute to ending this terrorism and violence.

Finally, the Native Studies Faculty's proposal for an Indigenous Studies PhD program represents the next developmental phase for the discipline. I have had the opportunity to teach and thus compare Native Studies between the States and Canada, and I find Native Studies conceptually more robust in Canada. Establishing Indigenous Studies PhD program, such as the one at the University of Alberta, affirms my perception. The University of Alberta must not let this unprecedented opportunity to establish a signature doctoral program in Indigenous Studies pass.

Thank you for considering my perspectives. And thank you for embarking on such a promising and critical course for both Indigenous peoples and Indigenous Studies.





*Metis*  
*Nation Of*  
*Alberta*

## *Office of the Provincial President*

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December 17, 2014

Dr. Brendan Hokowhitu  
Dean, Faculty of Native Studies  
University of Alberta  
2-31 Pembina Hall  
Edmonton, AB T6G 2H8

Re: Support for PhD Program in Indigenous Studies, Faculty of Native Studies, UAlberta

Dear Dean Hokowhitu, *Brendan*

I am writing this letter on behalf of the Métis Nation of Alberta to voice our support for the proposed Doctor of Philosophy Program in Indigenous Studies at the Faculty of Native Studies at the University of Alberta. It is very encouraging to be informed of such an initiative.

There is a growing demand in Alberta and Canada more broadly to seek understanding of Indigenous knowledge, form new partnerships with communities and organizations, and engage in social issues to better understand people in all their diversity. This PhD program will encourage and train individuals who will serve the broader community as policy makers, community advocates, and business leaders. Edmonton currently has the fastest growing population of Indigenous people in Canada, making this program all the more relevant and timely.

At the academic level, the discipline of Indigenous Studies is a quickly growing field, but the fact remains that there are few institutions in North America that offer students an intensive and rigorous education in research about first peoples. For students at the Faculty of Native Studies, opportunities will be plenty. Faculty members have proven to be pioneers in Indigenous histories, settler-Indigenous relations, gender and sexuality, the environment, statistics, Indigenous identities and urban spaces, contemporary popular culture, and theoretical questions. Further, by focused, concise, and daring research mandates, the Faculty of Native Studies has proven to be a leader in research about Indigenous groups in the Edmonton area, the Oil Sands in Northern Alberta, the Mackenzie Valley Pipeline Project in the Northwest Territories, Indigenous knowledge, and questions about Canadian borderlands. Students will be quickly immersed into this discipline of Indigenous Studies and have the opportunity to work with leading experts in the field.

.../2

The Faculty of Native Studies has demonstrated that its Master of Arts Program has been a success and it is our pleasure to support the proposed PhD Program. I applaud the Faculty of Native Studies in their effort to advance the discipline of Indigenous Studies, provide students with opportunities for a higher education, and further the University of Alberta's mission to "create and sustain a vibrant and supportive learning environment that discovers, disseminates, and applies new knowledge through teaching and learning, research and creative activity, community involvement, and partnerships."

Sincerely,



Audrey Poitras, President  
Métis Nation of Alberta

December 17, 2014

Dr. Brendan Hokowhitu  
Dean, Faculty of Native Studies  
University of Alberta  
2-31 Pembina Hall  
Edmonton, AB T6G 2H8

Dear Dean Hokowhitu:

**Re: Support for PhD Program in Indigenous Studies, Faculty of Native Studies, University of Alberta**

I am writing this letter on behalf of Wicahitowin to voice our support for the proposed Doctor of Philosophy Program in Indigenous Studies offered through the Faculty of Native Studies at the University of Alberta. It is very encouraging to be informed of such an initiative.


We at Wicahitowin acknowledge the growing demand in Alberta and Canada more broadly to seek understanding of Indigenous knowledge, form new partnerships with communities and organizations, and engage in social issues to better understand people in all their diversity. This PhD program will encourage and train individuals who will serve the broader community as policy makers, community advocates, and business leaders. Edmonton currently has the fastest growing population of Indigenous people in Canada, making this program all the more relevant and timely.

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The Faculty of Native Studies has demonstrated that its Master of Arts Program has been a success and it is our pleasure to support the proposed PhD Program. We applaud the Faculty of Native Studies in their effort to advance the discipline of Indigenous Studies, provide students with opportunities for a higher education, and further the University of Alberta's mission to "create and sustain a vibrant and supportive learning environment that discovers, disseminates, and applies new knowledge through teaching and learning, research and creative activity, community involvement, and partnerships."

Should you have any question or concerns with regards to this letter of support please do not hesitate to contact us via email at [regpotts@wicahitowin.ca](mailto:regpotts@wicahitowin.ca) or by phone at 780.809.2192.

Sincerely,



---

Reg Potts  
Chief Executive Officer

c.c. Board of Directors

*Wicahitowin.ca*

# CONFEDERACY OF TREATY SIX FIRST NATIONS



HEAD OFFICE: ENOCH CREE NATION NO. 135 P.O. BOX 270, ENOCH AB T7X 3Y3

January 5, 2015

Dr. Brendan Hokowhitu  
Dean, Faculty of Native Studies  
University of Alberta  
2-31 Pembina Hall  
Edmonton, AB T6G 2H8

Re: Support for PhD Program in Indigenous Studies, Faculty of Native Studies, UAlberta

Dear Dean Hokowhitu,

I am writing this letter on behalf of Confederacy of Treaty Six First Nations to voice our support for the proposed Doctor of Philosophy Program in Indigenous Studies at the Faculty of Native Studies at the University of Alberta. It is very encouraging to be informed of such an initiative.

There is a growing demand in Alberta and Canada more broadly to seek understanding of Indigenous knowledge, form new partnerships with communities and organizations, and engage in social issues to better understand people in all their diversity. This PhD program will encourage and train individuals who will serve the broader community as policy makers, community advocates, and business leaders. Edmonton currently has the fastest growing population of Indigenous people in Canada, making this program all the more relevant and timely.

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The Faculty of Native Studies has demonstrated that its Master of Arts Program has been a success and it is our pleasure to support the proposed PhD Program. I applaud the Faculty of Native Studies in their effort to advance the discipline of Indigenous Studies, provide students with opportunities for a higher education, and further the University of Alberta's mission to "create and sustain a vibrant and supportive learning environment that discovers,

disseminates, and applies new knowledge through teaching and learning, research and creative activity, community involvement, and partnerships.”

Sincerely,

A handwritten signature in black ink, appearing to read "Bernice Martial". The signature is fluid and cursive, with a large initial "B" and a long horizontal stroke extending to the right.

Grand Chief Bernice Martial  
Confederacy of Treaty Six First Nations



Mark Rifkin  
President

Winona Wheeler  
(Fisher River Cree First Nation)  
President-Elect

Chadwick Allen  
Immediate Past President

*Council:*  
Leilani Basham  
(Kanaka Maoli)  
Susan Hill  
(Mohawk)  
LeAnne Howe  
(Choctaw)  
Jolan Hsieh  
(Siraya)  
Aileen Moreton-Robinson  
(Geonpul)  
Alyssa Mt. Pleasant  
(Tuscarora)

David A. Chang  
(Kanaka Maoli)  
Secretary

N. Bruce Duthu  
(United Houma Nation of  
Louisiana)  
Treasurer

*Addresses:*  
naisa.org

David A. Chang  
NAISA Secretary  
1110 Heller Hall  
271 19th Ave S.  
University of Minnesota  
Minneapolis, MN 55455

NAISA  
c/o Mark Rifkin  
Department of English  
UNCG  
3143 MHRA  
1111 Spring Garden St.  
Greensboro, NC 27412

December 20, 2014

Dr. Brendan Hokowhitu  
Dean, Faculty of Native Studies  
University of Alberta  
2-31 Pembina Hall  
Edmonton, AB T6G 2H8

Re: Support for PhD Program in Indigenous Studies, Faculty of Native Studies,  
UAlberta

Dear Dean Hokowhitu:

As members of the Council of the Native American and Indigenous Studies Association (NAISA), we are pleased to offer this letter in support for the proposed Doctor of Philosophy Program in Indigenous Studies at the Faculty of Native Studies at the University of Alberta.

NAISA is not an accreditation body, nor are NAISA Council members asserting an accreditation role by providing this letter of support. Yet as NAISA is the largest scholarly association in the global field of Indigenous Studies, we are certainly conversant with curricula in Indigenous Studies programs in many countries, with Canada and the U.S. foremost among them. There is a growing demand in Alberta and Canada more broadly to seek understanding of Indigenous Knowledge, form new partnerships with communities and organizations, and engage in social issues to better understand Indigenous peoples in all their diversity. This PhD program will encourage and train individuals who will serve the broader community as policy makers, community advocates, and business leaders. Edmonton currently has the fastest growing population of Indigenous people in Canada, making this program all the more relevant and timely.

At the academic level, the discipline of Indigenous Studies is a quickly growing field, but the fact remains that there are few institutions in North America that offer students an intensive and rigorous education in research about Indigenous peoples. For students at the Faculty of Native Studies, opportunities will be plenty. Faculty members have proven to be leaders in Indigenous histories, settler-Indigenous relations, gender and sexuality, the environment, statistics, Indigenous identities and urban spaces, contemporary popular culture, and theoretical questions. Further, by focused, concise, and daring research mandates, the Faculty of Native Studies has proven to be a leader in research about Indigenous groups in the Edmonton area, the Oil Sands in Northern Alberta, the Mackenzie Valley Pipeline Project

in the Northwest Territories, Indigenous Knowledge, and questions about Canadian borderlands. Students will be immersed into the discipline of Indigenous Studies and have opportunities to work with leading experts in the field.

The Faculty of Native Studies has demonstrated success with its Master of Arts Program and it is our pleasure to support the proposed PhD Program. We applaud the Faculty of Native Studies in their effort to advance the discipline of Indigenous Studies, provide students with opportunities for a higher education, and further the University of Alberta's mission to "create and sustain a vibrant and supportive learning environment that discovers, disseminates, and applies new knowledge through teaching and learning, research and creative activity, community involvement, and partnerships." We are confident this doctoral program will make critical contributions to the intellectual integrity of Indigenous Studies locally, across North America, and globally.

Sincerely,



Dr. Mark Rifkin  
President, NAISA  
Professor of English and Women's and Studies, UNCG  
m\_rifkin@uncg.edu



December 17, 2014

Dr. Brendan Hokowhitu  
Dean, Faculty of Native Studies  
University of Alberta  
2-31 Pembina Hall  
Edmonton, AB T6G 2H8

Re: Support for PhD Program in Indigenous Studies, Faculty of Native Studies,  
University of Alberta

Dear Dean Hokowhitu,

I am writing this letter on behalf of the Rupert's Land Institute to voice our support for the proposed Doctor of Philosophy Program in Indigenous Studies at the Faculty of Native Studies at the University of Alberta. We find it very encouraging to be informed of such an initiative.

We believe there is a growing demand in Alberta, Canada and elsewhere in the world to gain a perspective of Indigenous views and cosmology. More broadly, there is a need to seek an understanding of Indigenous knowledge, form new partnerships with communities and organizations, and engage in social issues to better understand people in all their diversity. In light of the world's environmental health debate, improving Indigenous knowledge is fast becoming a necessity. The proposed PhD program will encourage and train individuals who will serve the broader community as policy makers, community advocates and business leaders. As you know, Edmonton currently has the fastest growing population of Indigenous people in Canada, making this program all the more relevant and timely.

Notwithstanding that at the academic level, the discipline of Indigenous Studies is a quickly growing field, the fact remains that there are few institutions in North America offering students intensive and rigorous education in research about first peoples. For students at the Faculty of Native Studies engaging in the proposed new program, opportunities will be aplenty.

Faculty members have proven to be pioneers in Indigenous history, settler-Indigenous relations, gender and sexuality, the environment, statistics, Indigenous identities and urban spaces, contemporary popular culture, and theoretical questions. It is precisely this expertise that makes the proposed program all the more valuable.

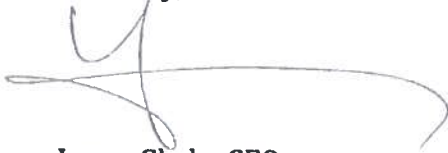


In our view, the focused, concise and daring research mandate given to the Faculty of Native Studies has led to its well-regarded leadership in Indigenous research with groups in the Edmonton area. The Faculty of Native Studies has a well-earned international reputation for its research on the Oil Sands in Northern Alberta, the Mackenzie Valley Pipeline Project in the Northwest Territories and the relation between industry and Indigenous cultural-linguistic practices. Students will be quickly immersed into this discipline of Indigenous Studies and have the opportunity to work with leading experts in the field.

We are aware that the Faculty of Native Studies has demonstrated overwhelming success in its Master of Arts Program and it is our pleasure to support the proposed PhD Program as the necessary next step. I applaud the Dean and the Faculty of Native Studies in the effort to advance the discipline of Indigenous Studies. It will provide students with the opportunities for higher education and will further the University of Alberta's mission to "create and sustain a vibrant and supportive learning environment that discovers, disseminates and applies new knowledge through teaching and learning, research and creative activity, community involvement, and partnerships."

I wish to close by inviting University scholars, partners and authorities to converse with the Rupertsland Institute about our support for this valuable initiative.

Sincerely,

A handwritten signature in black ink, appearing to be 'Lorne Gladu', with a long horizontal flourish extending to the right.

Lorne Gladu, CEO  
Rupertsland Institute  
[www.rupertsland.org](http://www.rupertsland.org)

December 29, 2014

Dr. Brendan Hokowhitu  
Dean, Faculty of Native Studies  
University of Alberta  
2-31 Pembina Hall  
Edmonton, AB T6G 2H8

Re: Support for PhD Program in Indigenous Studies, Faculty of Native Studies, UAlberta

tân'si Dean Hokowhitu,

I am writing this letter as a proud Native Studies alumnus to express my support for the proposed Doctor of Philosophy Program in Indigenous Studies at the Faculty of Native Studies at the University of Alberta. As an alumnus I am excited to be informed of such an initiative.

I am currently completing a Master of Arts in Indigenous Governance at the University of Victoria. I completed the Native Studies Honors degree program at the University of Alberta with a minor in Environment and Conservation Sciences in 2013. In 2008, I earned my Bachelor of Commerce in Marketing and International Business. After two years of working in the advertising industry, I decided to return to post-secondary for academic training in Indigenous community research, specifically regarding community governance and environmental sustainability. Although the skills I acquired through my Commerce degree are practical for analyzing and solving problems, I wanted to better articulate the issues facing Indigenous lives, landscapes, families, and communities in Alberta and Canada.

The Native Studies Honors program reflected the importance of Indigenous place-based knowledges and further demonstrated the program's commitment to the interdisciplinarity of the Indigenous Studies discipline. My Native Studies experiences not only included intellectually rigorous and interactive coursework, but also diverse opportunities through the Faculty's many research projects. I've worked under the direction of Dr. Frank Tough with the Métis Archival Project (MAP) lab where I developed archival research skills and had the opportunity to disseminate MAP research information, including scrip records and genealogical records, to community stakeholders, the Métis Nation. With MAP, I attended the Powley Legacy: Mapping the History of Métis Nation Rights Conference in Saskatoon, Saskatchewan. We also worked with community stakeholders at Batoche, Saskatchewan, during the annual celebrations, to help people access genealogical information in the Métis National Council Research Pavilion. I've completed a Roger Smith Undergraduate Research Award, where I studied under Dr. Chris Andersen researching Métis autobiographies and biographies to understand a perspective of everyday Métis identity. Additionally, I have had the opportunity to work as an editorial and layout assistant for the *aboriginal policy studies* journal, in which I learned about academic publishing and dissemination. Furthermore, with the support and encouragement of Native Studies professors, I presented my work as an undergraduate research student at academic conferences, such as the Native American and Indigenous Studies Association (NAISA) conference.

With the accumulation of these academic and community experiences and the support from the staff at Native Studies, I realized my potential for graduate studies. I have found that Native Studies professors genuinely care for and provide support to students in finding a combined personal and collective research voice in addressing the social, political, and economic issues we discuss at a theoretical level, and also experience in our communities. Through research, the Faculty of Native Studies is strategically positioned to address the future of the growing Indigenous population within Edmonton, Indigenous relationships with the energy industry in Alberta, and Indigenous peoples' influence on Canada's environmental policies.

Through combining the expertise of academic and community mentors with the experiential engagement of Indigenous Studies pedagogies and research methodologies, students have unique opportunities to become the next generation of academic leaders, community advocates, and business leaders with a PhD in Indigenous Studies. I applaud the Faculty of Native Studies in their effort to advance the discipline of Indigenous Studies, provide students with opportunities for a higher education, and further the University of Alberta's mission to "create and sustain a vibrant and supportive learning environment that discovers, disseminates, and applies new knowledge through teaching and learning, research and creative activity, community involvement, and partnerships."

Thank you for your time and consideration regarding my letter of support.

kinanâskomitin

A handwritten signature in black ink that reads "K. Lindquist". The signature is written in a cursive style with a large, stylized initial "K".

Kirsten Lindquist



**WOODWARD & Co.  
LAWYERS LLP**

REPLY TO: **BROCK ROE**  
Victoria Office  
email: brock@woodwardandcompany.com

ASSISTANT: BARBARA BARBER  
bbarber@woodwardandcompany.com

December 17, 2014

Dr. Brendan Hokowhitu  
Dean, Faculty of Native Studies  
University of Alberta  
2-31 Pembina Hall  
Edmonton, AB T6G 2H8

Dear Dr. Hokowhitu:

**Re: Support for PhD Program in Indigenous Studies,  
Faculty of Native Studies, UAlberta**

I am writing this letter to voice my support for the proposed Doctor of Philosophy Program in Indigenous Studies at the Faculty of Native Studies at the University of Alberta. It is very encouraging to be informed of such an initiative.

There is a growing demand in Alberta, and Canada, to seek understanding of Indigenous knowledge, form new partnerships with communities and organizations, and engage in social issues to better understand people in all their diversity. This PhD program will encourage and train individuals who will serve the broader community as policy makers, community advocates, and business leaders. Edmonton currently has the fastest growing population of Indigenous people in Canada, making this program all the more relevant and timely.

At the academic level, the discipline of Indigenous Studies is a fast growing field, however there are few institutions in North America that offer students an intensive and rigorous education in research about first peoples. For students at the Faculty of Native Studies, opportunities will be plenty. Faculty members have proven to be pioneers in Indigenous histories, settler-Indigenous relations, gender and sexuality, the environment, statistics, Indigenous identities and urban spaces, contemporary popular culture, and theoretical questions. Further, by focused, concise, and daring research mandates, the Faculty of Native Studies has proven to be a leader in research about Indigenous groups in the Edmonton area, the Oil Sands in Northern Alberta, the Mackenzie Valley Pipeline Project in the Northwest Territories, Indigenous knowledge, and questions about Canadian borderlands. Students will be quickly immersed into this discipline of Indigenous Studies and have the opportunity to work with leading experts in the field.

VICTORIA OFFICE:  
844 COURTNEY STREET, 2ND FLOOR  
VICTORIA, BC V8W 1C4

TEL: 250-383-2356; FAX: 250-380-6560  
WEBSITE: www.woodwardandcompany.com

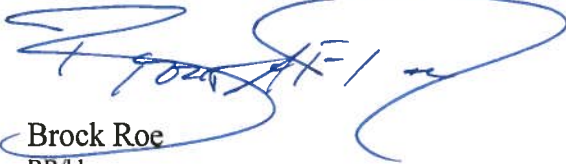
WHITEHORSE OFFICE:  
3059 3RD AVENUE, 2ND FLOOR  
WHITEHORSE, YT Y1A 1E2

TEL: 867-633-5940  
WEBSITE: www.woodwardandcompany.com

The Faculty of Native Studies has demonstrated that its Master of Arts Program is a success and it is our pleasure to support the proposed PhD Program. I applaud the Faculty of Native Studies in their effort to advance the discipline of Indigenous Studies, provide students with opportunities for a higher education, and further the University of Alberta's mission to "create and sustain a vibrant and supportive learning environment that discovers, disseminates, and applies new knowledge through teaching and learning, research and creative activity, community involvement, and partnerships."

Should you have any questions or comments with respect to the above, please feel free to contact me.

Yours very truly,  
WOODWARD & COMPANY

A handwritten signature in blue ink, appearing to read "Brock Roe", is written over the typed name. The signature is stylized and includes a large flourish that extends to the right.

Brock Roe  
BR/bb

Norma Dunning  
10442 – 82 St. NW  
Edmonton, AB T6A 3M7

December 5, 2014

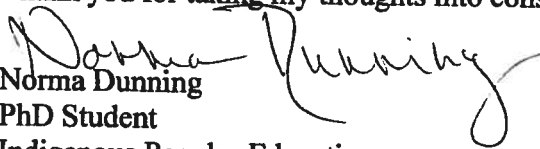
Dean Brendan Hokowhitu  
2-31 Pembina Hall  
Faculty of Native Studies  
University of Alberta T6G 2H8

Dear Dean Hokowhitu:

It is with much respect and honour that I write this letter of support towards the Faculty of Native Studies creation of a doctoral program. As, the first Master of Arts graduate from the Faculty of Native Studies, and currently a PhD student with Indigenous Peoples Education, I would have very much appreciated having the option of considering a PhD program with FNS when I completed my MA in the Spring of 2014. I completed my BA with the Faculty of Native Studies in the Spring of 2012 at the U of Alberta, and being able to continue and complete my full pursuit in education with the Faculty of Native Studies is something that I would have liked to at least been able to consider.

I believe the Faculty of Native Studies has the capability to continue to grow in its presence not only on the campus at the U of Alberta, and in Canada, but globally and should have in place the opportunity for students worldwide, to take up and study Indigenous history and worldviews. A PhD program within this Faculty would only grow the unique and focused educational form that is Native Studies.

Thank you for taking my thoughts into consideration.

  
Norma Dunning  
PhD Student  
Indigenous Peoples Education  
University of Alberta

## Appendix I - Academic CVs

### NAME

Chris Andersen

### COMPLETED ACADEMIC DEGREES

<u>Degree Name</u>	<u>Subject Area</u>	<u>Where Completed</u>	<u>Date of Completion</u>
Doctor of Philosophy	Sociology	University of Alberta	2005
Masters of Arts	Sociology	Queen's University	1996
Bachelor of Anthropology	Sociology	Queen's University	1994

### ADVANCED STUDIES IN PROGRESS

<u>Degree Name</u>	<u>Subject Area</u>	<u>Where Enrolled</u>	<u>Est. Date of Completion</u>
N/A			

### ACADEMIC APPOINTMENTS

<u>Appointment Level</u>	<u>Institution</u>	<u>Dates</u>	<u>Subject Area</u>
Professor	University of Alberta	2014 to Present	Faculty of Native Studies
Associate Professor	University of Alberta	2006 to 2014	Faculty of Native Studies
Assistant Professor	University of Alberta	2000 to 2006	School of Native Studies

### ADMINISTRATIVE APPOINTMENTS

<u>Appointment Level</u>	<u>Institution</u>	<u>Dates</u>
Director	Rupertsland Centre for Métis Research, Faculty of Native Studies, University of Alberta	2013 to Present
Chair, Graduate Studies	Faculty of Native Studies, University of Alberta	2011 to 2014
Associate Dean (Research)	Faculty of Native Studies, University of Alberta	2011 to 2014

### TEACHING EXPERIENCE

<u>Institution</u>	<u>Dates</u>	<u>Course Taught</u>
University of Alberta	2013 - 2000	NS 503 Aboriginal Identity and Post-Structuralism
		NS 504 Critical Race Theory
		NS 520 Honour's Seminar
		NS 490 Community Research

NS 485 Urban Aboriginal Issues and Identities (formerly NS 404 Special Topics)

NS 470 Métis Politics

NS 442 Colonialism and the Criminal Justice System (formerly NS 403 Special Topics)

NS 404 The Politics of Aboriginal Statistics

NS 403 Special Topics

NS 403 Aboriginal Gangs

NS 372 Métis Politics (formerly NS 470 Métis Politics)

NS 240 Introduction to Aboriginal Legal Issues

NS 211 Issues and Insights II

NS 211 Issues and Insights I

NS 200 Aboriginal Canada: Looking Forward/Looking Back

NS 100 Introduction to Native Studies

Carleton University

2004

CS 4101 Métis Politics

## SCHOLARLY PARTICIPATION

### Books Authored or Edited

Date	Activity
2014	<i>"Métis": Race, Recognition, and the Struggle for Indigenous Peoplehood</i> . Vancouver: UBC Press.
2013	With Maggie Walter, <i>Indigenous Statistics: A Quantitative Research Methodology</i> . Walnut Creek, CA: Left Coast Press.
2013	Edited with Evelyn Peters. <i>Indigenous in the City: Contemporary Identities and Cultural Innovation</i> . Vancouver: UBC Press.
2010	Edited with Brendan Hokowhitu, Nathalie Kermoal, Anna Petersen, Michael Reilly, Isabel Altamirano-Jiménez and Poia Rewi. <i>Indigenous Identity and Resistance: Researching the Diversity of Knowledge</i> . Dunedin, NZ: University of Otago Press.
2008	Edited with Da Gupta, Tania, Carl James, Roger Maaka, and Grace-Edward Galabuzi. <i>Race and Racialization: Essential Readings</i> . Toronto: Canadian Scholars' Press.
2006	Edited with Roger Maaka. <i>The indigenous experience: global perspectives</i> . Toronto: Canadian Scholars' Press.

### Refereed Publications

Date	Activity
2014	Submitted. "Global Indigeneity," in Sleeper-Smith, Susan, Juliana Barr, Scott Stevens, Nancy Shoemaker, and Jean O'Brien (eds.) <i>Why You Can't Teach U.S. History Without Indians</i> . University of North Carolina Press.



- 2014 'From ethnic to categorical mobility: challenging conventional demographic explanations of Métis population growth' in Frank Trovato and Anatole Romaniuc (eds.) *Aboriginal Demography in Transition*. Edmonton: University of Alberta Press.
- 2014 "More Than the Sum of Our Rebellions: Métis Histories beyond Batoche". *Ethnohistory* 61, 4.
- 2013 "Underdeveloped identities: the misrecognition of Aboriginality in the Canadian census." *Economy & Society*. 42 (4).
- 2013 'urban Aboriginal planning: towards a transformative statistical praxis' in Walker, Ryan and David Natcher (eds.) *Reclaiming Indigenous Planning*. Montreal-Kingston: McGill-Queen's Press.
- 2013 'urban Aboriginality as distinctive, in twelve parts,' in Evelyn Peters and Chris Andersen (eds.). *Indigenous in the City: Contemporary Identities and Cultural Innovation*. Vancouver: UBC Press.
- 2013 With Evelyn Peters, 'Introduction,' in Peters and Andersen (eds.) *Indigenous in the City: Contemporary Identities and Cultural Innovation*. Vancouver: UBC Press.
- 2013 With Evelyn Peters, "Aboriginal Urbanization in Canada: Background," in Peters and Andersen (eds.) *Indigenous in the City: Contemporary Identities and Cultural Innovation*. Vancouver: UBC Press.
- 2013 With Evelyn Peters, "American Indian Urbanization in the United States," in Peters and Andersen (eds.) *Indigenous in the City: Contemporary Identities and Cultural Innovation*.
- 2013 With Evelyn Peters, "Aboriginal Urbanization in Australia," in Peters and Andersen (eds.) *Indigenous in the City: Contemporary Identities and Cultural Innovation*. Vancouver: UBC Press.
- 2013 With Evelyn Peters, "Maori Urbanization in New Zealand," in Peters and Andersen (eds.) *Indigenous in the City: Contemporary Identities and Cultural Innovation*. Vancouver: UBC Press
- 2013 With Evelyn Peters, "Indigenizing Modernity or Modernizing Indigeneity?" in Peters and Andersen (eds.) *Indigenous in the City: Contemporary Identities and Cultural Innovation*. Vancouver: UBC Press.
- 2013 'settling for community? juridical visions of historical Métis collectivity in and after *R. v. Powley*' in St.-Onge, Nicole, Carolyn Podruchny and Brenda MacDougall (eds.) *Contours of a People: Métis Family, Mobility and History*. Norman: University of Oklahoma Press.
- 2012 (2<sup>nd</sup> author with Michael Evans, Devin Dietrich, Tricia Logan and Judy Hughes) 'Funding and ethics in Aboriginal community based research: the complications of a contemporary context.' *International Journal of Critical Indigenous Studies*. 5 (1).
- 2012 "Critical Indigenous studies in the classroom: exploring "the local" using primary evidence." *International Journal of Critical Indigenous Studies*. 5 (1).
- 2012 With Jenna Strachan, 'urban aboriginal policy in a coordination vacuum: the Alberta (dis)advantage' in Evelyn Peters (ed.). *Fields of Governance 2: Making Urban Aboriginal Policy in Canadian Municipalities*. Montreal and Kingston: McGill-Queen's University Press.
- 2011 '*moya 'tipimsook* ('the people who aren't their own bosses'): racialization and the misrecognition of Métis in upper Great Lakes ethnohistory." *Ethnohistory* 58 (1).
- 2010 'Mixed Ancestry or Métis?' in Brendan Hokowhitu, Nathalie Kermoal, Chris Andersen, Anna Petersen, Michael Reilly, Isabel Altamirano-Jiménez and Poia Rewi (eds.) *Indigenous Identity and Resistance: Researching the Diversity of Knowledge*. Dunedin, NZ: University of Otago Press.
- 2009 'Critical indigenous studies: from difference to density.' *Cultural Studies Review* 15 (2).
- 2008 'Racism and the Criminal Justice System', in Da Gupta, Tany., Carl James, Roger Maaka, Chris Andersen and Grace-Edward Galabuzi, *Race and Racialization: Essential Readings*. Toronto: Canadian Scholar's Press.

- 2008 'From nation to population: the racialization of 'Métis' in the Canadian census.' *Nations and Nationalism*, 14 (2).
- 2008 With Roger Maaka, 'Colonialism and the Construction of Race', Da Gupta, Tany, Carl James, Roger Maaka, Chris Andersen and Grace-Edward Galabuzi, *Race and Racialization: Essential Readings*. Toronto: Canadian Scholar's Press.
- 2008 With Roger Maaka, 'Indigeneity and Colonialism', Da Gupta, Tany, Carl James, Roger Maaka, Chris Andersen and Grace-Edward Galabuzi, *Race and Racialization: Essential Readings*. Toronto: Canadian Scholar's Press.
- 2007 With Brendan Hokowhitu. 'Whiteness: naivety, void and control.' *Junctures: the Journal for Thematic Dialogue* 8.
- 2005 'Residual Tensions of Empire: Contemporary Métis Communities and the Canadian Judicial Imagination', in M. Murphy, (ed.) *Reconfiguring Aboriginal-State Relations. Canada. The State of the Federation, 2003*. Montreal and Kingston, McGill-Queen's University Press.
- 2003 With Claude Denis. 'Urban Native Communities and the Nation: Before and After the Royal Commission on Aboriginal Peoples.' *Canadian Review of Sociology and Anthropology* 40 (4).
- 2000 'The Formalization of Métis Identities in Canadian Provincial Courts', in Laliberte, Ron, Priscilla Settee, James Waldram, Rob Innes, Brenda Macdougall, Leslie McBain and Laurie Barron (eds.) *Expressions in Canadian Native Studies*. Saskatoon, SK: University of Saskatchewan, University Extension Press.
- 1999 'Governing aboriginal justice in Canada: Constructing responsible individuals and communities through tradition.' *Crime, Law and Social Change* 31 (4).

## ACADEMIC AND PROFESSIONAL PRESENTATIONS

Date	Activity
2013	"Métis cowboys and gendered relations of domesticity: Unearthing (and complicating) the photographic archive of "Big John" Arcand." <i>Intimate Archives: Photography and Life-Writing Conference</i> Wolfson College, University of Oxford.
2013	"A funny thing happened on our way to the city": Urban Indigenous Spaces as Cultural Hubs." <i>RE-Claimings, Empowerings, Inspirings: Researching and exploring by, for, and with indigenous peoples, minorities and local communities</i> . Uppsala University, Uppsala, Sweden.
2013	"Toward an Indigenous Parkland: Saskatchewan Métis beyond the official story, in photograph and narrative." <i>Rural History 2013: European Rural History Organisation (EURHO)</i> . Bern, Switzerland.
2013	"Toward an Indigenous Parkland: Saskatchewan Métis beyond the official story, in photograph and narrative." Museum of English Rural Life. University of Reading, Reading, UK.
2013	"More Than the Sum of Our Rebellions: Métis Histories beyond the Batoche National Historic Site." School of Canadian Studies, Carleton University. Ottawa, ON.
2013	"How the Canadian courts have misrecognized the Métis (and how you probably have, too)." Law and Society, UBC. Green College, University of British Columbia. Vancouver, BC.
2013	"Métis" and a Canadian Politics of (Mis)recognition: the curious case of the Labrador Métis Nation Nunatukavut Community Council." Department of Political Science, University of Victoria. Victoria, BC.
2012	Keynote Talk: "Critical Indigenous Studies: Intellectually Top-Heavy, Institutionally Weak". 2012 Annual Indigenous Studies Research Symposium. <i>What is Critical Indigenous Studies?</i> Brisbane, Australia.

- 2012 Workshop. Regional Oral History Office, University of California – Berkeley. 2012 *Advanced Oral History Seminar*. Berkeley, California.
- 2012 'Tobacco tin stories: a hidden history of everyday Metis life in Parkland Saskatchewan, 1945-1965.' *NAISA annual meetings*. Uncasville, CT.
- 2011 Keynote Talk: "Beyond the Limits of Commemorative Politics: Indigenous histories in the vernacular". *Australian Critical Race and Whiteness Studies Association Annual Meetings*. Surfer's Paradise, Australia.
- 2010 Workshop Convener. 'Reframing the issues: Métis, non-status Indian and urban Aboriginal policy'. Congress of the Social Sciences and Humanities. Montreal, PQ.
- 2010 "population as an act of white sovereignty: the misrecognition of Aboriginal identity in the Canadian census." *NAISA annual meetings*. University of Arizona, Tucson, Arizona.
- 2009 'Mixed by law: Canada's misrecognition of Métis Indigeneity.' Michigan State University.
- 2009 "critical indigenous studies: from difference to density." *NAISA annual meetings*. University of Minnesota, Minneapolis, Minnesota.
- 2008 Keynote Address. 'The role of Indigenous Studies departments in the discipline of Indigenous studies.' Graduate Students' conference – Department of Maori Studies, Victoria University at Wellington and the School of Maori, Pacific and Indigenous Studies, University of Otago, Dunedin, New Zealand.
- 2008 "Pierre Bourdieu Meets Critical Indigenous Studies: how to have safe text." *Native American and Indigenous Studies (NAISA) Conference: Who Are We? Where Are We Going?* University of Georgia, Athens, Georgia.
- 2008 "Mixed by law: race and the misrecognition of Canadian indigeneity." Public presentation. *Te Tumu*, School of Maori, Pacific and Indigenous Studies, University of Otago, Dunedin, New Zealand.
- 2008 "Mixed by law: race and the misrecognition of Canadian indigeneity." Public presentation. Indigenous Studies Research Network Faculty of Education, Queensland University of Technology, Brisbane, Australia.
- 2008 "Métis-as-mixed-as-doxa in Canadian jurisprudence: troubling critical race theory narratives." *Conditions of Settler Colonialism: a Workshop*. University of Chicago, Chicago, IL.
- 2008 "Urban environmental policy." *Emerging Realities of Métis, Non-Status and Urban Aboriginal Populations: Building a New Policy Research Agenda* – conference convened by Indian and Northern Affairs Canada – Federal Interlocutor for Métis and Non-Status Indians and Faculty of Public Affairs, Carleton University. Ottawa, ON.
- 2007 "Reading Métis-as-mixed in the Supreme Court of Canada." *Research as Resistance*. Faculty of Native Studies, University of Alberta, Edmonton, Alberta.
- 2007 "*reductio ad absurdum*: The analytical poverty of Canadian critical race theory." *Law and Society Association Annual Meeting*. Humboldt University, Berlin, Germany.
- 2007 "Aboriginal Gangs as a Distinctive Form of Urban Indigeneity." *Canadian Indigenous Native Studies Association*. University of Saskatchewan, Saskatoon Saskatchewan.
- 2007 'Native Studies in the Classroom: Some thoughts on 'denturalizing' the local using primary evidence', *What's Next for Native American Studies?* University of Oklahoma, Norman Oklahoma.
- 2006 "'Métis': the Strange Career of an Administrative Category." University of Aarhus, Aarhus, Denmark; University of Oslo, Oslo, Norway; University of Göteborg, Göteborg, Sweden; University of Turku, Turku, Finland.
- 2006 "A Calculating People? The Rise of Aboriginal 'Numeracy' in the Colonial Rule of Contemporary Canada" *Turoua ngā Whetū* Colloquium. *Te Tumu*, the School of Maori, Pacific and Indigenous Studies, Otago University, Dunedin, New Zealand.
- 2005 "Governing Aboriginality through s.35: Purposeful Reasoning, Wistful Thinking and Historical Selves." Centre on Governance, University of Ottawa, Ottawa, ON.
- 2005 "Law's Absurdities: The Hardening of Métis Racial Identities in Canadian Courts." Visiting Scholar, American Indian Studies Program, Cornell University, Ithaca, NY.
- 2005 "The analytical paucity of court decisions: making the methodological case for case study in Aboriginal rights litigation." School of Native Studies 1<sup>st</sup> Annual Research Day, University of Alberta, Edmonton, AB.

- 2004 “Courting Colonialism? The Juridical Construction of Métis Rights in *R. v. Powley*.” Department of Sociology, Queen’s University, Kingston, ON.
- 2004 “Understanding the Rights of Métis People.” Métis Nation Rights and Self-Government Conference. Edmonton, AB.
- 2002 Social Science and Humanities Research Council Roundtable Consultation on Policy Directions related to Aboriginal Peoples.
- 2002 ‘Butterflies, Glass Jars and Children: Contemporary Native Communities and the Canadian Judicial Imagination’. Reconfiguring Aboriginal-State Relations. Queen’s Institute for Intergovernmental Relations. Kingston, ON.
- 2002 “Residual Tensions of Empire: Métis Nationalism and the Canadian Courts.” *American Society of Criminology*. Chicago.
- 2002 “Law’s Artful Hierarchies: the Judicial Construction of Métis as Diluted Indians.” *Annual Meetings of the Law and Society Association*. Vancouver.
- 2001 ‘Contemporary Aboriginal Realities’. *Organisation for Economic Co-Operation and Development* (OECD). Calgary, AB.
- 2001 ‘Being Urban in an Aboriginal Context.’ Coalition of United Churches. Jubilee Celebrations.
- 2000 “‘Making Tradition ‘Stick’: legitimizing tradition in an urban context.” *Canadian Indigenous/Native Studies Association Annual Conference*. Saskatchewan Indian Federated College.
- 2000 ‘The Social Differentiation of Aboriginality in Contemporary Canada’. Philosophy and Aboriginal Rights: Critical Dialogues. Thunderbird House, Winnipeg, MB.
- 2000 ‘Into the Eye of the Storm: Law and Tradition in an Urban Context.’ Pine Tree Lecture Series of Peace. Trent University. Peterborough, ON.
- 2000 ‘Métis Identities and the Canadian Courts.’ Public Lecture, University of South Pacific, Suva, Fiji.
- 2000 ‘Métis Identities and the Canadian Courts.’ Public Lecture, Department of Maori Studies, University of Canterbury, Christchurch, New Zealand.
- 2000 ‘Métis Identities and the Canadian Courts.’ Special Lecture, International Research Institute for Maori and Indigenous Research, University of Auckland, New Zealand.

## **PROFESSIONAL MEMBERSHIPS, QUALIFICATIONS and EXPERIENCE**

### **Professional Memberships**

Native American and Indigenous Studies Association  
 Canadian Law and Society Association  
 Canadian Indigenous Native Studies Association  
 Executive Committee, Faculty of Native Studies, University of Alberta, 2012 to 2014  
 Faculty of Native Studies Council, Faculty of Native Studies, University of Alberta, 1999 to 2014  
 University Research Policy Committee, Vice-President Research, University of Alberta, 2011 to 2014  
 Faculty of Graduate Studies and Research Committee  
 Faculty of Graduate Studies and Research, University of Alberta, 2011 to 2014  
 Member, New Faculty Hiring Committee, Faculty of Native Studies, University of Alberta, 2011 to 2012  
 Member, Dean’s Selection Committee, Faculty of Native Studies, University of Alberta, 2010 to 2012  
 Standing Advisory Committee on International Engagement (SACIE) and the Council on Aboriginal Initiatives (CAI), Vice-President (International), University of Alberta, 2010 to 2011 CAI - Provost and Vice-President (Academic)  
 Métis Nation of Alberta Award Committee, University of Alberta, 2010 to 2011  
 Annual General Council, Faculty of Native Studies, University of Alberta, 2008 to 2011  
 Selection Committee for Department of Anthropology’s “Faculty of Aboriginal descent” Hire Department of Anthropology, University of Alberta 2009 to 2010  
 Member, Métis Nation of Alberta Endowment Fund Awards Committee, Aboriginal Student Services Centre, University of Alberta, 2008 to 2010  
 Member, PER/NS Joint Degree Program Planning Committee, Faculty of Native Studies, University of Alberta, 2008 to 2010

Selection Committee, Faculty of Native Studies Academic Advisor, Faculty of Native Studies, University of Alberta, 2008 to 2009  
Coordinator, Faculty of Native Studies 20th Anniversary Research Symposium, Faculty of Native Studies, University of Alberta, 2008 to 2009  
30th Anniversary SSHRC Panel Vice-President (Research), University of Alberta 2008 to 2009  
Chair, Academic Affairs Committee, Faculty of Native Studies, University of Alberta 2008 to 2009  
Chair, Graduate School Program Proposal Committee, School of Native Studies, University of Alberta 2004 to 2007  
School Space Committee, School of Native Studies, University of Alberta 2004 to 2007  
School Council, School of Native Studies, University of Alberta, 2000 to 2007  
School Executive Committee, School of Native Studies, University of Alberta 2000 to 2007  
Chair, Academic Affairs Committee, School of Native Studies, University of Alberta 2004 to 2007  
Library Committee, School of Native Studies, University of Alberta 2004 to 2007  
Theory/Methods Committee, School of Native Studies, University of Alberta 2004 to 2007  
Branding Sub-Committee, School of Native Studies, University of Alberta 2005 to 2007  
Chair, Graduate School Program Proposal Committee, School of Native Studies, University of Alberta 2004 to 2007  
Recruitment Committee, School of Native Studies, University of Alberta 2004 to 2005  
Student Award Committee School of Native Studies, University of Alberta, 2004 to 2005  
Curriculum Sub-Committee, School of Native Studies, University of Alberta, 2004 to 2005  
Curriculum Review Committee, School of Native Studies, University of Alberta 2000 to 2004  
Community Representation Committee, School of Native Studies, University of Alberta 2001 to 2004  
Ethics Committee, School of Native Studies, University of Alberta 2003 to 2004 (one term)  
Director Selection Committee, School of Native Studies, University of Alberta 2002 to 2003  
Coordinated Aboriginal Strategy and Protocol Committee, University of Alberta 2001 to 2002  
Aboriginal Advisory Council, University of Alberta 2000 to 2002

## **Professional Qualifications**

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## **Professional Experience**

Editor, *aboriginal policy studies*, 2010 to Present  
Statistics Canada's *Advisory Committee on Social Conditions*, 2010 to Present  
*Aboriginal Research Advisory Council* for the Office of the Federal Interlocutor for Métis and Non-Status Indians, 2008 to Present  
SSHRC Committee on Indigenous Knowledge, 2012 to Present  
Co-Chair (with Shalene Jobin Vandervelde) for the Research Circle in support of the Edmonton Urban Aboriginal Strategy's *Wicihitowin Circle*, 2011 to Present  
Executive Council Member, Native American and Indigenous Studies Association, 2008 to 2011  
Chair for the Research Circle in support of the Edmonton Urban Aboriginal Strategy's *Wicihitowin Circle*, 2010 to 2011  
Social Science and Humanities Research Council's *Community Partnership Grant Adjudication Committee*, 2010 to 2011  
Committee Member, Social Science and Humanities Research Council Aboriginal SSHRC Relevance, 2009 to 2010  
Native Studies Representative, Canadian Federation for the Humanities and Social Sciences Aid to Scholarly Publication Committee, 2009 to 2010  
National Aboriginal Health Organization's *Métis Centre Ethics Advisory Committee*, 2008 to 2010  
Canadian Federation for the Humanities and Social Science's *Aid to Scholarly Publication Program*, 2008 to 2009  
Edmonton Aboriginal Urban Affairs Committee, 2000 to 2004  
Edmonton Youth Justice Committee, 2000 to 2001  
Aboriginal Community Discussion Group, 1998 to 1999

**NAME**

Sarah Carter

**COMPLETED ACADEMIC DEGREES**

<b>Degree Name</b>	<b>Subject Area</b>	<b>Where Completed</b>	<b>Date of Completion</b>
Doctor of Philosophy	History	University of Manitoba	1987
Masters of Arts	History	University of Saskatchewan	1981
Bachelor of Arts	Honours in History	University of Saskatchewan	1976

**ADVANCED STUDIES IN PROGRESS**

<b>Degree Name</b>	<b>Subject Area</b>	<b>Where Enrolled</b>	<b>Est. Date of Completion</b>
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N/A

**ACADEMIC APPOINTMENTS**

<b>Appointment Level</b>	<b>Institution</b>	<b>Dates</b>	<b>Subject Area</b>
Professor	University of Alberta Cross Appointment: Faculty of Native Studies and the Department of History & Classics	2006 to Present	History and Aboriginal Studies
Adjunct Professor	Athabasca University	2008-2005	History/Aboriginal Studies
Professor	University of Calgary	1998-2006	History/Aboriginal Studies
Associate Professor	University of Calgary	1994-1998	History/Aboriginal Studies
Assistant Professor	University of Winnipeg	1992-1994	History/Aboriginal Studies
Assistant Professor and Canada Research Fellow	University of Winnipeg	1990-1992	History/Aboriginal Studies
Visiting Fellow	University of Manitoba	1990	History/Aboriginal Studies
Post-Doctoral Fellow	University of Manitoba	1988	History/Aboriginal Studies

## ADMINISTRATIVE APPOINTMENTS

<u>Appointment Level</u>	<u>Institution</u>	<u>Dates</u>
Henry Marshall Tory Chair	Department of History & Classics, University of Alberta	2008 to Present
Visiting Fellow	Australian Centre for Indigenous History and School of History, Australian National University	December 2-20, 2013
Director	International Indigenous Studies Program, University of Calgary	2003-2004

## TEACHING EXPERIENCE

<u>Institution</u>	<u>Dates</u>	<u>Course Taught</u>
		HIST 467 A1/ 664 A2 Topics in Alberta History
		HIST 664 Topics in Canadian History: New Perspectives on Western Canadian History
		HIST 605 Topics in Comparative History: Women and Gender in the History of the Great Plains of the US
University of Alberta	2008-2014	HIST 494 Topics in Comparative History: Women and Gender in the History of the Great Plains of the US
		NS 503 Topics in Comparative History: Women and Gender in the History of the Great Plains
		HIST 460 Topics in Canadian History: New Perspectives on Western Canadian History
		NS 440 Indigenous Treaties and Agreements
		HIST 203 An Introduction to History: Canada
		HIST 231 Canada: Origins to 1867
		HIST 233 Canada Since 1867
		HIST 357 Comparative History of the US and Canadian Wests
University of Calgary	1998-2006	HIST 377 The Historian's Craft
		HIST 401 Public History
		HIST 429 History of Women in Canadian Society
		HIST 432 Western Canada
		HIST 433 A History of the Amerindian in Western North America
		HIST 435 Rural Society in Prairie Canada
		HIST 439 The Early West to 1896

HIST 523 Gender, Race, Class and Women in Canada

HIST 535 Topics in Alberta History

HIST 607 Topics in Western Canada Since 1865

INDG 407 Comparative International Indigenous Societies

## SCHOLARLY PARTICIPATION

### Books Authored or Edited

Date	Activity
2011	Editor and Introduction with Patricia McCormack, <i>Recollecting: Lives of Aboriginal Women of the Canadian Northwest and Borderlands</i> . Edmonton: Athabasca University Press.
2010	Editor with Alvin Finkel and Peter Fortna, <i>The West and Beyond: New Perspectives on an Imagined Region</i> . Edmonton: Athabasca University Press.
2009	Editor and Introduction, <i>Montana Women Homesteaders: A Field of One's Own</i> . Helena: Farcountry Press.
2008	<i>The Importance of Being Monogamous: Marriage and Nation Building in Western Canada to 1915</i> . Edmonton: Athabasca University Press and University of Alberta Press.
2006	Editor and Introduction, <i>Wheat and Woman</i> . By Georgina Binnie-Clark. Toronto: University of Toronto Press.
2005	Editor with Lesley Erickson, Pat Roome and Char Smith, <i>Unsettled Pasts: Reconceiving the West Through Women's History</i> . Calgary: University of Calgary Press.
2004	Editor and Introduction, <i>People of the Plains</i> . By Amelia McLean Paget. Regina: Canadian Plains Research Centre.
2000	Editor with Simon Evans and Bill Yeo, <i>Cowboys, Ranchers and the Cattle Business: Cross-Border Perspectives on Ranching History</i> . Calgary, University of Calgary Press and University Press of Colorado.
1999; Second Printing, 2004	<i>Aboriginal People and Colonizers of Western Canada</i> . Toronto: University of Toronto Press.
1999; Second Printing, 2004	Editor and Introduction, <i>Two Months in The Camp of Big Bear</i> . By Theresa Delaney and Theresa Gowanlock. Regina: Canadian Plains Research Centre.
1997; Second Printing, 2004	<i>Capturing Women: The Manipulation of Cultural Imagery in Canada's Prairie West</i> . Montreal: McGill-Queen's Press.
1996; Third Printing, 2005	With Treaty 7 Tribal Council, Walter Hildebrandt, and Dorothy First Rider. <i>The True Spirit and Original Intent of Treaty 7</i> . Montreal: McGill-Queen's Press.



1990; Paperback Edition, 1993; Third Printing, 1999  
 Lost Harvests: Prairie Indian Reserve Farmers and Government Policy. Montreal: McGill-Queen's Press.

### Refereed Publications

Date	Activity
2013	"'My Vocabulary Contains No Such Word as Defeat:' Clara Lynch and Her Battle for Her Alberta Homestead, 1900-1909." <i>Alberta History</i> , vol. 61, no. 3 (Summer 2013).
2013	"Erasing and Replacing: Property and Homestead Rights of First Nations of the Northwest, 1870s – 1920s." In <i>Place and Replace: Essays on Western Canada</i> , Adele Perry et.al., eds. Winnipeg: University of Manitoba Press, 2013.
2012	"'Overrun and Swept Along by War:' The Gulag in the Memoir of Katharina (Hildebrand) Krueger." <i>Journal of Mennonite Studies</i> 30 (2012): 237-250. With Mary Hildebrandt.
2011	"The Montana Memories of Emma Minesinger: Windows on the Family, Work and Boundary Culture of a Borderlands Woman." In <i>Recollecting: Lives of Aboriginal Women of the Canadian Northwest and Borderlands</i> . Sarah Carter and Patricia McCormack, eds. Edmonton: Athabasca University Press, 2011: 197 – 221.
2009	"'Hordes of Men of Alien Race' or 'Daughters of British Blood?' The Homesteads-for-Women Campaign in Western Canada." <i>Great Plains Quarterly</i> vol. 29, no. 4, (Fall 2009): 267 – 286.
2008	"Aboriginal People of Canada and the Empire." <i>Oxford History of the British Empire</i> ed. Phillip Buckner. (Oxford: Oxford University Press, 2008): 200 – 219.
2006	"'A Better Life With Honour:': Treaties 6 and 7." Co-author Walter Hildebrandt. <i>Alberta Formed and Transformed</i> , (Edmonton and Calgary: University of Alberta and University of Calgary Presses, 2006): 236 - 268
2007	"Prairie Dusters in the Field of History in 1980s Winnipeg." <i>The Prairies: Lost and Found</i> , ed., Len Kuffert, (Winnipeg: St. John's College, 2007.)
2006	"Britishness, 'Foreignness,' Women and Land in Western Canada, 1890s – 1920s." <i>Humanities Research: The Journal of the Humanities Research Centre and The Centre for Cross-Cultural Research at the Australian National University</i> vol. 13, no. 1 (2006): 43 – 60. Special issue from the 2004 conference "Britishness and Otherness: Locating Marginal White Identities in the Empire," Australian National University, Canberra.
2006	"'The Cordial Advocate': Amelia McLean Paget and The People of the Plains." In David C. Nock and Celia Haig-Brown, eds. <i>With Good Intentions: EuroCanadian and Aboriginal Relations in Colonial Canada</i> . (Vancouver: University of British Columbia Press, 2006): 199 – 228.
2005	"'Complicated and Clouded:' The Federal Administration of Marriage and Divorce Among the First Nations of Western Canada, 1887 – 1906." In S. Carter, L. Erickson, Pat Roome and C. Smith, eds., <i>Unsettled Pasts: Reconceiving the West Through Women's History</i> (Calgary: University of Calgary Press, 2005): 151 – 178.

- 2005 "Creating 'Semi-Widows' and 'Supernumerary Wives:' Prohibiting Polygamy in Prairie Canada's Aboriginal Communities to 1900." In M. Rutherford and K. Pickles, eds. *Contact Zones: Aboriginal and Settler Women in Canada's Colonial Past*. (Vancouver: University of British Columbia Press, 2005): 131 – 159.
- 2005 "Amelia McLean." *Dictionary of Canadian Biography*. Vol. 25 1921 –30, (Toronto: University of Toronto Press, 2005): 675 – 677.
- 2004 "'Your Great Mother Across the Salt Sea': Prairie First Nations, the British Monarchy, and the Vice-Regal Connection to 1900." *Manitoba History*, no. 48, (Autumn, Winter 2004-5): 34 – 48.
- 2005 "Aboriginal Reserve Agriculture to 1900. *The Encyclopedia of Saskatchewan: A Living Legacy* . (Regina: Canadian Plains Research Centre, 2005): 22.
- 2004 "Aboriginal Reserve Agriculture in Canada." *The Oxford Companion to Canadian History*, ed., Gerald Hallowell, (Toronto: Oxford University Press, 2004): 10 – 11.
- 2003 "Transnational Perspectives on the History of Great Plains Women: Gender, Race, Nations and the Forty-ninth Parallel. *The American Review of Canadian Studies*, (Winter, 2003): 565-596.
- 2002 "First Nations Women and Colonization on the Canadian Prairies, 1870s-1920s." In Veronica Strong-Boag et. al., *Rethinking Canada: The Promise of Women's History*, 4th edition, Don Mills: Oxford University Press, 2002: 135 – 48.
- 2000 "'He Country in Pants No Longer:' Diversifying Ranching History." In *Cowboys, Ranchers and the Cattle Business: Cross-Border Perspectives on Ranching History*. Eds. Simon Evans, Sarah Carter, Bill Yeo. Calgary: University of Calgary Press and University Press of Colorado, 2000: 155 – 166.
- 1999 "An Infamous Proposal:' Prairie Indian Reserve Land and Soldier Settlement After World War I," *Manitoba History* (Spring/Summer 1999): 9 – 21.
- 1998 Louis O'Soup," *Dictionary of Canadian Biography* 14 (1911-1920). Toronto: University of Toronto Press, 1998: 804 – 807.
- 1996 "First Nations Women of Prairie Canada in the Early Reserve Years, the 1870s to the 1920s: A Preliminary Inquiry," in Christine Miller, et. al., *Women of the First Nations: Power, Wisdom and Strength*, Winnipeg: University of Manitoba Press, 1996: 51 – 75.
- 1996 "The Exploitation and Narration of the Captivity of Theresa Delaney and Theresa Gowanlock, 1885," in J. Mouat and Catherine Cavanaugh, eds., *Making Western Canada*, Toronto: Garamond Press, 1996: 31 – 61.
- 1995 "'We Must Farm to Enable Us To Live:' The Plains Cree and Agriculture to 1900." In R. B. Morrison and C. Roderick Wilson, eds., *Native Peoples: The Canadian Experience*, Toronto: McClelland and Stewart, 1995: 444 – 470.
- 1994 "Kakiwistahaw", *Dictionary of Canadian Biography* 13, (1901-1910), Toronto: University of Toronto Press, 1994: 536 – 7.
- 1994 "Mosomin", *Dictionary of Canadian Biography* 13, (1901-1910), Toronto: University of Toronto Press, 1994: 721 – 2.
- 1994 "Allan Macdonald", *Dictionary of Canadian Biography* 13, (1901-1910), Toronto: University of Toronto Press, 1994: 622-3
- 1993 "Categories and Terrains of Exclusion: Constructing the 'Indian Woman' in the Early Settlement Era in Western Canada," *Great Plains Quarterly*, 13, no. 3, 1993: 147 – 161.

- 1991 "Demonstrating Success: The File Hills Farm Colony," *Prairie Forum*, 16, no. 2, 1991: 157 -83
- 1990 "Angus McKay," *Dictionary of Canadian Biography*, 12, 1891-1900, Toronto: University of Toronto Press, 1990.
- 1989 "Two Acres and a Cow: 'Peasant' Farming for the Indians of the Northwest, 1889-97," *Canadian Historical Review*, 70, no. 1, 1989: 27 - 51
- 1985 "The Missionaries' Indian: The Publications of John McDougall, John Maclean and Egerton Ryerson Young," *Prairie Forum*, 9, no. 1, 1985: 27 – 44
- 1983 "Material Culture and the W.R. Motherwell Home," *Prairie Forum*, 8, no. 1, 1983: 99-111
- 1983 "Agriculture and Agitation on the Oak River Dakota Reserve, 1875-1895," *Manitoba History*, no. 6, 1983: 2 – 9.

### Non-refereed Publications

Date	Activity
2012	"'Side-Saddle at the Head of the Light Division on Manoeuvres': The Countess of Erroll in the Crimea." <i>History Scotland</i> 12.1 (January/February 2012): 25 – 29.
2006	"Women Homesteaders Faced Double Duty," <i>The Western Producer</i> June 29, 2006: 77
2005	"Writing Western Canadian History: A Call to the Imagination," <i>Canadian Issues:Themes Canadiens</i> , (Winter 2005): 14 – 17.
2004	"Oral History in the U.S.: Excluded From Institutional Review Boards," <i>Bulletin of the Canadian Historical Association: Societe historique du Canada</i> , 30, no. 1 (2004): 16.
1989	"St. Peter's and the Interpretation of the Agriculture of Manitoba's Aboriginal People," <i>Manitoba History, Agriculture in Manitoba History Issue</i> , no. 18, 1989: 46 - 52
1988	"A Fate Worse Than Death: Indian Captivity Stories Thrilled Victorian Readers - But Were They True?" <i>The Beaver</i> , 68, no. 2, 1988.
1988	"Armstrong's Point: Victorian Suburb in the Heart of Winnipeg." <i>NeWest Review</i> , 12, no. 7, 1988: 7 – 8.
1986	"The Women's Sphere: Domestic Life at Riel House and Dalnavert." <i>Manitoba History, Women in Manitoba History Issue</i> , 11, no. 1, 1986.
1985	"Controlling Indian Movement: The Pass System." <i>NeWest Review</i> , 10, no. 9, 1985.
1983	"A Materials History of the Motherwell Home." In <i>Motherwell Historic Park, History and Archaeology</i> no. 66, National Historic Parks and Sites Branch, Parks Canada, 1983.

### Conference Presentations

Date	Activity
	Keynote address: "'Land of Her Own:' Solo Women Homesteaders on the Great Plains of the U.S. and Canada, 1862- 1914." Joint Conference of the Saskatchewan History and Folklore Society and the Historical Society of Alberta, Lloydminster, Alberta, May, 28, 2005 (forthcoming).
	Invited lecture: "Cultivating Distinctions: Gender, Race and the Distribution of Land on the Great Plains of the U.S. and Canada, 1870 - 1930." Dr. Alex Johnston Lecture Series, Lethbridge Public Library, Nov.15, 2004

Keynote address: "Prairie Dusters in the Field of History in 1980s Winnipeg." "The Prairies Lost and Found: A Multidisciplinary Conference." St. John's College, University of Manitoba, Sept. 24.

Invited conference paper: "The Category of 'White Woman' in the Canadian Prairie West." "Britishness and Otherness: Locating Marginal White Identities in the Empire." Australian National University, Canberra, Australia, July 5-6, 2004.

Invited panel participant. Sarah Carter with Bill Schwarz, Kate Darian-Smith, Ann Curthoys, Kim Torney, Katie Pickles, Julie Carr. "Narratives of Settlement and Identity in the British World." British World Conference III, University of Melbourne, Australia, July 2- 4, 2004.

"Unfinished Business: Reconfiguring Marriage and Divorce Among the First Nations of Western Canada, 1880- 1940." British World Conference III, University of Melbourne, Australia, July 2-4, 2004.

Invited panel participant. Sarah Carter with Cole Harris, Keith Thor Carlson, Kathryn McPherson, James Murton. "Sir John A. Macdonald Prize Roundtable on Cole Harris' 'Making Native Space: Colonialism, Resistance and Reserves in B.C.'" Canadian Historical Association Annual Meeting, University of Manitoba, Winnipeg, Manitoba, June 4, 2004.

Invited lecture: W.L. Morton Lecture 2003. "The Importance of Being Monogamous: Mapping and Remapping the Conjugal Terrain of Western Canada, 1880 - 1910." Trent University, Nov. 25, 2003.

Invited seminar: "Transnational Perspectives on the History of Great Plains Women: Gender, Race, Nations and the Forty-ninth Parallel." Trent University, Frost Centre for Canadian Studies. Nov. 26, 2003.

Keynote Speaker. British World Conference. "Mutual Bonds and Enduring Fascinations: First Nations of the West and the British Monarchy." University of Calgary, July 12, 2003.

"The National Policy of Domestic Conformity: Marriage and Nation in Western Canada, 1870-1900." Calgary Institute for the Humanities fellowship lecture. May 7, 2003

Invited panel participant: "Alberta History: Changes and Continuities." Land Underfoot Museums Network. Glenbow Museum. May 6, 2003

Invited presentation: "Marriage and Nation-Building in Western Canada to 1900." Historical Society of Alberta Annual Dinner and Meeting. Calgary Chamber of Commerce. 25 March, 2003

Invited presentation: "The Importance of Being Monogamous: Colonial Reformers and Aboriginal Domestic Relations, 1880- 1900." "Manitoba, Canada, Empire: A Day of History in Honour of John Kendle." University of Manitoba, Nov. 15, 2002.

Seminar: "Creating 'Semi-widows' and 'Supernumerary Wives:' Prohibiting Polygamy in Prairie Canada's Aboriginal Communities to 1900. Calgary Institute for the Humanities fellowship in-house seminar. Nov., 2002.

Conference presentation: "A Canadian Captive in the American West: The Stories of Fanny Kelly." "History on the Line: Borders, Boundaries and Boxcars." Montana Historical Society Conference. Havre, Montana, Oct., 2002

Invited presentation: "Race, Gender and the 49th Parallel: Our Comparative and Connected Pasts." "One West -Two Myths : Comparing Canadian and American Perspectives." Calgary, University of Calgary, Oct., 2002

"Reformers and First Nations Marriage in Western Canada." Unsettled Pasts: Reconceiving the West Through Women's History." Calgary, University of Calgary, June, 2002.

Invited presentation: "'Cold Weather, Moose and Eskimos:' Some Challenges to Comparative Canadian-American Studies." "One West- Two Myths: Comparing Canadian and American Perspectives." Cody, Wyoming. Buffalo Bill Historical Centre. May, 2002

Invited presentation: "Fabricating Femininities: Some Functions of 'Indian Captivity' Narratives in the Colonization of Western Canada." Feminism and Cultural Texts Research Group. University of Calgary, Feb., 2001

"Where West Meets West: Your Northern and Our Southern Borderlands." Session on Women and Gender on the Southern and Northern Borderlands. Western History Association. San Antonio, Texas. Oct., 2000

Invited presentation: "Two Months in Big Bear's Camp: The Changing Stories of Theresa Delaney and Theresa Gowanlock," Glenbow Museum, September, 1999.

Invited presentation: "Two Months in Big Bear's Camp: The Changing Stories of Theresa Delaney and Theresa Gowanlock," Central Alberta Historical Society, March, 1999.

Invited presentation. "Women and Homesteading." Wild Rose Seminar, Calgary, Oct., 1998.

Invited presentation: "Government Policy and Indian Reserve Agriculture: Deliberate Discouragement?" Indigenous Bar Association meeting, Calgary, January 1997.

"Imagining the 'Indian Woman' in the Early Settlement Era in Western Canada." American Historical Association Annual Meeting. Washington D.C., Dec., 1992.

"Aboriginal women in the Reserve Era." Women in Alberta and Saskatchewan History. Edmonton, University of Alberta, Aug., 1992.

Invited presentation: "Race and Gender in the Aboriginal-Newcomer Encounter in the Prairie West, 1870-1920." Visiting Scholar, University of Saskatchewan, October 1992.

Invited seminar: "Appropriation and the Writing of Native History in Canada." University of Saskatchewan, Oct., 1992.

Invited presentation: "Race and Gender in the Aboriginal-Newcomer Encounter in the Prairie West, 1870-1920." Red Deer College Department of Humanities and Social Sciences Speaker Series, Red Deer College, November, 1992.

Invited presentation: "Relations Between Aboriginal Women and Immigrant Women in the Prairie West, 1870-1920." Women and History Association of Manitoba, Winnipeg, University of Manitoba, 1992.

Invited presentation: "Aboriginal Women in the Early Reserve Era." Manitoba Historical Society Dalnavert Spring Lecture Series, Winnipeg, April, 1990.

Invited presentation: "Recent Trends in Native History in Canada." Manitoba Social Science Teachers' Association Annual Meeting. Winnipeg, October 1991.

"Women and Subsistence." Canadian Indian/ Native Studies Association Meeting. Brandon, University of Brandon, Oct., 1991.

"Prairie Indian Reserve Land and World War One." Canadian Historical Association Annual Meeting, Victoria, University of Victoria, May 1990.

"The File Hills Farm Colony." American Society for Ethnohistory, Annual Meeting. Chicago, Nov., 1989.

"In Times of Want: A Preliminary Inquiry into the Work of Plains Indian Women in the Early Reserve Years." National Symposium on Aboriginal Women of Canada: Past, Present and Future." Lethbridge, University of Lethbridge, 1989.

"Indian Reserve Agriculture in Treaty Four, 1874 - 79." Aboriginal Resource Use in Canada: Historical and Legal Aspects." Winnipeg, University of Manitoba, Jan., 1988

Invited presentation: "The Qu'Appelle Reserves and Agriculture, 1874-1896." Saskatchewan Indian Federated College. Regina, March, 1988.

"Hayter Reed's 'Peasant' Farming Policy and Indian Reserve Agriculture in Treaty Four, 1889-1897." Western Canadian Studies Conference. Saskatoon, University of Saskatchewan, Oct., 1987.

Invited presentation: "The Oak River Dakota, 1875- 1896." Manitoba Historical Society, Winnipeg, March, 1983.

## ACADEMIC AND PROFESSIONAL PRESENTATION

Date	Activity
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### Media

Interview, Good Earth Productions, filming "Four Bloody Days in May" on women in the North West Resistance. Batoche, Sask., August 1997.

Interview, 93.7 CJUA, "This Native Land" Program Focusing on Treaty 7, June 1996.

Interview, CBC Radio Calgary on "Political Correctness" and "The teaching and writing of Canadian History". Jan. 31, 1994.

Taped interview, for "Settling and Unsettling," radio documentary for the series "Hearing the Voice of the Land: Food, Ecology and the Future of Rural Communities." Prepared by Craig Benjamin, Guelph Community and Student Radio.

Videotaped interview on "Native People and the State," Oct. 1992, for University of Saskatchewan Native Studies Department televised distance education course.

Interview, CBC Radio Winnipeg, on relations between Aboriginal and non-Aboriginal women in the early settlement era on the prairies. March 1992.

Interview, CBC Radio Regina on Lost Harvests. February 1991.

Interview, Native Perspective Radio, Lac la Biche, on Lost Harvests. February, 1991.

Interview, CBC Toronto and appearance on part one of "Legacy," four-part documentary on Native people in Canada.

### Consulting Activities

2000 - 2: Expert Witness: Montana Band and Her Majesty the Queen

2002: Expert Witness: Her Majesty the Queen and Ochapowace Ski Resort

2000-2: Historical Consultant: Dakota- Lakota Nations of Saskatchewan Oral History Project

1996-7: Expert Witness: Yellowhorn and Her Majesty the Queen

1993: Alberta Education. An appraisal of four manuscripts submitted for Social Studies, Grade 4. Topic: Alberta History.

1993- "Canada Apartheid," documentary on historic links between Canada and South

1996: Africa over native policy. Tamarack Productions, Toronto.

1988: Forks Renewal Corporation. Subject: A portfolio of visual material relating to the Forks.

1988: City of Winnipeg, Department of Environmental Planning. Subject: Armstrong's Point.

1980: Province of Manitoba, Historic Resources Branch. Subject: The fur-trade posts of the Souris mouth, 1793-1830.

1979: Parks Canada, Prairie Regional Office, Subject: A Quantitative history of six townships in the Abernethy district of Saskatchewan.

1978: Parks Canada, Prairie Regional Office. Subject: A material culture history of the W.R. Motherwell home.

## PROFESSIONAL MEMBERSHIPS, QUALIFICATIONS and EXPERIENCE

### Professional Memberships

Elected member of the executive, Canadian Historical Association, 2002 - 5

Chair and Organizer: "Unsettled Pasts: Reconceiving the West Through Women's History." University of Calgary, June, 2002.

Second Vice-President, Historical Society of Alberta, 1999-2003

Canadian Historical Association Frangois-Xavier Garneau, 1998, Prize Committee Chair, Canadian Historical Association Regional History Prize Committee (Prairie Region), 1998- 2001  
Fred Luebke Prize Committee (Best essay in Great Plains Quarterly) 1999  
Canada-U.S. Fulbright Adjudication Committee, 1995-1999  
SSHRC Fellowships Selection Committee, 1996-1999

### **Professional Qualifications**

### **Professional Experience**

Program Committee and organizer, Canadian Cowboy Conference: New Perspectives on Ranching History, Glenbow Museum, Calgary, 1997  
Program Committee, 1996, Canadian Historical Association Annual Meeting, Brock University.  
Editorial Advisory Board, Canadian Historical Review. 1994-1997.  
Editorial Advisory Board, Great Plains Quarterly. 1995-1997.  
Program Committee, 1994, Canadian Historical Association Annual Meeting, University of Calgary.  
Chair of "Orkney Islanders in the Canadian West." Rupert's Land Research Centre Colloquium. Edmonton, University of Alberta, 1994.  
Program Committee, 1994, Rupert's Land Research Centre Colloquium, University of Alberta.  
Chair of "Ranching History" session. Canadian Historical Association Annual Meeting. Calgary, University of Calgary, 1994.  
Organizer, 1992, Rupert's Land Research Centre Colloquium, University of Winnipeg.

**NAME**

L. James Dempsey

**COMPLETED ACADEMIC DEGREES**

<b>Degree Name</b>	<b>Subject Area</b>	<b>Where Completed</b>	<b>Date of Completion</b>
Doctor of Philosophy	Art History	University of East Anglia	2001
Masters of Arts	History	University of Calgary	1987
Bachelor of Arts	History	University of Calgary	1983

**ADVANCED STUDIES IN PROGRESS**

<b>Degree Name</b>	<b>Subject Area</b>	<b>Where Enrolled</b>	<b>Est. Date of Completion</b>
None			

**ACADEMIC APPOINTMENTS**

<b>Appointment Level</b>	<b>Institution</b>	<b>Dates</b>	<b>Subject Area</b>
Associate Professor	Faculty of Native Studies, University of Alberta	2006 to Present	Treaties, Land Claims, Plains Cultures and History, Blackfoot Culture and History, Warriors and Warfare
Associate Professor	School of Native Studies, University of Alberta	1998-2006	Treaties, Land Claims, Plains Cultures and History, Blackfoot Culture and History, Warriors and Warfare
Assistant Professor	Saskatchewan Indian Federated College	1991 to 1997	Treaties, Land Claims, Plains Cultures and History, Blackfoot Culture and History, Warriors and Warfare

**ADMINISTRATIVE APPOINTMENTS**

<b>Appointment Level</b>	<b>Institution</b>	<b>Dates</b>
Director	School of Native Studies University of Alberta	1992 -1998
Acting Dean	Saskatchewan Indian Federated College	1991 - 1992

**TEACHING EXPERIENCE**

<b>Institution</b>	<b>Dates</b>	<b>Course Taught</b>
University of Alberta	1992-2014	HIST 368, History of the Native Peoples of Canada To 1867  HIST 369, History of the Native Peoples of Canada Since 1867



NS 100, Introduction to Native Studies  
 NS 110, Historical Perspectives in Native Studies  
 NS 111, Contemporary Perspectives in Native Studies  
 NS 200 Aboriginal Canada: Looking Forward/Looking Back  
 NS 210 Native Issues & Insights I  
 NS 211 Native Issues & Insights II  
  
 NS 314 History of Indians of Western Canada  
  
 NS 320, Aboriginal Governments & Politics  
 NS 340, Aboriginal Legal Issues  
 NS 380, History of Indians of Eastern Canada  
 NS 380, Hollywood's Custer  
 NS 404 Hollywood's Custer  
  
 NS 440, Indigenous Treaties & Agreements  
  
 NS 441, Indigenous Land Claims & Agreements

## SCHOLARLY PARTICIPATION

### Books Authored or Edited

Date	Activity
2007	Blackfoot War Art, Pictographs of the Reservation Period, 1880-2000 University of Oklahoma Press
1999	Warriors of the King, Prairie Indians in World War I. Regina, Canadian Plains Research Center, University of Regina
1992	With David Miller, Carl Beal and Wesley Huber, The First Ones: Readings in Indian/Native Studies, Saskatchewan Indian Federated College Press, Piapot Reserve #75.

### Reprints

Date	Activity
1995	"Alberta's Indians and the Second World War," in For King and Country, Provincial Museum of Alberta. Reprinted and digitized by the Heritage Community Foundation in conjunction with the Canadian Militaria Preservation Society.
1994	"The Indians and World War One", in Alberta History, Vol. 31, No. 3, Summer, 1983. Reprinted by Phil McCrae at Red Crow College (Blood Reserve) for students in Social Studies and English classes.

### Refereed Publications

Date	Activity
2009	Refereed the paper "Pikuni, Kainai, and Siksika: The Blackfoot People and the Canadian-American Border Between Alberta and Montana, 1818-1919" for American Review of Canadian Studies.

- 2008 Refereed the paper "Race-Passing on the Canadian Prairies: Chief Buffalo Child Long Lance's Autobiography and the Repression of Prairie Blackness," for Journal of Canadian Studies.
- 1996 Edited, "Native People, Government Programs" for The Canadian Encyclopedia.
- 1995 Refereed the paper "The Union of Saskatchewan Indians: An Organization of Indian People for Indian People: The Heritage of the F.S.I.N.," for Past Imperfect.
- 1994 Refereed the paper, "The Numbered Treaties: Similar Mean to Dichotomous Ends," for Past Imperfect

## Chapters in Books

Date	Activity
2013	"The Blackfoot Nation," in <i>Native Peoples: The Canadian Experience, 4<sup>th</sup> Ed.</i> , eds., Wilson, C. Roderick & Christopher Fletcher (eds.), Oxford University Press, Co-written with Hugh A. Dempsey
2005	"Blackfoot Painted Panels of Glacier National Park," in <i>The People of the Buffalo, The Plains Indians of North America, The Silent Memorials: Artifacts as Cultural &amp; Historical Documents, Vol. 2</i> , eds. Colin F. Taylor & Hugh A. Dempsey. Germany: Tatanka Press.
2005	"Status Indian, Who Defines You," in <i>Indigenous Peoples and the Modern State</i> , eds. Duane Champagne, Karen Jo Torjesen & Susan Steiner. California, Altamira Press.
1995	"Alberta's Indians in WWII", in <i>King and Country, Alberta in the Second World War</i> , ed. Ken Tingley. Edmonton: Provincial Museum of Alberta.
1993	Foreword to <i>War Paint, Blackfoot and Sarcee Painted Buffalo Robes</i> , by Arni Brownstone. Toronto: Royal Ontario Museum.
1993	"Effects on Aboriginal Cultures Due to Contact with Henry Kelsey," in <i>Three Hundred Prairie Years, Henry Kelsey's Inland Country of Good Report</i> , ed. By Henry Epp, Canadian Plains Research Center, University of Regina, Regina.
1991	Critical Introduction to <i>Treaty Days; Reflections of an Indian Agent, 1885-1933</i> , by W.M. Graham. Calgary: Glenbow Museum.

## Journal Articles

Date	Activity
2011	"The CPR Demonstration and Supply Farm, 1908-1944," Alberta History.
2009	"Monuments on the Hills: Tributes to the World War 1 Battalions." Alberta History, Vol. 57, No.2.
2008	"Self Government, An Overview." Law Now, Vol. 33 Issue 1.
2008	"Viewpoint: Fear of the Unknown: A Personal Comment." Law Now, Vol. 33, Issue 1.
2003	"A Warrior's Robe, Mike Mountain Horse's WWI War Record Robe." Alberta History.
1994	"Bill C-31: A Historical Overview of the Amendments to the Indian Act, " in First Reading, Alberta's Social Issues Magazine.
1993	"A Historical Overview of Changes Within Western Canadian Native Belief Systems," in Ecumenism, no.112.
1993	"Little Bear's Band, Canadian or American Indians?," in Alberta History, vol. 41, no.4.
1993	"A Historical Overview on Native Education in Canada," in Human Ecology, Issues in the North, vol.2.
Feb-91	"The Indian Act," in the Plea, vol.11, no.1
1989	"Problems of Western Canadian Indian War Veterans After World War One" Native Studies Review, 5:2.
Winter 1988	"Persistence of a Warrior Ethic Among the Plains Indian," Alberta History.
Summer 1983	"The Indians and World War One," Alberta History.

## Online

Date	Activity
2005	"Indians of Canada in World War One," Government of Canada's Website. Beth Greenhorn, Library Archives of Canada.

### Encyclopedia Entries

Date	Activity
1998	"Alberta Mountain Horse," in Dictionary of Canadian Biography, Vol. XIV, 1911-1920.
1998	"Henry Norwest," in Dictionary of Canadian Biography, Vol. XIV, 1911-1920.
1998	"Alexander Decoteau," in Dictionary of Canadian Biography, Vol. XIV, 1911-1920.
1998	"James Gladstone," in New Canadian Encyclopedia.

### Grants

Date	Activity
2004	To cover costs of Photo Reproduction and Reproduction Fees for book on Blackfoot Warrior Art published by the University of Oklahoma.

**NAME**

Tanya Harnett

**COMPLETED ACADEMIC DEGREES**

<u>Degree Name</u>	<u>Subject Area</u>	<u>Where Completed</u>	<u>Date of Completion</u>
MFA	Drawing	University of Alberta	2001
BFA	Painting and Printmaking	University of Alberta	1995
Diploma	Fine Art	Grant MacEwan Community College	1992

**ACADEMIC APPOINTMENTS**

<u>Appointment Level</u>	<u>Institution</u>	<u>Dates</u>	<u>Subject Area</u>
Assistant Professor, tenured	University of Lethbridge	2013-Now	Art
Assistant Professor, tenure-track appointment	University of Lethbridge	2007-2013	Art
Assistant Professor	University of Lethbridge	2002-2007	Art
Art Instructor	University of Alberta	1999-2002	Art
Art Instructor	Grant MacEwan Community College	2001-2002	Art
Art Instructor	University of Alberta	2002-2001	Art

**ADMINISTRATIVE APPOINTMENTS**

<u>Appointment Level</u>	<u>Institution</u>	<u>Dates</u>
Acting Chair	University of Lethbridge	2010-2012

**TEACHING EXPERIENCE**

<u>Institution</u>	<u>Dates</u>	<u>Courses Taught</u>
University of Lethbridge	2002-2013	Art 2030, Visual Foundations Art 2160, Figure Drawing Art 2315, Fundamentals of Drawing Art 2316, Fundamentals of Art Making Art 2850, Figure Drawing Art 3010, Drawing I Art 3011, Drawing III Art 3040/ Art 3041, Advanced Studio Art 3080/81A Art 3160, Drawing II/ Figure Drawing Art 4048/49A Independent Studies/ Corporeal Explorations Through Drawing Independent Studies/ Drawing Human Neurosis

Independent Studies/ Explorations in Figure Drawing  
 Independent Studies/ Identity Explorations in Aboriginal  
 Photography  
 Independent Studies/ Interdisciplinary Drawing  
 Independent Studies/ Interfacing Drawing and Printmaking  
 NAS 2300, Native American Indian Art History and theory  
 NAS 2300, Native American Indian Art Studio  
 NAS 2350, Native American Indian Art Studio  
 NAS 2850, Native American Indian Art Studio  
 Senior Studio

Grant MacEwan Community College	2001-2002	Outreach Drawing I
University of Alberta		Drawing I Art 131 , Visual Fundamental
	1999-2002	Art 140, Drawing Drawing 340 Drawing 440 Drawing 540

## SCHOLARLY PARTICIPATION

### Refereed Publications

Date	Activity
2012	"Beat Nation", Canadian Art Magazine, Fall 2012, volume 29, number 3, pg 180.
2012	"The 18th Biennale of Sydney: Canadian Gold", Canadian Art online. <a href="http://www.canadianart.ca/online/reviews/2012/07/12/sydney-biennale/">http://www.canadianart.ca/online/reviews/2012/07/12/sydney-biennale/</a> (accessed August 30th, 2012).
2011	"Ruth Cuthand and Nadia Myre: Contested Territories", Canadian Art online. <a href="http://www.canadianart.ca/online/reviews/2011/06/16/contested_territories/">http://www.canadianart.ca/online/reviews/2011/06/16/contested_territories/</a> (accessed June 16, 2011).
2010	"Conceptual Links between the Understanding of Human Gesture and the Technologies Influencing it's Representation" paper, Shan, Visentin, Harnett, Leonardo Journal, volume 43, number 1, pg 17 and pg 35-42.

### Publications

Date	Activity
1994	"Northern Arch" classical CD of Alberta composers.

## ACADEMIC AND PROFESSIONAL PRESENTATIONS

Date	Presentation
2013	Gordon Snelgrove gallery, University of Saskatoon, Saskatoon, Saskatchewan
2013	Art Now Lecture Series, University of Lethbridge, Lethbridge, Alberta
2012	Narrative Quest Artist Talk, Art Gallery of Grande Prairie, Grande Prairie, Alberta
2012	Narrative Quest panel discussion, Royal Alberta Museum, Edmonton, Alberta
2012	The Other Photographer: Tanya Harnett, Edward Burtynsky: Encounters Glenbow Museum, Calgary, Alberta
2012	Department of Aboriginal Studies, University of Ottawa, Ottawa, Ontario

- 2012 Narrative Quest Exhibition, Royal Alberta Museum, Edmonton, Alberta
- 2011 The Lin Onus Conversations No. 1, The Wilin Centre for Indigenous Arts, University of Melbourne, Melbourne, Australia
- 2011 Satoya Mani Win, exhibition floor talk, Project Space, Melbourne, Australia
- 2011 MFA Seminar, Royal Melbourne Institute of Technology University, Melbourne, Australia
- 2011 Bundoora Campus, TAFE Program, RMIT, Melbourne, Australia
- 2011 Talking Art/ Reach: Crossing Continents, Art Fair, Melbourne, Royal Exhibition Hall, Melbourne, Australia
- 2011 First Nations Transition Program, University of Lethbridge, Edmonton, Alberta
- 2010 Grant MacEwan University, Edmonton, Alberta
- 2010 Melbourne Institute of Technology University, Melbourne, Australia
- 2010 Curatorial Workshop: International and Collaborative Projects, Canadian Embassy, Sydney, Australia
- 2010 North-South Dialogue Forum, Sydney, Australia
- 2010 Trinity College, London, England
- 2009 Art Gallery of Regina, Regina, Saskatchewan
- 2008 Glenbow Museum, Tracing Histories, Calgary, Alberta
- 2008 Liberal Studies Symposium, Legacies and Futures: Beyond the Spirit Sings. Alberta College of Art Design, Calgary, Alberta
- 2007 Art Now Lecture Series, University of Lethbridge, Lethbridge, Alberta
- 2007 Emily Carr Institute, Vancouver, British Columbia
- 2006 Lethbridge Photography Club, Lethbridge, Alberta
- 2006 Lecture Series, Grande Prairie Community College, Grande Prairie, Alberta
- 2003 Art Now Lecture Series, Alberta College of Art and Design, Calgary, Alberta
- 2003 Art Now Lecture Series, University of Lethbridge, Lethbridge, Alberta
- 2001 University of Lethbridge, Lethbridge, Alberta

#### **Solo Exhibitions:**

- 2013 Multicultural Centre Public Art Gallery, Stony Plain, Alberta. (Upcoming)
- 2012 *Sacred/Scarred Water*, University of Ottawa, Ottawa, Ontario.
- 2011 *Satoya Mani Win*, Project Space, RMIT University, Melbourne, Australia.
- 2009 *personae grata Exhibition*, Art Gallery of Regina, Regina, Saskatchewan.
- 2007 *personae grata Exhibition*, Southern Alberta Art Gallery, Lethbridge, Alberta.
- 2006 *Floral Still Life*, Extension Centre Gallery, University of Alberta, Edmonton, Alberta.
- 2001 *Imanihan*, University of Alberta, The Fine Arts Building Gallery, Edmonton, Alberta.

#### **Group Exhibitions:**

- 2013 *Blanket Stories*, contribution to the Maria Watt's installation, Sakahan, National Gallery of Canada, Ottawa.
- 2013 *The New World and The End of Language*, MODEM Centre for Modern and Contemporary Arts, Debrecen, Hungary.
- 2012 *The Narrative Quest Exhibition*, Grande Prairie, Alberta.
- 2012 *The West*, Glenbow Museum, Calgary, Alberta.
- 2012 *The Narrative Quest Exhibition*, MOCCA, Calgary, Alberta.
- 2012 *EMNOWAANGOSJIG II COMING OUT: The Shifting and Multiple Self*, Toronto Free Gallery, Toronto, Ontario.
- 2012 *Ed Burtynsky: Encounters*, Glenbow Museum, Calgary, Alberta.
- 2012 *'Our wilderness is wisdom...'*, Leo Nickerson Elementary School, St. Albert

2012 'Our wilderness is wisdom...', Ermineskin Jr. Sr. High School, Hobbema

2012 'Our wilderness is wisdom...', Andrew School, Andrew

2012 'Our wilderness is wisdom...', Nipisihkopahk Elementary School, Hobbema

2012 'Our wilderness is wisdom...', Red Bricks Arts Centre, Edson, Alberta.

2012 'Our wilderness is wisdom...', Blue Quills First Nations College, St. Paul

2012 'Our wilderness is wisdom...', Chuck McLean Arts Centre, Camrose

2012 'Our wilderness is wisdom...', Fox Creek Municipal Library, Fox Creek, Alberta.

2012 'Our wilderness is wisdom...', Ardmore School, Ardmore, Alberta.

2012 'Our wilderness is wisdom...', Notre Dame Elementary School, Morinville, Alberta.

2012 'Our wilderness is wisdom...', Mills Haven Elementary School, Sherwood Park, Alberta.

2012 'Our wilderness is wisdom...', Johnny Bright School, Edmonton, Alberta.

2011 *The Narrative Quest Exhibition*, Red Deer College, Red Deer, Alberta.

2011 *The Narrative Quest Exhibition*, Royal Alberta Museum, Edmonton, Alberta.

2011 'Our wilderness is wisdom...', Art Gallery of Alberta, Edmonton, Alberta.

2011 *Contrary Projects in Venice: an Aboriginal Art Intervention at the Venice Biennale*, Venice, Italy.

2011 *Melbourne Art Fair, RMIT Global site*, Royal Exhibition Hall, Melbourne Australia.

2010 *Alternative Worlds: Three Artists- Three Cities- Three Collaborations*, Building #37 Royal Melbourne Institute of Technology (RMIT), Melbourne, Australia.

2010 *Alternative Worlds: Three Artists- Three Cities- Three Collaborations*, North Carlton Railway Stations Neighborhood House, Melbourne, Australia.

2010 *The Narrative Quest Exhibition*, The Prairie Arts Gallery, Edmonton, Alberta.

2010 University of Lethbridge Staff Exhibition, Lethbridge, Alberta.

2010 *Raven: On the Colonial Fleet*, Skeena Reece Performance participant, ARTSPACE, Sydney Biennale, Sydney, Australia.

2010 *The Narrative Quest Exhibition*, Red Deer District Museum, Red Deer, Alberta.

2009 *The Narrative Quest Exhibition*, Alberta Foundation for the Arts Exhibition, Gallery, Edmonton, Alberta.

2009 *Invited Canadian Digital Selection*, 6<sup>th</sup> International Graphica Biennale, Novosibirsk State Art Museum, Novosibirsk, Russia.

2008 *Pot Luck: Department of Art Faculty and Staff Exhibition*, Trianon Gallery, Lethbridge, Alberta.

2008 *Tracing History: Presenting the Unpresentable*, Glenbow Museum, Calgary, Alberta.

2007 *Copy Cat*, The Trianon Gallery, Lethbridge, Alberta.

2006 *Current*, The Southern Alberta Art Gallery, Lethbridge, Alberta.

2006 *Sketch, Department of Art Faculty and Staff Exhibition*, The Trianon Gallery, Lethbridge, Alberta.

2005 *Women's House Project*, Brooks, Alberta.

2005 *Alter Ego*, The Trianon Gallery, Lethbridge, Alberta.

2004 *Pulse: A Northern Alberta Drawing Exhibition*, Red Deer District Museum, Red Deer, Alberta.

2004 *Pulse: A Northern Alberta Drawing Exhibition*, Stony Plain Multicultural Centre, Stony Plain, Alberta.

2004 *Matchmaking: Department of Art Faculty and Staff Exhibition*, Trianon Gallery, Lethbridge, Alberta.

2003 *The Christmas Show*, Douglas Udell Gallery, Edmonton, Alberta.

2003 *Pulse: A Northern Alberta Drawing Exhibition*, Camrose Art Gallery, Camrose, Alberta.

2003 *Pulse: A Northern Alberta Drawing Exhibition*, The Bowman Arts Centre, Lethbridge, Alberta.

2003 *Pulse: A Northern Alberta Drawing Exhibition*, Cultural Centre Gallery, Medicine Hat, Alberta.

2003 *The Found Object Explored*, The Trianon Gallery, Lethbridge, Alberta.

2002 *Pulse: A Northern Alberta Drawing Exhibition*, Keyano College, Fort McMurray, Alberta.

2002 *Pulse: A Northern Alberta Drawing Exhibition*, Profiles Gallery, St. Albert, Alberta.

2001 *University of Alberta Drawing Exhibition*, University of Calgary, Calgary, Alberta.

2001 *University of Alberta Drawing Exhibition*, Red Deer College, Red Deer, Alberta.

2001 *Faculty of Extension Staff Show*, Extension Centre Gallery, University of Alberta, Edmonton, Alberta.

2001 *Gathering of the World: An Aboriginal Canadian Fine Art Show*, Canadian Friendship Centre, Edmonton, Alberta.

2001 *Fastforward 2001*, University of Alberta, The Fine Arts Building Gallery, Edmonton, Alberta.



- 2000 *Schmoozy*, Latitude 53 Gallery, Edmonton, Alberta.
- 2000 *Fastforward*, University of Alberta, The Fine Arts Building Gallery, Edmonton, Alberta.
- 1997 *Contemporary Native Exhibition*, The McMullen Gallery, Edmonton, Alberta.
- 1995 *Emerging Artists 1995*, Douglas Udell Gallery, Edmonton, Alberta.
- 1995 *Four Separate Ways*, The Works: A Visual Arts Festival, Edmonton, Alberta.
- 1995 *Domi Matrix*, Society of Northern Alberta Print Artists, The Works: A Visual Arts Festival, Edmonton, Alberta.
- 1995 *White Buffalo's All*, Calgary Aboriginal Awareness Society, The Triangle Gallery, Calgary, Alberta.
- 1995 *The University Bachelor of Fine Arts Graduation Show*, The Fine Arts Building Gallery, Edmonton, Alberta.
- 1995 *The Senior Printmakers Exhibition*, University of Alberta, The Fine Arts Building Gallery, Edmonton, Alberta.
- 1995 *Display Exhibition, President's Office*, University of Alberta, Edmonton, Alberta.
- 1991 *Grant MacEwan Graduate Students*, The Works: A Visual Arts Festival, Edmonton, Alberta.
- 1991 *Grant MacEwan Community College Graduation Show*, Grant MacEwan Community College, Edmonton, Alberta.

## **PROFESSIONAL MEMBERSHIPS, QUALIFICATIONS and EXPERIENCE**

### **Professional Memberships**

- Past Vice President of Latitude 53 Society of Artists
- Past Programming Chair of Latitude 53 Society of Artists
- Past member of Latitude 53 Society of Artists, Programming Selection Committee

### **Professional Experience**

- Gallery Attendant, Douglas Udell Gallery, 1995
- Registrar, The Works: A Visual Arts Festival, 1994-1995
- Registrar's Assistant, The Works: A Visual Arts Festival, 1991
- Promotions Coordinator and Recruitment Officer, University of Alberta, 1995-2000
- Exhibit Administrator, University of Alberta, 1995

### **Jury and Curatorial work**

- Jury Member, Visual Arts Alberta Association, 2013
- Curator, The Alberta Foundation for the Arts/ Art Gallery of Alberta, TREX traveling exhibition Path Makers, 2013
- Jury Member, Alberta Foundation for the Arts, Acquisition 2013
- Jury Member, Canada Council for the Arts, Project Grants, 2013
- Jury Member, M:ST 6.0 Festival, 2012
- Jury Member, Alberta Foundation for the Arts, Project Grants, 2008
- Jury Member, Lethbridge Landscape, Bowman Art Centre. 2007
- Jury Member, Open Call Film, Southern Alberta Art Gallery. 2005
- Jury Member, CBC Television ARTSPOTS, Select and jury Alberta artists for the national CBC Television program ARTSPOTS, 2005
- Guest Curator, Canadian Aboriginal Artists: Perspectives on Westernization, Lethbridge Art Gallery, 2004
- Staff Jury Representative, The Works: A Celebration of the Arts, University of Lethbridge Student Exhibition, 2003
- Coordinator, Sterling Mutuals University of Lethbridge Student Exhibition, 2003

**Name**

Shalene Jobin

**COMPLETED ACADEMIC DEGREES**

Degree Name	Subject Area	Where Completed	Date of Completion
PhD	Interdisciplinary Studies, Political Science, Faculty of Native Studies	University of Alberta	2015
MA	Indigenous Governance	University of Victoria	2005
BCom	Faculty of Business	University of Alberta	2001

**ADVANCED STUDIES IN PROGRESS**

Degree Name	Subject Area	Where Enrolled	Est. Date of Completion
None in Progress			

**ACADEMIC APPOINTMENTS**

Appointment Level	Institution	Dates	Subject Area
Assistant Professor	University of Alberta – Faculty of Native Studies	2012 – Present	Native Studies

**ADMINISTRATIVE APPOINTMENTS**

Appointment Level	Institution	Dates
Director	Aboriginal Governance & Partnership Program	2012 - current
Academic Director	Indigenous Partnership and Development Program	2014 - current

**TEACHING EXPERIENCE**

Institution	Dates	Course Taught
University of Alberta	2007 – Present	NS 320, Aboriginal Government and Politics NS 330, Native Economic Development NS 403, Governance Practices in Aboriginal Communities NS 430, Aboriginal Governance and Partnership Capstone NS 485, Colonialism and the Criminal Justice System NS 550, Practicum in Native Studies SMO 488, Selected Topics in Organizational Theory

**SCHOLARLY PARTICIPATION****Books Authored or Edited**

Date	Activity
2015 [In Progress]	Critical Indigenous Political Economy: Nehiyawak Narratives Against Settler-Colonialism. Vancouver, BC: University of British Columbia Press.
2015 [In Press]	“Double-Consciousness and Cree Perspectives: Reclaiming Indigenous Women’s Knowledge.” In <i>Knowing the Land, Speaking the Land: Indigenous Women’s Knowledge and Territory</i> , ed. Nathalie Kermaol, Isabel Altamirano-Jiménez. Athabasca University Press: Edmonton, AB. [Book Chapter]
2010	“Guiding Philosophy for Indigenous Governance Practices In an Urban Environment.” In <i>Indigenous Identity and Resistance</i> , ed. Brendan Hokowhitu, Nathalie Kermaol, Chris Andersen, Isabel Altamirano-Jiménez, et al., University of Otago Press: Otago, NZ. [Book Chapter]

**Refereed Publications**

Date	Activity
2015	“Indigenous Studies, Determining Itself.” <i>Native Studies Review</i> . Volume 23 (1).

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[In Press]

2013 "Cree Peoplehood, International Trade, and Diplomacy." *Revue Générale de Droit*. 43(2): Pg. 599-636.

### Non-Refereed Publications

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Date Activity

- 2012 "Charting the Statistical Distinctiveness of Edmonton's Aboriginal Community." *Aboriginal Policy Studies*. Vol. 2, no. 1. Edmonton: University of Alberta. Pp. 98-125.  
<http://ejournals.library.ualberta.ca/index.php/aps/article/view/17710> [Commentary]
- 2013 "Cautionary Tales For Today: Wetigo Stories, Residential Schools, and Double Consciousness." *NAIITS Journal*. Volume 10. Pp. 77-87. [Published Conference Proceedings]
- 2011 *Finding Dahshaa: Self-Government, Social Suffering and Aboriginal Policy in Canada* by Irlbacher-Fox, Stephanie. *American Indian Quarterly*, 35(1). [Book Review]
- 2002 "Sustainability at the United Nations: a Rookie's Perspective" in *Tok Blong Pasifik*. Vol. 56. No. 2. Victoria, British Columbia.
- 2002 "Participating in UN Conferences: A Youth Perspective from the North." *Navigating International Meetings: A Pocketbook Guide to Effective Youth Participation*. Ottawa: United Nations Association Canada.

### Conference Presentations

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Date Activity

- September 11-13, 2015 "Reimagining Space and Place in Treaty 6 Territory: Emerging Legislation and Resurging Plains Cree Politics." with Emily Riddle. Prairie Political Science Association. Banff Centre: Banff, AB.
- June 4-6, 2015 "Alternative Political-Economic Practices in Indigenous Women's Activism." Native American Indigenous Studies Association. William & Mary University: Washington, DC.
- May 25-29, 2015 "Neoliberal Capitalism and the Revitalization of Indigenous Economic Alternatives." The Commons. University of Alberta: Edmonton, AB.
- April 30-May 3, 2015 "Alternative Political-Economic Practices through Cree Women's Stories of Resistance to Settler-Colonial Logics." Critical Ethnic Studies Association. York University: Toronto, ON.
- May 29-31, 2014 "Cree Economies: Indigenous Governance and Resistance to Settler Colonial Logics." Native American Indigenous Studies Association. University of Texas: Austin, TX.
- June 12-13, 2014 "Plains Cree People's Economic Rights through Improved Relationships." Minzu-Alberta Round Table Conference. Minzu University of China: Beijing, China.
- October 5, 2013. "Our Collective Heart, Kitehinaw." AMIQAAQ: Violence Against Indigenous Women. Walking With Our Sisters Conference. University of Alberta: Edmonton, AB.
- June 6, 2013 "Cree Political Economy: Towards Alternative Forms of Self-Determination." Canadian Political Science Association. University of Victoria: Victoria, BC.
- June 13th, 2013 "Âcimostakewin: Storytelling as a Way to Understand Cree Economic Relationships." Session [P14]: Indigenous Political Histories of the Northern Plains. Native American Indigenous Studies Association. University of Saskatoon: Saskatoon, SK.
- June 4, 2013 Invited Panel Presentation. Panel: Stories from the Edge: Aboriginal Insights on Cosmology, Care for Creation, and Humanity's Role in It. Canadian Theological Society. Congress on the Social Sciences and Humanities. University of Victoria: Victoria, BC.
- February 8, 2013 Panelist. 2013. "The Faculty of Native Studies Presents Understanding #IdleNoMore: Exploring Indigenous Social Movements and the Relationship to Democracy." University of Alberta: Edmonton, AB.
- November 21, 2012 Invited Keynote Public Talk, Speaker's Series: "Âcimostakewin: Using Stories to Understand Cree Economies," Indigenous Speakers Series 2012-2013, Indigenous Governance Program. First Peoples House. University of Victoria: Victoria, BC.
- June 14, 2012 "Market Citizenship and Indigeneity." Annual Meeting of the Canadian Political Science Association. Edmonton, AB
- June 5, 2012 "Market Citizenship and Indigeneity among the Cree and Métis." Annual Meeting of the Native American and Indigenous Studies Association. Uncasville, CT
- 2012 "Cautionary Tales For Today: Wetigo Stories, Residential Schools, and Double

April 18, 2012	Consciousness." Native American Institute for Indigenous Theological Studies Annual Conference. Wheaton, Illinois. "Plains Cree: Peoplehood, Governance, and International Trade." "How to Break out of Colonialism?" Indigenous Peoples and Governance Project (SSHRC/MCRI). Montreal, QC.
April 3, 2012	"The Métis Settlements and Market Citizenship." Faculty of Native Studies Symposium. Edmonton, AB.
November 17, 2011	"Native Studies: Determining Itself." Faculty of Native Studies Research Day. Edmonton, AB.
May 18, 2011	"Indigeneity and the Field of Canadian Politics: Beyond the Limits of Colonialism?" Annual Meeting of the Canadian Political Science Association. Wilfrid Laurier University: Waterloo, ON
April 30, 2011	"Indigeneity and the Field of Canadian Politics: Beyond the Limits of Colonialism?" Political Science Graduate Students' Annual Research Day, University of Alberta: Edmonton, AB.
October 8 – 10, 2010	"Re-Constituting Indigeneity Through A Dialectic Of Double And National Consciousness." 10th Annual Critical Race and Anti-Colonial Studies Conference. Edmonton, AB.
April 30, 2010	"Neoliberalism, Market Citizenship and Indigeneity," Political Science Graduate Students' Annual Research Day, University of Alberta: Edmonton, AB.
November 7, 2008	"Combining Community and Organizational Governance to Create Indigenous Space in Cities." Native Studies 20th Anniversary Research Symposium. University of Alberta: Edmonton, AB.
August 24, 2007	"Indigenous Governance Practices in an Urban Setting." Research as Resistance: Exploring the Diversity of Indigenous Studies Approaches. University of Alberta and University of Otago, NZ: Edmonton, AB.
May 27, 2007	"Indigenous Economic Systems and Governance." Indigenous Peoples and Governance Project (SSHRC/MCRI). Saskatoon, SK.

### Research Grants

Date	Grant	Amount
2015	Social Sciences and Humanities Research Council (SSHRC) - Partnership Grant [In Adjudication] Project: "The Role of Local and Traditional Knowledge in Watershed Governance" Co-Applicant under Principal Investigator Dr. Brenda Parlee	Requested: \$2,480,098.00
2015	SSHRC – Insight Development Grant [Application in Progress – Submission October 2015] Project: Changing Landscapes: Explorations of Indigenous Land in Settler-Colonial Contexts Principal Investigator	~\$150,000.00
2015	Kule Research Team Grants [Application in Progress – June 2015] Project: "The Role of Academics in Creating Spaces for Change: The Missing and Murdered Aboriginal Women in Canada" Co-Applicant under Principal Investigator Dr. Laura Beard	~\$7,000.00
2014	SSHRC Project: "Tracking Change - The Role of Local and Traditional Knowledge in Watershed Governance" Collaborator under Principal Investigator Brenda Parlee	\$20,000.00
2013	SSHRC Project: "The New Politics of Land: Colonialism, Dispossession, and Territorial Belonging". Collaborator under Principal Investigator Dr. Robert Nichols	\$206,700.00
2011	Family & Community Support Services Grant, City of Edmonton Project: Charting the statistical distinctiveness of Edmonton's Aboriginal community Research Collaborator under supervision of Dr. Chris Andersen	\$12,000.00
2006-2012	SSHRC/MCRI Indigenous Peoples and Governance.	\$2,500,000.00

	Steering Committee Member – Participant since 2007; Graduate Student Member from 2010-2012.	
2011	SSHRC Canadian Constitution Conference, 30 year Anniversary, Nov. 3-5, 2011. Centre for Constitutional Studies and Department of Political Science. Co-applicant and Steering Committee Member under Principal Investigator Dr. Lois Harder (University of Alberta).	\$126,000.00
2008-2011	Knowledge in Society SSHRC Special Call in Management, Business and Finance National Network for Urban Aboriginal Economic Development Academic participant and co-applicant under Principal Investigator Dr. Greg Halseth (UNBC).	\$300,000.00
2007-2008	Alberta Centre for Child, Family and Community Research Bent Arrow Research Project, Positive Collaboration in Child and Family Services. Advisor to Principal Investigator Dr. Linda Kreitzer (University of Calgary).	\$35,800.00

### ACADEMIC AND PROFESSIONAL PRESENTATIONS

Date	Presentation
November 18, 2014	Guest Lecturer in <i>NS 520 Theoretical Perspectives in Native Studies</i> (for Dr. Brendan Hokowhitu). Faculty of Native Studies, University of Alberta. Topic: Indigenous Self-Determination and Resistance.
March 8, 2014	Conversation Leader (with the Film Director). Film: "Gently Whispering the Circle Back." Social Justice Film Festival. St. Albert, AB.
November 27, 2013	Co-panelist (with Dr. Hokowhitu and J. Stonehouse). Panel Title: "Indigenizing the Academy." Knowing our Spirits Conference. Hosted by Iyiniw Education and Training Institute. Edmonton, AB.
November 5, 2013	Guest Lecturer in <i>NS 200 Aboriginal Canada: Looking Forward/Looking Back</i> (for Crystal Fraser). Faculty of Native Studies, University of Alberta. Topic: Indigenous Governance, Self-Government, and Urban Aboriginal Governance.
November 5, 2013	Guest Lecturer in <i>NS 520 Theoretical Perspectives in Native Studies</i> (for Dr. Brendan Hokowhitu). Faculty of Native Studies, University of Alberta. Topic: Indigenous Self-Determination.
October 23, 2013	Guest Lecturer in <i>NS 520 Theoretical Perspectives in Native Studies</i> (for Dr. Brendan Hokowhitu). Faculty of Native Studies, University of Alberta. Topic: Indigenous Studies: Determining Itself.
October 23, 2013	Guest Lecturer in <i>NS 200 Aboriginal Canada: Looking Forward/Looking Back</i> (for Crystal Fraser). Faculty of Native Studies, University of Alberta. Topic: Aboriginal Governance.
October 4, 2013	Invited Conference Talk. Paper and Presentation: "Aboriginal Peoples: A Historical and Contemporary Analysis," Nēstooāāk: Building Our Capacity Conference. Stanley Milner Public Library, Edmonton, AB.
September 3, 2013	Invited Panel Presenter. Panel Title: "International Exchange Experience and My Career." Back2U: Student Re-entry Conference. University of Alberta International.
April 3, 2013	Guest Lecturer in <i>NS 520 Theoretical Perspectives in Native Studies</i> (for Dr. Brendan Hokowhitu). Faculty of Native Studies, University of Alberta. Topic: Indigenous Self-Determination.
April 2, 2013	Invited Panelist. Presented: An Aboriginal Historical Background Leading to INM. The Commons, Edmonton. A Public event organized by interVivos.
March 22, 2013	Invited Panelist. Paper: "A Story of Two Brothers: Understanding Indigenous-Aboriginal Relations." LISTEN FIRST: A Creative Conversation on First Nations Perspectives. Nina Haggerty Centre for the Arts.
March 5, 2013	Invited Presenter to Edmonton Chief of Police's Advisory Council (CAC) including the Chief of Police, Top Advisors, and Community Liaisons. 30 min. Presentation: "Indigenous Peoples: A Historical and Contemporary Analysis."
May 15, 2013	Presentation: "Aboriginal Peoples: A Historical and Contemporary Analysis." <i>Edmonton Urban Partnership Students Program</i> . Inner-city Edmonton, Alberta.
December 18, 2012	FNS Guest lecturer for <i>Amiskwaciy High School</i> (for Teacher Brent Kashluba,

November 28, 2012 Topic: Aboriginal Self-Determination, Self-Government, and Governance). Guest Lecturer in *NS 200 Aboriginal Canada: Looking Forward/Looking Back* (for Dr. Chris Andersen). Faculty of Native Studies, University of Alberta. Topic: Urban Aboriginal Governance.

September 14, 2012 Invited Conference Talk. 2012. Paper Presentation: "Plains Cree Peoplehood," Nēstooāāk: Building Our Capacity Conference. Stanley Milner Public Library, Edmonton, AB.

March 27, 2012 "Research Action Circle – Community Plan Update." Co-presenter with Chris Andersen. Edmonton Aboriginal Community Gathering. Wicihitowin Circle of Shared Responsibility and Stewardship. Edmonton, AB.

December 7, 2011 Guest Lecturer in *NS 200 Aboriginal Canada: Looking Forward/Looking Back* (for Dr. Chris Andersen). Faculty of Native Studies, University of Alberta. Topic: Urban Aboriginal Governance with Cheryl Whiskeyjack (Executive Director of Bent Arrow).

September 20, 2011 "Native Studies: Creating Alternative Spaces." Tour of Colonization on Campus: Alternative Orientation. University of Alberta. Edmonton, AB.

April 12, 2011 Guest lecturer in *NS 430 Aboriginal Governance Capstone* (for Richard Price, Professor Emeritus). Faculty of Native Studies, University of Alberta. Topic: Urban Aboriginal Governance.

March 23, 2011 Guest lecturer in *NS 211 Native Studies: Issues and Insights II* (for Leanna Parker) (now NS 111). Faculty of Native Studies, University of Alberta. Topic: Indigenous Self-Determination, Self-Government, and Governance.

December 1, 2010 Guest Lecturer in *Political Science 327: Aboriginal Peoples and Politics in Canada* (for Dr. Isabel Altamirano-Jiménez). Department of Political Science, University of Alberta. Topic: Combining Community and Organizational Governance to Create Indigenous Space In Cities.

November 22, 2010 "History or Our-Story: What Does Indigenous Sovereignty Mean?" Indigenous Sovereignty Week. Edmonton Public Library. Edmonton, AB.

November 12, 2010 "Governance Model and Guiding Philosophy of Bent Arrow." Presentation and Workshop Developed for Bent Arrow Traditional Healing Society's Managers and Staff. Edmonton, AB.

October 4, 2010 "The Legacy of Colonialism." Solidarity Week. University of Alberta. Edmonton, Alberta.

March 11, 2010. Co-Presenter. "The Development of CSL in the Aboriginal Governance and Partnership Program." Community-University Engagement Showcase. University of Alberta. Edmonton, AB.

February 24, 2010 Guest Lecturer in *Political Science 220: Canadian Politics* (for Dr. Steve Patten). Department of Political Science, University of Alberta. Topic: Indigenous Self-government and Governance.

February 16, 2010 Guest Lecturer in *Women Studies 498: Aboriginal Women* (for Dr. Isabel Altamirano-Jimenez). Faculty of Arts, University of Alberta: Topic: Urban Aboriginal Women.

April 1, 2009 Guest Lecturer in *NS 200: Aboriginal Canada: Looking Forward/Looking Back* (for Dr. Brenda Parlee). Faculty of Native Studies, University of Alberta. Topic: Aboriginal Governance.

March 11, 2009 Guest lecturer in *NS 485: Urban Aboriginal Issues and Identities* (for Dr. Chris Andersen). Faculty of Native Studies, University of Alberta. Topic: Urban Aboriginal Governance.

February 26, 2009 Guest lecturer in *NS 404: Aboriginal Governance Capstone* (for Richard Price, Professor Emeritus). Faculty of Native Studies, University of Alberta. Topic: Urban Aboriginal Topics in Canada and New Zealand.

December 6, 2007 Guest lecturer in *ABST 1000: Aboriginal History and Culture* (for Carl York). Norquest College. Topic: Indigenous Governance and Self-Government.

August 25 - September 4., 2002 "Barriers faced by Indigenous Youth Regarding Governance for Sustainability." United Nation's World Summit on Sustainable Development: Women's Action Tent. Johannesburg, South Africa.

August 25 - September 4., 2002 "Indigenous Youth to Youth Project." Katsitsaronkwes Jacobs and Shalene Jobin, Canada's Youth Summit Team. United Nations World Summit on Sustainable Development. Johannesburg, South Africa.

## **PROFESSIONAL MEMBERSHIPS, QUALIFICATIONS and EXPERIENCE**

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### **Professional Memberships**

Member, Native American and Indigenous Studies Association  
Member, Canadian Political Science Association  
Board Member, Bent Arrow Traditional Healing Society  
Former member, Aboriginal Women's Professional Association (2013) Former member, Indigenous Governance and Education Post-Secondary Education Coalition (IGLEC)  
Former Aboriginal Issues Advisor, Racism Free Edmonton Think Tank – City of Edmonton (2012)  
Former member, Native American Institute on Indigenous Theological Studies (2012)  
Former Co-Chair, Research Action Circle, Wicahitowin Circle of Shared Responsibility and Stewardship (2011-2013)  
Former Aboriginal Scholar Member, Metis Nation of Alberta Award Adjudication Committee (2011)  
Former member, Research Group on indigenous Group on Indigenous Politics and Theory (2010-2012)  
Former member, Indigenous Community Discussion and Support Group (2009-2012)  
Former member, Political Science Graduate Student Association (2009-2012)  
Former Political Science Representative, Graduate Student Association (2009-2011)  
Former Board Member, Bent Arrow Traditional Healing Society (2002-2003/2006-2007)  
Reference Committee Member and Advisor, University of Alberta – Peter Lougheed Leadership College  
Member, FNS Online Development Committee, University of Alberta – Faculty of Native Studies  
Faculty Representative, University Information Technology Advisory Committee, University of Alberta  
Member, Academic Affairs, University of Alberta – Faculty of Native Studies  
Member, Faculty Evaluation Committee, University of Alberta – Faculty of Native Studies  
Member, Faculty Council, University of Alberta – Faculty of Native Studies  
Member, FNS Fund Development and Community Engagement, University of Alberta – Faculty of Native Studies  
Committee Member, 2013 Elder's Conference Committee, University of Alberta – Faculty of Native Studies  
Curriculum Review Committee, University of Alberta – Faculty of Native Studies  
20th Anniversary Committee, University of Alberta – Faculty of Native Studies

### **Professional Qualifications**

### **Professional Experience**

Aboriginal Governance Coordinator (Administrative and Professional Officer, Faculty of Native Studies and the School of Business (2007-2012)  
Researcher, Project: Charting the Statistical Distinctiveness of Edmonton's Aboriginal Community, Phase One – Comparing Environics (UAPS) to "Your City, Your Voice" report (2011)  
Research Assistant, Department of Political Sciences, University of Alberta (2009)  
Strategic Planning Coordinator, Urban Aboriginal Strategy – Edmonton Housing Trust Fund (now Homeward Trust) (2005-2006)  
Research Assistant, Faculty of Law/Dispute Resolution, University of Victoria (2004)  
Research Assistant, Indigenous Governance Graduate Program, University of Victoria (2004)  
Project Specialist, Aboriginal Business Services Network, The Business Link (2003)  
Shalene Jobin Consulting, Small Business Owner (2002-2003)  
Indigenous Youth to Youth Project (2002)  
Researcher, Acadia Housing Association (2001-2002)

**NAME**

Brendan Hokowhitu

**COMPLETED ACADEMIC DEGREES**

<b>Degree Name</b>	<b>Subject Area</b>	<b>Where Completed</b>	<b>Date of Completion</b>
Ph.D.	Māori Studies/Physical Education	University of Otago	2002
M.A.	Physical Education	University of Victoria	1996
B.A.	Psychology	University of Otago	1993
B.Ph.Ed.	Sport and Leisure Studies	University of Otago	1992

**ADVANCED STUDIES IN PROGRESS**

<b>Degree Name</b>	<b>Subject Area</b>	<b>Where Enrolled</b>	<b>Est. Date of Completion</b>
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N/A

**ACADEMIC APPOINTMENTS**

<b>Appointment Level</b>	<b>Institution</b>	<b>Dates</b>	<b>Subject Area</b>
Associate Professor	Te Tumu, University of Otago	2010	Indigenous culture and theory Indigenous sport/physical education/health
Senior Lecturer	Te Tumu, University of Otago	2007-2009	Indigenous masculinity
Lecturer	Te Tumu – The School of Māori, Pacific and Indigenous Studies, University of Otago	2003-2006	Indigenous film and media
Fixed Term Lecturer	University of Otago	2002	
Teaching Fellow	University of Otago	2001	
Teaching Assistant	University of Otago	1998-2000	
Sessional Lecturer	University of Victoria	1993-95	

**ADMINISTRATIVE APPOINTMENTS**

<b>Appointment Level</b>	<b>Institution</b>	<b>Dates</b>
Dean and Professor	Faculty of Native Studies, University of Alberta	2012-current
Associate Dean (Māori)	University of Otago	2011-2012

**TEACHING EXPERIENCE**

<b>Institution</b>	<b>Dates</b>	<b>Courses Taught</b>
University of Alberta	2013-2015	NS 520: Theoretical Perspectives in Native Studies  NS 503: Directed Reading on Colonial Power and Canadian "Indian-Affairs" Policies NS 504: Directed Reading in Native Studies
University of Otago	2001- 2010	INGX501: Indigenous Theory and Method (full-year) MAOX418: He Turaki Aweke (Māori and the



media)  
INGX590: Master of Indigenous Studies,  
Research Report (full-year)  
MAOR413: Te Tātari i te Kaupapa (Postcolonial  
theory)  
MAOR314: He Pukoreo (Māori and Western  
Philosophy) (full-year)  
PHSE320: Akoranga Whakakori (Māori Physical  
Activity and Health)

## **SCHOLARLY PARTICIPATION**

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### **Books Authored or Edited**

Date      Activity

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2013, Hokowhitu, B. & Devadas, V. (eds.). Fourth Eye: Māori Media in Aotearoa/New Zealand. Minneapolis: University of Minnesota Press.

2010, Hokowhitu, B., Kermoal, N., Andersen, C., Reilly, M., Rewi, P. & Petersen, A. (eds.). Indigenous Identity and Resistance: Researching the Diversity of Knowledge. Dunedin: University of Otago Press.

### **Refereed Publications**

Date      Activity

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#### *Journal Articles (peer reviewed)*

2013, MacLennan, B., Wyeth, E., Hokowhitu, B., Wilson, S. & Derrett, S. Injury severity and 3-month outcomes among Māori: Results from a New Zealand prospective cohort study. *The New Zealand Medical Journal*, 126 (1379).

2013, Wyeth, E., Derrett, S., Hokowhitu, B. & Samaranayaka, A. Indigenous injury outcomes: Life satisfaction among injured Māori in New Zealand three months after injury. *Health and Quality of Life Outcomes*, 11, pp. 120-135.

2013, Langley, J., Lilley, R., Wilson, S., Derrett, S., Samaranayaka, A., Davie, G., Ameratunga, S., Wyeth, E., Hansen, P. & Hokowhitu, B. Factors associated with non-participation in one or two follow-up phases in a cohort study of injured adults. *Injury Prevention*.

2012, Hokowhitu, B., Te Kapa o Taika: A Commentary on Boy. *New Zealand Journal of Media Studies*, 13(1): 109-119.

2012, Hokowhitu, B., Producing elite indigenous masculinities. *Settler Colonial Studies*, 2(2), 2-22.

2012, Hokowhitu, B., Seres físicos: Estereótipos, esporte e a educação física dos Maori na Nova Zelândia. *Pensar a Prática*, 15(1), 112-147.

2011, Hokowhitu, B. & Page, T, 'Postcolonial peace'. *Junctures: The Journal of Thematic Dialogue*, 14, 13-25.

2011, Derrett, S., Davie, G., Ameratunga, S., Wyeth, E., Colhoun, S., Wilson, S., Samaranayaka, A., Lilley, R., Hokowhitu, B., Hansen, P. and Langley J., Prospective Outcomes of Injury Study: Recruitment, and participant characteristics, health and disability status (Brief Report). *Injury Prevention*, 17 (6), 415-418.

2010, Wyeth, E., Derrett, S., Hokowhitu, B., Langely, J. & Hall, C., 'Rangatiratanga and Oritetanga: Responses to the Treaty of Waitangi in a New Zealand Study, *Ethnicity and Health* 15(3), 303-316.

2009, Hokowhitu, B., 'Indigenous existentialism and the body.' *Cultural Studies Review* 15 (2), pp. 101-118.

2009, Hokowhitu, B., 'Māori rugby and subversion: Creativity, domestication, oppression and decolonization, *International Journal of the History of Sport*, 26 (16), pp. 2314 – 2334.

2009, Hokowhitu, B., 'Māori culture: Contemporary or not?' (Commentary). *Mai Review*, 4 (3).

2009, Langley, J., Derrett, S., Hokowhitu, B., Ameratunga, S., Davie, G., Wyeth, E., Lilley, R. & Hansen, P., 'Prospective of injury study'. *Injury Prevention* 15(5), 351.

- 2008, Hokowhitu, B., 'The Death of Koro Paka: "Traditional" Māori Patriarchy'. *The Contemporary Pacific*, 20 (1), pp. 115-141.
- 2008, Hokowhitu, B., 'Authenticating Māori Physicality: Translations of "Games" and "Pastimes" by early Travellers and Missionaries to New Zealand'. *International Journal of the History of Sport* 25 (10), pp. 1355-1373.
- 2008, Hokowhitu, B., 'Understanding the Māori and Pacific body: Towards a critical physical education pedagogy'. *Journal of Physical Education New Zealand* 41 (2).
- 2008, Hokowhitu, B. and Scherer, J. , 'The Māori All Blacks and the Decentering of the White Subject: Hyperrace, Sport, and the Cultural Logic of Late Capitalism'. *Sociology of Sport Journal* 25, pp. 243-262.
- 2008, Hokowhitu, B., Sullivan, J. and Williams, L.T., 'Rugby culture, ethnicity and concussion'. *MAI Review* 3 (1).
- 2007, Hokowhitu, B., 'Voice and the Postmodern Condition'. *Junctures: The Journal of Thematic Dialogue*, 9, pp. 7-14.
- 2007, Hokowhitu, B., 'Understanding Whangara: Whale Rider as Simulacrum'. *New Zealand Journal of Media Studies*, 10 (2), pp. 22-30.
- 2007, Hokowhitu, B., 'The Silencing of Māori Men: Deconstructing a "Space" for Māori Masculinities'. *New Zealand Journal of Counseling*, 27 (2), Special Issue: Working with Male Clients, pp. 63-76.
- 2007, Andersen, C. and Hokowhitu, B., 'Whiteness, Naivety, Void and Control'. *Junctures: The Journal for Thematic Dialogue*, 8, pp. 39-49.
- 2005, Hokowhitu, B., 'Rugby and Tino Rangatiranga: Early Māori Rugby and the formation of Māori Masculinity'. *Sporting Traditions: Journal of the Australian Society for Sports History*, 21 (2), pp. 75-95.
- 2004, Hokowhitu, B., 'Tackling Māori Masculinity: A Colonial Genealogy of Savagery and Sport'. *The Contemporary Pacific*, 15 (2), pp. 259-284.
- 2004, Hokowhitu, B., 'Challenges to State Physical Education: Tikanga Māori, Physical Education Curricula, Historical Deconstruction, Inclusivism and Decolonisation'. *Waikato Journal of Education*, 10, pp. 71-84.
- 2003, Hokowhitu, B., 'Māori Physicality: Stereotypes, Sport and the "Physical Education" of New Zealand Māori'. *Culture, Sport, Society*, 6 (2), pp. 192-218.
- 2003, Hokowhitu, B., 'Māori Masculinity, Post-structuralism, and the Emerging Self'. *New Zealand Sociology*, 18 (2), pp. 179-201.
- 2003, Hokowhitu, B., 'Race Tactics: The Racialised Athletic Body'. *Junctures: The Journal for Thematic Dialogue*, 1, pp. 21-34.
- 2002, Jackson, S. and Hokowhitu, B., 'Sport, Tribes and Technology: The New Zealand All Blacks Haka and the Politics of Identity'. *Journal of Sport and Social Issues*, 26 (2), pp. 125-139.

#### *Non-refereed Journal Articles and Reports*

- 2007, Hokowhitu, B., Educator's Opinion: Hauora, Wellbeing or Hauora/Wellbeing? *New Zealand Physical Educator*, 40 (3), p. 9.
- 2002, Hokowhitu, B. & Higgins, R., He pūrongo: Ngā kōrero a ngā apārangi o Te Tapuae o Rehua mō te pūtea moni o "Mā Te Reo": A report on the discussions held with the partner institutions of Te Tapuae o Rehua (Ngāi Tahu) regarding "Mā Te Reo" funding.

#### *Book Chapters*

- Hokowhitu, B. (in press). 'If you are not healthy, then what are you? Healthism, Colonial Disease and Body-logic.' In Tinning, R, and Fitzpatrick, K. (eds.), *Health Education: Healthism and Neoliberal Bodies*. London: Routledge.
- Hokowhitu, B. (in press). 'Māori and the Indigenous World'. Warrior, R. (ed.). *The Indigenous World of North America*. Routledge.
- Hokowhitu, B. (in press). 'Haka: Colonized Physicality, Body-logic and Embodied Sovereignty'. In Graham, L. (ed.) *Performing Indigeneity*. American Anthropological Association.
- 2013, Hokowhitu, B., 'Foucault, Genealogy, Sport and Indigeneity'. In Pringle, R. & Phillips, M. (eds.). *Examining Sport Histories: Power, Paradigms, and Reflexivity*. West Virginia: FIT Publishers. (ISBN: 978-1-935412-37-3), pp. 225-248.
- 2013, Hokowhitu, B., 'Foreword'. Hallinan, C. and Judd, B. (eds.), *Research in the Sociology of Sport; Volume 7; Native Games*, xv-xxi. (ISBN: 978-1-78190-591-3), pp. xv-xxi.

- Hokowhitu, B. & Devadas, V. (2013). 'The indigenous mediascape in Aotearoa/New Zealand. In Hokowhitu, B. & Devadas, V. (eds.), *Fourth Eye: Māori Media in Aotearoa/New Zealand*. Minneapolis: University of Minnesota Press, xv-l.
- 2013, Fisher, K. & Hokowhitu, B., 'Postcolonial remediation in *Rain of the Children*. In Hokowhitu, B. & Devadas, V. (eds.), *Fourth Eye: Māori Media in Aotearoa/New Zealand*. Minneapolis: University of Minnesota Press, 60-75.
- 2013, Hokowhitu, B., 'Theorizing indigenous media'. In Hokowhitu, B. & Devadas, V. (eds.), *Fourth Eye: Māori Media in Aotearoa/New Zealand*. Minneapolis: University of Minnesota Press, 101-123.
- 2013, Hokowhitu, B., 'Producing indigeneity'. In Peters, E. & Andersen, C. (eds.), *Indigenous in the City: Contemporary Identities and Cultural Innovation*. Vancouver: University of British Columbia Press, 354-376.
- 2013, Hokowhitu, B., 'Ehara i te mea, Nō nāiane te aroha, Nō nga tūpuna, Tuku iho, tuku iho.' In Hemmingsen, M. & Shaw, J.L. (eds.), *Meaning and Identity: An Interdisciplinary Perspective*. Wellington, NZ: Society for Philosophy and Culture.
- 2012, Hokowhitu, B., "'As for these blankets, burn them": Māori and Indigeneity'. In Keenan, D. (ed.), *Huia Histories of Māori: Ngā Tahu Kōrero*. Wellington: Huia.
- 2012, Hokowhitu, B., 'Educating Jake: A genealogy of Māori masculinity'. In Bowl, M., Tobias, R. Leahy, J. & Gage, J. (eds.), *Gender, Masculinities and Lifelong Learning*. London: Routledge Education, 47-57.
- 2010, Hokowhitu, B., 'A genealogy of indigenous resistance'. In Hokowhitu, B., Kermoal, N., Andersen, C., Reilly, M., Rewi, P. & Petersen, A. (eds.), *Indigenous Identity and Resistance: Researching the Diversity of Knowledge*. Dunedin: University of Otago Press.
- 2010, Hokowhitu, B., 'Indigenous studies: Research, identity, resistance. In Hokowhitu, B., Kermoal, N., Andersen, C., Reilly, M., Rewi, P. & Petersen, A. (eds.), *Indigenous Identity and Resistance: Researching the Diversity of Knowledge*. Dunedin: University of Otago Press.
- 2008, Hokowhitu, B., 'The Logic of Terror'. In *Terror in Our Midst? Searching for Terrorism in Aotearoa New Zealand 2007*, Keenan, D. (ed.). Wellington: Huia, Pacific Peoples. 165-179.
- 2007, Hokowhitu, B., 'Māori Sport: Pre-colonisation to Today'. In *Sport in New Zealand Society* (2nd edition), C. Collins & S. Jackson (eds.), Albany, New Zealand: Thomson, pp. 78-95.
- 2005, Jackson, S. and Hokowhitu, B., 'Sport, Tribes and Technology: The New Zealand All Blacks haka and the Politics of Identity'. In *Sport and Corporate Nationalisms*, Silk, M., Andrews, D. and Cole, C. (eds.). Oxford: Berg, pp. 67-82.
- 2004, Hokowhitu, B., 'Physical Beings: Stereotypes, Sport and the "Physical Education" of New Zealand Māori'. In *Ethnicity, Sport, Identity: Struggles for Status*, Mangan, J.A. & Ritchie, A. (eds.). London: Frank Cass, pp. 192-218.
- 2003, Hokowhitu, B., 'Te Tāminga o te Mātauranga Māori: Colonisation in Education'. In *Ki te Whaiao: An Introduction to Māori Society*, Ka'ai, T., Moorfield, J. and Reilly, M. (eds.). Auckland: Pearson Education New Zealand, pp. 190-200.

#### *Research Grants*

- 2010 - Derrett S, Langley J, Hokowhitu B, Ameratunga S, Hansen P, Davie G, Wyeth E, Lilley R. Prospective Outcomes of Injury Study. Health Research Council of New Zealand; \$1,741,282; July 2010 – June 2013. Health Research Council of New Zealand: Prospective Outcomes of Injury Study Team: Sarah Derrett, John Langley, Brendan Hokowhitu, Shanti 2009 - Ameratunga, Paul Hansen, Gabrielle Davie, Emma Wyeth, Rebecca Lilley.
- Hokowhitu, B. Tertiary Education Commission: \$187,500. Whakamana Tangata - Te Waipounamu: Building People - Accelerating Māori Postgraduate Enrolment, Completion, Supervisory Capacity and Māori Staff Capacity
- 2007 - Derrett S, Langley J, Hokowhitu B, Ameratunga S, Bray A, Hansen P, Davie G, Wyeth E, Lilley R. Prospective Outcomes of Injury Study. Health Research Council of New Zealand and Accident Compensation Corporation funded Project Grant; \$1,743,899, July 2007 – June 2010. Health Research Council of New Zealand: Prospective Outcomes of Injury Study Team: Sarah Derrett, John Langley, Brendan Hokowhitu, Shanti Ameratunga, Paul Hansen, Gabrielle Davie, Emma Wyeth, Rebecca Lilley.
- 2006 - Hokowhitu, B., Sullivan, J. and Williams, L. Ngā Pae o te Māramatanga, Centre of Research Excellence Grant: \$30,746. Knowledge and reporting of a concussion by young sports persons: cultural, education and health perspectives study.

- 2004 - Langley, J., Hokowhitu, B., Stephenson, S., Bray, A., Buckingham, J., & Ameratunga, S. Health Research Council of New Zealand: \$121,106. Project title: Prospective Outcomes of Injury Study; Pilot
- 2003 - Hokowhitu, B. University of Otago Research Grant: \$10,000. Project title: The Sociological Antecedents of Māori Male Violence

#### *Encyclopedia Entries*

- 2007 - Hokowhitu, B. 'Indigenous and First Nations Masculinities'. In International Encyclopedia of Men and Masculinities (vol. 1), Flood, M., Gardiner, J.K., Pease, B. and Pringle K. (eds.) London: Routledge, pp. 331-335.
- 2007 - Hokowhitu, B. 'History, Pacific'. In International Encyclopedia of Men and Masculinities (vol. 1), Flood, M., Gardiner, J.K., Pease, B. and Pringle K. (eds.) London: Routledge, pp. 298-299.

#### *Conference Proceeding*

- 2008 - Sullivan, J., Hokowhitu, B., Williams, L., Gray, A. & McCrory, G. 'High school rugby players' attitudes and practices in seeking medical advice following a concussion.' In Proceedings of the New Zealand Sports Medicine+Science Conference. ISBN: 0909020078

#### *Sessions Organised and/or Chaired at International Conferences*

- 2011 - Sporting Indigeneity: Critically Assessing Sports and Native Peoples in North America and the Pacific, Native American and Indigenous Studies Meeting, 19-21 May, co-organised with Vincente Diaz. Session Accepted.
- 2009 - Theorizing Indigenous Identity, Chair. Native American and Indigenous Studies Association Conference, Minneapolis, USA May 21-23.
- 2009 - Cultural Politics and Political Culture, Chair. 'The New Exotic? Postcolonialism and Globalization' Conference, University of Otago, Dunedin, New Zealand, June 24-26
- 2008 - Postcolonial Performance, Chair. Postcolonial Popular Cultures Conference, Postcolonial Studies Network, University of Otago, Dunedin, New Zealand, December 14-16
- 2008 - Keynote: Grant Farred. Chair. Postcolonial Popular Cultures Conference, Postcolonial Studies Network, University of Otago, Dunedin, New Zealand, December 14-16
- 2006 - Articulating Racial Knowledges, Postcolonial Politics Conference, University of Otago, Dunedin, New Zealand, November 27-29
- 2004 - Sport/Identity, Chair, Dialogues Across Cultures Conference, Monash University, Melbourne Australia, November 11-14

#### *Conference Presentations*

- 2013 - Andersen, K. and Hokowhitu, B., 'Pretty Boy' Trudeau vs. 'The Algonquin Agitator': Showing the Ropes of Canadian Colonialist Masculinities. Native American and Indigenous Studies Association Conference, Saskatoon, Canada, June 13-15.
- 2012 - Hokowhitu, B., Producing Elite Indigenous Masculinities. Native American and Indigenous Studies Association Conference, Uncasville, Connecticut, USA, June 4-6.
- 2011 - Hokowhitu, B., Indigenous Subjectivities: Power, Sport and Technologies of the Self. Native American and Indigenous Studies Association Conference, Sacramento, California, USA, May 19-21.
- 2010 - Hokowhitu, B., Vulnerability, whiteness and SB1070. Native American and Indigenous Studies Association Conference, Tucson Arizona, USA, May 20-22.
- 2009 - Hokowhitu, B., Indigenous Existentialism and the Immediacy of the Indigenous Body. Native American and Indigenous Studies Association Conference, Minneapolis, Minnesota USA May 21-23.
- 2008 - Hokowhitu, B., Decentering the white subject. Jameson and the cultural logic of late-capitalism. Native American and Indigenous Studies Association Conference, University of Georgia, Athens, Georgia, USA, 10-12 April.
- 2008 - Hokowhitu, B., Māori rugby as postcolonial popular culture. Postcolonial Popular Cultures: A Symposium, University of Otago, Dunedin, New Zealand, 14-16 December.
- 2007 - Hokowhitu, B., Subversive Masculinity: Māori Rugby – Domestication and Emancipation. Research as Resistance Conference, University of Alberta, Edmonton Canada, 22-24 August.
- 2007 - Hokowhitu, B., Subversive Indigenous Masculinities in Sport. Native American and Indigenous Studies Conference, University of Oklahoma, Norman Oklahoma, 3-5 May.

2007 - Derrett S, Hokowhitu, B., Powell, D., Langley, J., Measuring Disability Outcomes after Injury: What matters most - and to whom? National Institute of Rehabilitation Research and New Zealand Rehabilitation Association Conference, Rotorua Convention Centre, Rotorua. 16-18 February. Abstract in Conference Proceedings p.33.

2006 - Hokowhitu, B., The Death of Koro Paka: Whale Rider and Māori Masculinity. Postcolonial Politics: A Symposium, University of Otago, Dunedin, New Zealand, 27 – 29 November.

2005 - Hokowhitu, B., Rugby and Tino Rangatiratanga: Early Māori rugby and the formation of 'traditional' Māori masculinity. Moving Masculinities: Crossing Regional and Historical Boundaries. ANU, Canberra, Australia, November 29- December 2.

2005 - Hokowhitu, B., Rugby and Tino Rangatiratanga: Early Māori Rugby and the Formation of 'Traditional' Māori Masculinity. Te Kura Unua o Te Kawa a Māui me Te Tumu, Victoria University of Wellington, New Zealand, 9-11 September.

2004 - Hokowhitu, B., Enlightening Whangara: Māori masculinity in the movie, Whale Rider. Dialogues Across Cultures Conference, Melbourne, Australia.

2003 - Hokowhitu, B., Māori masculine physicality, Sport and the 'new-age' man. New Zealand History Association Conference, Dunedin, New Zealand.

2003 - Hokowhitu, B., Black Panthers: Dominant constructions of Māori Masculinity in Sport. Australasian Society of Sports History Sporting Traditions XIV Conference, Sydney, Australia.

2002 - Hokowhitu, B., Māori masculinity: The changing faces of the eternally constructed savage. Cultural Exchange between the University of Hawai'i and University of Otago Conference, Oahu, Hawai'i.

2001 - Hokowhitu, B., Athletes of colour: The eternally constructed savage. Tokyo Foundation International Forum on Social Inequality, Washington D.C., USA (I was chosen as the New Zealand representative to attend this Forum).

2001 - Hokowhitu, B., Māori as the savage other: Icons of racial representation. Tokyo Foundation National Forum on Social Inequality, Massey University (Albany Campus), Auckland, New Zealand.

1999 - Hokowhitu, B., Māori physical education: A collaborative story-telling approach. Australian Society for Sport History Conference, Queenstown, New Zealand.

1998 - Cassidy, T, and Hokowhitu, B., Investigating Physical Education Pedagogy in Higher Education. Australian Association for Research in Education, Adelaide, Australia.

## **ACADEMIC AND PROFESSIONAL PRESENTATIONS**

Date	Activity
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### *Keynote Addresses*

2013 - Moments, Mauls and Māori: Racism, Sport and Indigeneity in Aotearoa/New Zealand. March 21, the International Day for the Elimination of Racial Discrimination, Keynote Address. Grant MacEwan University, Canada, March 21, 2013.

2011 - Vulnerability, indigeneity and whiteness. Australian Critical Race and Whiteness Studies Association Conference. Surfers Paradise, Australia. December 7-9.

2005 - Māori Masculinity and Sport. National Maori Nutrition and Physical Activity Hui, Wainuiomata Marae, Wellington, New Zealand.

2005 - Māori sport: Tino rangatiratanga or colonisation. Māori Involvement, Development and Achievement in Sport Symposium, Massey University, Palmerston North, New Zealand.

2004 - The 'physical education' of Māori. Physical Education New Zealand Conference, Wellington, New Zealand.

### *Invited Talks*

2013 - Indigeneity and Health: Treaty and 'Biculturalism' in Health Research. Collaborative Research in Ethnicity, Social Care and Health. Ethnicity and Health Collaborative Research Program, University of Alberta, March 7, 2013.

2012 - Panelist: The State of Indigenous Rights in Alberta. December 10, International Human Rights Day 2013. John Humphrey Centre for Peace and Human Rights, Edmonton.

2012 - Indigenizing the Academy. 'Lunch and Learn' Presentation to Government of Alberta Employees, Edmonton, November 14, 2012.

2011 - Māori Studies as a Discipline: Too Disciplined or not Disciplined Enough: Critical Symposium in Māori Studies and Indigenous Studies. Panel Discussant. University of Canterbury Māori Studies, Christchurch.

2011 - Māori and the Rugby World Cup 2011, Roundtable Discussion, Manu-Ao Academy.  
2009 - Taxonomies of Indigenous Masculinities and Sexuality, Indigenous Sexualities Symposium, University of Illinois, Urbana/Champaign, Illinois, USA  
2009 - Indigeneity and Foucault, Foucault Symposium, University of Otago  
2007 - Indigenous Masculinity. Cornell University, Ithaca, New York, USA  
2007 - Indigenous Masculinity in New Zealand Popular Culture. University of Alberta, Edmonton, Canada.  
2007 - Indigeneity in the film Whale Rider. University of Western Ontario, London, Canada.  
2006 - The Death of Koro Paka: Traditional Māori Patriarchy. University of Otago Gender Studies Seminar Series.  
2004 - Māori, Sport and Physical Education, Ministry of Education, Wellington New Zealand  
2004 - History of the natural Māori athlete. University of Otago, History Department Seminar Series.

## **PROFESSIONAL MEMBERSHIPS, QUALIFICATIONS and EXPERIENCE**

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### **Professional Memberships**

Native American and Indigenous Studies Association  
Māori Studies Subject Association  
Center for Research on New Zealand National Identity  
International Working Group on Militarism and Gender in the Pacific  
Postcolonial Studies Network

### *International/National Committees*

2012- current, Rupertsland Institute Board of Governors  
2011-2013, PBRF (Performance Based Research Fund), Tertiary Education Commission, Māori Knowledge and Development Peer Review Panelist, (2012)  
2010-2012, North American and Indigenous Studies Association (NAISA) Council (elected Treasurer, 3-year term)  
2009-2012, New Zealand Qualifications Authority Degree Monitor, Poutuarongo Kawa Oranga at Te Wananga o Raukawa.  
2008, Māori Studies Subject Association (Policy Committee)  
2005-2012, Postcolonial Studies Network, Founding Member, University of Otago  
2005-2006, New Zealand Ministry of Education, Māori Health and Physical Education Advisory Group  
2004, New Zealand Ministry of Education, Health and Physical Education Curriculum Advisory Group

### *Editorial*

2009-Editorial Board, International Journal of Critical Indigenous Studies  
2009-Associate Editor, Mai Review  
2006-Editorial Board, Journal of Men, Masculinities and Spirituality  
2003-Editorial Board Junctures: The Journal of Thematic Dialogue

### **Professional Experience**

1996-97, Secondary School Teacher (Physical Education), Ōpōtiki College  
1993-95, Junior Rugby Program Coordinator, University of Victoria

**Name**

Nathalie Kermoal

**COMPLETED ACADEMIC DEGREES**

<b>Degree Name</b>	<b>Subject Area</b>	<b>Where Completed</b>	<b>Date of Completion</b>
Ph.D	History	University of Ottawa	1996
M.A	History	University of Nantes	1987
Honour's degree, DEUG	History & Geography	University of Nantes	1986
		University of Nantes	1985

**ADVANCED STUDIES IN PROGRESS**

<b>Degree Name</b>	<b>Subject Area</b>	<b>Where Enrolled</b>	<b>Est. Date of Completion</b>
N/A			

**ACADEMIC APPOINTMENTS**

<b>Appointment Level</b>	<b>Institution</b>	<b>Dates</b>	<b>Subject Area</b>
Professor	University of Alberta, Faculty of Native Studies	July 2014- current	Aboriginal History, Metis Rights, History of Aboriginal & political thinking, Calgary School, Constitutional Issues, Aboriginal Women, Daily lives/Material culture; Contemporary Aboriginal Art; Urban Aboriginal Issues
Associate Professor	University of Alberta, Faculty of Native Studies and Campus Saint -Jean	2008 – 2013	Same
Assistant Professor	University of Alberta, Faculty of Native Studies and Campus Saint -Jean	2004-2008	Same
Full time Sessional Teaching Appointment	University of Alberta, Faculty of Native Studies and Campus Saint -Jean	2002-2004	Same

**ADMINISTRATIVE APPOINTMENTS**

<b>Appointment Level</b>	<b>Institution</b>	<b>Dates</b>
Special Advisor to the Provost on Aboriginal Academic Programs, Recruitment and Retention of Aboriginal Students	University of Alberta	2013-2014
Dean (Interim)	Faculty of Native Studies, University of Alberta	2011-2012
Associate-Dean Academic	Faculty of Native Studies, University of Alberta	2009-2015

**TEACHING EXPERIENCE**

<b>Institution</b>	<b>Dates</b>	<b>Courses Taught</b>
University of Alberta	2002- 2015	ET CAN 504 Enjeux canadiens  NS 599 Selected Research Topics in Native Studies: Historical Cree Commercial Trading; The Battle of Cut Knife Hill and the Bear Family in the Archival

Records; The City as a palimpsest: St. Albert and its Métis Past and, Ile-à-la-Crosse in the Archival Record).

NS 372 Metis Politics  
NS 370 The Metis: Emergence of a People  
NS 390 Community Based Research  
NS 403 Archival and Historical Research Methods Relating to Treaty and Aboriginal Rights  
NS 498 Honors Research Paper or Project  
NS 100 Introduction to Native Studies;  
NS 211 Native Issues and Insights;  
NS 200 Aboriginal Canada (Development of the e-version of the course);

HISTE 120 World History from the 18th Century to Nowadays;  
HISTE 260 Canadian History from 1534 to 1867;  
HISTE 261 Canadian History from 1867 to Nowadays;  
HISTE 374 History of Western Canada from 1867 to the Present;  
HISTE 460 Topics in Canadian History – Aboriginal History from Time Immemorial to the Present;  
HISTE 475 Francophone Communities Outside of Quebec;  
ET CAN 101 Introduction to the Study of Canada;  
Soc. Sci. 225 Methodology Used in the Humanities;  
Soc Sci. 311/312 History of Political Thought from Antiquity to the XXth Century;  
CA FR 322 French Canadian Civilization from 1867 to Nowadays;  
Sod. Sci. 312 History of Political Thought from the French Revolution to the 21st Century

Nomad University

PRA 8430 Université nomade, Institut national de recherche scientifique (INRS)/  
National Institute of Scientific Research. Masters and Ph.D students

## SCHOLARLY PARTICIPATION

### Books Authored or Edited

Date	Activity
2010	Edited with Brendan Hokowhitu, Nathalie Kermaal, Anna Petersen, Michael Reilly, Isabel Altamirano-Jiménez and Poia Rewi. <i>Indigenous Identity and Resistance: Researching the Diversity of Knowledge</i> . Dunedin, NZ: University of Otago Press.
2007	Les Francophones de l'Alberta, Gid
2007	Stephen Harper From the Calgary School to the Conservative Party: The new faces of Canadian conservatism, Presses de l'Université Laval.
2006	Un Passé Métis Au Féminin, Gid



## Refereed Publications

Date	Activity
Upcoming	Le nationalisme métis des années 1970: un tournant politique majeur pour une plus grande reconnaissance », Revue Fédéralisme-Régionalisme, Liège (Belgium).
2012	«Postes, missions et métissages dans les pays d'en haut», Atlas historique de la francophonie nord-américaine, dans Yves Frenette, Marc Saint-Hilaire et Etienne Rivard, Québec : les presses de l'Université Laval, 2012 : 37-40.
2012	With Etienne Rivard, «Essors et transformations des territorialités franco-métisses», Atlas historique de la francophonie nord-américaine, dans Yves Frenette, Marc Saint-Hilaire et Etienne Rivard, Québec : les presses de l'Université Laval, 2012 : 95-101
2013	«La question des terres métisses», Atlas historique de la francophonie nord-américaine, dans Yves Frenette, Marc Saint-Hilaire et Etienne Rivard, Québec : les presses de l'Université Laval, 2013 : 165-169.
2012	« Les droits autochtones » in Geoffrey Ewen et Colin Coates (eds.), Introduction aux études canadiennes : Histoire, identités, cultures, Ottawa, Les Presses de l'Université d'Ottawa, 2012 : 137-153.
2011	« Harold Cardinal, précurseur d'un discours national » in Frédéric Boily et Donald Ipperciel (eds), D'une nation à l'autre : discours nationaux au Canada, Québec, Les presses de l'Université Laval, 2011: 183-208.
2011	«De Saint-Paul-des-Métis à Saint-Paul», in Laurier Turgeon and Yves Bergeron (eds.), Encyclopédie du patrimoine culturel de l'Amérique française. Laval University <a href="http://www.ameriquefrancaise.org/fr/">http://www.ameriquefrancaise.org/fr/</a> , 2011.
2010	With Carole Lévesque, « Repenser le rapport à la ville : pour une histoire autochtone de l'urbanité », Nouvelles pratiques sociales, vol. 23, no. 1, 2010 : 67-82.
2010	Co-Editor with Brendan Hokowhitu, Chris Andersen and al., Indigenous Identity and Resistance, Otago (NZ): University of Otago Press, 2010.
2002	With Claude Couture (dir.), Fédéralisme, nationalisms and identities, Review of Constitutional Studies/Revue d'études constitutionnelles, vol.7, no. 1-2, 2002.
1997	With Phyllis Leblanc and Monique Hébert (eds.), Entre le quotidien et le politique: facettes de l'histoire des femmes francophones en milieu minoritaire, Ottawa, Marquis imprimeur and Réseau National Action Éducation Femmes, 1997, 222 pages.
1997	« De la chasse aux bisons à l'art métis: une contribution de la Métisse à mettre au jour », Francophonies d'Amérique, no 7, 1997: 19-25.
1997	« Les années américaines de Louis Riel, l'exil au Montana », Études canadiennes/Canadian Studies, Association Française d'Études Canadiennes, no 43, 1997: 30-42.
1994	« Le rôle des femmes métisses francophones lors des événements de 1870 au Manitoba et de 1885 à Batoche (Saskatchewan) », Prairie Forum, Vol. 19, no 2, Fall, 1994: 153-68.

## **Non-Referred Books/Articles/Comments/Book Reviews/Other**

- 2011 L'Activisme autochtone : hier et aujourd'hui, Cahiers DIALOG, Sous la direction de Carole Lévesque, Nathalie Kermoal et Daniel Salée, Montréal, 2011.
- 2011 « Surmonter les pesanteurs de l'histoire », Canadian Issues/Thèmes canadiens, Summer/été 2011: 26-28
- 2010 «Aboriginal Women and Leadership: A Day of Reflection», Dialog Newsletter, June 2010: 3-7.
- 2005 Les francophones de l'Alberta. Éditions GID, Québec, 2005
- 2005 The Francophones of Alberta. Éditions GID, Québec, 2005.
- 2003 Nathalie Kermoal (ed.), Variations sur un thème : la francophonie albertaine dans tous ses états, Salon d'histoire de la francophonie albertaine, Edmonton, 2003.
- 1998 Missing From History: The Economic, Social and Political Roles of Métis Women of the Mackenzie Basin 1790-1990 » in Picking up the Threads: Métis History in the Mackenzie Basin, Métis Heritage Association of the Northwest Territories and Parks Canada-Patrimoine Canadien, Heritage Canada, Yellowknife, 1998 : 137-169.
- 1997 Métis et marginalité: le cas de Saint-Paul-des-Métis », in Carol J. Harvey and Alan MacDonell (ed.), La francophonie sur les marges, Winnipeg, CEFCO and Les Presses Universitaires de Saint-Boniface, 1997: 41-51.

## **Conferences**

- 2013 Panelist, Panel discussion of education leaders on the main aim of higher education is to produce employable graduates, Edmonton, University of Alberta, March 20
- 2013 2013: Panelist, Panel discussion Beyond the 'Can Women Have It All' Debate: Gender and the Academy, Edmonton, University of Alberta, March 6.
- 2013 « De la preuve à l'action: Les femmes autochtones victimes de violence dans l'Ouest canadien », Edmonton, Campus Saint-Jean, January 30.
- 2013 Panelist, Panel discussion on Ism's in Teaching: How to deal with sensitive issues such as racism,genderism, sexism and so on in the classroom, Edmonton, University of Alberta, January 11.
- 2012 «Jasper's New Totem Pole: A symbol of reconciliation or division?», Paper presented at the conference Thinking Mountains Interdisciplinary Mountain Studies, Edmonton, December 11-14.
- 2012 «Canative Housing Corporation (1971-2005): A Métis project for better housing in Edmonton», paper presented at the conference Beyond Bricks and Mortar: Aboriginal Housing, Homelessness, Space and Identity in Canada, Edmonton, November 21-22.

- 2012 « Sur le dos de la grande tortue : pour une politique de rapprochement entre les peuples », Paper presented at the GRITI conference, Transferts des savoirs; savoirs des pratiques. Production et mobilization des savoirs pour une communauté inclusive, Edmonton, October, 11-13.
- 2012 Invited speaker, «Métis Women's Knowledge and the Recognition of Métis Rights», Concordia University, Montréal, August 21.
- 2012 Workshop participant, «Edmonton Urban Aboriginal Gathering & Dialogue», Edmonton, Feb. 7. Event organized by the Government of Alberta, the Government of Canada and the City of Edmonton.
- 2012 Workshop participant, «Creating Identities: A Discussion of Non Status Indians», Policy Workshop, Concordia University (Montréal- Québec), Feb. 21. Organized by Prof. Daniel Salée.
- 2012 Panelist, May 9. «The new Aboriginal Modernity/La nouvelle modernité autochtone» presented at the 80th Congress of Association francophone pour le savoir (ACFAS)/Francophone Association for Knowledge, Montréal.
- 2012 « Le nationalisme métis des années 70: un tournant politique majeur pour une plus grande reconnaissance? » presented at the Société Québécoise de Sciences politiques (Quebec Society of Political Science), Ottawa, May 23-24. Abstract submitted for review
- 2011 « Surmonter les pesanteurs de l'histoire/Overcoming the Weight of History », Conference organized by the Association for Canadian Studies, Les Regard sur le patrimoine historique et géographique canadien: l'enseignement en milieu francophone, Ottawa, September 30-October 1. Abstract submitted for review.
- 2011 « La Faculté d'études autochtones de l'Université de l'Alberta : une vue de l'intérieur », 79th ACFAS congress, Sherbrooke, Québec, May 10.
- 2011 « L'envahisseur a fait mourir le patriote Louis Riel » by Jules Sioui, paper presented at the 79<sup>th</sup> ACFAS congress, Sherbrooke, Québec, May 9.
- 2011 «The Third Métis « Resistance » or the Fight for Recognition of Hunting Rights in Alberta, » paper presented at the conference People and Politics. Mount Allison University, Moncton. March 3 to 5.
- 2010 « Le père Lacombe, les Métis, Louis Riel et les événements de 1869-70 et de 1885 », paper presented at Colloquium From Pierre-Esprit Radisson to Louis Riel: voyageurs and Metis/De Pierre Esprit Radisson à Louis Riel: voyageurs et Métis, Saint-Boniface University, Winnipeg, 18-20 November.
- 2010 Invited speaker, Repenser le rapport à la ville : Pour une histoire autochtone de l'Urbanité, Groupe de recherche sur l'inter/transculturalité et l'immigration (GRITI), CSJ, October 15, 2010.
- 2010 The Unsung Heroes of Batoche », paper presented at the Symposium Aboriginal Women and Leadership: A Day of Reflection, Faculty of Native Studies/DIALOG, Campus Saint-Jean (University of Alberta), Edmonton, March 26.

- 2010 « Le savoir et le savoir-faire des Métisses de l'Ouest canadien entourant la médecine traditionnelle », paper presented at the 78th Congress of l'ACFAS, Montréal, May 10.
- 2010 Panelist for the forum « L'émergence d'une société civile autochtone au Québec : genèse, enjeux, défis », 78th Congress of l'ACFAS, Montréal, May 12.
- 2009 Chair of a session and rapporteur, « Consultation and the Métis », Working Forum on the Duty to Consult : Now What?, October 22-23, Faculty of Native Studies and SEE, Edmonton
- 2008 Métis Nationalism: Trends and Issues ». Paper presented at the conference Forms of Nationalism in Canada, Institute of Canadian Studies, University of Alberta, November 21-22.
- 2008 Invited speaker, « Les Métis de l'Ouest canadien et la chasse, au passé et au présent », paper presented at INRS, Université du Québec, November 17
- 2008 « La ville comme palimpseste: Saint-Albert et son passé métis », paper presented at the 61st Congress of the Historical Institute of French America, Québec (Québec), October 25.
- 2008 Invited speaker on a panel of experts entitled « Métis Women's History of Resistance and Survival: Stories of Batoche ». The speakers were: Dr. Sarah Carter, Rita Bouvier, Marg Harrison Elder and Artist, Dr. Sherry Farrell Racette, Dr. Brenda MacDougall and Dr. Maria Campbell. I presented a paper entitled: «The roles of Métis Women in Batoche in 1885 », Batoche, Saskatchewan, May 9.
- 2008 « The Métis, Laurent Garneau and the University of Alberta: North Saskatchewan Stories », paper presented at the conference Laurent Garneau and the Métis, Institute of Canadian Studies/Faculty of Native Studies, University of Alberta, April 10-11.
- 2008 With Prof. Catherine Bell, « Legal and Historical Foundations of Métis Rights in Alberta », paper presented at the Legal History Symposium, Poet's Cove, British Columbia, February 8.
- 2007 « Les Métis et le Canada ou comment sortir du purgatoire perpétuel », paper presented at the conference 25th Anniversary of the Canadian Constitution: Perspectives from the West, Institute of Canadian Studies, University of Alberta, April 20-24, 2007.
- 2007 « Voegelinian and Hayekian Influences in Thomas Flanagan's Writing », paper presented at the conference Research as Resistance: Exploring the Diversity of Indigenous Studies Approaches, Faculty of Native Studies, Lister Conference Centre, Edmonton, August 22-24.
- 2006 « Un passé métis au quotidien et au féminin », paper presented during the 59th Congress of the Institut d'histoire de l'Amérique française, Une histoire au quotidien, Montreal (Quebec), October 19, 20 and 21.
- 2006 «Chasse aux bisons et politique environnementale, au passé et au présent », paper presented at the Conference Gabriel Dumont : histoire et identité métises, Saint-Boniface, Manitoba, September 21, 22 and 23.

2005 « Elitekey: The Nationalist Gaze of an Aboriginal Artist », paper presented at an international conference entitled Indigenous Women and Feminism, Edmonton, Alberta. August 25-28.

### International Conferences

2013 Paris, France. Participating in a workshop entitled Indigenous Peoples and Their Rights to Land: Land Policy and Use, Conservation, Extractive Industries organized by the research group SOGIP (Scales of Governance – the UN, States and Indigenous Peoples; Self-determination in the age of Globalization), École des hautes études en sciences sociales (EHESS), June 18 to 21.

2013 Rennes, France. « La guerre des mémoires pour engendrer un devoir de mémoire : le cas de la murale Grandin à Edmonton en Alberta », Paper presented at the French Association of Canadian Studies, June 12-15.

2012 Vienna, Austria. « Connecting urban and aboriginal histories: Methodological Considerations For an urban Aboriginal history in Quebec », Paper presented at the Americanistas Congress, July 19-22, 2012.

2011 Montpellier, France. « Repousser les frontières du fédéralisme et de l'impérialisme canadien: une remise en question autochtone », Paper presented at the conference Stretching Borders: How Far Can Canada Go?, June 15-18, 2011.

2011 Nantes, France. Invited speaker. « La reconnaissance des droits des Métis de l'Alberta: Réconciliation ou tension? », Paper presented at the conference Droits de L'homme et recherché universitaire dans les Amériques: Société civile et droits des autochtones et des afro-descendants, June 6, 2011.

2010 Beig Meil, France. Invited speaker. « Le Métis, le sang-mêlé et le mestizo : Pour une analyse comparée d'une identité contestée », Paper presented at the conference La dynamique des droits : examplarités autochtone et bretonne, February 16-19, 2010.

2009 Grenoble, France. « La troisième « résistance » métisse de l'Ouest canadien : une simple question de partage ». Paper presented at the conference Living in Canada : Accords et Dissonances, Association française d'études canadiennes, June 11-12, 2009.

2009 Innsbruck, Austria. Invited speaker. «The Métis and Canada: The On-going Fight for Recognition». Centre for Canadian Studies at Innsbruck, May 7, 2009.

2009 Oxford, England. « Who are you?»; “Justify your existence to Us?»: The Métis Fight for Inclusion in a Bilingual and Multicultural Canada ». Paper presented at the conference Being, Becoming and Belonging: Multiculturalism, Diversity and Social Inclusion in Modern Canada, British Association of Canadian Studies, March 28-30, 2009.

2007 Paris, France. «Thomas Flanagan et la propriété privée dans les réserves autochtones». Paper presented at the conference Le conservatisme : le Canada en contexte organized by La Sorbonne Nouvelle Paris 3, April 27 et 28, 2007.

2007 Mexico City, Mexico. «The Role, The Place and The Politics of the Mestizos, the Mixed Blood and the Métis in North America». Paper presented with Dr. Isabel Altamirano-Jimenez at the Conference organized by the Mexican Canadian Studies Association entitled Territorio y sociedad en América del Norte. Universidad

Autonoma Metropolitana, February 13-15, 2007.

- 2006 Dunedin, New Zealand. «Elitekey by Teresa Marshall». Paper presented at the conference Celebrating Indigenous Knowledge: Turoua ngā whetū, February 14-17, 2006.
- 2005 Edinburgh, Scotland. «From 'Forgotten People' to Aboriginal People: Canada and the Métis». Paper presented at the International colloquium First Nations, First Thoughts, August 4-6, 2005.
- 1998 Sydney, Australia. «The Reform Party and The Aboriginal Peoples of Canada: Prospects for Diversity and Equality? » presented at Macquarie University, Sydney, Australia. Colloquium entitled Diversity in Australia, Canada and New Zealand: Challenges and Opportunities, July 9-1, 1998.

### Research Grants (External)

- 2012 – ongoing, SSHRC Project Title / Role: Material traces of ethnogenesis: An archaeological and spatial analysis of the Métis cultural landscape in the Canadian West, 1700-1880 Collaborator – P.I.: Kisha Supernant, (Anthropology Department, UofA) and Frank Tough (Faculty of Native Studies) Total Amount \$ 74,980
- 2011-Ongoing, SSHRC Project Title / Role: The British Origins of Canadian Multiculturalism Collaborator – P.I.: Donald Ipperciel (Campus Saint-Jean) Total Amount \$84,140
- 2011-Ongoing, SSHRC (subgrant--CURA) Aboriginal People and the City in Quebec: Identity, Mobility, Quality of Life, Governance, Project Title / Role: La contribution autochtone à l'histoire de la ville de Montréal et à celle de la ville de Gatineau-Hull-Ottawa: 1867-1960, Co-Investigator with Daniel Salée (Concordia University) and Thibault Martin (Un. Du Québec en Outaouais). Total Amount \$ 15,000.
- 2009-Ongoing, SSHRC (subgrant - Dialog: Aboriginal Peoples Research and Knowledge Network) Project Title / Role: Chronology of Aboriginal Events, Co-Investigator – P.I. Carole Lévesque, Total Amount \$ 20,000 Year
- 2007-ongoing, SSHRC Project Title / Role: DIALOG- Aboriginal Peoples Research and Knowledge Network, Co-Investigator – P.I. Carole Lévesque, Total Amount \$2,100,000
- 2006-2011, SSHRC Project Title / Role: Miyowahkohtowin ohci Nehiyawikiskinohamakosiwin ota Alberta : Good Relations for Cree Language Education in Alberta, Co-Investigator – P.I. Ellen Bielawski, Total Amount \$113,483.
- 2008-2009, SSHRC 4A Project Title / Role: Analyse de l'idéologie du parti conservateur de Stephen Harper: influences et répercussions sur les politiques , Co-Investigator with Dr. Frédéric Boily (CSJ) Total Amount \$7,500
- 2007-2010, International, Intergovernmental and Aboriginal Relations (Government of Alberta), Project Title / Role: Historical and Legal Foundations of Metis Aboriginal Rights in Alberta, Co-Investigator with Catherine Bell (Law), Total Amount \$71,231.15.
- 2006-2007, International, Intergovernmental and Aboriginal Relations (Government of Alberta), Project Title / Role: Historical and Legal Foundations of Metis Aboriginal Rights in Alberta, Co-Investigator with Catherine Bell (Law), Total Amount \$42, 252.
- 2007-2008, SSHRC 4A Project Title / Role: The Life and Death of a Prairie Métis Utopia: Saint-Paul-des-Métis, Principal Investigator, Total Amount \$7,500.
- 2006-2008, SSHRC 4A Project Title / Role: Saint-Paul-des-Métis: The Making of a Métis Community, Principal Investigator, Total Amount \$7,500.
- 2003-2010, SSHRC (CURA) Project Title / Role: Otipimsuak: Métis Land and Society in Northwest Saskatchewan, Collaborator – P. I.: Frank Tough, Total Amount \$1,000,000.
- 2003-2010, SSHRC Project Title / Role: "Putting the Métis Back on the Map: " An Historical Geography of the Métis Nation, Collaborator – P.I.: Frank Tough, Total Amount \$90,456.

## Funding Organization

2003-2006, Secrétariat francophone (Government of Alberta), Project Title / Role: Lacombe Project, Co-investigator with Claude Couture, Total Amount \$50,000.  
2005-2007, Small faculty (EEF-SAS) Project Title / Role: A Social History of Ile-à-la-Crosse, Principal Investigator, Total Amount \$5,000.  
2013 – Ongoing, Office of the Provost, Project Title / Role: Aboriginal Academic Programming, Recruitment and Retention of Aboriginal Students, Principal Investigator, Total Amount \$ 40,000.  
2012-2013, EEF-SAS (Native Studies), Research, Project Title / Role: Canative Housing Corporation: A Métis project for better housing in Edmonton-Archival research in the Rudnicki papers in Winnipeg, Principal Investigator, Total Amount \$ 2,116.98.  
2011-2012, EEF-SAS (Native Studies), Travel, Project Title / Role: Conference on Nationalism, Total Amount \$ 1, 623.46.

## ACADEMIC AND PROFESSIONAL PRESENTATIONS

Date	Presentation
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See Conferences

## PROFESSIONAL MEMBERSHIPS, QUALIFICATIONS and EXPERIENCE

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### Professional Memberships

Association francophone pour le savoir (ACFAS)  
Canadian Historical Association  
Canadian Studies Association  
French Association of Canadian Studies

### Professional Qualifications

### Professional Experience

University of Alberta:

2013: Member of the Advisory Committee of the Center for Teaching and Learning  
2011-2012: Member of Dean's Council  
2011-2012: Member of General Faculties Council  
2011-2012: Member of President's Research Awards Advisory Committee (PRAAC)  
2010-on-going: McCalla Professorships Selection Committee (small faculties)  
2011-2012: Member of the Northern Council  
2011-2012: Member of the SSHRC Deans committee  
2011-2012: Member of the School of Energy and the Environment board  
2011-ongoing: Member on the Council on Aboriginal Initiatives  
2010-2011: Member of the Committee on the Learning Environment (CLE)  
2009-2011: Member of Academic Standard committee (ASC)  
2006-2012: Teaching, Learning, and Technology (TLAT) presided by Dr. Carl Amrhein (Provost).  
2005-2006: E-Learning Plan Development Committee presided by Dr. Paul Sorenson (Vice-Provost and Associate VP Info Tech).  
2005-2006: L2 Liaison Committee.

Faculty of Native Studies:

2012-ongoing: Graduate Studies Committee  
2010-2012: Member of Faculty Evaluation Committee

2011-2012: Chair, selection committee for two appointments in Native Studies  
2009-ongoing: Member of the Executive Committee  
2009-ongoing: Member of the Academic Affairs Committee  
2010: Chair of the hiring committee for the new Faculty student advisor  
2009: Member of the hiring committee for the new Assistant Dean finance  
2007-ongoing: Acting Dean (regularly replaced former Dean while away)  
2007: Chair of the Curriculum Review Committee  
2001-2002: Executive Director of the Parkland Institute, University of Alberta  
1998-2001: Director and editor of Le Franco newspaper



**Name**

Brenda Parlee

**COMPLETED ACADEMIC DEGREES**

<b>Degree Name</b>	<b>Subject Area</b>	<b>Where Completed</b>	<b>Date of Completion</b>
PhD	Natural Resource and Environmental Management	University of Manitoba	2006
MES	Environmental Studies	University of Waterloo	1998
BA Honors	International Development	University of Guelph	1995

**ADVANCED STUDIES IN PROGRESS**

<b>Degree Name</b>	<b>Subject Area</b>	<b>Where Enrolled</b>	<b>Est. Date of Completion</b>
None in Progress			

**ACADEMIC APPOINTMENTS**

<b>Appointment Level</b>	<b>Institution</b>	<b>Dates</b>	<b>Subject Area</b>
Associate Professor – Adjunct (Tenured)	University of Alberta – Faculty of Native Studies and Faculty of Agriculture, Life, and Environmental Sciences	2011 – Present	Resource Economics and Environmental Sociology, Native Studies
Assistant Professor	University of Alberta – Faculty of Agriculture, Life, and Environmental Sciences and Faculty of Native Studies	2007-2011	Resources Economics and Environmental Sociology, Native Studies
Research Associate - Sessional	University of Alberta – Faculty of Agriculture, Life, and Environmental Sciences	2006 - 2007	Resources Economics and Environmental Sociology, Native Studies

**ADMINISTRATIVE APPOINTMENTS**

<b>Appointment Level</b>	<b>Institution</b>	<b>Dates</b>
Canada Research Chair	University of Alberta	2007 – Present
Chair, Faculty of Native Studies Faculty Evaluation Committee	University of Alberta	2013 - Present
Committee Member, Faculty of Native Studies Council	University of Alberta	2007- Present
Committee Member, University of Alberta Interdisciplinary Health Research Advisory Committee	University of Alberta	2010 – 2017

Committee Member, Office of Sustainability's Academic Advisory Committee	University of Alberta	2010 – 2017
Committee Member, Faculty of Native Studies Academic Affairs Committee	University of Alberta	2009 – 2017
Committee Member, Board of Environmental Studies Research Centre	University of Alberta	2008 - 2017

## TEACHING EXPERIENCE

Institution	Dates	Course Taught
University of Alberta	2007 – Present	NS 403/503, Issues in Aboriginal Health and Well-Being NS 503, Perspectives on Traditional Knowledge RSOC 365, Rural Sociology – Environment and Development RSOC 475, Environmental Sociology RSOC 500, "North of 60" (Graduate Seminar with Dr. David Schindler/Dr. Naomi Krogman)

## SCHOLARLY PARTICIPATION

### Books Authored or Edited

Date	Activity
2011 (In Press)	" <i>When the Caribou do Not Come... The Social Ecological Complexity of Community-Caribou Relations in the Western Arctic</i> ", University of British Columbia Press.
2014 (In Press)	"Where are all the Women? A Contemporary Ethnography of Gwich'in Women in the Northwest Territories", <i>Native Peoples: The Canadian Experience</i> , 2nd(1), 220-244, Oxford University Press. [Book Chapter]
2012 (In Press)	"Gender and the Social Dimensions of Changing Caribou Populations in the Western Arctic", <i>Indigenous Women's Knowledge</i> , Undetermined, Athabasca University Press. [Book Chapter]
2012 (In Press)	"Resource Development and the Social Economy of Northern Canada", <i>The Social-Economy Network of Northern Canada</i> , Undetermined, University of Toronto Press. [Book Chapter]
2010	"Where are the Stories of the Denesoline?" In <i>Pikes Portage, Stories of a Distinguished Place</i> . Asfeldt, Dundurn Group. [Book Chapter]
2005	A Place for Traditional Ecological Knowledge in Resource Management. In <i>Breaking Ice: Integrated Ocean Management in the Canadian North</i> , edited by F. Berkes, R. Hubert, H. Fast and M. Manseau. Calgary, AB: University of Calgary Press. [Book Chapter]
2005	"Understanding and communicating about ecological change: Denesoline Indicators of ecosystem health. In <i>Breaking Ice: Integrated Ocean Management in the Canadian North</i> , edited by F. Berkes, R. Hubert, H. Fast and M. Manseau. Calgary, AB: University of Calgary Press. [Book Chapter]

## Refereed Publications

Date	Activity
2014	Tracking Change: Traditional Knowledge and Monitoring Wildlife Health. <i>Human Dimension of Wildlife Management</i> , 19(1), 47-61.
2013	Dene Hunting Organization in Fort Good Hope, NT and Ways we Share What We Can. <i>Arctic</i> , 66(4), 435-447.
2013	Ways We Respect caribou: Teet'it Gwich'in Rules. <i>Arctic</i> , 66(1), 68-78.
2013	Community Hunts and Social-Ecological Resilience in Fort Good Hope, NWT. <i>Human Ecology</i> .
(Submitted)	
2012	Finding Voice in a Changing Ecological and Political Landscape – Traditional Knowledge and Resource Management in Settled and Unsettled Claim Areas of the Northwest Territories. <i>Aboriginal Policy Studies</i> , 2(1), 56-87.
2012	Well-Being in the Arctic: A Synthesis of Selected Research from the Canadian International Polar Year. <i>Climatic Change</i> , 114(S), 1-38.
2012	Social-Ecological Thresholds in a Changing Boreal Landscape: Insights from Cree Knowledge of the Lesser Slave Lake Region of Alberta. <i>Ecology and Society</i> , 17(11), 20.
2012	Racial Discrimination, Post Traumatic Stress and Gambling Problems among Urban Aboriginal Adults in Canada. <i>Journal of Gambling Studies</i> , 28(4)
2012	Climate, Culture Change: Inuit and Western Dialogues with a Warming North – Book Review. <i>Journal for the Study of Religion, Culture and Environment</i> , 6(3), 385-387.
2011	Enculturation and Alcohol Use Problems Among Aboriginal Students. <i>Canadian Journal of Psychiatry</i> , 56(12), 735-742.
2010	A Culturally Appropriate Approach to Civic Engagement: Addressing Forestry and Cumulative Social Impacts in Southwest Yukon. <i>Forestry Chronicle</i> , 86(6), 723-729.
2009	The Influence of Family History on Learning Opportunities of Inuvialuit Youth. <i>Inuit Studies</i> , 33(1/2), 191-207.
2007	The Dene Way of Life – Perspectives on Health from Northern Canada. <i>Journal of Canadian Studies</i> , 41(3): 1-15.
2006	Indigenous knowledge of ecological variability and commons management: A case study on berry harvesting from northern Canada. <i>Human Ecology</i> , 34(4): 515-528.
2005	Health of the land, health of the people: A case study on Gwich'in berry harvesting. <i>EcoHealth</i> , 2(2): 127-137.
2005	Using Traditional Knowledge to Adapt to Change: Denesoline Monitoring of Caribou Movements. <i>Arctic</i> 58(1): 26-37.

## Non-Refereed Publications

Date	Activity
2011	"Community and Caribou: Workshop Report", University of Alberta, 45
2009	"Toolbox for Applying Traditional Knowledge in Aquatic Effects Monitoring Programs (AEMPs) in the Northwest Territories", Indian and Northern Affairs Canada, 70.

## Conference Presentations including Academic & Professional Presentations

Date	Activity
6/19/2012	"We're eating fish": Food security in a caribou crisis through the lens of socioecological resilience", Indigenous Connections to Rangifer Tarandus. 18th International Symposium on Society and Resource Management, Canada, Alberta, Edmonton
6/19/2012	"Caribou and Communities", Indigenous Connections to Rangifer Tarandus - 18th International Symposium on Society and Resource Management, Canada, Alberta, Edmonton
6/12/2012	"Perspectives on Social Inequality in the Oil Sands", Workshop on the Oil Sands for the Association for the Advancement of Sustainability in Higher Education and the University of Alberta Office of Sustainability, Canada, Alberta, Edmonton
11/18/2011	"Knowledge on the Margins? A Closer look at Opportunities for Traditional Knowledge in Resource Management Decision-Making in the Northwest Territories", Faculty of Native Studies Research Day, Canada, Alberta, Edmonton
4/23/2011	"Arctic Peoples, Culture Resilience and Caribou", International Polar Year. – From Knowledge to Action, Canada, Quebec, Montreal
3/13/2011	Parlee B, McMillan R, "Hunting Values and Social-Ecological Resilience in Fort Good Hope, NWT, Canada", Resilience 2011, Resilience, Innovation and Sustainability: Navigating the Complexities of Global Change, United States, Arizona, Tempe
1/12/2011	Parlee B, Angel A, "Deconstructing the 'wicked nature' of unmanaged recreational land use in a rapid resource development context: A case-study in north-eastern, Alberta, Canada", International Association for the Study of the Commons, India, Hyderabad
10/22/2010	Parlee B, Whitehead M (Mikisew Cree First Nation Government and Industry Relations), "Multiple Paths to Sustainability: A Discussion on Aboriginal Community Involvement in Environmental Governance of Oil Sands Mining", Unwrap the Research, Canada, Alberta, Fort McMurray
9/30/2010	Wray K, Parlee B, "Rules in Use guiding Hunter Behaviour in the Porcupine and Bluenose West Range, NWT", North American Regional Meeting of the International Association for the Study of the Commons, United States, Arizona, Tempe
9/30/2010	McMillan R, Parlee B, "Sharing of Caribou Meat in the Sahtu community of Fort Good Hope", North American Regional Meeting of the International Association for the Study of the Commons, United States, Arizona, Tempe

- 9/30/2010 Parlee B, "Cultural Continuity in Community-Caribou Relations: Gendered Perspectives on the Importance of Educating Younger Generations", North American Regional Meeting of the International Association for the Study of the Commons, United States, Arizona, Tempe
- 5/11/2010 Parlee B, "Multi Scale Landscape Perspectives of Teetl'it Gwich'in Women - Documenting Northern Landscapes and Environmental Knowledge - Community Collaborations, Resource Management and Looking Toward the Future", International Congress of Ethnobiology, Canada, British Columbia, Tofino
- 3/26/2010 Parlee B, "More on 'I am not the Great Hunter, My Wife is...': Gender and Traditional Knowledge in the Western Arctic", Aboriginal Women and Leadership Symposium, Canada, Alberta, Edmonton
- 5/14/2009 Parlee B, Napoleon V, "Social Capital and the Well-being of Aboriginal Single Mothers. Equitable Access to Health Care for Aboriginal Peoples", International Congress on Circumpolar Health, Canada, Northwest Territories, Yellowknife
- 5/14/2009 Salokangas R, Parlee B, "Role of Education in Influencing Community Wellbeing", International Congress on Circumpolar Health, Canada, Northwest Territories, Yellowknife
- 23-08-2007 "Perspectives on the effects of Resource Development on Aboriginal Communities". A Panel Presentation for the Faculty of Native Studies "Research as Resistance" Symposium at the University of Alberta: Edmonton, AB
- 6/19/2007 "Diamonds are Forever: The Limitations of Aboriginal Participation in Resource Management in Northern Canada" A Paper presented at the International Symposium on Society and Resource Management (13<sup>th</sup> Annual). Park City, Utah
- 6/19/2007 "Nakatehtamosoyahk Ote Nekan Nitaskenan: Care for our Land for the Future". A Paper presented at the International Symposium on Society and Resource Management (13<sup>th</sup> Annual). Park City, Utah
- 8/9/2004 Parlee, B., Fikret Berkes, and Lutsel K'e Dene First Nation. Building Knowledge about Variability in the Abundance and Distribution of Natural Resources: A Case Study on Berry Harvesting from Northern Canada. Paper read at International Association for the Study of Common Property (10th Biennial): The Commons in an Age of Global Transition: Challenges, Risks and Opportunities, at Oaxaca, Mexico
- 6/1/2004 Parlee, B., and the Teetlit Gwich'in Renewable Resources Council. Indicators based on local and traditional knowledge: Tools for understanding cultural landscape change. Paper read at Environmental Studies Association of Canada 10th Annual Conference: Indigenous Cultural Landscapes of the Americas: Heritage and Dynamics, at Winnipeg, Manitoba
- 11/11/2003 Parlee, B. Communities and Co-management: The good, the bad and the 'messy'. Paper read at Redefining Relationships: Learning from a decade of Land Claim implementation, at Ottawa, Ontario
- 11/13/2003 Parlee, B. Community-Based Monitoring. A Paper read at the Oceans Management Research Network: Workshop on Community-Based Research and Monitoring. Ottawa, Ontario

5/18/2003	Parlee, B. Indicators of Social-Ecological Health: A case study from northern Canada. A paper read at the International Development Research Centre (IDRC) Conference: Ecosystem Approaches to Human Health. Montreal, PQ
10/25/2002	Parlee, B. 2002. Community-Based Indicators and Monitoring: The Value of Local and Traditional Knowledge". Paper read at the OMRN 2002 National Conference. Ottawa, ON
10/25/2002	Manseau, M. and B. Parlee. 2002. Traditional Ecological Knowledge and the Management of Natural Resources: Case Studies from northern Canada. Paper read at the OMRN 2002 National Conference. Ottawa, ON
5/28/2002	Parlee, B. 2002. "Community-Based Resource Management in Northern Canada". Paper read at the Environmental Studies Association of Canada 9th Annual Conference. Toronto, ON

### Research Grants

Date	Activity	Amount
	Canada Research Chairs (CRC) – Social Responses to Ecological Change	
2012 – 2017	Canada Research Chair in Social Responses to Ecological Change – Renewal Principal Applicant	\$500,000.00
2011 – 2017	Social Sciences and Humanities Research Council of Canada (SSHRC) "Resources and Sustainable Development in the Arctic" Co-applicant (Chris Southcott, P.I.) Health Canada – National First Nations Environmental Contaminants Program	\$1,750,000
2012 – 2013	"One River, Many Futures: Environmental and Human Health Implications of the Athabasca Oil Sands for the Mikisew Cree First Nation and Athabasca Chipewyan First Nation in Northern Alberta" Co-applicant (Stephan McLachlan, P.I.)	\$458,621.00
2012 – 2013	Aboriginal Affairs and Northern Development Canada (AANDC) – Climate Change Adaptation Program "Alberta First Nations TSAF Climate Change Vulnerability and Adaptation Program" Co-applicant	\$270,000.00
2012	Social Sciences and Humanities Research Council of Canada (SSHRC) – Partnership Grant "Rural Sustainability: Complexity, Informality and Partnerships in Planning, Policy and Governance" Co-applicant (Lars Hallstrom, P.I.)	\$20,000.00
2012 – 2015	Canadian Institutes of Health Research (CIHR) – NEAHR "Alberta NEAHR Network" Co-Investigator	\$700,000.00
2012 – 2013	Diavik Diamond Mines Inc. "Revisiting Kakinene: Desnesoline Traditional Knowledge"	\$100,000.00

	Principal Investigator	
	Canadian Institutes of Health Research (CIHR) – Intervention Grant	
2012	“Evaluating community-based food security interventions across geographically and culturally distinct Aboriginal communities.”	\$30,000.00
	Co-applicant (Noreen Willows, P.I.)	
	Alberta Prion Research Institute – Alberta Ingenuity	
2010 – 2012	“Integrated Risk Management Framework for Chronic Wasting Disease”	\$800,000.00
	Co-applicant (Ellen Goddard, P.I.)	
	Social Sciences and Humanities Research Council (SSHRC) – Standard Research Grant	
2010 – 2011	“Effects of Mining on Community Well-being”	\$30,100.00
	Principal Investigator	
	Government of Canada – International Polar Year	
2008 – 2011	“Arctic Peoples, Culture, Resilience and Caribou”	\$1,200,000.00
	Principal Investigator	
	Social Sciences and Humanities Research Council (SSHRC) – Conference Grant	
2010 – 2011	“Rethinking Caribou: Authors Workshop for Book Project”	\$24,750.00
	Principal Investigator	
	Prion Net Canada, High Impact Grant	
2010 – 2011	“Understanding the Importance of Caribou in the Diets of Households in Selected Communities in Northern Canada”	\$600,000.00
	Co-applicant (Ellen Goddard, P.I.)	
	University of Alberta, Endowment Future Fund (EFF) – Small Faculties Research	
2007 – 2008	“Social Responses to Landscape Change in the Gwich’in Region of the Northwest Territories”	\$5,000.00
	Principal Investigator	
	Government of the Northwest Territories – Environment and Natural Resources	
2007 – 2009	“Conservation, Sustainable Development and Community Values Research Project”	\$50,000.00
	Co-Investigator (Dr. Milton Freeman, P.I.)	
	Canadian Institute of Health Research (CIHR)	
2007 – 2010	“ACADRE – Access to Health Research: Participation and Empowerment of Aboriginal Peoples”	\$500,000.00
	Collaborator, (Dr. Malcolm King, P.I.)	
	Social Sciences and Humanities Research Council (SSHRC) – Strategic Grant	
2007 – 2010	“Community Perspectives of Changing Caribou Populations”	\$270,000.00
	Principal Investigator	

	Social Sciences and Humanities Research Council (SSHRC) – Northern Research Development Grant	
2007 – 2009	“Perspectives on the Socio-Economic Effects of Changing Caribou Populations” Principal Investigator	\$220,000.00
	Social Sciences and Humanities Research Council (SSHRC) – Northern Research Development Grant	
2006 – 2008	“Adaptation to Social Impacts of Resource Development in the Mackenzie Valley” Co-Investigator, (Dr. N. Krogman, P.I.)	\$50,000.00
	Sustainable Forest Management Network (Canadian Centres of Excellence)	
2007 – 2009	“Shared Land Use: Management of Cumulative Resource Development in the Treaty #8 Region of Canada” Co-Investigator (Dr. J. Frideres, P.I.)	\$100,000.00
	Canadian Institute of Health Research (CIHR)	
2006 – 2007	“Co-morbid addictive behaviours among urban aboriginals: Resiliency and cultural accommodation” Co-Investigator (T. Cameron Wild, P.I.)	\$50,000.00
	Government of Alberta	
2007 – 2008	“Socio-Economic Implications of Transmissible Spongiform Encephalopathies (TSEs): Chronic Wasting Disease (CWD)” Co-Investigator, (W. Adamowicz, P.I.)	\$100,000.00
	Social Sciences and Humanities Research Council (SSHRC) (Canada Research Chairs)	
2007 – 2011	“Canada Research Chair in Social Responses to Ecological Change” Principal Investigator	\$500,000.00
	Canadian Foundation for Innovation	
2007 – 2011	“Community-Based Research Lab – Social Responses to Ecological Change” Principal Investigator	\$500,000.00
	International Polar Year (Government of Canada)	
2007 – 2009	“Arctic Resiliency and Diversity: Communities’ Response to Change” Collaborator, (Dr. Laurie Chan, P.I.)	\$1,200,000.00
	Sustainable Forest Management Network (Canadian Centres of Excellence)	
2007 – 2010	“Barriers to the Management of Cumulative Effects in Treaty 8 Region of Alberta and British Columbia” Co-Investigator (Dr. John Innes, P.I.)	\$50,000.00
	Urban Aboriginal Strategy (Government of Alberta)	
2006	“Generating and Maintaining Social Capital with Single Mothers in Edmonton, AB” Co-Investigator with Val Nepoleon	\$45,000.00



## **ACADEMIC AND PROFESSIONAL PRESENTATIONS**

**Date**      **Presentation**

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Included above with Conference Presentations

## **PROFESSIONAL MEMBERSHIPS, QUALIFICATIONS and EXPERIENCE**

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### **Professional Memberships**

Association of Academic Staff University of Alberta

### **Professional Qualifications**

### **Professional Experience**

Director – Lutsel K'e Dene First Nation – Wildlife, Lands and Environment Committee (1998-2001)

**Name**

Sean Robertson

**COMPLETED ACADEMIC DEGREES**

Degree Name	Subject Area	Where Completed	Date of Completion
PhD	Human Geography	Simon Fraser University	2011
JD	Law	University of British Columbia	2003
MA	Architecture	University of British Columbia	1998
BA	Art History	University of British Columbia	1994

**ADVANCED STUDIES IN PROGRESS**

Degree Name	Subject Area	Where Enrolled	Est. Date of Completion
NONE			

**ACADEMIC APPOINTMENTS**

Appointment Level	Institution	Dates	Subject Area
Assistant Professor	University of Alberta – Faculty of Native Studies	2012 – Present	Native Studies
Instructor	Simon Fraser University	2012, 2011, 2010, 2007	Social Geography
Postdoctoral Fellow or associate	Carleton University	2012	Geography and Environmental Studies
Visiting Scholar	University of British Columbia	2011 – 2012	Law

**ADMINISTRATIVE APPOINTMENTS**

Appointment Level	Institution	Dates
Director of Graduate Studies – Faculty of Native Studies	University of Alberta	2014 – Present

**TEACHING EXPERIENCE**

Institution	Dates	Course Taught
University of Alberta	2012 – Present	NS 111, Contemporary Perspectives in Native Studies NS 240, Introduction to Aboriginal Legal Issues NS 280, Repatriation, Intellectual Property and Beyond: The Law and Politics of Aboriginal Cultural Heritage NS 340, Aboriginal Legal Issues NS 403/404, Emotions and Affect: The Politics of the Body in Indigenous Public Art Spaces NS 503/504, The Indigenous Politics of Cultural Law
Simon Fraser University	2012	GEOG 241, Social Geography GEOG 381, Political Geography

**SCHOLARLY PARTICIPATION**

Books Authored or Edited

Date	Activity
2006	Introduction. <i>The 'Place' of Justice</i> . (Halifax: Fernwood): 7-22.

**Refereed Publications**

Date	Activity
2015a	Natives making space: The Softwood Lumber dispute and the legal geographies of Indigenous property rights. <i>Geoforum</i> , 61, 138-147.
2015c (Under	"Thinking of the land in that way": feeling(s) in Secwepemc knowledge, sovereignty and the spatial politics of attentiveness in the protection of Skwel'kwel'welt. <i>Social and Cultural Geography</i> .

Review)	“Thinking of the land in that way”: feeling(s) in Secwepemc knowledge, sovereignty and the spatial politics of attentiveness in the protection of Skwelkek’welt. <i>Social and Cultural Geography</i> .
2014	Extinction is the dream of modern powers: Bearing witness to the return to life of the Sinixt Peoples? <i>Antipode</i> , 46 (3), 773-794.
2013	Imageability and form in the Grande Bibliotheque du Quebec: The Baroque as a more-than-representational technique toward the paradoxical particularity of experience in space. <i>Environment and Planning D: Society and Space</i> , 31, 1091-1108.
2012	Exception to excess: tactical use of the law by outgroups in bias crime legislation. <i>Law &amp; Social Inquiry: journal of the American Bar Association</i> , 37(2), 456-474.
2005a	Re-imagining economic alterity: a feminist critique of the juridical expansion of bio-property in the <i>Monsanto</i> decision at the Supreme Court of Canada. <i>University of Ottawa Law and Technological Journal</i> , 2(2), 227-253.
2005b	Spaces of exception in Canadian hate crimes legislation: accounting for the effects of sexuality-bases aggravations in <i>R. v. Cran</i> . <i>Criminal Law Quarterly</i> , 50(4), 482-507.
2004	No Lego, yes logo: <i>Kirkbi AG and Lego Canada Inc. v. Ritvik Holdings Inc.</i> at the Federal Court of Appeal. <i>Canadian Journal of Law and Technology</i> , 3(3), 141-147.

### Non-Refereed Publications

Date	Activity
2015b	Appropriation (?) of the month: Kent Monkman – re-messaging the landscape genre with Indigenous sovereignty. <i>IPinCH: Intellectual Property Issues in Cultural Heritage: Theory, Practice, Policy, Ethics</i> , < <a href="http://www.sfu.ca/ipinch/outputs/blog/appropriation-month-kent-monkman-re-messaging-landscape-genre-indigenous-sovereignty">http://www.sfu.ca/ipinch/outputs/blog/appropriation-month-kent-monkman-re-messaging-landscape-genre-indigenous-sovereignty</a> >
2009	Aaron’s Law: Space matters in hate crimes sentencing. <i>Xtra!West</i> (November), 13-14 [Newspaper Article]
2008	<i>Property in Question: Value Transformation in the Global Economy</i> by Katherine Verdery and Caroline Humphrey (eds.). <i>Progress in Human Geography</i> , 32(1), 169-171 [Book Review].
2007	<i>Worldview Skills: Transforming Conflict from the Inside Out</i> by J. Sutherland. <i>Canadian Journal of Law and Society</i> , 22(1), 154-157 [Book Review].
2006	<i>Multitude: War and Democracy in the Age of Empire</i> by Michael Hardt and Antonio Negri. <i>Antipode</i> , 37(5), 188-191 [Book Review].
2003	Performing ‘kiddie porn’: rethinking democracy in the law. <i>University of British Columbia Law Review</i> , 36(1), 137-153 [Review Essay].

### Conference Presentations

Date	Activity
June 10-12, 2015.	“The emotional geographies of Indigenous law: An introduction” Emotional Geographies: 5th International and Interdisciplinary Conference University of Edinburgh: Edinburgh, Scotland
May 25-29, 2015.	“‘Friendship’ as a way of research: making the common from the in-between of Indigenous-nonIndigenous relationships” International Association for the Study of the Commons Conference, University of Alberta: Edmonton, AB. Co-authored (75%) with Kenzie Bunting (25%).
June 12-13, 2014	“Feeling(s) and the Spatial Politics of ‘Attentiveness’ in the Protection of Skwelkek’welt” Symposium: Urbanization, Migration and Aboriginal Rights, Minzu University: Beijing, China.
May 27, 2014	“Thinking of the Land ‘In That Way’”: Feeling(s) in Worldviews, Knowing Traditional Ecological Knowledge and the Spatial Politics of ‘Attentiveness’ in the Protection of Skwelkek’welt” Canadian Association of Geographers Annual Meeting (Congress), Brock University: St. Catherine’s, Ontario.
December 12, 2013	“Learning from the Land I - Elder/Youth Land Camps as a Research Method” ArcticNet Annual Scientific Meeting: Halifax, Nova Scotia. Co-authored (40%) with Dr. Gita Ljubicic (40%), Rebecca Mearns (10%) and Simon Opakok (elder) (10%).
December 12, 2013	“Learning from the Land II - Elder/Youth Land Camps for Education” ArcticNet Annual Scientific Meeting: Halifax, Nova Scotia. Co-authored (10%) with Mr. Simon Opakok (elder) (40%), Rebecca Mearns (40%) and Dr. Gita Ljubicic (10%).
April 9-13, 2013	“Learning from the Land: Lessons in Reciprocity and Research Relationships Through an Elder-Youth Land Camp in Gjoa Haven, Nunavut” Annual Meeting of the Association of American

	Geographers: Los Angeles, CA. Co-authored (40%) with Dr. Gita Ljubicic (40%) and Rebecca Mearns (20%).
December 10-14, 2012	"Where are the Caribou? The Curious Case of King William Island Nunavut" ArcticNet Annual Scientific Meeting: Vancouver, BC.
November 16-20, 2011	Co-authored (35%) with Dr. Gita Ljubicic (65%). "Bearing witness to bare life: Counter-geographies of the 'extinction' of the Sinixt peoples" American Anthropological Association Annual Meeting: Montréal, PQ.
April 12-16, 2011	"Declarations of our death have been greatly exaggerated: Witnessing the countergeographies of the 'extinction' of the Sinixt peoples" Annual Meeting of the Association of American Geographers: Seattle, WA.
May 27-30, 2009	"April 26, 2002: Native Trans-Nationalism, Rights and the Frustrations of Global Democracy in the WTO Softwood Lumber Decision" Annual Meeting of the Canadian Association of Geographers: Ottawa, ON.
April 15-19, 2008	"At the Frontiers of the Market and Citizenship: Intellectual Property Globalization and the Indigenization of Western Property Norms" Annual Meeting of the Association of American Geographers: Boston, MA.
November 11, 2007	"Natives Making Place: Rhetoric, Practice and the Moral Economy of Intellectual Properties" Utopian Property Workshop, Law Department, University of Kent/University of Westminster: London, UK.
July 4-5, 2006	Graduate Student Workshop, Law and Society Association Meeting: Baltimore, MD.
April 28-30, 2006	"A Place to Re-member: Identity, Locality and the Common in the Okanagan nation" The Commons Conference, Forum on Privatization and the Public Domain & POLIS, University of Victoria: Victoria, BC.
March 17-18, 2006:	"A Place to Re-member: Place, Culture and Resistance in Penticton, BC" Association of Law, Culture and the Humanities, College of Law, Syracuse University: Syracuse, NY.
March 7-11, 2006	"How Hate has Become Vital: The Unexceptional Biopolitical Production of Everyday Spaces of Exception" Annual Meeting of the American Association of Geographers: Chicago, IL.
July 11-13, 2005	"Re-Imagining Economic Alterity: A Feminist Critique of the Juridical Expansion of Bio-Property in the Monsanto Decision at the Supreme Court of Canada" Alternative Economic Spaces/New Political Stories, Department of Geography, University of Hull: Hull, England.
June 28-30, 2002	"A Baroque Imagination towards an Empire-Without-Subjects: A Genealogy of Humanism in the Desire Economy" Gender, Sexuality and Law 2, Law Department, Keele University: Staffordshire, England.
May 30 - June 1, 2002	"Acting Up in the Shadow of Empire: Relocating Resistance in Radical Democracy" The Reach of Law, Law & Society Association and Canadian Law & Society Association: Vancouver, BC. Co-authored with Dr. Ruth Buchanan.

### Research Grants

Date	Grant	Amount
2014-2019	Social Sciences and Humanities Research Council of Canada – Insight Grant <i>Introducing the Emotional and Affective Geographies of Law: Strengthening Community through the Practice and Feeling(s) of Inuit Law</i> Principal Investigator	\$211,199.00
2013-2016	Social Sciences and Humanities Research Council of Canada – Standard Grant (Dr. Gita Ljubicic, Principal Investigator) <i>Connecting Inuit Elders and Youth: Learning about Caribou, Community and Well-Being</i> Co-Investigator	\$10,000.00
2013	University of Alberta: Endowment Fund for the Future – Support for the Advancement of Scholarship Principle investigator	\$2,500.00

### ACADEMIC AND PROFESSIONAL PRESENTATIONS

Date	Presentation
May 25-29, 2015	Social Movements and the Common Wealth [conference panel organizer] International Association for the Study of the Commons Conference: Edmonton, AB,
April 16, 2015.	Aboriginal Research Roundtable. University of Alberta, Grants Assist Program: Edmonton, AB.
November 5, 2014.	"Introducing the Emotional and Affective Geographies of Law: Strengthening Community through the Practice and Feeling(s) of Inuit Law." University of Alberta: SSHRC Success Stories: Edmonton, AB.
September 20, 2014	Ruth Gorman and the Fight for Aboriginal Rights in Mid-20st Century Alberta – Lecture by Dr. Frits Pannekoek [lecture co-organizer] to Royal Alberta Museum: Edmonton, AB,
April 19-20, 2012	"Natives Making Space: The Interior Alliance and the Legal Geographies of the <i>Softwood Lumber Case</i> at the World Trade Organization" <i>Where now? Moving Beyond Traditional Land Geographies</i> , Baldy Center for Law and Social Policy, University of Buffalo: Buffalo NY.
January 28-29, 2012	"Difference and Spatiality in Legal Pluralism: Problems with Performing Customary Law at the WTO" <i>Transforming Colonial Categories? Customary Law, Legal Pluralism and the Cultural Heritage of Indigenous Peoples</i> , IPinCH Working Group on Customary, Conventional and Vernacular Legal Forms, York Centre for Public Policy and Law, York University: Toronto, ON.
March 31, 2011	"Declarations of Our Death Have Been Greatly Exaggerated: Witnessing the "Extinction" of the Sinixt Peoples" Spring Lecture Series, SFU Department of Archaeology: Burnaby, BC.
October 28, 2005	"The Spaces of Exception in the City: Hate Crimes and Citizenship" Presented to an undergraduate fourth-year seminar on urban sociology, UBC Department of Sociology: Vancouver, BC.

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## PROFESSIONAL MEMBERSHIPS, QUALIFICATIONS and EXPERIENCE

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### Professional Memberships

Graduate Student Associate, Post-Doctoral Student Associate & Associate of Intellectual Property Issues in Cultural Heritage  
 Member of Canadian Association of Geographers  
 Member of Canadian Law and Society Association  
 Member of Association of American Geographers  
 Member of Commission on Legal Pluralism  
 Member and Researcher of the Forum on Privatization and the Public Domain  
 Member of Academic Affairs – Faculty of Native Studies, University of Alberta  
 Grants Assist Program – Academy of Reviewers University of Alberta  
 Associate Deans – Graduate, Council Member University of Alberta  
 Faculty of Graduate Studies and Research Council, Member University of Alberta  
 Leadership Scholarship & Scholastic Distinction Selection Committee University of Alberta  
 Executive Committee Member – Faculty of Native Studies University of Alberta  
 Executive Committee – General Faculties Council University of Alberta  
 Nominating Committee – General Faculties Council University of Alberta  
 International Entrance Scholarship Selection Committee University of Alberta  
 Member of Council – Faculty of Native Studies University of Alberta  
 General Faculties Council, Member, University of Alberta  
 Graduate Student Board Member, Research Ethics Board, Simon Fraser University  
 Steering Committee Board Member & Co-coordinator, First Annual Cascadia Mini-Conference on Critical Geographies, Simon Fraser University

### Professional Qualifications

University Teaching and Learning Certificate  
 French: advanced intermediate Certificate  
 Called to the Bar as a Barrister & Solicitor, Law Society of British Columbia, 2004

### Professional Experience

Teaching Assistant, Simon Fraser University (2004-2005)  
 Research Assistant, University of British Columbia (2004)  
 Articled Student-At-Law, Alexander, Holburn, Beaudin & Lang – LLP (2003 – 2004)  
 Research Assistant, University of British Columbia, (2002)

**NAME**

Frank Tough

**COMPLETED ACADEMIC DEGREES**

<b>Degree Name</b>	<b>Subject Area</b>	<b>Where Completed</b>	<b>Date of Completion</b>
PhD	Geography	York University	1987
MA	Geography	McGill University	1980
BA (Hons)	Geography	University of Winnipeg	1978
BEd	Education	University of Winnipeg	1976

**ADVANCED STUDIES IN PROGRESS**

<b>Degree Name</b>	<b>Subject Area</b>	<b>Where Enrolled</b>	<b>Est. Date of Completion</b>
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N/A

**ACADEMIC APPOINTMENTS**

<b>Appointment Level</b>	<b>Institution</b>	<b>Dates</b>	<b>Subject Area</b>
Professor	University of Alberta, Faculty of Native Studies	1988 – present	Historical geography of the Métis Nation Aboriginal title and Aboriginal harvesting rights Indian Treaties and Métis Scrip Native economic history of the fur trade and frontier capitalism Claims research
Adjunct Professor	Dept. of Resources Economics and Environmental Sociology, Faculty of Agriculture, Life and Environmental Sciences, University of Alberta	2012-2015	Same
Adjunct Professor	Humanities Computing, Office of Interdisciplinary Studies, Faculty of Arts, University of	2012-2016	

China Academic	Alberta China Institute, University of Alberta	22 June 2010→	Indigenous Peoples of Taiwan and the economic history debates about comparative economic development between China and Europe
Adjunct Professor	University of Alberta, Dept. of Rural Economy	1988 - 2011	
Adjunct Professor	University of Alberta, Dept. of Renewable Resources	1999-2005	
Adjunct Professor	Faculty of Graduate Studies & Research, University of Saskatchewan	1998-2008	
Professor	University of Saskatchewan, Native Studies Department	1997-1998	
Visiting Professor	Natural Resources Institute, University of Manitoba	1997	
Associate Member	Dept. of Geography, University of Saskatchewan	1991 - 1997	
Associate Professor	University of Saskatchewan, Native Studies Department	1990-1997	
Visiting Professor	Department of Geography, York University	1990-1991	
Assistant Professor	Native Studies Department, University of Saskatchewan	1984-1990	
Lecturer	Geography Department, Trent University	1982-1984	

## ADMINISTRATIVE APPOINTMENTS

<u>Appointment Level</u>	<u>Institution</u>	<u>Dates</u>
Associate Dean Research	University of Alberta, Faculty of Native Studies	2014-2015 2008-2011
Interim Research Director/Research Director	Rupertsland Centre for Metis Research, University of Alberta	2011 - 2012
Director	School of Native Studies, University of Alberta	1998-2004
Head	Native Studies Department, University of Saskatchewan	1992-1996
Acting Head	Native Studies Department, University of Saskatchewan	1991-1992

## TEACHING EXPERIENCE

<u>Institution</u>	<u>Dates</u>	<u>Courses Taught</u>
University of Alberta	1998-2015	NS 599- Selected Research Topics: Applied Historical Research – Métis Land Rights NS 599 - Selected Research Topics: Métis Aboriginal Rights Litigation – Archival Research NS 503- The Geography of Comparative Indigenous Land Tenures and British Colonial Land Law NS 503 - Directed Readings in Native Studies: Management of Aboriginal Natural Resources NS 499 - Research Project NS 520 - Honors Paper (or Project) NS 499 - Community Based Research NS 490 - Management of Aboriginal Natural Resources NS 435 - Selected Topics in Native Studies: Management of Aboriginal Natural Resources NS 404 - Selected Topics in Native Studies: Theoretical Perspectives in Native Studies NS 403 - Selected Topics in Native Studies: Archival and Historical Research Methods Relating to Treaty and Aboriginal Rights NS 380/403 - Selected Topics In Native Studies: Applied Historical Research and Métis Land Rights



University of  
Saskatchewan

1984-1998

NATST899.6 - Economic History and Native  
People  
NATST899.6 - Native Studies Graduate Seminar  
NATST899.6 -Resource Geography and Native  
People  
NATST899.6 - The Canadian Fur Trade and  
Native People  
NATST899.6 - World Indigenous Peoples:  
Historical and Contemporary Issues  
NATST898.3 - The Canadian Fur Trade and  
Native People  
NATST898.3 - Economic History and Native  
People  
NATST898.3 - Theoretical Issues in Native  
Studies  
NATST898.3 - Historical Cultural Geography of  
the Métis Settlement  
NATST898.3 - Historical Cultural Geography of  
the Métis  
NATST898.3 - Heritage Interpretation of  
Aboriginal Peoples  
NATST898.3 - Applied Native Studies Research  
Methods  
NATST403.3 - Theoretical Perspectives in Native  
Studies  
NATST402.6 - Honours Research Paper  
NATST321.3 - Resource Geography and Native  
People  
NATST310.3 - Native People and the Fur Trade  
NATST309.6 - Native Studies Research Methods  
NATST305.6 - World Indigenous Peoples:  
Historical and Contemporary Issues  
NATST209.3 - Introduction to Native Studies  
Research Methods  
NATST201.6 - Introduction to Native Studies  
Research Methods  
NATST200.6 - History of the Métis and Non-  
Status People of Canada  
NATST110.6 - Introduction to Native Studies

Trent University

1982-1984

GEO 400/410 - Honours Coordinator,  
Dissertation; Advanced Seminar in Geography  
GEO390a - Field Course in Geography (Faculty  
Supervisor)

GEO336a - Development Geography of the Caribbean  
GEO301a - Philosophy of Geography  
GEO220 - Human Geography  
GEO201 - Methods of Geographical Analysis [Surveying and Cartography]  
GEO101 - Man and the Environment

## **SCHOLARLY PARTICIPATION**

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### **Books Authored or Edited**

Date      Activity

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2002, *Bounty and Benevolence, A History of Saskatchewan Treaties* By Arthur J. Ray, Jim Miller and Frank Tough, McGill-Queen's University Press

1977, *As Their Natural Resources Fail: Native Peoples and the Economic History of Northern Manitoba, 1870-1930*, UBC Press.

### **Refereed Publications**

Date      Activity

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*Published Pedagogical Guides*

2000, "Guide to Critical Reading: Analyzing Journal Articles," and "Guide to Critical Writing: Reviewing Articles and Books," *The First Ones: Readings in Indian/Native Studies* David R. Miller, Carl Beal, James Dempsey and R. Wesley Heber, eds. (Piapot Reserve #75: Saskatchewan Federated College Press, 1992) pp. 409, 410; revised and published in Ron F. Laliberte, Priscilla Settee, James B. Waldram, Rob Innes, Brenda Macdougall, Lesley McBain and F. Laurie Barron, *Expression in Canadian Native Studies* (Saskatoon: University of Saskatchewan Press, ca. 2000) pp. 553-556; 557-561.

*Articles, Chapters in Books and Conference Publications*

2013, "'Full Circle': Theories of Property Rights as Indicated by Two Case Summaries Concerning the Individualization of Collective Indigenous Lands Interests," *Journal of Aboriginal Economic Development* vol. 8, no. 2 pp. 24-39. [R]

2013, With Kathleen Dimmer [second], "Great Frauds And Abuses": Institutional Innovation at the Colonial Frontier of Private Property: Case Studies of the Individualization of Maori, Indian And Métis Lands," *Settler Economies in World History* Christopher Lloyd, Jacob Metzger and Richard Sutch, eds. Vol. 9, *Global Economic History Series* Maarten Prak and Jan Luiten van Zanden, series eds. (Linden: Brill, 2013) pp. 205-249. [R]

2011, "'In the Midst of Plenty and Comfort': The Contribution of the Native Labour of the Lake Winnipeg Region during an Era of Economic Growth," *Hidden in Plain Sight:*

- Contributions of Aboriginal Peoples to Canadian Identity and Culture* Vol. 2, Cora J. Voyageur, David R. Newhouse and Dan Beavon, eds. (Toronto: University of Toronto Press, 2011) pp. 34-57. [R]
- 2009, With Véronique Boisvert [second], “‘I am a half-breed head of a family ...’: A Database Approach to Affidavits Completed by the Métis of Manitoba, ca. 1875-1877,” *Histoires et identités métisses: homage à Gabriel Dumont / Métis Histories and Identities: A Tribute to Gabriel Dumont* Denis Gagon, Denis Combet and Lise Gaboury-Diallo, eds. (Winnipeg, Presses universitaires de Saint-Boniface, 2009) pp. 141-184.
- 2008, “‘The World’s Largest Muskrat Ranch’: The Summerberry Muskrat Rehabilitation Project, 1935-1965,” *Meridian* (Spring/Summer 2008) pp. 17-24; translated: “‘Le Plus Grand Centre D’Élevage De Rats Musqués Au Monde’: Project De Réhabilitation Des Rats Musqués De Summberry, 1935-1965,” *Merdien* (Prinemps/Été 2008) pp. 17-24.
- 2008, “‘Neither Fish nor Indians’: Pursuing Crown–Métis Relations through Historical Evidence Concerning Policies and the Constitution Act, 1930,” *Métis-Crown Relations: Rights, Identity, Jurisdiction, and Governance* Frederica Wilson and Melanie Mallet, eds. (Toronto: Irwin Law, 2008) pp. 153-206. [R]
- 2007, With Erin McGregor [second], “‘The Rights to the Land May Be Transfer’: Archival Records as Colonial Text—A Narrative of Métis Scrip,” *Natives and Settlers: Now and Then: Historical Issues and Current Perspectives On Treaties and Land Claims in Canada* Paul W. DePasquale, ed. (Ottawa: University of Alberta Press and Canadian Review of Comparative Literature, 2007) pp. 33-63. [R]
- 2005, “From the ‘Original Affluent Society’ to the ‘Unjust Society’: A Review of Economic History in Canada,” *Journal of Aboriginal Economic Development* vol. 4, no. 2 (2005) pp. 26-66. [R]
- 2004, “The Forgotten Constitution: The Natural Resources Transfer Agreements and Indian Livelihood Rights, Ca. 1925-1933,” Part 1, *Alberta Law Review* vol. 41, no. 4 (2004) pp. 999-1048. [R]
- 2000, “The Storehouses of the Good God”: Aboriginal Peoples and Freshwater Fisheries in Manitoba,” *Manitoba History* No. 39 (2000) pp. 2-14. [R]
- 1999, “Depletion by the Market: Commercialization and Resource Management of the Lake Sturgeon (*Acipenser fulvescens*) of Manitoba, 1885-1935,” *Fishing Places, Fishing People: Traditions and Issues in Canadian Small-Scale Fisheries*, Dianne Newell and Rosemary Ommer, eds. (Toronto: University of Toronto Press, 1999) pp. 97-120. [R]
- 1999, With Peter Usher [senior], “Estimating Historical Sturgeon Harvests on the Nelson River, Manitoba,” *Fishing Places, Fishing People: Traditions and Issues in Canadian Small-Scale Fisheries*, Dianne Newell and Rosemary Ommer, eds. (Toronto: University of Toronto Press, 1999) pp. 193-216. [R]

- 1995, "Fish on the Prairies? A Colonial Resource Economy," *The Geography of Manitoba: Its Land and Its People*, John Welsted, John Everitt and Christopher Stadel, eds. (Winnipeg: University of Manitoba Press, 1995) pp. 281-283.
- 2008, "Aboriginal Rights Versus The Deed of Surrender: The Legal Rights of Native Peoples and Canada's Acquisition of The Hudson's Bay Company Territory," *Prairie Forum* vol. 17, no. 2 (1992) pp. 225-250, [R]; Reprinted: in *The Early Northwest* vol. 1, Gregory P. Marchildon, ed. (Regina: Canadian Plains Research Center, 2008) pp. 271-301.
- 1992, "Buying Out The Bay: Aboriginal Rights and the Economic Policies of the Department of Indian Affairs after 1870," *The First Ones: Readings in Indian/Native Studies* David R. Miller, Carl Beal, James Dempsey and R. Wesley Heber, eds. (Piapot Reserve #75: Saskatchewan Federated College Press, 1992) pp. 398-406.
- 1992, With Peter J. Usher [senior] and Robert M. Galois [third], "Reclaiming the Land: Aboriginal Title, Treaty Rights and Land Claims in Canada," *Applied Geography* vol. 12, no. 2 (1992) pp. 109-132. [R]
- 1990, With Arthur J. Ray [senior], Special Issue: Advocacy and Claims Research, *Native Studies Review* vol. 6, no. 2 (1990) 209 pp.
- 1990, "Introduction: Advocacy Research and Native Studies," *Native Studies Review* vol. 6, no. 2 (1990) pp. 1-12.
- 1990, "Indian Economic Behaviour, Exchange and Profits in Northern Manitoba During the Decline of Monopoly, 1870-1930," *Journal of Historical Geography* vol. 16, no. 4 (1990) pp. 385-401. [R]
- 1988, "Economic Aspects of Aboriginal Title in Northern Manitoba: Treaty 5 Adhesions and Metis Scrip," *Manitoba History* No. 15 (1988) pp. 3-16. [R]
- 1985, "The Establishment and Consolidation of a Commercial Fishing Industry in Manitoba: 1880-1910," *The Politics of Work in the West: Historical and Contemporary Perspectives* Harley D. Dickinson and Bob Russell, eds. (Saskatoon: Social Research Unit, Department of Sociology, University of Saskatchewan, 1985) pp. 70-97.
- 1984, "The Establishment of a Commercial Fishing Industry and the Demise of Native Fisheries in Northern Manitoba," *Canadian Journal of Native Studies* vol. 4, no. 2 (1984) pp. 303-319. [R]
- 1984, "Changes to the Native Economy of Northern Manitoba in the Post Treaty Period: ca. 1870-1900," *Native Studies Review* vol. 1, no. 1 (1984) pp. 40-66.
- 1979, With James M. Richtik [senior], "Settlement and Development on the Prairie-Woodland Margin: Township 15-2E in Manitoba," *Great Plains—Rocky Mountain Geographical Journal* vol. 8 (December 1979) pp. 31-40.

## Conference Papers

- 2014, Paper and Keynote Address: “The World’s Largest Real Estate Deal?: Finance Capital, Indian Claims and Company Property in The Hudson’s Bay Company Territory, Ca. 1863-1870” *VIII International Seminar on Canadian Studies* held in conjunction with the *Ninth International Conference on Foreign Languages, Communication and Culture- WEFLA 2014*, Universidad de Holguín Oscar Lucero Moya, Holguín, Cuba (24 April 2014).
- 2013, Conference Keynote /Conferencia Magistral, “Consumption and Colonialism: Accounting for Hudson’s Bay Company York Boat Labour, ca. 1821-1871,” *The VII International Seminar on Canadian Studies: Canada, managing social and cultural diversity*, *The VII International Seminar on Canadian Studies: Canada, managing social and cultural diversity*, Universidad de Holguín “Oscar Lucero Moya,” Holguín, Cuba (26 April 2013).
- 2013, “The Property Rights Paradigm and Individualization of Collective Indigenous Lands Interests in Regions of Anglo-American and Anglo-Canadian Settlement in the Late 19<sup>th</sup>/Early 20<sup>th</sup> Century,” [Spanish version] Paradigma de los derechos de propiedad y la individualización de los intereses colectivos indígenas sobre la tierra en regiones de asentamientos anglo-americanos y anglo-canadienses a finales del siglo XIX y principios del XX. *The VII International Seminar on Canadian Studies: Canada, managing social and cultural diversity*, Universidad de Holguín “Oscar Lucero Moya,” Holguín, Cuba (25 April 2013).
- 2012, “Individualization of Collective Indigenous Lands Interests in Regions of Anglo-American Settlement in the Late 19<sup>th</sup>/Early 20<sup>th</sup> Centuries,” Panel: Economics and Causation in History, *Sixteenth World Economic History Conference*, Stellenbosch, Republic of South Africa (13 July 2012).
- 2012, “Accounting for Hudson’s Bay Company York Boat Labour, Ca. 1821-1871: Indications of Consumption,” Panel: Mercantilism and Accounting Records: Comparative Analysis Of The Periphery-Core Structure And Its Impact On Indigenous Market Players, *Sixteenth World Economic History Conference*, Stellenbosch, Republic of South Africa (10 July 2012).
- 2011, “‘We, in this Settlement, must get control of all the lands in the North-West’: Comprehending Métis Nation Rights—Geography v. Law,” Fifth International Seminar on Canadian Studies, *Fifth International Scientific Conference of the University of Holguín*, Holguín, Cuba (25 April 2011).
- 2009, “‘they make a comfortable living’ Native Labour in Canada, coercion or cultural volunteerism”? Colonialism and Labour in the Sphere of the British Empire, *Fifteenth World Economic History Conference*, Utrecht, Netherlands (4 August 2009).
- 2006, “‘Are Lazy as hunters’: Native Labour in an Era of Frontier Capitalism in Canada, 1870-1915,” Colonialism and Labour Panel, *Fourteenth International Economic History Conference*, Helsinki, Finland (August 2006).

- 2006, With Erik Ellehoj [senior author], "Towards a Historical Geography of the Métis Nation: GIS and Potential Mapping of Surnames," GIS and Public Policy, Contemporary and Historical Geographies of the Canadian Métis, *GeoTec*, Ottawa, Ontario (June 2006).
- 2006, "Neither Fish nor Indians": Some Crown-Métis Relations and the Constitution Act, 1930," *Crown-Métis Relations: Section 91(24) of the Constitution Act, 1867* Law Commission of Canada and Métis National Council, Winnipeg, Manitoba (February 2006).
- 2004, "Native Labour and Paternalism: The Mercantile fur Trade and Frontier Capitalism in Canada, "In the midst of plenty and comfort: Native Labor and the Traditional Economy in an Era of Economic Growth in Northern Manitoba, ca. 1870-1915," Colonialism and Labour Network, *Fifth European Social Sciences History Conference*, Berlin, Germany (March 2004).
- 2002, "In the midst of plenty and comfort": Native Labor and the Traditional Economies in an Era of Economic Growth in Northern Manitoba, ca. 1870-1915," Economic behavior of indigenous peoples during New World colonization, *Thirtieth International Economic History Conference*, Buenos Aires, Argentina (July 2002).
- 1998, "Native Economic History in Post-Treaty Northern Manitoba: Native Labor and Crown Lands, ca. 1870-1915," *Crossing Borders: American Indians and Encounters with Diversity*, D'Arcy McNickle Center for American Indian History, The Newberry Library, Chicago, Illinois (September 1998).
- 1997, "Managing muskrats and wetlands in northern Manitoba, 1935-1963," Sustainability in Boreal Regions: Sources and Consequences of Variability, *Resilience Network*, Lake Itasca State Park, Minnesota (October 1997).
- 1992, "The Criminalization of Indian Hunting in Ontario, Canada, Ca. 1892-1930," Indigenous Rights Workshop, *Commonwealth Geographical Bureau*, Christchurch, New Zealand (February 1992).
- 1991, "The Criminalization of Indian Hunting in Ontario, Ca. 1892-1930," *Canadian Indian/Native Studies Association*, Brandon, Manitoba (October 1991).
- 1990, "Market Pattern and Market Economy: The Demise of Common Property and Native Participation in Commercial Sturgeon Fisheries of Lake Winnipeg," *Canadian Anthropology Society*, Calgary, Alberta (May 1990).
- 1989, "The Canada-U.S. Free Trade Agreement: Reflections on the Prospects for Land Claims and Economic Development for Canadian Natives," *Native American Studies Conference*, Lake Superior State University, Sault Sainte Marie, Michigan (October 1989).
- 1988, "Depletion by the market: Commercialization and resource mismanagement of the Lake Winnipeg sturgeon fisheries," *American Fisheries Society*, Toronto, Ontario (September 1988).

- 1988, "Aboriginal Title, Indian Treaties and Halfbreed Scrip: The Political Economy of Changing Colonial Relations in Rupertsland," *Twenty-sixth Congress of the International Geographical Union*, University of Sydney, Sydney, Australia (August 1988).
- 1988, "'No Credit Should Be Given to Any Indian Not Faithful to the Company': Native Responses to a Changing Fur Trade Economy: 1870-1930," *Canadian Ethnology Society*, Saskatoon, Saskatchewan (May 1988).
- 1988, With Lorna LaPlante, "Natural Resource Planning in Northern Manitoba: The Pas Muskrat Fur Rehabilitation Blocks: 1935-1950," *Canadian Ethnology Society*, Saskatoon, Saskatchewan (May 1988).
- 1987, "Economic Aspects of Aboriginal Title in Northern Manitoba: Treaty 5 Adhesions and Metis Scrip," *Northern Manitoba Conference*, Keewatin Community College, The Pas, Manitoba (October 1987).
- 1986, "The Relatively Benign Fur Trade: Northeastern Manitoba in the Post 1870 Period," *Rupert's Land Research Centre*, Second Colloquium, Winnipeg, Manitoba (June 1986).
- 1985, "The Economic Relationship Between the Indian and the Hudson's Bay Company: 1885-1930," *Fifth North American Fur Trade Conference*, Montreal, Quebec (June 1985).
- 1984, "The Impact of Commercial Fishing on Native Fisheries: The Case of Northern Manitoba," *American Society for Ethnohistory*, New Orleans, Louisiana (November 1984).
- 1984, "Research on the Fur Trade Economy in the Post 1870 Period: An Historical Geography Approach to the Daily Journals," *Hudson's Bay Company Archives Research Centre Colloquium*, Winnipeg, Manitoba (May 1984).
- 1983, "Changes to the Native Economy of Northern Manitoba in the Post-Treaty Period: 1870-1900," *Canadian Association of Geographers*, Winnipeg, Manitoba (June 1983).
- 1981, "Underdevelopment and Fish: The Case of Northern Manitoba to 1910," *CUKANZUS '81* (An International conference for historical geographers), Toronto, Ontario (August 1981).

#### *Consulting Reports*

- 2014, With the Métis Archival Project (MAP) Lab, "'The legal and moral rights of the Halfbreed ... are quite as worthy': A Brief Report Concerning Île-a-la-Crosse as a Historical Métis Community and Effective Control by the Crown," for Ackoryd LLD (July 2014) 128 ms. pp.
- 2013, With the Métis Archival Project (MAP) Lab, "Memorandum on the Historical Métis Presence in the Lesser Slave Lake Region, ca. 1818-1916," Peavine Métis Settlement and Field Law (June 2013) 66 ms. pp.
- 2013, With the Métis Archival Project (MAP) Lab, "Memorandum on the Date of Effective Control in the Lesser Slave Lake Region, ca. 1871-1916," Peavine Métis Settlement and Field Law (May 2013) 85 ms. pp.

- 2012, With Jonathan Anuik [senior] and the Métis Archival Project (MAP) Lab, “Historical Métis Communities in Region One of the Métis Nation of Alberta, 1881-1916,” for Métis Nation of Alberta Region 1 (28 September 2012) 23 ms. pp.
- 2011, With the MAP Lab, “Tracking Your Métis Ancestors: A Tutorial,” for the Métis National Council (13 December 2011) 34 ms. pp.
- 2011, With the MAP Lab, “When is a Buck a Duck? A Technical Report on the Rewards and Challenges of Databasing Historical Métis Records,” for the Métis National Council (2011) 72 ms. pp.
- 2010, Co-editor, with Winona Wheeler (co-editor) and Steven DeRoy (cartographer), Unpublished Portfolio of Plates for “Historical Atlas of First Nations in Manitoba;” and author: Plate 4: Manitoba 1870; Plate 5: Treaties 1 and 2 Land and Territories; and Plate 8: Economic Change in the Reserve Transition Era, ca. 1870-1900 (Winnipeg: Treaty Relations Commission of Manitoba, 2010) 35 ms. pp.
- 2009, With the MAP Lab, “A Method for Extracting Geographical Information from Northwest “Halfbreed” Scrip Applications: The Example of Applications Taken at Medicine Hat, Alberta in 1900 and 1901,” Presented in *R. v. Jones* and *R. v. Hirsekorn*, [Provincial Court of Alberta], for J. Madden (4 September 2009) 29 ms. pp.
- 2007, “Reconstruction of Federal Crown/Metis Relations in the Prairie Provinces from Historical Documentation Concerning Federal Fisheries Policies and the Constitution Act, 1930: A report for *R. v. Janvier*” [Provincial Court of Saskatchewan], for C. Chartier (22 December 2007) 54 ms. pp.
- 2006, “Importance of Freshwater Fish to the Metis of Western Canada: A report for *R. v. Ferland*” [Provincial Court of Manitoba], for C. Chartier (October 2006) 100 ms. pp. [revision of 2006 report].
- 2003, “Importance of Freshwater Fish to the Métis of Western Canada: A Report for *R. v. Belhumeur*” [Provincial Court of Saskatchewan], for C. Chartier (July 2006) 87 ms. pp. [revision of 2003 report].
- 2005, With Leanna Parker [senior author], “Report No. 4 Population Estimates and Censuses of Northwest Saskatchewan: ca. 1823-1901,” 3 vols., for Métis Nation—Saskatchewan (28 November 2005) 1061 ms. pp.
- 2005, Consulting Report Chapter: With Jean Teillet, “Aboriginal Harvesting: The 19<sup>th</sup> & 20<sup>th</sup> Century Battle for Access to Fish and Wildlife,” in Jean Teillet, “The Role of the Natural Resource Regulatory Regime in Aboriginal Rights Disputes in Ontario A Report Prepared for the Ipperwash Inquiry” (31 March 2005) ms. pp. 25-35.
- 2004, With Leanna Parker, Erin McGregor, Ben Frederick, and Katherin McArdle, “Report on the Mackenzie District (NWT) Scrip Claims Research,” for the Fort Providence Métis Council (16 December 2004) 64 ms. pp.



- 2004, “The Historical Development of the Natural Resources Transfer Agreements, ca. 1925-1933,” A report submitted for *R. v. Laliberte*, Provincial Court of Saskatchewan; and for *R. v. Janvier* [Provincial Court of Alberta], for C. Chartier (31 August 2004) 95 ms. pp.
- 2004, “The History and Development of the Green Lake – Carlton Trail,” A Report for *R. v. Laviolette* [Provincial Court of Saskatchewan], for C. Chartier (30 August 2004) 31 ms. pp.
- 2004, With Erin McGregor, “Technical Report No. 3 – A Reconstruction of Treaty Ten ‘Half-breed’ Land Scrip Process as Illustrated by the Case of Eli Roy,” for the Métis Nation—Saskatchewan (9 November 2004) 151 ms. pp.
- 2003, With Katie Morrison, “Technical Report No. 2: A Guide to the Scrip Registers Database,” for Métis Nation—Saskatchewan (18 December 2003) 284 ms. pp.
- 2003, With Alison Magill and Kathy Hodgson-Smith, “The History and Development of the Green Lake-Carlton Trail” for the Métis Nation—Saskatchewan (May 2003) 41 ms. pp.
- 2003, “Importance of Freshwater Fish to the Métis of Western Canada: A Report for *R. v. Laviolette*,” [Provincial Court of Saskatchewan] for C. Chartier (9 May 2003) 71 ms. pp. [revision of 1998 report].
- 2002, With Katie Morrison, Valerie Knaga and Paul Hengstler, “Dispossession versus Sustainability: Métis Aboriginal Rights, Traditional Economy and the Industrial Development of the Prairie Provinces,” A Case Study Report for the Métis National Council presented at United Nations World Summit on Sustainable Development, Johannesburg, Republic of South Africa (28 August 2002) 64 ms. pp.
- 2001, “Report No. 2: The 1889 Adhesion to Treaty Six and Green Lake Scrip Claims,” for Métis Nation of Saskatchewan (18 April 2001) 163 ms. pp.
- 1998, “Report No. 1: Scrip Issued at Green Lake, 1887-1889,” for the Metis Nation of Saskatchewan, (22 January 2000) 102 ms. pp.
- 1998, “Importance of Freshwater Fish to the Metis of Manitoba,” for Clem Chartier for *R. v. Braconnier and Vermeylen* (October 1998) 26 ms. pp.
- 1998, “The Natural Resources Transfer Agreements and Indian Livelihood Rights, Ca. 1925-1933,” for Public Interest Law Centre, Winnipeg, Manitoba (December 1998) 71 ms. pp.
- 1998, “Treaty Rights To A Livelihood,” for Public Interest Law Centre, Winnipeg, Manitoba (December 1998) 58 ms. pp.
- 1998, With Jim Miller and Arthur J. Ray, “‘Bounty and Benevolence’: A Documentary History of Saskatchewan Treaties,” for The Office of the Treaty Commissioner, Saskatoon, Saskatchewan (March 1998) 431 ms. pp.
- 1997, With Miriam McNab, “Comedy of the Cutknife Cairn: Commemorating History and Historical Accuracy,” Report for the Chief Poundmaker Historical Center Archival Research Project (November 1997) 42 ms. pp.

- 1993, "A Review of the History of Indian Resource Rights and Conservation Regulations in Northern Ontario, ca. 1880-1945: With an Account of the Albany River Sturgeon Fisheries, ca. 1930-1962: A Report For The Marten Falls First Nation," for. F. Thatcher (December 1993) 84 ms. pp.
- 1993, With Leah Dorion, "the claims of the Half-breeds ... have been finally closed": A Study of Treaty Ten and Treaty Five Adhesion Scrip," for The Royal Commission on Aboriginal Peoples, (October 1993) 65 ms. pp. (Published on RCAP Research Reports on CD ROM Project Area 4: Treaties and Aboriginal Lands).
- 1993, With Leah Dorion and Jennifer McKillop, "Preliminary Interpretation of Archival Records Pertaining To The Provincial Regulation of Native Hunting, Fishing and Trapping and The 'Conservation' of Game, Fish And Fur In Northern Saskatchewan," for Northern Fur Conservation Area Trappers Association (April 1993) 15 ms. pp.
- 1991, "Ontario's Appropriation of Indian Hunting: Provincial Conservation Policies vs. Aboriginal and Treaty Rights, Ca. 1892-1930," Toronto: Ontario Native Affairs Secretariat, (January 1991) 34 ms. pp.

#### *Grants*

- 2014, Principal Investigator, "Métis of the Athabasca District 1790-1920," \$102,000, Fort McKay Métis Community Association and the Métis Nation of Alberta Association Fort McMurray Local Council 1935 (1 February 2014).
- 2014, Principal Investigator, "Île-à-la Crosse as a Historic Métis Community," Ackroyd LLP, \$20,000 (15 January 2014).
- 2012, Co-applicant, with Principal Investigator, Kisha Supernant, Department of Anthropology, University of Alberta, "Material traces of ethnogenesis: An archaeological and spatial analysis of the Métis cultural landscape in the Canadian West, 1700-1880," Social Science and Humanities Research Council (SSHRC), Insight Development Grant, awarded \$74,980 (1 June 2012).
- 2012, Principal Investigator, with Co-investigator, Jonthan Anuik, Department of Educational Policy Studies, Faculty of Education, University of Alberta, "Historical Métis Communities in Region One of the Métis Nation of Alberta, 1881-1916," Métis Nation of Alberta, Region One, \$26,558.29 (19 March 2012).
- 2012, Principal Investigator, "Peavine Métis Settlement Harvesting Rights Project" Peavine Métis Settlement and Field Law, \$73,025 (20 January 2012).
- 2011, Principal Investigator: "Historical geographical perspectives of the Métis Nation: the case of the Subarctic Métis, 1850-1911," \$86,700, Social Science Humanities Research Council, Standard Grant Program, applied 15 October 2010; notified 6 May 2011 [grant duration: 15 March 2011 to 14 March 2014; grant number 410-2011-2415].

- 2011, Principal Investigator: “‘Putting the Métis back on the Map’: An Historical Geography of the Métis Nation,” \$90,456, Social Science Humanities Research Council, Standard Grant Program, applied 15 October 2002; awarded March 2003 [grant duration: 1 April 2003 to 31 March 2010]; and Prairie Métis Leaders Forum: the Métis Nation of Alberta, Métis Nation—Saskatchewan and Manitoba Metis Federation, \$90,000 [grant duration: May 2004 to April 2011]. [410-2003-0857]
- 2010, Principal Investigator: With Clem Chartier, President Métis Nation—Saskatchewan, and Lawrence Martz, Department of Geography, University of Saskatchewan: “Otipimsuak—the Free People: Métis Land and Society in Northwest Saskatchewan,” \$1,000,000, Social Science and Humanities Research Council, Community University Research Alliance, (Applied 30 June 2003; awarded November 2003), [Grant duration: January 2004 to December 2010].
- 2005, Principal Investigator: “Métis National Council Historical Online Database,” \$1,629,600, Métis National Council (Grant duration: April 2004-March 2011; original Letter of Offer: 15 February 2005).
- 2005, Principal Investigator: “Northern Connections Project: Mackenzie, Athabasca, English River Historic Métis Connections pilot project,” \$143,948, Métis National Council (Grant duration: April 2005-March 2010; Original Letter of Offer: 19 December 2005).
- 2009, Principal Investigator: “An Academic Analysis of Métis Historical Land Occupancy in Alberta,” \$23,120, Métis Nation of Alberta (2009-2010, Original Letter of Offer: May 2009).
- 2009, Principal Investigator: “Métis National Council Database Panels,” \$10,500, Métis National Council (Award date: 19 January 2009).
- 2009, Principal Investigator: “Historical Atlas of First Nations in Manitoba Project,” \$30,000.00, Treaty Relations Commission of Manitoba (2009-2010, Original Award date: 9 January 2009).
- 2008, Principal Investigator: “Métis of Fort McMurray,” \$10,000, Métis Nation of Alberta—Local 1935 (Award date: 24 October 2008).
- 2008, Principal Investigator: “Métis of Fort Victoria,” \$40,000, Métis Nation of Alberta Zone 4 (Letter of Offer: 1 September 2008).
- 2006, Award Holder: With Brad Bellemare: “Métis Centre of Excellence Proposal,” \$98,200.00, Métis Nation of Alberta (Letter of Offer: 13 March 2006).
- 2006, Principal Investigator: “Mackenzie and Athabasca Districts Census of 1901,” \$6,500, Fort Providence Métis Council (Letter of Offer: 7 January 2006).
- 2005, Award Holder: Palmbere Lake Workshop, \$6,000, Métis National Council (Award date: 25 July 2005).

- 2006, Principal Investigator: "Métis Land Claim to Northwest Saskatchewan," \$280,850, Métis National Council (2001-2006).
- 2002, Principal Investigator: With Clem Chartier, President Métis Nation—Saskatchewan: "Otipimsuak—the Free People: Métis Land and Society in Northwest Saskatchewan," Letter of Intent, Social Science and Humanities Research Council, Community University Research Alliance (November 2002, successful letter awarded \$20,000 for application preparation grant).
- 2003, Principal Investigator: "Mackenzie District (N.W.T.) Scrip Claim Research Project," \$10,000, Fort Providence Métis Council (Letter of Offer 30 April 2003).
- 2002, Principal Investigator: "Dispossession versus Sustainability: Métis Aboriginal Rights, Traditional Economy and the Industrial Development of the Prairie Provinces," \$6,800, Métis National Council (Letter of Offer: 5 July 2002).
- 2001, Principal Investigator: "Métis of Green Lake and the Development of the Carlton Trail," \$10,000, Métis Nation—Saskatchewan (2001).
- 2000, Award Holder: "Otipimsuak—The Free People: Métis Land and Society in Northwest Saskatchewan," \$5,000 application grant, Social Sciences and Humanities Research Council, Community University Research Alliance Program (April, 2000).
- 1999, Principal Investigator: Métis Land Claim to Northwest Saskatchewan, \$300,000, Métis Nation—Saskatchewan Secretariat, Inc. (April 1999).
- 2012, Conference Travel Grant Application, Killam Research Fund, Office of the Vice-President (Research), for World Economic History Congress, Stellenbosch, Republic of South Africa, \$5,000, (applied 26 March 2012, awarded 3 May 2012).
- 2009, Award Holder: University of Alberta, Killam Research Fund, Conference Travel Grants, \$2,800, World Economic History Conference, Utrecht, Netherlands (25 May 2009).
- 2004, Award Holder: Support for the Métis Archival Project Lab, \$24,000, University of Alberta, Office of Vice-President Research (2004).
- 2003, Principal Investigator: "Digitization of 1906 Census Records of the Aboriginal Population of Northwest Saskatchewan," \$5,000, Endowment Fund for the Future, Support for the Advancement of Scholarship, Small Faculties Research Grant, University of Alberta (Applied 1 April 2003; awarded May 2003).
- 2003, Award Holder, Funding support for the Otipimsuak Project, Provost Office, Office of Vice President Research, and Faculty of Graduate Studies and Research, \$331,000 (Awarded 2003).
- 2002, Award Holder: Funding support for SSHRC and CURA Application Preparation, \$5,000, Office of the Vice President (Research), University of Alberta (Awarded: 17 July 2002).

- 2001, Principal Investigator: With C. Andersen, "Métis Scrip and the Deregulation of a Crown Asset," \$6,492.80, Social Science Research Operating Grant, University of Alberta (2001).
- 2000, Principal Investigator: "Methodological approaches to the Aboriginal Population of Northwest Saskatchewan as enumerated by the Censuses of 1881, 1891, and 1901," \$4,295, EFF Support for the Advancement of Scholarship, University of Alberta (May 2000).
- 1996, Principal Investigator: With Miriam McNabb, \$14,700, "Chief Poundmaker Historical Centre Archival Research Project," Chief Poundmaker Historical Centre (1996).
- 1993, Principal Investigator: "Research on the Implementation of Government Métis Scrip Policies," \$14,800, Royal Commission on Aboriginal Peoples/Métis National Council/Public Policy Nexus Group (1993).
- 1993, Principal Investigator: "Northern Saskatchewan Conservation Policies," \$5,000, Royal Commission on Aboriginal Peoples/[Saskatchewan] Northern Fur Conservation Area Trappers Association (1993).
- 1992, Award Holder: "Provincial Government Regulation of Indian and Métis Hunting and Fishing in Northern Saskatchewan, 1905-1940," \$5,000, President's SSHRC fund, University of Saskatchewan (1992).
- 1990, Award Holder: "Preparation of Computer Assisted Maps Depicting Hudson's Bay Company Profits in Northern Manitoba, 1891-1929," \$300, College Research Fund, College of Arts and Science, University of Saskatchewan (1990).
- 1989, Award Holder: "Government Subsidies and Native Communities/Economy: Implication for the Free Trade Negotiations," \$275, College Research Fund, College of Arts and Sciences, University of Saskatchewan (1989).
- 1988, Award Holder: Manuscript Preparation Grant, \$1,500, Publications Fund Committee, University of Saskatchewan (1988).
- 1988, Award Holder: "Muskrat Fur Rehabilitation Blocks: 1935-1960, Natural Resource Planning in Northern Manitoba," \$300, College Research Fund, College of Arts and Science, University of Saskatchewan (1988).
- 1987, Award Holder: "Preliminary Analysis of Indian Incomes and Social Expenditures on Indians: 1900-1935," \$300, College Research Fund, College of Arts and Sciences, University of Saskatchewan (1987).
- 1984, Award Holder: "Preliminary Analysis of Cartography Records on Northern Manitoba Native Settlement: 1870-1940," \$1,410, Committee on Supplementary Research Assistance in the Humanities and Social Science, University of Saskatchewan (1984).
- 1984, Award Holder: "Demographic Change in Northern Manitoba: 1870-1950," \$200, Dean's Discretionary Fund for Research, University of Saskatchewan (1984).

1984, Award Holder: “The Economic Relationship Between the Indian and the Hudson’s Bay Company, 1885-1930,” \$300, Sub-Committee on University Aid to Research in the Arts, Trent University (1984).

## ACADEMIC AND PROFESSIONAL PRESENTATIONS

Date      Activity

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2014, PowerPoint Presentation [Presentación especial]: “Native Studies in Canada and Canadian Studies in Cuba: Some Personal Observations,” Seminario de Estudios Canadienses La colaboración académica Canadá-Cuba, Universidad de la Habana, Habana, Cuba (18 March 2014).

2013, PowerPoint Presentation: “‘They have hurt themselves carrying on the portages’: Accounting for HBC York Boat Labour, ca. 1871, Considering indications of Consumption,” Faculty of Native Studies Research Day, University of Alberta, Edmonton, Alberta (15 November 2013).

2013, PowerPoint Presentation,: “‘Commencing at a point ...’: Historical Geography and GIS As Methods of Reconstructing The Boundaries of the Numbered Treaties of the Old Northwest,” “Old Directions and New Trails”: Addressing the Sharing of Space in Canada Through Archaeology, Historical Geography and GIS, *CARTO 2013: Joint conference of the Association of Canadian Map Libraries and Archives and the Canadian Cartographic Association* Edmonton, Alberta (13 June 2013), [cartographic assistance from S. DeRoy].

2013, PowerPoint Presentation, “Acquisition by Surrender: Indian Claims and Company Property in the Hudson’s Bay Company Territory viewed from the Imperial Order in Council (23 June 1870)” *Seminar: Law and Dispossession in the British Empire*, Departement of History, University of Ottawa, Ottawa, Ontario (6 June 2013).

2013, PowerPoint Presentation, “‘Halfbreed Scrip’: A Legal Script for Dispossession,” *Father Edgar Thivierge Speaker Series*, Telfer School of Management, University of Ottawa, Ottawa, Ontario (8 May 2013).

2013, PowerPoint Presentation, “‘Halfbreed Scrip’: A Colonial Script for Dispossession?” (The “Halfbreed” Scrip System: How Did it Work?) The *Daniels* Case: Recognition of Métis and Non-Status Aboriginal Peoples *Pacific Business Law Institute* Ottawa, Ontario (13 April 2013).

2012, PowerPoint Presentation, with Laura Brookfield, “Control over Métis Entitlements: A numerical analysis of the Métis scrip coupon delivery data from Delivery Registers (ca. 1885 to 1911),” Canada: Sociedad e Indentidad en la Diversidad, *VI Seminario Internacional de Estudios Canadienses*, Universidad de Holguin, Guardalavaca, Cuba (25 April 2012).

- 2012, Conference Keynote [Conferencia Magistral]: “Historical Geography in Canadian Courts: Archival Records, Applied Research, Student Researchers and the Litigation of Aboriginal Rights of the Métis,” *VI Seminario Internacional de Estudios Canadienses*, Universidad de Holguín, Guardalavaca, Cuba (25 April 2012).
- 2012, Conference Keynote [Conferencia Magistral]: “Dispossession by Grant”: Contradictions in Anglo-settler Property Rights,” *Un Puente de amistad y concocimiento entre Cuba y Canadá, VI Seminario sobre Estudios Canadiense*, Cátedra de Estudios Canadienses, Universidad de Oriente, Santiago de Cuba, Cuba (5 April 2012).
- 2012, Seminar Presentation: “Property or planning? Northern Manitoba's New Deal to Rehabilitate Rodents (*Ondatra zibethicus*) During the Great Depression.” Modern and Comparative Economic History seminar , Department of Economic History, London School of Economics and Political Science, London, United Kingdom (15 March 2012).
- 2011, PowerPoint Presentation, “The Canadian Fur Trade and Indigenous Peoples,” *Estudios Canadienses*, Universidad de Oriente, Santiago de Cuba, Cuba (2 December 2011).
- 2011, Conference Keynote [Conferencia Magistral] PowerPoint Presentation: “‘Will be sure to sell’: Lieutenant Governor Archibald’s plan to unleash the market on the Métis of the Red River Settlement, ca. December 1870,” 6to. Aniversario Cátedra sobre Estudios Canadienses, Cátedra de Estudios Canadienses, Universidad de Holguín, Holguín, Cuba (29 November 2011).
- 2011, University Social Science Humanities Research Council Lecture, “Métis v. Canada: Self Dispossession or Polite Fraud?” for University of Alberta SSHRC Event: SOVEREIGN CLAIMS: Visualizing Deception in Body and Nation, Edmonton, Alberta (15 November 2011).
- 2011, PowerPoint Presentation: With Kathleen Dimmer [senior], Keith Carlson, Liam Haggarty, “CURA Otipimsuak Atlas Overview,” Panel: “Putting the Métis on the Map: Cartography and Archival Research as Methods to Visualize an Ignored Past,” (Special Session) *Our legacy, Our Future*, Canadian Association of Geographers/Canadian Cartographic Association, Calgary, Alberta (2 June 2011).
- 2011, PowerPoint Presentation: With Kathleen Dimmer [senior], “King’s Map: Tracing the English River Fur Trade ca. 1894,” “Putting the Métis on the Map: Cartography and Archival Research as Methods to Visualize an Ignored Past (Special Session) *Our legacy, Our Future*, Canadian Association of Geographers/Canadian Cartographic Association, Calgary, Alberta (2 June 2011).
- 2011, PowerPoint Presentation: With Kathleen Dimmer, Leanna Parker, “Métis Archival Sources and Cartography,” Panel: “Putting the Métis on the Map: Cartography and Archival Research as Methods to Visualize an Ignored Past (Special Session) *Our legacy, Our Future*, Canadian Association of Geographers/Canadian Cartographic Association, Calgary, Alberta (2 June 2011).
- 2010, PowerPoint Presentation: “The Métis Byte back: matrix, MAP and the Digitization of Historical Records Relating to the Struggle for Constitutional Rights” Legal, Technical

- and Ethical Questions, *Digitization Day*, University of Alberta, Edmonton, Alberta (16 December 2010).
- 2010, PowerPoint Presentation: “Glimpses of Geography of the Historical Métis Nation: Geographical Research and Rights,” *Recognition De Pierre-Espirit Radison à Louis Riel: voyageurs et Métis*, Collège universitaire de St-Boniface, Winnipeg, Manitoba (19 November 2010).
- 2010, PowerPoint Presentation: “Historical Geography in the Court: Archival Records and the Litigation of Aboriginal Rights of the Métis in Canada,” Department of Geography, National Taiwan Normal University, Taipei, Taiwan (26 April 2010).
- 2010, PowerPoint Presentation Keynote Address: “The next generation of Native Studies scholars: Engaging undergraduates in applied research in the service of the community?” *What is Indigenous Studies?* College of Indigenous Studies, National Donghua University, Taipei, Taiwan (24 April 2010).
- 2010, PowerPoint Presentation: “Historical Geography and the Land and Rights Claims of the Métis Nation,” *Department of Geography Research Day*, [Fortieth Anniversary of York Geography PhD program], Department of Geography, York University, Toronto, Ontario (6 April 2010).
- 2010, PowerPoint Presentation: “Land Rights and Title in North West Saskatchewan: The Scrip Story,” First Nations House of Learning University of British Columbia, Vancouver, British Columbia (30 March 2010).
- 2009, PowerPoint Presentation: “Applied Historical Research and Métis History: From Dusty Documents to Digital Data,” *Canadian Métis Research Conference*, College of Indigenous Study, National Donghua University, Council of Indigenous Peoples, Executive Yuan, Canadian Trade Office in Taipei, and Canadian Studies Association in Taiwan, Hualien, Taiwan (4 December 2009).
- 2009, PowerPoint Presentation: “The rights to the land maybe transferred”: Using Transferable Interests to Canadian homestead lands to extinguish the Indian title of the “Halfcaste” Natives (Métis) ca. 1870-1929,” *The Political Economy and Geography of British and Indigenous Land Tenures*, *Fifteenth World Economic History Congress*, Utrecht, The Netherlands (3 August 2009).
- 2009, PowerPoint Presentation and Panel Organizer: “The Métis Nation Re-interrupted: Ethnogenesis, Eugenics and Other White Fantasies,” *Fur Trade and Métis History: Patterns of Ethnogenesis*, *Canadian Historical Association, CONGRESS 2009*, Carleton University, Ottawa, Ontario (26 May 2009).
- 2009, PowerPoint Presentation: “What’s my Research?” *Faculty of Native Studies Research Colloquium*, University of Alberta, Edmonton, Alberta (30 April 2009).
- 2008, PowerPoint Presentation: “Will be sure to sell”: Lieutenant Governor Archibald’s plan to unleash the market on the Métis of the Red River Settlement, ca. December 1870,” *Third Annual Louis Morin Research Symposium*, Métis Archival Project, University of Alberta, Edmonton, Alberta (22 August 2008).



- 2008, PowerPoint Presentation: With Meika Taylor, “Creating and Integrating Undergraduate Educational Experiences at the University of Alberta with Applied Research Relating to the Métis Nation,” *CUEXpo 2008*, University of Victoria, Victoria, British Columbia (6 May 2008).
- 2008, PowerPoint Presentation: “Dispossession by Grant: Aboriginal Title, Settler Property, and Canada’s Treatment of the “Half Caste” Natives (Métis) ca. 1870-1929,” *History Research Seminar*, Department of History, University of York, York, United Kingdom (14 February 2008).
- 2008, PowerPoint Presentation: “The Rights to the land may be transferred”: Land and Property Law for Prairie Settlers versus the Canadian State’s Permissive Purloining of the Indian Title of the “Half Caste” Natives (Métis) ca. 1870-1929,” EH518 Comparative Economic History Seminar, Department of Economic History, London School of Economics and Political Sciences, London, United Kingdom (7 February 2008).
- 2007, PowerPoint Presentation, “Dispossession by Grant or the Problem of Métis Aboriginal Title Rethinking Métis History: Implications for the Future,” *Métis Rights*, Pacific Business and Law Institute, Vancouver, British Columbia (19 October 2007).
- 2007, PowerPoint Presentation, “‘World’s largest muskrat ranch’: Integrated Resource Planning Before Northern Development, ca. 1935-1960,” *International Polar Year Workshop and ACUNS Student Conference on Northern Studies*, University of Saskatchewan, Saskatoon, Saskatchewan (18 October 2007).
- 2007, PowerPoint Presentation: With Katy Dimmer, Eileen Omosa, and Richard Connors, “from one of community and custom to one of individualism and contract”: The Geography and Political Economy of British and Indigenous Land Tenures,” *Research as Resistance*, Faculty of Native Studies, University of Alberta, Edmonton, Alberta (23 August 2007).
- 2007, PowerPoint Presentation: With Meika Taylor, Eileen Omosa, Véronique Boisvert and Erik Ellehoj, “Contemporary Policy and Legal Interests in the Historical Geography of the Métis Nation: Old Data and New Techniques,” *Canadian Cartographers Association/Canadian Geographers Association, CONGRESS 2007*, Saskatoon, Saskatchewan (30 May 2007).
- 2007, Panelist, “Issues in Native and Indigenous Studies,” *Canadian Indigenous Native Studies Association, CONGRESS 2007*, Saskatoon, Saskatchewan (27 May 2007).
- 2007, PowerPoint Presentation: With Meika Taylor, “The 1901 Census as an Indication of the Spatial Existence of a Métis Homeland,” Aboriginal Mapping: Métis and Inuit Case Studies, Visualization Energizes Action, *Geotec 2007*, Calgary, Alberta (17 May 2007).
- 2007, PowerPoint Presentation: With Véronique Boisvert, “Towards a Mapping of the Métis Metropolis (Red River Settlement): A Database Approach to Affidavits completed by the Métis of Manitoba, ca. 1870s,” Aboriginal Mapping: Métis and Inuit Case Studies, Visualization Energizes Action, *Geotec 2007*, Calgary, Alberta (17 May 2007).
- 2007, PowerPoint Presentation: “MAPS versus CHAPS: Historical Geography as a Critique and the Struggle for Métis Rights,” *New Directions in Métis and Aboriginal History: A*

*Conference Symposium to Honour Dr. Arthur J. Ray, FRSC, University of British Columbia, Vancouver, British Columbia (27 April 2007).*

- 2006, PowerPoint Presentation: With Erik Ellehoj [senior author], "Toward a Historical Geography of the Métis Nation: GIS and Potential Mapping of Surnames," *GIS Day*, University of Alberta, Edmonton, Alberta (17 November 2006).
- 2006, PowerPoint Presentation: "'A course of fraud and forgery and personation': Alberta Métis Respond to the Halfbreed Scrip System, 1910-1916," *Dr. Walter H. Johns Alumni Circle*, University of Alberta, Edmonton, Alberta (16 November 2006).
- 2006, Keynote PowerPoint Address: "'A course of fraud and forgery and personation': Alberta Métis Respond to the Halfbreed Scrip System, 1910-1916," *Colloque Gabriel Dumont: Histoire et identité métisses*, Collège universitaire de St-Boniface, Winnipeg, Manitoba (23 September 2006).
- 2006, PowerPoint Presentation: With Véronique Boisvert [senior author], "A Database approach to the Affidavits completed by the Métis of Manitoba, 1870s," *Colloque Gabriel Dumont: Histoire et identité métisses*, Collège universitaire de St-Boniface, Winnipeg, Manitoba (23 September 2006).
- 2006, PowerPoint Presentation: With Erik Ellehoj [senior author], "Toward a Historical Geography of the Métis Nation: GIS and Potential Mapping of Surnames," *Colloque Gabriel Dumont: Histoire et identité métisses*, Collège universitaire de St-Boniface, Winnipeg, Manitoba (23 September 2006).
- 2006, PowerPoint Presentation: "Métis Land Scrip Entitlements: Property and Fraud," Métis Archival Project Orientation, Edmonton, Alberta (19 September 2006).
- 2006, PowerPoint Presentation: "A Beginner's Guide to Scrip," *First Louis Morin Research Symposium*, Métis Archival Project, Edmonton, Alberta (17 August 2006).
- 2006, PowerPoint Presentation: With Erik Ellehoj [senior author], "Three Miles to 1 Inch: A Source for Reconstruction of the Historical Geography," GIS and Public Policy, Contemporary and Historical Geographies of the Canadian Métis, *GeoTec 2006*, Ottawa, Ontario (21 June 2006).
- 2006, PowerPoint Presentation: With Clem Chartier, translated by Carlos Wilcox, "Métis Aboriginal Rights," Bluefields Caribbean Indigenous University, Puerto Cabezas [Bilwi], Nicaragua (16 June 2006).
- 2006, PowerPoint Presentation: "From matriX to MAP: Applied Research in the Academy?" Summer Crew Orientation, Métis Archival Project, Edmonton, Alberta (8 May 2006).
- 2005, PowerPoint Address: "'a sorry chapter in our nation's history': Halfbreed Scrip and Métis Rights Ten Years After RCAP," Aboriginal Issues, Experiences and Interpretations, 1995-2005: A Decade of Change? *Tenth Annual International Wanapitei Aboriginal History and Politics of Change*, Wanapitei Chateau, Lake Temagami, Ontario (23 September 2005).

- 2005, Seminar PowerPoint Presentation: “‘a sorry chapter in our nation’s history’: The Geography of Métis Aboriginal Title,” *Inaugural Seminar in the John Warkentin Room*, Graduate Seminar, Department of Geography, York University, Toronto, Ontario (13 April 2005).
- 2005, PowerPoint Presentation: “History v. Law in Treaty and Aboriginal Rights Litigation: Natural Resources Transfer Agreements, Part 10,” *School of Native Studies Research Day*, University of Alberta, Edmonton, Alberta (1 April 2005).
- 2005, PowerPoint Presentation: “‘a sorry chapter in our nation’s history’: Métis Scrip and the Métis Claim to Northwest Saskatchewan” for the visitors from Te Tumu, University of Otago, Aotearoa, at the School of Native Studies, University of Alberta, Edmonton, Alberta (1 February 2005).
- 2004, Keynote PowerPoint Presentation: “‘A sorry chapter in our nation’s history’: Métis Scrip and the Métis Claim to Northwest Saskatchewan,” Looking Back In Order To Look Forward, *Canadian Indigenous/Native Studies Association, CONGRESS 2004*, University of Manitoba, Winnipeg, Manitoba (4 June 2004).
- 2004, Discussant: Colonialism and Labour, Africa, *Fifth European Social Sciences History Conference*, Humboldt University, Berlin, Federal Republic of Germany (25 March 2004).
- 2004, PowerPoint Presentation: “Métis Scrip,” *Aboriginal Law Speakers Series 2004*, Aboriginal Law Students’ Association, University of Alberta, Edmonton, Alberta (23 February 2004).
- 2003, PowerPoint Presentation: “The Métis Claim to Lands and Resources of Northwest Saskatchewan: Applied Research at the University of Alberta,” *Northern Speakers Series*, Circumpolar Students Association, University of Alberta, Edmonton, Alberta (5 November 2003).
- 2003, PowerPoint Presentation: “The Historical Geography of Métis Scrip, ca. 1870-1921,” The Métis People in the 21st Century, The Indigenous Peoples Justice Initiative and Indigenous Bar Association of Canada, Saskatoon, Saskatchewan (18 June 2003).
- 2003, PowerPoint Presentation: “The Scrip Files: the Truth is out There—Métis Claims to Aboriginal Title,” *Pine Tree Talk*, Department of Native Studies, Trent University, Peterborough, Ontario (21 March 2003).
- 2003, PowerPoint Presentation: “The Scrip Files: The Truth is out There, Missionary Responses to Halfbreed Scrip Commissions,” *Unsolved Mysteries: Sources, Uses, Prospects for Anglican Historical Records from 1820*, St. John’s College, University of Manitoba, Winnipeg, Manitoba (8 March 2003).
- 2003, PowerPoint Presentation: “Understanding Prairie Treaties and the 1930 Natural Resources Transfer Act,” *Aboriginal Law Seminar*, National Judicial Institute, Calgary, Alberta (23 January 2003).

- 2002, PowerPoint Presentation: “The Geography of Halfbreed Scrip,” Métis Rights and Land Claims, *Canadian Association of Geographers, CONGRESS 2002*, University of Toronto, Toronto, Ontario (31 May 2002).
- 2001, PowerPoint Presentation with Denise Parsons: “A Methodological Approach to Aboriginal Populations Recorded by National Census Nominal Lists: Some Initial Results for Northwest Saskatchewan, 1881-1901,” *Canadian Indigenous/Native Studies Association*, University of Saskatchewan, Saskatoon, Saskatchewan (June 2001).
- 2000, Presentation: “The Métis Claim to Northwest Saskatchewan,” *Saturday Sampler*, University of Alberta, Edmonton, Alberta (16 September 2000).
- 2000, Panel Presentation: “Native Labour in Northern Manitoba: Economic history on the Periphery of the World System and the Academy,” Western Canadian First Nations and Labour, *Canadian Committee on Labour History Workshop, Congress 2000*, University of Alberta, Edmonton, Alberta (30 May 2000).
- 2000, Panel Presentation: “Overview of Métis Scrip,” *Canadian Indigenous/Native Studies Association, CONGRESS 2000*, University of Alberta, Edmonton, Alberta (29 May 2000).
- 2000, Seminar: “The Scrip Files: The Truth is Out There,” *Natives and Settlers, Now and Then*, Medieval and Early Modern Institute, University of Alberta, Edmonton, Alberta (17 April 2000).
- 1999, Seminar: “Depression Era Conservation and the Subarctic Landscape: The Pas Muskrat Fur Rehabilitation Blocks and Natural Resources Planning in Northern Manitoba, 1935-1963,” *Landscape Ecology Seminar Series*, Department of Renewable Resources, University of Alberta, Edmonton, Alberta (21 October 1999).
- 1999, Presentation: “Problems and Prospects for Native Studies at the Academy,” University of Calgary, Calgary, Alberta (27 April 1999).
- 1999, Colloquium: “History Versus Law: The Natural Resources Transfer Agreements and Contemporary Aboriginal Rights in Canada,” Department of History and Classics, University of Alberta, Edmonton, Alberta (4 March 1999).
- 1998, Commentator: “‘Traditions for Today’: Building on Cultural Traditions,” *International Indigenous Research Institute*, University of Alberta, Edmonton, Alberta (26, 27 and 28 May 1998).
- 1998, Colloquium: “The New Deal Visits the Subarctic: Resource Conservation and Muskrat Farming in Northern Manitoba during the Depression,” Department of Geography and Department of History, University of British Columbia, Vancouver, British Columbia (9 January 1998).
- 1998, Lecture: “The Natural Resource Transfer Agreements: History vs. the Courts,” Faculty of Law, University of British Columbia, Vancouver, British Columbia (8 January 1998).
- 1997, Presentation: “Reconsideration of *R. v. Horseman*—Historical versus Legal Interpretations of the Natural Resource Transfer Agreements (1922-1933),” School of Native Studies, University of Alberta, Edmonton, Alberta (24 November 1997).

- 1996, Colloquium: "The New Deal Visits the Subarctic: Resource Conservation and Muskrat Farming in Northern Manitoba during the Depression," Natural Resources Institute, University of Manitoba, Winnipeg, Manitoba (30 October 1996).
- 1995, Commentator: "The North," *Thirtieth Annual Northern Great Plains History Conference*, Brandon, Manitoba (28 September 1995).
- 1995, Colloquium: "Computer Applications for Archival Research," Department of Native Studies Colloquium, University of Saskatchewan, Saskatoon, Saskatchewan (25 January 1995).
- 1991, Colloquium: "The New Deal Visits the Subarctic: Resource Conservation and Muskrat Farming in Northern Manitoba during the Depression," Department of Geography, University of Saskatchewan, Saskatoon, Saskatchewan (29 November 1991).
- 1991, Colloquium: "Market vs. Common Property: The Demise of the Lake Winnipeg Indian Sturgeon Fisheries," School of Geography, University of New South Wales (Kensington), Sydney, Australia (7 May 1991).
- 1991, Colloquium: "The Canadian Fur Trade, Native People and Heritage Resources," Maori Studies Centre, Te Whare O Wanaga Waikato—The University of Waikato, Hamilton, New Zealand (3 May 1991).
- 1991, Lecture: "Indian Treaties and the Recognition of Aboriginal Title by the Canadian State," Aboriginal and Torres Strait Islander Studies Unit, University of Queensland, Brisbane, Australia (26 April 1991).
- 1991, Lecture: "Indian Treaties and the Recognition of Aboriginal Title by the Canadian State," Centre for Aboriginal Studies, Curtin University, Perth, Australia (4 April 1991).
- 1991, Colloquium: "The New Deal visits the Subarctic: Resource Conservation and Muskrat Farming in Northern Manitoba during the Depression," Department of Geography and Oceanography, Australian Defence Force Academy, Canberra, Australia (21 March 1991).
- 1991, Colloquium: "The Canadian Fur Trade, Native People and Heritage Resources," Department of Geography and Oceanography, Australian Defence Force Academy, Canberra, Australia (7 March 1991).
- 1989, Colloquium: "Natural Resource Planning in Northern Manitoba: The Pas Muskrat Fur Rehabilitation Blocks, 1935-1960," Canadian Studies Program and the Department of Anthropology, University of Alberta, Edmonton, Alberta (17 April 1989).
- 1987, Colloquium: "Hudson's Bay Company Accounts and The Post-1870 Fur Trade," Department of Geography, University of Saskatchewan, Saskatoon, Saskatchewan (20 November 1987).
- 1982, Colloquium: "The Native Economy of Northern Manitoba, 1870-1950," Department of Geography, Trent University, Peterborough, Ontario (12 May 1982).

1980, Colloquium: “An Historical Geography of Northern Manitoba Emphasizing the Native Economy 1870-1950 Graduate Colloquium, Department of Geography, York University, Toronto, Ontario (14 October 1980).

#### COMMUNITY AND EXTERNAL PRESENTATIONS AND COLLOQUIA

2015, PowerPoint Presentation: “Demystifying myths of aboriginal economic development: through some thinking from economic history,” Module 2: Engaging Strategic Vision and Promising Practices, Indigenous Partnership Development Program , Executive Education, University of Alberta (27 February 2015)

2015, PowerPoint Presentation, “A historical geographer’s Perspective on Métis Nation Land Rights,” METIS RIGHTS AND ECONOMIC DEVELOPMENT SYMPOSIUM, Wood Buffalo Métis, Fort McMurray, Alberta (10 March 2015)

2014, Panel Discussion: Property “Inherent and Treaty Rights: Engaging and Implementing for Economic Sovereignty,” *Renewing Resource Equity in Our Ancestral Lands”: Inherent and Treaty Rights as Economic Rights*, First Annual, Assembly of Manitoba Chiefs, Winnipeg, Manitoba (27 March 2014).

2014, Conference Keynote: “What can be learned from Economic History? Trade, Treaties, Land, Labour and Property,” *Renewing Resource Equity in Our Ancestral Lands: Inherent and Treaty Rights as Economic Rights* First Annual Assembly of Manitoba Chiefs Winnipeg, Manitoba (26 March 2014).

2014, PowerPoint Presentation, “Northwest ‘Halfbreed’ Scrip: Law, Politics and Economics” *Seminar on the Duty to Consult and Economic Development*, Métis National Council, MAP Lab, University of Alberta, Edmonton, Alberta (01 February 2014).

2014, PowerPoint Presentation, “MATRIX and MAP Lab: A look back,” Seminar on the Duty to Consult and Economic Development Métis National Council MAP Lab, University of Alberta, Edmonton, Alberta (01 February 2014).

2013, PowerPoint Presentation, with E. McGregor, M. Taylor, M. Whetung, The Métis Archival Project and the MNC Historical Online Database Edmonton, Alberta, Métis Archival Project, Faculty of Native Studies, University of Alberta, Edmonton, Alberta, (6 December 2013).

2013, Invited Video Commentary: “Introduction,” “What were the major issues in the Case?” “How does Métis History connect to legal issues?” “MMF vs Crown: What did the court end up deciding?” “What does this mean for the Métis across the Métis homeland?” *Métis in the Courts*, Rupertsland Métis Research Centre/Kule Institute for Advance Study, Total time = 15 minutes. **Error! Hyperlink reference not valid.** (Posted 23 April 2013).

2012, Invited Testimony with Written Evidence, “An Introduction to Métis Scrip: A Presentation to the Senate Standing Committee on Aboriginal Peoples,” Senate, Parliament of Canada, Ottawa, Ontario (23 October 2012), <http://www.cpac.ca/eng/videos/78885>.

- 2013, Presentation, “‘Halfbreed Scrip’: A Colonial Script for Dispossession?” Métis National Council, *Children of the Métis Nation*, Métis Nation Youth Leadership Workshop, Ottawa, Ontario (13 March 2013).
- 2011, Presentation, “Tracking Your Métis Ancestors: A Tutorial,” for the Métis National Council, Registry Officials Meeting, Ottawa, Ontario (13 December 2011).
- 2011, PowerPoint Presentation: “Learning by Doing: Archival Research Methods Courses and the MAP,” Rupertsland Institute, Kananaskis, Alberta (15 June 2011).
- 2011, PowerPoint Presentation: “Rupertsland: What’s in a name?” Rupertsland Institute, Kananaskis, Alberta (14 June 2011).
- 2011, PowerPoint Presentation: “Matri-X Update,” Métis National Council: Métis Rights Panel, and the Northwest Saskatchewan Métis Council, MAP Lab, University of Alberta, Edmonton, Alberta (12 February 2011).
- 2010, PowerPoint Presentation: “‘Just the facts, ma’am’: Expert witnessing and the dragnet required for archival litigation research,” Expert Witness Panel, *The Powley Legacy: Mapping the History for Métis Nation Rights*, Métis National Council, Saskatoon, Saskatchewan (18 July 2010).
- 2010, PowerPoint Presentation: With MAP Team, “The Métis Byte Back”: The Historical Online Database and Digitization of Archival Information, *The Powley Legacy: Mapping the History for Métis Nation Rights*, Métis National Council, Saskatoon, Saskatchewan (17 July 2010).
- 2010, PowerPoint Presentation: “Dominion Lands Act and Scrip,” Métis Nation Land Rights, *The Powley Legacy: Mapping the History for Métis Nation Rights*, Métis National Council, Saskatoon Saskatchewan, (17 July 2010).
- 2010, PowerPoint Presentation: With Meika Taylor, “MNC Online Database Project,” *Métis Gathering*, Île-à-la-Crosse, Saskatchewan (20 March 2010).
- 2010, PowerPoint Presentation: “Métis National Council’s Online Historical Database,” Presentation in Aboriginal Studies 30, Twin Lakes School, Buffalo Narrows, Saskatchewan (19 March 2010).
- 2009, PowerPoint Presentation: “A New Métis Database: Who did it? How it was done? What it contains” *Conference 2009*, Alberta Genealogical Society, Edmonton, Alberta (19 April 2009).
- 2009, PowerPoint Presentation: With Meika Taylor and Shane Nightingale, “MAP Online Database Project Progress Report for Métis National Council National Research Initiative,” National Research Team, Métis National Council, Ottawa, Ontario (21 March 2009).
- 2009, PowerPoint Presentation: With Kathleen Dimmer, “Northern Connections Project Update,” National Research Team, Métis National Council, Ottawa, Ontario (21 March 2009).

- 2009, PowerPoint Presentations: “Carto 101: Graphical Views of Reality?” and “Atlas Review 1”: Editorial Board, First Nations Historical Atlas of Manitoba, Treaty Relations Commission of Manitoba, Winnipeg, Manitoba (19 March 2009).
- 2009, Talk, “Métis Rights and Archival Research,” Saskatchewan Urban Native Teachers Education Program students (University of Saskatchewan), Winnipeg, Manitoba (9 February 2009).
- 2008, PowerPoint Presentation: “Matri-X Update,” Provincial Métis Council, Métis Nation—Saskatchewan, Saskatoon, Saskatchewan (16 December 2008).
- 2008, PowerPoint Presentation: “Towards an Understanding of Métis Scrip,” Métis Rights Panel, Métis National Council, Vancouver, British Columbia (3 December 2008).
- 2008, PowerPoint Presentation: “Matri-X Update,” Métis Rights Panel, Métis National Council, Vancouver, British Columbia (3 December 2008).
- 2008, PowerPoint Presentation: With Meika Taylor, “MAP: From Dusty Documents to Digitized Data,” Saskatchewan Urban Native Teachers Education Program, University of Saskatchewan, Saskatoon, Saskatchewan (12 November 2008).
- 2008, PowerPoint Presentation: “‘A course of fraud and forgery and personation’: Métis Claims and Historical Records,” Saskatchewan Urban Native Teachers Education Program, University of Saskatchewan, Saskatoon, Saskatchewan (12 November 2008).
- 2008, PowerPoint Presentation: “A Beginner’s Guide to Métis Scrip and Rights,” Saskatchewan Urban Native Teachers Education Program, University of Saskatchewan, Saskatoon, Saskatchewan (12 November 2008).
- 2008, PowerPoint Presentation: “Land Rights Litigation Research Background,” Presidents Retreat, Métis National Council, Westin Bear Mountain Resort, British Columbia (7 November 2008).
- 2008, PowerPoint Presentation: With Kathleen Dimmer, “Northern Connections Project,” National Research Team, Métis National Council, Ottawa, Ontario (18 September 2008).
- 2008, PowerPoint Presentation: With Meika Taylor, “MAP Online Database Project Progress Report,” National Research Team, Métis National Council, Ottawa, Ontario (18 September 2008).
- 2008, PowerPoint Presentation: “matri-X, MAP and Beyond,” *Métis Rights Symposium*, Twentieth-fifth Anniversary of the Métis National Council, Ottawa, Ontario (17 September 2008).
- 2008, PowerPoint Presentation: “Applied Research Relating to the Métis Nation at the University of Alberta,” *Consultation, Information and Cultural Gathering*, North West Saskatchewan Métis Council, South Bay Campground, Île-à-la-Crosse, Saskatchewan (20 July 2008).



- 2008, PowerPoint Presentation: “The Scrip Process in Canada,” Métis National Council and Métis Archival Project Visit of Delegation of Aboriginal People of Taiwan, Edmonton, Alberta (10 July 2008).
- 2008, PowerPoint Presentation: “‘from one of community and custom to one of individualism and contract’: Some Thoughts on the Comparative Geography and Political Economy of British and Indigenous Land Tenures,” translated by I. Altimarno-Jimenz, NICA Project Workshop, Puerto Cabezas [Bilwi], Nicaragua (22 May 2008).
- 2008, PowerPoint Presentation: “An Overview of Aboriginal Rights in Canada and the Legal Situation of the Métis Nation,” translated by I. Altimarno-Jimenz, NICA Project Mapping, GPS and Legal Aspects Workshop, Bilwi, Nicaragua (21 May 2008).
- 2008, PowerPoint Presentation: “The rights to the land may be transferred”: Some Outstanding Historical Issues Concerning Métis Land Scrip, ca. 1870-1929,” Canadian Bar Association: Aboriginal Law Section, Edmonton, Alberta (12 May 2008).
- 2008, PowerPoint Presentation: “The transactions are ancient history now”: Métis Claims and Historical Records,” *Effective Management of Métis Rights Workshop*, Community, Contract and Aboriginal Policing Services, Royal Canadian Mounted Police, Winnipeg, Manitoba (4 March 2008).
- 2007, PowerPoint Presentation: “The Historical Development of the Natural Resources Transfer Agreements: A Moderate Livelihood?” Chief and Council, Norway House Cree Nation, Winnipeg, Manitoba (7 September 2007).
- 2007, PowerPoint Presentation: “Dispossession by Grant: The Problem of Métis Aboriginal Title,” *Aboriginal and Treaty Rights Advocacy: Guiding Principles for the Successful Negotiation and Litigation of Land Claims, Aboriginal and Treaty Rights*, Maurice Law and Native Law Centre of Canada, Calgary, Alberta (1 August 2007).
- 2006, PowerPoint Presentation: With Erin McGregor and Meika Taylor, “MNC Historical Online Database: Progress and Prospects,” National Research Team, Métis National Council, Saskatoon, Saskatchewan (29 October 2006).
- 2006, PowerPoint Presentation: “A Beginner’s Guide to Scrip,” *Treaty Ten Scrip Commemorative*, North West Saskatchewan Métis Council, Île-à-la-Crosse, Saskatchewan (7 July 2006).
- 2006, Presentation: *R. v. Morin*, Panel Discussion on Litigation across the Métis Nation, *Métis Land—Métis Rights Conference*, Métis National Council, Winnipeg, Manitoba (2 April 2006).
- 2006, PowerPoint Presentation: “A Beginners Guide To Scrip,” *Métis Lands—Métis Rights Conference*, Métis National Council, Winnipeg, Manitoba (1 April 2006).
- 2006, PowerPoint Presentation: With Erik Ellehoj [senior author], “Mapping History,” *Métis Lands—Métis Rights Conference*, Métis National Council, Winnipeg, Manitoba (1 April 2006).

- 2005, PowerPoint Presentation: “Contemporary Research on the Ancient History of Métis Scrip: Student Contributions to Understanding Métis Aboriginal Rights,” Métis Day at Alberta Education, Edmonton, Alberta (18 November 2005).
- 2005, PowerPoint Presentation: “An Introduction to the Métis National Council Historical Database,” Office of the Federal Interlocutor, Ottawa, Ontario (25 October 2005).
- 2005, PowerPoint Presentation: “History versus Law: An Overview of the development and meaning of the Natural Resources Transfer Agreements,” *Thirteenth Annual National Claims Research Workshop*, Treaty and Aboriginal Rights Research Centre, Winnipeg, Manitoba (28 September 2005).
- 2005, PowerPoint Presentation: “From matriX to MAP: An Introduction to the Métis National Council Historical Database,” Métis National Council, Ottawa, Ontario (14 September 2005).
- 2005, PowerPoint Presentation: “The Métis and Métis Aboriginal Title,” Northwest Saskatchewan Métis Council, Palmbere Lake Gathering, Saskatchewan (29 July 2005).
- 2005, PowerPoint Presentation: “From matriX to MAP: An Introduction to the Métis National Council Historical Database,” Opening of MAP Lab in the Research Transition Facility, Co-hosted with the Métis National Council, University of Alberta, Edmonton, Alberta (24 June 2005).
- 2005, Demonstration: Online Métis National Council Historical Database, Proof of Concept, Board of Governors, Métis National Council, Ottawa, Ontario (13 May 2005).
- 2005, PowerPoint Presentation: “Archival Research in Progress,” National Research Team, Métis National Council, Vancouver, British Columbia (4 March 2005).
- 2005, PowerPoint Presentation: “Some Preliminary Thoughts and Suggestions about Mapping the Historic Métis Nation Homeland,” Métis Nation Board of Governors and Métis Rights Panel, Métis National Council, Kananaskis, Alberta (24 February 2005).
- 2005, Presentation: “Update on the Northwest Saskatchewan Métis Land Claim,” North West Saskatchewan Métis Council, Saskatoon, Saskatchewan (1-2 December 2005).
- 2004, PowerPoint Presentation: “‘a sorry chapter in our nation’s history’: Métis Scrip as a Relationship between an Aboriginal People and the Crown,” Métis National Council retreat with Minister Andy Scott and Parliamentary Secretary Sue Barnes, Winnipeg, Manitoba (12 November 2004).
- 2004, PowerPoint Presentation: “The Métis Scrip System,” *National Conference Métis Nation Rights and Self-Government*, Métis National Council, Edmonton, Alberta (11 March 2004).
- 2004, PowerPoint Presentation: “Scrip—History of the Métis Peoples with A Focus on Northern Saskatchewan,” Practicing Aboriginal Sovereignty, Aboriginal Leadership and Management, The Banff Centre, Banff, Alberta (16 February 2004).

- 2003, PowerPoint Presentation: With Chris Andersen, “The Experience of Canada’s Métis Communities,” Panel: Is Canadian Multiculturalism A Model for the World? Faculty of Arts, University of Alberta, Edmonton, Alberta (28 May 2003).
- 2003, PowerPoint Presentation: “The Scrip Files: The Truth is out There—Métis Claims to Aboriginal Title,” Provisional Council of the Métis Nation of Ontario, Ottawa, Ontario (20 March 2003).
- 2003, PowerPoint Presentation: “The Geography of Métis Scrip: Involving Students in Applied Claims Research,” Greater Edmonton Teachers Convention Association, Edmonton, Alberta (28 February 2003).
- 2002, PowerPoint Presentations: “The Geography of Métis Scrip,” and “The Métis Community of Green Lake,” on behalf of the Métis National Council at the Lands and Resources session for the exploration discussions, Federal Interlocutor for Métis and Non-Status Division of Aboriginal Affairs Secretariat, Privy Council Office, Ottawa, Ontario (28 October 2002).
- 2002, PowerPoint Presentation: Created with Katie Morrison, Valerie Knaga and Paul Hengstler, “Dispossession versus Sustainability: Métis Aboriginal Rights, Traditional Economy and the Industrial Development of the Prairie Provinces,” for the Métis National Council at the United Nations World Summit on Sustainable Development, Johannesburg, Republic of South Africa (29 August 2002).
- 2002, PowerPoint Presentation: “Research and a Prairie-wide Claim,” *Prairie Métis Leaders Forum* (Manitoba Metis Federation, Métis Nation—Saskatchewan, and Métis Nation of Alberta), Winnipeg, Manitoba (6 July 2002).
- 2002, PowerPoint Presentation, “Update on the Métis Claim to Northwest Saskatchewan,” *Métis Rights Conference*, Métis Nation—Saskatchewan, Batoche, Saskatchewan (21 June 2002).

### ***Community and External Presentations and Colloquia***

- 2002, Presentation: “The Scrip System,” Prairie Metis Leaders Forum (Manitoba Metis Federation, Métis Nation—Saskatchewan, and Métis Nation of Alberta), Saskatoon, Saskatchewan (25 January 2002).
- 2002, Presentation: “Review of the Natural Resources Transfer Agreement,” *NRTA Workshop*, Treaty 8 First Nations of Alberta, Fort McMurray, Alberta (14 January 2002).
- 2002, Presentation: “Review of the Natural Resources Transfer Agreement,” *NRTA Workshop*, Lesser Slave Lake Tribal Council, Edmonton, Alberta (11 January 2002).
- 2000, Presentation for Professional Development: “History versus Law: The Natural Resources Transfer Agreement, 1930,” Department of Justice (Canada), Edmonton, Alberta (29 June 2000).
- 2000, Community Presentation: “Update on Northwest Saskatchewan Claim Research,” Île-à-la-Crosse, Saskatchewan (2 June 2000).

- 2000, Panel Presentation: “The Role of the Historians in the Court Room,” National Aboriginal Law Section, Canadian Bar Association, Winnipeg, Manitoba (29 April 2000).
- 2000, Presentation: “Overview of the scrip process under the Dominion Lands Act and the North West Aboriginal Title Litigation,” *Métis Rights Workshop*, Métis National Council, Edmonton, Alberta (7 April 2000).
- 2000, Presentation: “Scriptly Speaking: The Métis Scrip Files, The Truth Is Out There,” *Embracing The Millennium: Trends In Aboriginal Legal Issues*, Indigenous Bar Association, Edmonton, Alberta (25 March 2000).
- 2000, Presentation: “Métis Scrip,” Grand Opening of Offices for Parkland Local #71 and East Parkland Local #1116, Métis Nation of Alberta, Stony Plain, Alberta (25 March 2000).
- 2000, Presentation: “The Scrip Files: The Truth About Métis Scrip,” A Mini-Symposium on Métis Land and Resource Rights, School of Native Studies/Zone 4 of the Métis Nation of Alberta, Edmonton, Alberta (13 November 2000).
- 1999, Chair and Introductory Overview Presentation: “The Scrip Files: the Truth is Out There,” [panel presentation of NS 380/403 students], *Centennial 1899: Conference to further the understanding of Treaty Number 8*, Grouard, Alberta (17 June 1999).
- 1999, Presentation: Northwest Saskatchewan Land Claim, Land Claim Meeting, Métis Nation—Saskatchewan, Buffalo Narrows, Saskatchewan (29 January 1999).
- 1998, Keynote Presentation: “The Canadian Fur Trade: Trade Lessons From The Past” and panelist, “Aboriginal Trade in North America Past, Present And Future Directions,” *First North American Aboriginal Trade Conference*, Saskatoon, Saskatchewan (1 June 1998).
- 1996, Presentation: “Métis Scrip,” *Bridging the Barriers, Métis Heritage*, Métis District Corporation, Melfort, Saskatchewan (18 April 1996).
- 1992, Guest Presentation: “Native Labor and the Economic History of the Canadian Fur Trade,” Interprovincial Association on Native Employment, Inc., Saskatchewan Chapters Workshop, Saskatchewan, Saskatchewan (29 May 1992).
- 1991, Public Lecture: “The Canadian Fur Trade and the Presentation of Indigenous Peoples Heritage,” State Reference Library of the Northern Territory and the North Australia Research Unit, Darwin, Australia (12 April 1991).

#### *Expert Witness*

- 2010, R. v. Jones; and R. v. Hirsekorn, Provincial Court of Alberta, Medicine Hat (11-13 January 2010). Expertise Re: the geography and resource use of Aboriginal People, including the Métis, including hunting, fishing, trapping and gathering; Métis land grant and scrip process pursuant to the Manitoba Land Act and the Dominion Lands Act (1 December 2010). Provincial Court convicted. Appeal decision upheld conviction in the Alberta Court of Queens Bench. Appeal decision upheld conviction in The Court of Appeal of Alberta. Supreme Court of Canada refused leave to appeal.
- 2009, R. v. Goodon, Provincial Court of Manitoba. Brandon (21 June and 19 July 2007). Expertise Re: extinguishment of Indian title, The Manitoba Act, 1870, and Métis

harvesting activity; Court recognized a Métis right to hunt for food (8 January 2009). Provincial Court found a right to hunt and acquitted. The Crown did not appeal.

- 2006, R. v. Belhemeur, Provincial Court of Saskatchewan, Fort Qu'Appelle, (3-5 October 2006). Expertise Re: in Native Studies, including Métis Studies, historical Aboriginal resource use and lifestyle, terminology used in describing the Métis, fur trade, and the history of the application of conservation policies to Aboriginal peoples in Canada; Power Point Presentations to Court: A General Account of the Scrip System; "Some Observations on the Historical Geography of the Métis;" "Some Maps of Métis Surnames;" and "Some Mapping of Scrip Application Geographical Information." Court recognized a Métis right to fish (13 November 2007). Crown filed Notice of Appeal to Court of Queen's Bench.
- 2004, R. v. Laviolette, Provincial Court of Saskatchewan, Meadow Lake (12-15 October 2004). Court transcripts pp. 1187-1700; Qualified expertise in Native Studies, including Métis Studies, historical Aboriginal resource use and lifestyle, terminology used in describing the Métis, fur trade, and the history of the application of conservation policies to Aboriginal peoples in Canada; PowerPoint Presentation to the Court: "Natural Resources Transfer Agreements," and "Some Observations on the Historical Geography of the Métis. Court recognized a Métis right to fish.
- 2005, R. v. Janvier, Provincial Court of Alberta, Edmonton, (May 2005). Evidence Re: Natural Resources Transfer Agreement; PowerPoint Presentation to Court: "Brief Overview of the Natural Resource Transfer Agreements." Court convicted (3 August 2005).
- 2002, R. v. Maurice, R. v. Gardiner, Provincial Court of Saskatchewan, Meadow Lake (October 2000). Evidence Re: Métis hunting rights, and Natural Resources Transfer Agreement. Court convicted (5 October 2001), affirmed by Saskatchewan Queen's Bench (25 February 2002).
- 2000, R. v. Hazel Jacko, et al., Provincial Court of Alberta, Edmonton (January 1997) and Cold Lake, Alberta, (June 1997). Evidence Re: traditional livelihood and mixed economy of Aboriginal people, economic context of treaties, history of government regulations and policies pertaining to traditional Indian livelihood and the development of the Natural Resources Transfer Agreement, Alberta Fisheries Regulations and Fisheries Act, Provincial Court convicted (11 May 1998); appeal dismissed (21 December 2000).

## **PROFESSIONAL MEMBERSHIPS, QUALIFICATIONS and EXPERIENCE**

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### **Professional Memberships**

Canadian Cartographic Association

Canadian Network for Economic History

Council for the Advancement of Native Development Officers (CANDO)

The Champlain Society

## **Professional Qualifications**

### **Professional Experience**

Member, Canadian Standard Association Technical Committee (TC 2064) - Métis Nation Registry Verification Standards (October 2013→).

Taskforce Team Member, Métis Labour and Economic Initiative, Calgary Chamber of Commerce, (19 December 2011).

Member, Grant Adjudication, Committee 9, Insight Development Grants, Social Sciences and Humanities Research Council (April-May 2011).

Journal of Aboriginal Economic Development, member of Editorial Board (1999→).

Native Studies Review, member of Editorial Board (1984, 1996-2012), Editor (1988-1991), Associate Editor 1985-1988, 1991-1993.

Member, Métis National Council, National Research Team (2005-March 2010).

Member, Native Studies sub-committee, Aid to Scholarly Publications, Canadian Federation for the Humanities and Social Sciences (July 2004-June 2007).

Member at Large, Canadian Indigenous/Native Studies Association (CINSA) Executive (2004-2005).

Member, Mayor's Advisory Committee for "Edmonton—A City Called Home," (2000-2002).

Member, Selection Award Committee, The Robin P. Armstrong Memorial Prize for Excellence in Native Studies, Canadian Association of Geographers (2001-2002).

Member, Province of Alberta, Alberta Learning, Advisory Committee for Native Education Policy, representing Alberta Universities Coordinating Council (1999-2002).

**NAME**

Kim TallBear

**COMPLETED ACADEMIC DEGREES**

<b>Degree Name</b>	<b>Subject Area</b>	<b>Where Completed</b>	<b>Date of Completion</b>
PhD	History of Consciousness	University of California at Santa Cruz	2005
MCP	Environmental Policy & Planning	Massachusetts Institute of Technology	
B.A.	Community Planning	University of Massachusetts at Boston	

**ACADEMIC APPOINTMENTS**

<b>Appointment Level</b>	<b>Institution</b>	<b>Dates</b>	<b>Subject Area</b>
Associate Professor	University of Alberta	2015-current	Science, technology and indigenous governance; race, indigeneity and genomics; politics of nature and sexuality
Associate Professor	University of Texas at Austin	2013-2015	Science, technology and indigenous governance; race, indigeneity and genomics; politics of nature and sexuality
Visiting Associate Professor	Meiji University	2011-2014	Political Science and Economics
Assistant Professor	University of California, Berkeley	2008-2014	Science, Technology, and Environmental Policy
Donald D. Harrington Fellow	University of Texas, Austin	2012-2013	Environmental Science, Policy, and Management
President's Postdoctoral Fellow	University of California, Berkeley	2007-2008	Environmental Science, Policy, and Management
Assistant Professor	Arizona State University	2006-2007	American Indian Studies

**TEACHING EXPERIENCE**

<b>Dates</b>	<b>Courses Taught</b>
2014	ANT391/WGS393: Disrupting Sex, Disrupting Nature: Queer, Feminist, and Indigenous Theoretical Approaches (graduate) ANT324L: Indigenous Nature Cultures
2009-2012	ESPM 263: Indigenous, Feminist, and Postcolonial Approaches to Science, Technology, and Environment (graduate) ESPM 151: Society, Environment, and Culture ESPM 198: Society & Environment Senior Capstone
2011	Indigenous & Feminist Approaches to Technoscience & Environment
2006-2007	Environmental Law, Policy, and American Indians: Intersections of Policy and Culture Introduction to American Indian Studies: Intersections of Law, Policy, and Culture

**SCHOLARLY PARTICIPATION**

**Books Authored or Edited**

Date	Activity
2013	Native American DNA: Tribal Belonging and the False Promise of Genetic Science. Minneapolis: University of Minnesota Press, 2013

**Refereed Publications**

Date	Activity
2014	"The Emergence, Politics, and Marketplace of Native American DNA." The Routledge Handbook of Science and Technology Studies, eds. Daniel Lee Kleinman and Kelly Moore. London: Routledge, 2014: 21-37.
2013	D. Edmunds, R. Shelby, A. James, M. Baker, Y. Perez, and K. Tallbear. "Tribal Housing, CoDesign & Cultural Sovereignty." Science, Technology & Human Values. Published online before print June 25, 2013, doi: 10.1177/0162243913490812: 1-28.
2012	"Genomic Articulations of Indigeneity." Social Studies of Science 43(4) (August 2013): 509-534.
2012	Reardon, Jenny and Kim TallBear. "Your DNA is Our History": Genomics, Anthropology, and the Construction of Whiteness as Property." Current Anthropology 53 (S12) (2012): S233-S245
2011	"The Political Economy of Tribal Citizenship in the US: Lessons for Canadian First Nations?" Aboriginal Policy Studies 1(3) (2011): 70-79.
2009	"Commentary" (on Decoding Implications of the Genographic Project for Archaeology and Cultural Heritage). International Journal of Cultural Property 16 (2009): 189-192.
2009	Lee, S. S-J., D. Bolnick, T. Duster, P. Ossorio, and K. TallBear. The Illusive Gold Standard in Genetic Ancestry Testing. Science 325 (5936) (July 3, 2009): 38-39.
2009	"DNA and Native American Identity." In indivisible: African-Native American Lives in the Americas, ed. Gabrielle Tayac. Washington, D.C.: Smithsonian National Museum of the American Indian, 2009: 69-75.
2008	"Native-American-DNA.coms: In Search of Native American Race and Tribe," Revisiting Race in a Genomic Age, edited by Barbara Koenig, Sandra Soo-Jin Lee, and Sarah Richardson. Rutgers University Press, 2008.
2007	Bolnick, Deborah A., Duana Fullwiley, Troy Duster, Richard S. Cooper, Joan H. Fujimura, Jonathan Kahn, Jay Kaufman, Jonathan Marks, Ann Morning, Alondra Nelson, Pilar Ossorio, Jenny Reardon, Susan M. Reverby, and Kimberly TallBear. "The Science and Business of Genetic Ancestry," Science, 318(5849) (October 19, 2007): 399-400.
2007	"Narratives of Race and Indigeneity in the Genographic Project" Journal of Law, Medicine & Ethics, Vol. 35(3) (Fall 2007): 412-424.
2003	"DNA, Blood and Racializing the Tribe," In 'Mixed Race' Studies: A Reader, edited by Jayne O. Ihekunigwe. London and New York: Routledge, 2004. First published in Wicazo Sa Review Vol. 18(1) (2003): 81-107.



## Research Grants

Date	Activity
	PI, National Science Foundation (NSF), "Constituting Knowledge across Cultures of Expertise and Tradition: An Ethnographic Study of Indigenous Genome Scientists and their Collaborators," award number SES-1027307, \$101,016 (year one).
2009-2014	PI, USDA Cooperative State Research, Education, and Extension Service (CSREES), Agricultural Extension Service project, "Investigating the Role of Indigenous Scientists in Governance and the Democratization of Genetic & Archaeological Science," project number CA-B-SOC-0025-H, \$100,000.
2007-2009	Co-PI, National Science Foundation Grant, Division of Social and Economic Sciences (Science and Society), Project Title: "Genomics, Governance, and Tribes: A Workshop", \$25,000.

## ACADEMIC AND PROFESSIONAL PRESENTATIONS

### Invited Lectures

Date	Activity
June 14, 2014	Bard College Berlin and Martin-Luther Universitat, Halle-Wittenberg. Workshop: "Claims of Descent": Science, Representation, Race and Redress in 21st Century South Africa, Halle, Germany. "Genomic Articulations of Indigeneity in the U.S."
May 23, 2014	Theoretical Archaeology Group (TAG) 2014, Plenary Session. Fundamental Convergences: Ontologies, Imaginaries, and Agencies. Co-panelists: Benjamin Alberti (Framingham), Mary Weismantel (Northwestern), and Rosemary Joyce (UC Berkeley), University of Illinois, Urbana-Champaign
February 18, 2014	University of Waikato/Te Whare Wananga o Waikato, International Symposium on Transforming Public Engagement on Controversial Science & Technology, Keynote Speaker. "Combating Colonial Technoscience: Lessons from the Frontlines," Hamilton, New Zealand
November 7, 2013	Columbia University, Center for the Study of Ethnicity and Race. "Beyond Life/Not Life: A Feminist-Indigenous Reading of Cryopreservation, Interspecies Thinking, and the New Materialisms," New York, NY
November 5, 2013	University of California, Los Angeles, Center for the Study of Women, Life (Un)Ltd Lecture Series. "Beyond Life/Not Life: A Feminist-Indigenous Reading of Cryopreservation, Interspecies Thinking, and the New Materialisms," Los Angeles, CA
October 28, 2013	University of Manitoba, MLEF Speaker Series. "Combating Colonial Technoscience: Lessons from the Frontlines," Winnipeg, MB, Canada
October 18, 2013	Uppsala University, Centre for Gender Research. Third Supra-disciplinary Feminist Technoscience Symposium, "Native American DNA and the False Promise of Genetic Science," Uppsala, Sweden,

- May 23, 2013 "An Indigenous Approach to Critical Animal Studies, Interspecies Thinking, and the New Materialisms." Borders of Kinship: Species/Race/Indigeneity, Latin American & Caribbean Studies program, the Jackson School of International Studies, the Simpson Center for the Humanities, and the Institute for the Study of Ethnicity, Race, & Sexuality (WISER), University of Washington
- March 15, 2013 "An Indigenous Ontological Discussion of Cryopreservation Practices and Ethics (and Why I'd Rather Think about Pipestone)." Speculative Visions of Race, Technology, Science & Survival. The Center for Race & Gender and the Multicultural Community Center, University of California, Berkeley, CA
- February 8, 2013 "Indigenous Thought Leads Change for All: What #IdleNoMore and Indigenous People Doing Science Have in Common." Understanding #IdleNoMore, Faculty of Native Studies, University of Alberta, Edmonton, Alberta, Canada
- October 10, 2012 "Indigenous Standpoint Research—Studying Indigenous Bio-scientists." Co-Constituting Indigenous, Academic, Artist Knowledges & Understandings of Land-, Water-, Body-, and Lab-scapes." Centre for Gender Research and UPPSAM (The Network/Association for Sami Related Research in Uppsala), Uppsala University, Uppsala, Sweden
- September 27, 2012 "Dear Indigenous Studies, It's Not Me, It's You: Why I Left and What Needs to Change." Indigenous Studies Research Network (ISRN) 2012 Annual Symposium, What is Critical Indigenous Studies in the 21st Century? Queensland University of Technology, Brisbane, Australia
- September 20, 2012 "Constituting Knowledge across Cultures of Expertise and Tradition: Indigenous Bio-scientists." SciSIP Principal Investigators' Conference, National Research Council of the National Academies, Washington D.C.
- May 4, 2012 "Indigenous Thought and New Materialisms." Invited presentation. What's New about New Materialisms? Science, Technology & Society Center (STSC), Center for Science, Technology, and Society (CSTMS), Department of Anthropology, and School of Information, University of California, Berkeley
- February 8, 2012 "Constituting Knowledge across Cultures of Expertise and Tradition: Indigenous Bio-scientists." Franz Boas Seminar. Department of Anthropology, Columbia University, New York
- January 11, 2012 "Constituting Knowledge across Cultures of Expertise and Tradition: Indigenous Bio-scientists." Center on Social Disparities in Health (CSDH). University of California, San Francisco
- September 16, 2011 "From Blood to DNA, from "Tribe" to "Race" in Tribal Citizenship." Invited Presentation. Quantum Leap: Does Indian Blood Still Matter? The National Museum of the American Indian (NMAI), Washington D.C.
- May 6, 2011 "Indians, Industrialists, Miners and Physicists: Posts from en Route through Time and Empire." Invited presentation. The Reinvention of Time: Articulations of the Past and Future in the Scientific Present. Science, Technology & Society Center (STSC), AGORA (Anthropology Student Group), and KAS (Kroeber Anthropological Society), University of California, Berkeley
- October 18, 2010 "Our DNA is Their Property?" Invited Lecture, Bard College at Simon's Rock
- October 8, 2010 "Our DNA is Their Property?" Invited Lecture, College of Natural Resources Homecoming, University of California-Berkeley

January 29, 2010	"Genetics and Native American Race." Opening panel for AAA RACE exhibit, Lawrence Hall of Science, Berkeley, CA
September 24, 2009	"Genomics, Blood, and the Shifting Precisions of U.S. Native American Identity." Genomics and Identity Politics symposium, University of Exeter, U.K.
March 31, 2009	"Genomics, Governance, and Indigenous Peoples." Invited Lecture, Native American Studies Program, University of Illinois
March 26, 2009	"Genomics, Governance, and Indigenous Peoples." Invited Distinguished Lecture Series, Science, Technology and Society Program, University of Wisconsin, Madison
November 12, 2008	"The Genetic Articulation of Indigeneity." Invited lecture, "The Social, Ethical and Biomedical Implications of Ancestry Testing: Exploring New Terrain," Ethics and Issues Panel, American Society of Human Genetics, Philadelphia, PA
May 16, 2008	"The Genetic Articulation of Indigeneity." Invited lecture, Confronting "Race": DNA and Diversity in the Digital Age, Genome British Columbia, Vancouver, Canada
November 8, 2007	"Narratives and Race and Indigeneity in the Genographic Project." Invited lecture at the Center for Society and Genetics (CSG], UCLA, Los Angeles, California
October 10, 2007	"Indigenous Peoples and Science: Research, Sovereignty, and Ethics." Invited lecture at the United Tribes Technical College, Native researcher speaker series, Bismarck, North Dakota
June 12, 2007	"Native American DNA: Implications for Citizenship and Identity." Invited lecture at the National Congress of American Indians (NCAI] mid-year meeting, Second Annual Tribal Leader/Scholar Forum, Anchorage, Alaska
May 30, 2007	"Genographic, Race, and Indigenous Peoples." Invited lecture presented at the Institute for Public Health Genetics, School of Public Health, University of Washington
February 22, 2007	"Narratives of Race and Indigeneity in the Genographic Project." Invited public lecture presented at the exhibit, RACE: Are We So Different? Science Museum of Minnesota
March 7, 2005	"Native American DNA" and the Search for Origins: Risks for Tribes." Presented at the Stanford Humanities Center "Revisiting Race in a Genomic Age" speaker series, Palo Alto, CA
July 24, 2004	"Native American DNA: Race, Genetic Genealogy Testing & Potential Implications for Native American Life." Presented at the 9th Annual Genetics & Ethics in the 21st Century meeting, Givens Institute, University of Colorado, Aspen, CO
May 15, 2001	Presentation, "Landscape of Memory and Cultural Approaches to Tribal Environmental Stewardship," Symposium on "Indigenous Identities: Oral, Written Expressions and New Technologies." United Nations Educational, Scientific, and Cultural Organization (UNESCO], Paris, France

### Conference Presentations

Date	Activity
May 30, 2014	Native American and Indigenous Studies 4th Annual Meeting, "Desire, DNA, Submission, SM (DDSM)," Panel: "All My Relations? Conflicts and Confluences between Red and Black in a White Supremacist United States," Austin, Texas
November 22, 2013	American Anthropological Association 112th Annual Meeting. Discussant for "Sacred & Secular Technologies Roundtable. Chicago, IL,

- October 10, 2013 Society for Social Studies of Science (4S) Annual Meeting. Roundtable talk. "Standing With and Speaking as Faith: A Feminist-Indigenous Approach to Inquiry." Feminist Postcolonial Science Studies: What are the Issues? San Diego, CA,
- June 14, 2013 Native American and Indigenous Studies 3rd Annual Meeting, "Dear Indigenous Studies, It's Not Me, It's You: Why I Left and What Needs to Change," Critical Indigenous Studies Panel 1, Saskatoon, Canada
- November 16, 2012 American Anthropological Association 111th Annual Meeting, "An Indigenous Ontological Discussion of Cryopreservation Practices and Ethics." Defrost: The Social After-Lives of Biological Substance panel. San Francisco, CA
- October 20, 2012 Society for Social Studies of Science (4S) Annual Meeting, Discussant for "Entanglements of Science & Justice (Part 1)," Copenhagen, Denmark
- October 19, 2012 Social Studies of Science and Technology (4S) Annual Meeting, "Constituting Knowledge across Cultures of Expertise and Tradition: Indigenous Bio-scientists." Copenhagen, Denmark
- October 18, 2011 American Anthropological Association 110th Annual Meeting, "Constituting Knowledge across Cultures of Expertise and Tradition: Indigenous Bio-scientists." American Indian Anthropologists on Land, Sovereignty, Citizenship, Frauds and Other Critical Issues in Indian Country Today panel. Montreal, Canada
- October 18, 2011 American Anthropological Association 110th Annual Meeting, Discussant for Dorion Sagan, "The Human is More than Human: Interspecies Communities and the New 'Facts of Life.'" Society for Cultural Anthropology's Culture@Large session, Montreal, Canada
- May 20, 2011 Native American and Indigenous Studies 2nd Annual Meeting, Session Chair and Discussant, "Indigenous Articulations of Natural Resource Management Institutions," Sacramento, CA
- November 12, 2009 Greenbuild 2009, "Democratizing Greenbuilding." Presented within the panel, "The Oldest Approach to Sustainable Design: How Cultural Values and a Sense of Place Lead to Greenbuilding Design," Phoenix, AZ
- May 22, 2009 Native American and Indigenous Studies 1st Annual Meeting, Session co-chair, "Co-productions of Environmental Science, Technology, and Indigenous Governance," Minneapolis, MN,
- November 15, 2006 American Anthropological Association 105th annual meeting, "Native American DNA: Biological Entrepreneurs and the Making of Identity." Presented within the Presidential Session, "Speaking With/For Nature: Conversations with Biologists and Their Non-Human Others," San Jose, CA,
- October 12, 2006 American Studies Association annual meeting, "US Inside Out: Race, Genomics, and Global Health." Panel member. Oakland, CA
- May 9, 2006 Canadian Anthropology Society meeting on Human Nature/Human Identity, "DNA.coms: Genetics and (Native American] Race On-line." Presented within the symposium "Indigeneity and Race," Concordia University, Montreal
- March 8, 2006 The American Association of Physical Anthropologists 75th annual meeting, "Native-American-DNA.com: Genetics and Race On-Line." Presented within the panel, "Genetic Ancestry Testing: The Public Face of Molecular Anthropology," Anchorage, AK
- November 30, 2005 American Anthropological Association 104th annual meeting, "Native-American-DNA.com: Marketing Indigeneity?" Presented within the panel, "The Molecularization of Race and Identity," Washington D.C.

- February 20, 2001 United Nations Indigenous Peoples and Racism Conference, "Racialising Tribal Identity and the Implications for Political and Cultural Development." Sydney, Australia
- October 23, 2000 Seventh International Congress of Ethnobiology, "Genetics, Culture and Identity in Indian Country.", Athens, GA, USA.

## **PROFESSIONAL MEMBERSHIPS, QUALIFICATIONS and EXPERIENCE**

### **Professional Memberships (Current)**

American Anthropological Association (AAA) (Biological Anthropology Section)  
 American Studies Association (ASA)  
 American Society of Human Genetics (ASHG)  
 Native American and Indigenous Studies Association (NAISA)  
 Society for Social Studies of Science (4S)

### **Professional Experience**

<b>Date</b>	<b>Activity</b>
2014	Consultation with Red Lake Nation, Red Lake Band of Chippewa Indians, Tribal Constitution Committee, Red Lake, MN., USA.
2003	Strategic Planning Consultant to Sisseton Wahpeton College, Sisseton, SD, USA.
2001-2002	Environmental Program Consultant, Flandreau Santee Sioux Tribe, Flandreau, SD, USA
2000-2001	Research Associate, International Institute for Indigenous Resource Management (IIIRM), Denver, CO, USA.
1999-2003	Environmental Planning Consultant, Sisseton-Wahpeton Oyate, Sisseton, SD
1998-1999	Communications/Writing Consultant, Center for International Forestry Research, Bogor, Indonesia.
1996-1997	Environmental Policy Analyst, Council of Energy Resource Tribes, Denver, CO, USA.
1994-1996	Tribal involvement associate, JK Research Associates, Beverly, MA, USA. (contractor to Department of Energy weapons complex environmental risk evaluation]
1992-1993	American Indian Program Liaison, US Environmental Protection Agency, Region I, Boston, MA

**National and International Service:**

Editorial Advisory Board Member, University of California, Santa Cruz Science & Justice Research Center (2012-present).

Advisory Board Member, Summer Internship for Native Americans in Genomics (SING), University of Illinois Institute for Genomic Biology (2010-present)

Editorial Advisory Board Member, SACNAS News, Society for the Advancement of Chicanos and Native Americans in Science (2012-present).

Advisor to the American Society of Human Genetics (ASHG) proposal to develop two national roundtables on the science and ethics of genetic ancestry inference (2011- present).

Advisor to the Duke Institute for Genome Sciences & Policy Pilot Project on "The Use of Biological Information in Tribal Enrollment Determinations" (2012-present).

Advisory Board Member, Center for the Integration of Research on Genetics and Ethics, Stanford University (CIRGE) (2010-2015)

Elected Council Member, Native American and Indigenous Studies Association (NAISA) (2010-2013)

Prize Committee Chair, Native American and Indigenous Studies Association (NAISA) (2010-2013)

Editorial panel member, Science as Culture (Routledge)

Adviser to Dr. Roderick McInnes, McGill University, President (2010) American Society of Human Genetics (on indigenous genomics and ethics for his 2010 Presidential Address) Adviser to the Exploratorium science museum, San Francisco, West Gallery Charette on intersections of the sciences and cognition, art, culture, and social behavior (February 2010).

**University Service**

University of Texas at Austin, Department of Anthropology Tenure & Promotion Committee (2013-present)

University of Texas at Austin, Department of Anthropology Prize Committee (2013-present) University of

Texas at Austin, Department of Anthropology Website Committee (2013- present)

UC Berkeley Faculty Mentor, Indigenous Mapping Network, UC Berkeley (2010-2013)

UC Berkeley Member, Vice Chancellor for Equity & Inclusion's Native American and Pacific Islander Advisory Committee (NAPIAC), UC-Berkeley (2008-2012)

UC Berkeley ESPM Graduate Advisor (2010-13)

UC Berkeley ESPM Colloquium Co-organizer (2010-11]

UC Berkeley ESPM Social Committee (2009-10]

UC Berkeley ESPM Affirmative Action Committee (2008-09]

## NAME

D'Arcy Gordon Vermette

## COMPLETED ACADEMIC DEGREES

<u>Degree Name</u>	<u>Subject Area</u>	<u>Where Completed</u>	<u>Date of Completion</u>
JD	Laws	University of Ottawa	2012
LL.M.	Laws	Queen's University	2004
LL.B	Laws	University of Toronto	2003
B.A.	Arts	University of Saskatchewan	2000

## ACADEMIC APPOINTMENTS

<u>Appointment Level</u>	<u>Institution</u>	<u>Dates</u>	<u>Subject Area</u>
Assistant Professor	University of Alberta	2015 – current	Native Studies
Assistant Professor	University of Alberta	2013-2015	Law
Assistant Professor	St. Thomas University	2009-2013	Native Studies

## ADMINISTRATIVE APPOINTMENTS

<u>Appointment Level</u>	<u>Institution</u>	<u>Dates</u>
Director of Native Studies Programme	St. Thomas University	July 2012 - April 2013

## TEACHING EXPERIENCE

<u>Institution</u>	<u>Dates</u>	<u>Courses Taught</u>
University of Alberta	July 2013 - Present	Law 435, Constitutional law Law 590, Aboriginal Peoples and the Law Law 592, Liberation, Aboriginal Peoples and the Law Introduction to Native Studies Native People and the Law I Native People and the Law II
St. Thomas University	August 2009 – June 2013	Aboriginal People and the Land Question Special Topics: Métis Issues Aboriginal Rights vs. Human Rights International Law and Indigenous Peoples Cultural Identity and Cultural Survival

## SCHOLARLY PARTICIPATION

### Refereed Publications

<u>Date</u>	<u>Activity</u>
2011	"Dizzying Dialogue: Canadian Courts and the Continuing Justification of the Dispossession of Aboriginal Peoples", (2011) 29:1 Windsor Yrb. of Acc. to Jus., 243-260
2009	"Colonialism and the Suppression of Aboriginal Voice", (2009) 40.2 Ottawa L. R. 225-264
2008	"Colonialism and the Process of Defining Aboriginal People", (2008) 31 Dalhousie L.J., 211-246

## Publications

<b>Date</b>	<b>Activity</b>
2009	Benjamin J. Richardson, Shin Imai, and Kent McNeil (eds.), Indigenous Peoples and the Law: Comparative and Critical Perspectives. 2009. Canadian Journal of Native Studies, Current Issue, 432-33.
2009	"Balancing Individual and Collective Rights: Implementation of Section 1.2 of The Canadian Human Rights Act", co-authored with Bradford W. Morse and Robert K. Groves for the Canadian Human Rights Commission (2009), 99 pages.
2011	NunatuKavut Membership Sustainability Report, co-authored with Robert K. Groves, Submitted to the Office of the Federal Interlocutor for Métis and Non-Status Indians (2011), 23 pages.

## Research Grants

<b>Date</b>	<b>Activity</b>
N/A	KULE Research Cluster Grant, Team member. "Intersections of Sustainability. Collaborative Research Network on Water Governance, Climate Change and the futures of Communities" Principal Investigator: Dr. Makere Stewart-Harawira Three-year grant (\$100,000)
2014	SSHRC Insight Grant, One of six co-investigators under the direction of Larry Chartrand, University of Ottawa "Metis Rights and Treaties in Canada", Five-Year Project beginning 2014 (\$423,904.00)
2010	Major Research Grant, St. Thomas University, 2010 – "Dishonour and Deceit: How Canada Stole Métis Lands in Manitoba" (\$4,000)

## ACADEMIC AND PROFESSIONAL PRESENTATIONS

<b>Date</b>	<b>Activity</b>
May 7, 2015	"Aboriginal Consultation" A discussion of Tsilhqot'in v. Canada 2014. Energy Regulatory Forum, Calgary.
April 9, 2015	"The legal consequences of Tsilhqot'in v. Canada, 2014" Current Affairs Salon, Association of Professors Emeriti
October 3, 2014	"Review Tsilhqot'in and how this will impact aboriginal titles across Canada", Legal Education Society of Alberta, Constitutional Law Symposium
March 7, 2014	Manitoba Metis Federation v. Canada, Aboriginal Law Seminar, National Judicial Institute, Winnipeg Manitoba
November 15, 2013	Liberation or Assimilation? Reconciliation and the Legacy of Aboriginal Rights, Faculty of Native Studies Annual Research Day, University of Alberta
June 14, 2012	Inclusion is Killing Us, Taking Stock of Inclusion in the Education Sector: Where Have We Come From, Where Are We Going?, Fredericton, NB
November 2, 2011	10000 to 1: How the 'House' Stacks the Odds Against Métis Land Rights, Native Awareness Days, St. Thomas University
May 31, 2011	Working with a purpose: Fulfilling our responsibilities as Aboriginal academics, at Indigenous Knowledge and Indigenizing the Academy -- Congress



May 10, 2011	New Brunswick Environmental Network, Fredericton Free School, Topic: Aboriginal title, land claims, rights
February 16, 2011	When Rights are Wrong: Section 35 and the Illusion of Equality, at Native Awareness Days, St. Thomas University
May 20, 2010	Aboriginal Peoples, Story and Voice in Canadian Courts, at Narrative Matters 2010, Fredericton, NB
2010	Reconciliation and Aboriginal Rights: Justifying Colonial Imposition at Native Awareness Days, St. Thomas University
May, 2006	A Poisoned Promise: Colonialism and Section 35(1) Litigation at 8th Annual Osgoode Graduate Students' Conference
October 20, 2005	Identity in Disarray: The Collision between Post-Secondary Education and Métis Identity at International Colloquium 2005 "Resistance and Convergence: Francophone and Métis Strategies of Identity in Western Canada", Institut Français, Regina, Saskatchewan
May, 2004	Finding Voice in Legal Studies, at 6th Annual Osgoode Graduate Students' Conference
February, 2003	Lunch time lecture on Métis history, at Waitangi Tribunal, New Zealand

## **PROFESSIONAL MEMBERSHIPS, QUALIFICATIONS and EXPERIENCE**

### **Professional Experience**

Legal Analyst, Ottawa, Ontario, 2009-2011  
 Research Assistant, Waitangi Tribunal, Wellington, New Zealand, 2003  
 Researcher, Pro Bono Students Canada, Toronto, Ontario, 2002

### **University Service**

Council on Aboriginal Initiatives, 2014-15 (on-going)  
 Faculty of Law, Equality and Respect Committee (February 2015 - Present) (on-going)  
 AASUA, Chair Equity Committee (February 2015 – Present) (on-going)  
 Employment Equity Advisory Committee, University of Alberta (February 2015 - Present) (on-going)  
 Academic Faculty Council, University of Alberta, (February 2015 - Present), (on-going)  
 AASUA Executive (February 2015 - Present) (on-going)  
 Aboriginal Law Students Association Faculty Mentor, 2014-15 (on-going)  
 First Year Student Mentor 2014-15 (on-going)  
 Director, Native Studies Programme, (July 2012 – March 2013)  
 Member, FAUST Equity Committee (January 2012 – February 2013)  
 Member, FAUST Grievance Committee (January 2012 – February 2013)  
 Acting FAUST President, July 12 – 19, 2010  
 Member-at-Large, FAUST Executive (Faculty Association of the University of St. Thomas) (October 2009 – April 2011) (July 1, 2012 – March 2013)  
 FAUST representative at "Transforming the Academy": A CAUT Forum for Aboriginal Academic Staff, (November 13-15, 2009)  
 Graduate Student's Representative, Faculty of Law Deanship Advisory Committee, Queen's University, Summer 2004

## Appendix II - Library Impact Statement



UNIVERSITY OF ALBERTA

**To: Christine Brown**  
**From: Anne Carr-Wiggin, Liaison Librarian for Native Studies**  
**Date: December 15, 2014**

**Re: Library Impact Statement, Faculty of Native Studies Indigenous Studies PhD Program Proposal**

I am submitting this memo as part of the Library Impact Statement for the Faculty of Native Studies Indigenous Studies PhD program proposed by Dr. Brendan Hokowhitu, Dean of the Faculty of Native Studies.

From the perspective of the Humanities and Social Sciences Library this program will not require collections or human resources support beyond what is already available.

### **Collections**

The proposed program focuses on areas in which the HSS Library has extensive and comprehensive materials. Collections in Indigenous Studies and related disciplines have been and continue to be one of the strengths of the University of Alberta Libraries. Our collection already serves PhD students working in the area of Indigenous Studies in other faculties, and would be able to accommodate the research needs of the students in the new program in terms of monographs and journals, including electronic collections. Because of the small number of students in this graduate program, our licenses for eresources should provide for sufficient concurrent users.

### **Reference and Research Support**

Two students will be admitted per year to the program, with a maximum of six students at any given time. I will be very happy to provide research support to the students; however I anticipate the impact on staffing will be minimal. Generally with PhD candidates, research assistance consists of one-on-one consultations.

I enthusiastically support this proposed new doctoral program at the Faculty of Native Studies and look forward to working with the students.

Please contact me if you need further information.

## NEW ACADEMIC PROGRAM LIBRARY IMPACT STATEMENT CERTIFICATION

Submitted to the Academic Development Committee

The Library has examined the proposal for the Faculty of Native Studies, **Indigenous Studies PhD Program**. We anticipate that this certificate will not incur any additional costs for Library acquisitions and professional services. There will be costs associated with providing access to current electronic resources as outlined in the table below.

As per the attached memo from Anne Carr-Wiggin, subject specialist for Native Studies, we do not anticipate there being additional impact on Library services and facilities. It was written based on information provided in the proposal stating that enrollment would begin with two students per year to a maximum of six full time equivalent of students in the program.

We support the creation of this program and look forward to working with the faculty and students in the years to come.

### Executive summary of costs

<b>Total Costs (for both programs)</b>	<b>Start Up</b>	<b>Ongoing (expected annual maintenance costs)</b>
Collections Budget	0	0
Capital Budget	0	0
Operating/Staffing Budget	0	0
Incremental Cost for Licensed Resources	400(2016/17)	400 (+200 for each additional student) 800 (2017/18) 1200 (ongoing)
<b>Total Costs: Summary</b>	<b>400</b>	<b>200 for each student enrolled –see chart above</b>

Signed:



Geoff Harder  
Associate University Librarian, Information Resources & Digital Initiatives



Christine Brown  
Head, Humanities and Social Sciences Library

Dated:

Killam Centre for Advanced Studies  
2-29 Triffo Hall Edmonton AB Canada T6G 2E1  
Tel: 780.492.2816 / Fax: 780.492.0692  
www.gradstudies.ualberta.ca

October 8, 2015

**2016-2017 University of Alberta Calendar Graduate Program Changes: the new PhD in Indigenous Studies in the Faculty of Native Studies**

Current	Proposed
<p><b>205.48 Native Studies</b></p> <p><b>205.48.1 General Information</b></p> <p>The Faculty of Native Studies offers a Master of Arts program that focuses on: 1) environmental management and ecological relationships; and 2) Canadian state forms and Indigenous peoples' approaches to social order.</p> <p><b>Entrance Requirements</b></p> <p>The Faculty of Native Studies' minimum admission requirements for the Master of Arts program are:</p> <ol style="list-style-type: none"> <li>(1) A four-year undergraduate degree with a cumulative average of a minimum of 3.0 GPA (on a four point letter grading scale) in the last ★60 of the program with at least ★30 of senior undergraduate courses in Native Studies or courses with significant Aboriginal content. This is, however, a competitive process – a 3.0 GPA is necessary but may not be sufficient.</li> <li>(2) A statement of research interest(s).</li> <li>(3) An example of academic work appropriate to the application.</li> <li>(4) Three letters of reference sent directly to the Faculty of Native Studies.</li> <li>(5) A current resume or curriculum vitae</li> <li>(6) Where applicable, a TOEFL score of at least 580 (237 computer-based).</li> </ol>	<p><b>205.48 Native Studies</b></p> <p><b>205.48.1 General Information</b></p> <p>The Faculty of Native Studies offers programs leading to the degrees of Master of Arts and Doctor of Philosophy.</p> <p>While the programs vary in terms of the depth and breadth of study, they each support research on : 1) ecological relationships, environmental change and resource development; 2) Canadian politics and Indigenous peoples' approaches to social order; and, 3) popular culture, representation and Indigenous modernities.</p> <p><b>Entrance Requirements</b></p> <p>The Faculty of Native Studies' minimum admission requirements for the Master of Arts program are:</p> <ol style="list-style-type: none"> <li>(1) A four-year undergraduate degree with a cumulative average of a minimum of 3.0 GPA (on a four point letter grading scale) in the last ★60 of the program with at least ★30 of senior undergraduate courses in Native Studies or courses with significant Aboriginal content. This is, however, a competitive process – a 3.0 GPA is necessary but may not be sufficient.</li> <li>(2) A statement of research interest(s).</li> <li>(3) An example of academic work appropriate to the application.</li> <li>(4) Three letters of reference sent directly to the Faculty of Native Studies.</li> <li>(5) A current resume or curriculum vitae</li> <li>(6) Where applicable, a TOEFL score of at least 580 (237 computer-based).</li> </ol>

[NEW]

The Faculty of Native Studies' minimum admission requirements for the PhD in Indigenous Studies program are normally:

- (1) A master's degree with a cumulative average of a minimum of 3.3 GPA (on a four point letter grading scale).
- (2) A statement detailing (a) research interest(s), and (b) background, commitment and scholarly preparedness for advanced, independent research in Indigenous Studies and related fields.
- (3) An example of academic work appropriate to the application.
- (4) Three letters of reference sent directly to the Faculty of Native Studies.
- (5) A current resume or curriculum vitae
- (6) Where applicable, a TOEFL score of at least 580 (237 computer-based).

[...]

### **205.48.3 The Degree of PhD in Indigenous Studies**

#### **Program Requirements**

In the first semester of Year 1, students are required to take \*9, normally consisting of Advanced Theoretical Perspectives in Indigenous Studies (NS 620), Professional Seminar (NS 655), and Advanced Indigenous Methodologies (NS 690). During the second semester of Year 1, students will prepare for and undertake two comprehensive examinations and submit a dissertation proposal. An oral candidacy examination will be held based upon these written components. All students should be full doctoral candidates by the end of Year 1. Over the next two years, they will conduct research, engage in scholarly activities, and write a dissertation. The dissertation will be defended at an oral examination.

Proficiency in a language other than English (including an Aboriginal language) is recommended in accordance with the thesis topic.

### 205.48.3 Graduate Courses

Graduate courses can be found in §231, Course Listings, under the subject heading Native Studies (NS).

#### **Residency**

The residency requirement is two academic years of full-time attendance at the University of Alberta (where an academic year is defined as the eight-month period from September through April).

#### **Length of Program**

Full-time PhD students will normally be expected to complete the program in three years. Candidates must complete their degree program within six years of the time they first register.

### 205.48.4 Graduate Courses

Graduate courses can be found in §231, Course Listings, under the subject heading Native Studies (NS).

Justification: The proposed PhD in Indigenous Studies (highlighted in yellow) will require an FGSR calendar change.

**Faculty of Native Studies**  
**Academic Planning and Undergraduate Programs**  
*Calendar Change Request Form*  
**2016-2017**

**Implementation:**    NORMAL  \_\_\_\_\_            EARLY \_\_\_\_\_

**Type of Change:**    PROGRAM Change \_\_\_\_\_

NEW COURSE  \_\_\_\_\_            COURSE CHANGE \_\_\_\_\_

COURSE DELETION \_\_\_\_\_            EDITORIAL \_\_\_\_\_

OTHER CHANGE \_\_\_\_\_

Current	Proposed
New	<p><b>NS 620 Advanced Theoretical Perspectives in Indigenous Studies</b>  ★3 (<i>fi</i> 6) (either term, 0-3s-0). This course engages students with theoretical concepts seminal to the discipline of Indigenous Studies. Students will gain a thorough understanding of the Indigenous Studies theoretical field and will be able to specifically identify theory relevant to their explicit research project. Through Indigenous theory, students will be able to identify ethical issues in relation to research with Indigenous communities.</p> <p><b>NS 655 Professional Seminar</b>  ★3 (<i>fi</i> 6) (either term, 0-3s-0). This professional development course helps develop the intellectual independence transferable to employment both within and outside the academy, including the creativity to solve complex situations through the exercise of responsibility and autonomy. From an Indigenous Studies perspective, this course introduces students to career development and professional issues within the academy, and the public and private sectors. Students will work on developing their research and writing skills to a level that will satisfy peer review and merit publication. Students will work on orally communicating complex ideas cogently, clearly and effectively. Students will work on the technical skills required within the PhD process. Topics include: the history of Indigenous Studies as a discipline; external funding agencies; preparing and reviewing grant proposals; preparing and reviewing manuscripts for publication; oral presentations; writing for different audiences; and preparing for comprehensive exams.</p> <p><b>NS 690 Advanced Indigenous Methodologies</b>  ★3 (<i>fi</i> 6) (either term, 0-3s-0). This course gives students a thorough conceptual understanding of the key methodological principles and research concepts seminal to the discipline of Indigenous Studies. Students will gain proficiency in Indigenous methodologies and the skills to comprehend, design, and implement method relevant to their specific research area, including the use of existing Indigenous methods and the creation of new methods to answer complex research problems. Students will be able to articulate methodological strategies to produce meaningful research ‘with’ as opposed to ‘on’ Indigenous communities. Students will begin to develop the skills to carry out advanced research within academic, community and/or applied settings.</p>

*EXISTING COURSE FROM FGSR §231.260*

**THES 909: Thesis Research**

★0 (fi 18) (either term, unassigned). Represents research activity equivalent to ★9 for registration status and fee assessment purposes.



**OUTLINE OF ISSUE**

Agenda Title: **Proposal for changes to Introductory Meetings with Supervisor, Faculty of Graduate Studies and Research**

**Motion:** THAT GFC Academic Standards Committee approve, under delegated authority from General Faculties Council, the policy for Introductory Meetings with Supervisor as proposed by the Faculty of Graduate Studies and Research, and as set forth in Attachment 1, to be effective in 2016-2017.

**Item**

Action Requested	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation <input type="checkbox"/> Discussion/Advice <input type="checkbox"/> Information
Proposed by	Heather Zwicker, Interim Dean, Faculty of Graduate Studies and Research
Presenter	Deborah Burshytn, Associate Dean, Faculty of Graduate Studies and Research
Subject	Introductory Meeting with Supervisor

**Details**

Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is (please be specific)	To ensure that documents are in place to guide the discussion topics for the introductory meeting between a student and supervisor.
The Impact of the Proposal is	Putting in place a list of topics to be discussed between the student and supervisor will avoid future problems of miscommunication and unmet expectations.
Replaces/Revises (eg, policies, resolutions)	Revises section 204.1.4 of the Calendar: Time Line for the Appointment of Supervisors
Timeline/Implementation Date	2016-2017
Estimated Cost	N/A
Sources of Funding	N/A
Notes	

**Alignment/Compliance**

Alignment with Guiding Documents	Dare to Discover, Dare to Deliver
Compliance with Legislation, Policy and/or Procedure Relevant to the Proposal (please <u>quote</u> legislation and include identifying section numbers)	<p>1. <b>Post-Secondary Learning Act (PSLA):</b> The PSLA gives GFC responsibility, subject to the authority of the Board of Governors, over academic affairs (section 26(1)). Further, the Post-Secondary Learning Act (sections 60(1)(c) and (d)) gives the Board of Governors authority over certain admission requirements and rules respecting "enrolment of students to take courses." The Board has delegated its authority over these areas to GFC. GFC has thus established an Academic Standards Committee (GFC ASC) [...] and has delegated certain of its powers to the GFC ASC.</p> <p>2. GFC Academic Standards Committee (3. Mandate of the Committee, A. Definitions)  <i>"i. "Routine and/or Editorial"</i>          [...] the terms "routine and/or editorial" refers to proposals which do not involve or affect other Faculties or units; do not form part of a proposal for a new program; and which do not involve alteration of an existing quota or establishment of a new quota. Editorial or routine changes include any and all changes to the wording of an admissions or</p>

	<p>academic standing policy.”</p> <p>“B. Admission and Transfer, Academic Standing, Marking and Grading, Term Work, Examinations, International Baccalaureate (IB), Advanced Placement (AP)</p> <p>i. All proposals from the Faculties or the Administration related to admission and transfer, to the academic standing of students, to institutional marking and grading policies and/or procedures and to term work policies and procedures are submitted to the Provost and Vice-President (Academic) (or delegate) who chairs the GFC Academic Standards Committee. ASC will consult as necessary with the Faculties and with other individuals and offices in its consideration of these proposals. (GFC 29 SEP 2003) (GFC 31 MAY 2005) (EXEC 04 DEC 2006)</p> <p>ii. ASC acts for GFC in approving routine and/or editorial changes to both admission/transfer policies and academic standing regulations, and acts for GFC in approving all proposals for a) change to examination regulations, b) change to existing International Baccalaureate (IB) and Advanced Placement (AP) policies and procedures and c) change to the University Calendar Section on Missed Term Work (under the Section entitled Evaluation Procedures and Grading System. (EXEC 18 NOV 1996) (EXEC 04 DEC 2006)”</p>
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**Routing** (Include meeting dates)

<p>Participation: (parties who have seen the proposal and in what capacity)</p> <ul style="list-style-type: none"> <li>• Those who have been informed</li> <li>• Those who have been consulted</li> <li>• Those who are actively participating</li> </ul>	See attachment
Approval Route (Governance) (including meeting dates)	<p>Faculty of Graduate Studies &amp; Research Policy Review Committee Faculty Council of Graduate Studies &amp; Research – approved May 20, 2015 GFC Academic Standards Committee – November 19, 2015</p>
Final Approver	GFC Academic Standards Committee

Attachments (each to be numbered 1 - <>)

1. Attachment 1 (page(s) 1 – 2) Department List of Discussion Topics for Introductory Supervisor-Student Meeting

## Motion to be put to a vote at FGSR Council

### **Departmental List of Discussion Topics for First Supervisor-Student Meeting**

This motion comes from FGSR Council's Policy Review Committee, a sub-unit of Council established in 2009/10, and tasked by Council to consider incremental changes to policies. The Policy Review Committee consists of faculty members, graduate students and staff.

**Background:** All thesis-based graduate students must have a supervisor. The minimum responsibilities of a supervisor are set out in [section 200.2.2 of the Calendar](#). Some supervisors are appointed at the beginning of a student's program of studies; others are appointed after a student has spent some time in a department.

Section 204.1.4 of the Calendar (reprinted below) requires a supervisor to be appointed within the first 12 months of a student's program following the procedures approved by the Dean of the department's Faculty. It is assumed that the supervisor and graduate student will meet and have a discussion; however, experience suggests that guidance is needed from departments as to topics to discuss at this first meeting to avoid future problems of miscommunication and unmet expectations.

An "[FGSR Checklist for a First Meeting with a Graduate Student](#)" has been made available since 2011, but not all supervisors make use of this. Some departments have also created their own discipline- and/or department-specific checklists. Copies of the FGSR Checklist and the AFNS Checklist are now attached to provide examples. These documents are provided "for information" and they are not part of the motion. The FGSR Checklist has been made available on the FGSR website in MS Word format and departments are free to modify or change the document as desired to meet their departmental needs.

**Notice of Motion and Feedback Received:** "For issues of substance, it is the tradition of FGSR Council that a notice of motion be presented at least one month prior to the date of the submission of the motion. This enables councilors to discuss the issues and, if necessary, to obtain feedback from their home units and councils." (FGSR Council, Minutes, 1991/3/15). Notice of this motion was brought before FGSR Council at its April 2015 meeting. As for feedback received, a request was made to modify the title of the provision (done), while one concern was expressed about the inclusion of the words "the availability or non-availability of funding" in the list of topics "likely" to be included.

**Process for Calendar Changes:** FGSR Council does not have the authority to change the Calendar; however, FGSR Council can indicate its support for changes to be secured by FGSR through the appropriate University Governance channels (e.g. the appropriate committee of GFC as advised by the Governance Secretariat). If University Governance accepts the proposed changes to the Calendar, consequential changes are then made to the FGSR Graduate Program Manual so as to be in compliance with the Calendar.

**Implementation Date:** The motion below includes the proposed implementation date.

## **The Motion**

**Be it resolved that FGSR Council supports efforts to secure the following amendment to the University's Calendar, for implementation in the 2016-2017 Calendar:**

<b>Current</b>	<b>Proposed</b>
<p><b>204.1.4 Time Line for the Appointment of Supervisors</b></p> <p>Ideally, the supervisor for a thesis-based student, both master's and doctoral, should be appointed as soon as the student arrives to begin his or her program of studies. If this is not possible, an interim academic advisor may be appointed by the department. Supervisor(s) must be appointed within the first 12 months of the student's program following the procedures approved by the Dean of the department's Faculty.</p>	<p><b>204.1.4 Time Line for the Appointment of Supervisors <u>and Introductory Meetings</u></b></p> <p>Ideally, the supervisor for a thesis-based student, both master's and doctoral, should be appointed as soon as the student arrives to begin his or her program of studies. If this is not possible, an interim academic advisor may be appointed by the department. Supervisor(s) must be appointed within the first 12 months of the student's program following the procedures approved by the Dean of the department's Faculty. <b><u>Every department must develop a list of topics that will be covered during the introductory meetings between a supervisor and a graduate student. These meetings should be held during the term in which a supervisor is first appointed. Topics likely to be listed include program requirements, academic integrity requirements, the role of the supervisor, the preferred means of communication, the availability or non-availability of funding, and scholarly practices and outputs.</u></b></p>

Note: As per section 200.2.5 of the Calendar, the term "department" refers to a department, a non-departmentalized Faculty, or to an extra-departmental graduate program such as a Centre. The term "department" also refers to the graduate coordinator or any other individual officially designated as being responsible for the graduate program in the unit.