McGill Community Vision for an Indigenous Studies Program: Forum Report

Brett Lamoureux
SSMU Student Researcher

Terms of Reference

The Forum Steering Committee responsible for organizing the forum and writing this report are committed to using inclusive terminology that recognizes the particularity of many nations. Recently, it was decided by Indigenous groups at McGill University that the term 'Indigenous' reflects current scholarship and the opinion of the forum participants (see page . According to the United Nations Permanent Forum on Indigenous Issues, the term 'Indigenous' means original inhabitant or according to the National Aboriginal Health Organization, "native to the area".[1] From these definitions, Indigenous peoples are the first peoples of North America and have a unique relationship to the land.

The Aboriginal Law Students' Association is a Faculty of Law student group that exposes Law students to the legal traditions of Aboriginal peoples in Canada.[2]

The Indigenous Student Alliance is a student group that integrates and connects Indigenous peoples attending McGill University and to share Indigenous ways of knowing with each other and with non-Indigenous peoples.[3]

KANATA is a student group that organizes learning opportunities on Indigenous knowledge and Indigenous related issues. KANATA produces a student-led interdisciplinary academic journal that is published annually.[4]

MISC stands for the McGill Institute for the Study of Canada. MISC is an academic institute that promotes a clearer understanding of Canada's heritage and social, political, and economic future

SEDE stands for the Social Equity and Diversity Education Office of McGill University. SEDE's mission is to "provide information, education, and training to all areas of the University in order to cultivate a respectful, diverse and supportive campus".[5]

SSMU stands for the Students' Society of McGill. SSMU represents undergraduate students of McGill University and advances a broad range of their needs.[6]

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[1] United Nations Permanent Forum on Indigenous Issues. (2006). *Who are Indigenous peoples?* Fact Sheet. Retrieved from http://www.un.org/esa/socdev/unpfii/documents/5session_factsheet1.pdf

National Aboriginal Health Organization. (2010). *Terminology*. Publications. Retrieved from http://www.naho.ca/publications/topics/terminology/?submit=view

[2] Aboriginal Law Students' Association/l'Association étudiante pour les droits des peuples autochtones. (2012). Retrieved from http://www.lsa-aed.ca/clubs/alsa

[3] Students Society of McGill University. (2012). *Indigenous Student Alliance.* Club Listings. Retrieved from http://ssmu.mcgill.ca/clubs/social-activism-and-political-clubs/page/2/

[4] KANATA. (2011). *About KANATA.* Retrieved from http://qpirgmcgill.org/kanata/about/

[5] Social Equity and Diversity Office of McGill University. (2013). *Our Mission*. Retrieved from http://www.mcgill.ca/equity_diversity/what-we-offer

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[6] Students' Society of McGill University. (2012). *Our Mission*. Retrieved from http://ssmu.mcgill.ca/about-us/who-we-are/our-mission/

Background

Past Attempts at Founding an Indigenous Studies Type Program

The earliest attempt at establishing an Indigenous Studies type program at McGill University was in the early 2000s. As coordinator of the First Peoples' House, Ellen Gabriel put forth the idea of an Aboriginal Studies program. It is not clear how Gabriel's efforts transpired and how her plans were received within the university. In winter of 2009, there was revitalization of interest in developing an Indigenous Studies program within the McGill community. The KANATA student group initiated proposal efforts, gained faculty and student support and presented a recommendation for the program to the Principal's Task Force on Diversity, Excellence, and Community Engagement in the winter of 2010. The Aboriginal Affairs Working Group, a group comprised of McGill faculty and staff, also presented to the Task Force, recommending the creation of a minor program.

SSMU's Involvement: Hiring a Student-Researcher to Survey the McGill Community

Although there have been significant efforts to found an Indigenous Studies type program in the recent past, never has the McGill community been surveyed for their opinions and interests in a program. In May 2012, the Students' Society of McGill University (SSMU) hired Brett Lamoureux as student-researcher and made it one of his main responsibilities to organize a community forum. The student-researcher reported to Vice-President of Student Affairs, Haley Dinel, and to Allan Vicaire, the Aboriginal Liaison Education Advisor of McGill's Social Equity and Diversity Education Office (SEDE). It was decided that a forum was needed to gather input from students, staff, faculty, and the general public on various topics surrounding the type of learning offered in a potential Indigenous Studies program. The information gathered at the forum could be used to gauge overall interest in a program for departments who are committed to housing the program and can also be used to support academic proposals submitted for the program. By surveying the McGill community, SSMU was ensuring that students, staff, and faculty would be consulted as stakeholders of a future Indigenous Studies program and that their input would shape course content.

McGill Institute for the Study of Canada's Involvement: A Home for the Program

In October 2012, the Dean of Arts, Christopher Manfredi, gave the McGill Institute for the Study of Canada (MISC) the mandate to develop the Indigenous Studies minor. MISC director, Dr. Will Straw, met with Allan Vicaire, the Aboriginal Liaison Education Advisor of SEDE and Dr. Linda Starkey, the Associate Dean of Students. At the forum and in consultation with Quebec First Nations community leaders on November 28th 2012, Dr. Will Straw reiterated his commitment to housing the program.

Formation of the Forum Steering Committee

In fostering a collaborative approach to the forum, Allan Vicaire, organized a steering committee comprised of student representatives, to design the platform of the forum including; how information will be presented, collected, and shared between participants during the forum and later with the McGill community.

The members of the Forum Steering Committee were:

-Florence Alexander (President, Aboriginal Law Students' Association)

-Jessica Barudin (President, Indigenous Student Alliance)

-Haley Dinel (VP of Student Affairs)

-James Gutman (Arts Senator)

-Tiffany Harrington (Vice President of Indigenous Student Alliance)

-Brett Lamoureux (SSMU Student-Researcher)

-Tyler Lawson (undergraduate student)

-Nicolas Magnien (KANATA member)

-Andrea Palmer (Executive Coordinator, KANATA)

Structure of the Forum

The steering committee decided on three methods of gathering information from participants; focus groups, clicker questions, and town hall discussion. On the day of the forum, after beginning with introductory remarks and words of guidance from Mohawk Elder Sonny Diabo, the participants split into six focus groups arranged according to the following general themes:

• Educators
• Types of Learning
• Name of the Program and Terminology
• Space
• Course Content
• Missing Themes

Participants were encouraged to circulate among the focus groups according to their interests for duration of forty minutes. At each focus group, a facilitator recorded what participants said on a flip chart. After forty minutes of conversation, participants reconvened and answered a series of questions on a Student Response System informally known as clickers. Participants used clickers—handheld electronic devices to anonymously select answers to sixteen multiple choice questions. The clicker

software allowed for participant responses to display in a bar graph after all the responses were entered. Lastly, participants had a general discussion for twenty minutes, raising general comments about an Indigenous Studies program or comments about the forum process itself.

Who was Present at the Forum

The forum was held on November 27th, 2012 from 2:00 until 4:00 pm in the Lev Bukhman and Breakout rooms of the University Centre building. Throughout the two hour event, participants came and went. At its most crowded period, over one hundred people were present at the forum. In attendance were many students, mainly from the Faculty of Arts, several faculty members, McGill university staff, and a few community members.

Inclusive Practices

In social settings where Indigenous people and their histories are often told from de-contextualized, outside perspectives, the Steering Committee found that it was most appropriate for the community forum to be conducted in a way that allowed participants to freely express themselves. Measures were put in place so that the forum platform catered to different ways of gathering information. Focus group themes were broadly defined so that responses were not predetermined. Facilitators recorded participants' input without guiding questions. In addition to the anonymity of the clicker questions, four Thought Boxes were placed around the room. These boxes allowed participants to anonymously write down opinions, ideas, and comments if they were uncomfortable sharing aloud or if they ran out of time.

Methodology of the Forum Report

After the forum, the Steering Committee met to discern the highlights from each of the six focus groups. As a group, members of the Steering Committee reviewed each flip chart from the focus groups and came up with three or more highlights from what was written down on the flip charts by the facilitator. On the flip charts there was no indication of a participant's identity and someone's status did not overemphasize the importance of their comments. Facilitators were consulted to ensure that the highlights of each focus group are accurate representations of the discussion that took place. To ensure accuracy and maintain a collaborative approach, this report was reviewed and edited by members of the Steering Committee in several drafts.

Focus Group Summaries: What Participants Said

Course Content

In this focus group, the discussion generally revolved around an interdisciplinary or cross-disciplinary methodology for an Indigenous Studies type program. The highlights of this focus group were:

• What the interdisciplinary content would be and incorporating Indigenous perspectives
• Language learning courses
• Comparisons between nations within a region or internationally
• A foundation course for the program

Interdisciplinary Content

Several participants wanted to see a "specific Indigenous studies course", including Indigenous perspectives on art history and health, and other subjects. To some participants, courses should present the accounts of "different First Nations groups" and cultural education should be the basis of the program's course content. Other participants suggested types of courses that could be integrated into the program; linguistics, sociology, and environmental studies.

Language Learning Courses

As in other focus groups, many participants wanted the program to offer language learning courses in an Indigenous language. 80 percent of respondents answered that it was very important for the program to offer language learning courses in a First Nations, Inuit, or Métis language in response to a clicker question.[7] Their reasoning is that more language learning will help bring an Indigenous focus to program courses and that it could lead to more Indigenous perspectives being incorporated into McGill's current course offerings.

Comparisons between Nations

The discussions also lead into people wanting the program to offer courses that compare nations in a regional or international context. One participant offered the example of comparing North American nations with Australian or New Zealand nations. The discussion frequently returned to the regional or international scope of the program, and one participant stressed the need for balance in the program's focus as being "[not] too broad/too specific".

Foundation Course

Several participants in this focus group also acknowledged the present need for a foundation course in the program. It was thought this course should be a pre-requisite course to studying in the program and it could be focused on "Indigenous issues/subjects" [sic]. It was also noted that there

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[7] Appendix, page 14, Question 7

should be a "cap-stone course" in the program dealing "with core issues". Other participants mentioned up that course content should also be designed to provide skills that students could bring back to their communities or that there should be a community engagement or internship component to the program.

Educators

The conversation in this focus group centered on the role of educators in an Indigenous Studies type program and their qualifications and branched off into other topics concerning Indigenous knowledge and the university. The highlights from this focus group were:

- Indigenous educators
- Communication between faculty and administration and between researchers
- Program steering committee: general discussion of the program and how to work with existing courses
- Resources: Indigenous scholars and support for students and community members

Indigenous Educators

Some focus group participants found that there is a lack of knowledge of Indigenous peoples among McGill university faculty. In terms of the qualifications of educators in a potential program, participants emphasized that educators teach experiential learning and should possess a well-rounded range of experience in academic research, professional involvement, and personal advocacy. 53 percent of participants found it very important for course instructors to identify as First Nations, Inuit, or Métis in a clicker question.[8]

Communication

To some participants, the effort to create an Indigenous studies type program has stalled at the faculty-administration level. Some participants lamented that it often ignored that the land where McGill University lies has a First Nations history and that this misreporting has an influence on academic research. Indigenous peoples contributions to a variety of academic disciplines are often left out of research and student learning and Indigenous knowledge can enhance contemporary research.

Program Steering Committee

One participant remarked that efforts to create the program lose momentum at the end of the academic year. Participants expressed that a steering committee could be founded in addition to program administrators. This committee would be founded to launch the program and provide an advisory role on program content. Participants added that the committee could assist in bridging the program with other departments to enhance the program's interdisciplinary course offerings.

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[8] Appendix, page 12, Question 3

Resources

Several participants had many ideas as to where funding for the program would derive. A sponsoring unit was said to be needed as well as a central person to organize funding, launch the program, and to manage the department. It was cited that a Canadian Research Chair for Indigenous Studies research exists at McGill and that the professor in this position could contribute in some way to the program. Other participants proposed that funding could also be allocated to attract Indigenous scholars and to scholarships or bursaries for Indigenous students.

Space

Participants in this focus group distinguished between two types of space; on-campus and off-campus. One participant found, that in general, "space defines content and education". The highlights were:

- Creative representation on campus: art, digital space,
- Indigenous architecture: natural landscapes, tours, classroom setup
- Indigenous Centre
- Recognition and reclamation: Mohawk territory
- Strengthening partnerships

Creative Representation on Campus

To create a more Indigenous presence on campus, focus group participants suggested displaying Indigenous art such as graffiti and mural art and allowing more digital space on McGill websites for Indigenous art

Indigenous Architecture

Several participants identified the need to have Indigenous architecture and landmarks on campus to identify the Montreal area's Indigenous heritage; specifically a longhouse and a "First Nations garden" as well as Indigenous names for classrooms and buildings. A few participants also suggested that natural landscapes be used as settings for experiential learning; "not to learn about [nature] but from [nature]" and expressed an interest in field courses, internships, and mentoring. One participant suggested that classrooms could be physically rearranged to better integrate student learning.

Indigenous Centre

The discussion for more Indigenous representation on campus lead to one participant finding it necessary that an Indigenous centre be created on campus to house all Indigenous-related groups and services. It was also suggested that a community meeting area could also be created and that a suitable location might already exist in Montreal. It was pointed out that McGill's Macdonald campus has more space and a outdoors setting that would be suitable for experiential learning.

Recognition and Reclamation

One aspect of the discussion touched upon a need for McGill to recognize the Montreal area's Mohawk history. Several participants expressed that having more of an everyday Indigenous presence on campus would honour Mohawk people and the contributions Indigenous people make to Canadian society. It was suggested that a place be designated for Indigenous people to raise awareness and share knowledge about their heritage.

Strengthening Partnerships

In order to build a greater Indigenous presence on campus and realize some of the ideas expressed in the focus group, participants generally found that stronger partnerships are needed between McGill administration, faculty, Indigenous communities and Indigenous groups on campus.

Terminology and Name of the Program

People were interested in whether the program would focus on more regional Canadian content or if the program would have a wider, international focus on Indigenous life. The highlights of this focus group were:

- Terminology should reflect diversity of many nations across North America
- Content should emphasize people over issues
- The term "First Peoples" is preferable to "Indigenous"

Terminology

Participants recognized that there are many nations within North America and this complex reality should be signified in the terminology used throughout the program and also in the name of the program. Although an international focus to Indigenous life in the program was discussed, selecting terms to fit peoples from all the around the world makes it difficult to be precise and accurate.

Content

The name of the program should include "Peoples" in the title to capture the diversity of Indigenous peoples and to emphasize that peoples should be studied more in the program than social issues or topics.

Name of the Program

Participants debated between the names "First Peoples" and "Indigenous". Both terms received an equal number of votes for the English name of the program in a clicker question.[9] One participant

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[9] Appendix, page 13, Question 6

found that "terms specific to nations and languages do not refer to 'indigeneity' and 'nativeness'". It was also noted that "many terms refer to the people" and that this be reflected in the chosen name.

Types of Learning and Knowledge

In this focus group, participants found that many elements of an Indigenous Studies type program are interrelated. The highlights of this focus group are:

- First Peoples' ways of knowing
- Diversity of Methods
- Institutional Challenges

First People's Ways of Knowing

Within the Types of Learning and Knowledge focus group, there was also a great deal of discussion surrounding First Peoples' ways of knowing. In an effort to bring traditional ways of knowing to the program, one participant found that program administrators should consult with communities and "adopt the native communities way of teaching"[sic.]. Others emphasized that history be taught through story-telling and students should have the opportunity to learn about traditional forms of spirituality.[10]

Diversity of Methods

Generally, participants thought that the program should encourage different types of learning compared to conventional university courses. Some participants advocated for experiential or participant centered learning and they found it important for the program to offer field work courses. What some participants meant by experiential learning is for students to acquire firsthand experience of traditional Indigenous knowledge taught by someone in an off-campus community. Other participants found it important to have community leaders as guest lecturers in some courses.

Institutional Challenges

Several participants also anticipated that there would be institutional challenges in trying to establish an academic program that incorporates a diversity of traditional ways of learning. Many participants found that the professor-student evaluation process should be different for an Indigenous Studies type program and it was participants that suggested evaluations act as a consultative process between the professor and the student. Subjective factors such as developing intuition and an evolving experience should also be considered in course assignments.

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[10] Appendix, page 14, Questions 8 and 9

Missing Themes

Participants came to this focus group to express ideas that did not fit into any of the five other themes. The highlights of this focus group are:

- Accessibility
- Sustainability
- Student Audience

Accessibility

To promote an Indigenous-studies program at McGill, one participant suggested that university recruiters advertise for the program at high schools and CEGEPs. Another participant found that the program will interest on-reserve First Nations people and that "admission requests" and entrance criteria to the program might have to be revisited. Also, to facilitate a higher number of on-reserve First Nations students, better communication between resource groups on campus is needed. It was stressed that departments could learn from other universities and communities when it comes to supporting Indigenous graduate students with mentors.

Sustainability

As the program becomes a full academic program, one participant wondered what the long term plan for the program will be. The advent of an Indigenous studies type program could also allow for an Indigenous perspective being integrated into other programs and the program could examine content in an interdisciplinary way. With alterations made to course content, another participant found that it would be consistent for the university to hire more Indigenous professors.

Student Audience

A few participants wondered what type of student audience the program would be intended for: Indigenous students, non-Indigenous students or both? The intended audience would greatly determine course content, student learning, and how the program serves students.

Conclusion: Implications of the Forum

Over the two hour period, there was much enthusiasm in the room for an Indigenous Studies type program at McGill. Many McGill community members attended the two hour event and facilitators noted that the discussions in the focus groups were generally engaging, intelligent and insightful. Committed students shared their thoughts alongside professors and staff working in the field, and the Indigenous people present spoke from personal insights and social experiences. Overall, the forum was a success for bringing a diverse group of people together and having a dialogue largely about how Indigenous ways of life can be better integrated and better understood at a world leading university.

Throughout the focus group discussions, there was also a great degree of optimism over how an Indigenous Studies program could impact the quality of education and services at McGill University. Participants wish to make McGill University more open to Indigenous knowledge first by formally acknowledging Montreal's Indigenous origins and by incorporating Indigenous ideas on campus for a everyday, mainstream audience without diluting the authenticity and holism of Indigenous traditions. In terms of what participants are seeking in an academic Indigenous Studies program, participants seek something different from standard lecture-based social science courses. To summarize, forum participants expressed that they are interested in:

- learning traditional Indigenous ways of knowing with contemporary relevancy
- applying multiple and different methodologies to learn about a broad subject
- studying people more than issues, with the recognition that each Indigenous nation has its own particular traditions, practices, and beliefs
- courses that facilitate experiential learning; hands- on and developing subjective experience
- learning language learning courses on an Indigenous language

As successful as the forum was for gathering the opinions of the McGill community, applying the interests of the university's students, faculty, and staff into an academic program poses a challenge. Several participants spoke of the need for improved communication and more coordinated planning between academic and administrative units with non-academic groups to ensure that an Indigenous Program at McGill University meets community needs. Fortunately, to meet this challenge, forum participants also expressed ideas and feasible ways as to how groups on campus can collaborate, how Indigenous related-research can be enhanced, and how McGill University can lend its skills and talent to serve the needs of Indigenous communities.

Appendix: Clicker Responses

1.) How important is it for you to have elders as course instructors? (Multiple Choice)

	Percent	Count
Very Important	56.1%	23
Somewhat Important	26.83%	11
Not very Important	12.2%	5
Not important at all	4.88%	2
Totals	100%	41

2.) How important is it for you to have First Nations, Inuit, Métis and Native American community leaders as course instructors? (Multiple Choice)

	Percent	Count
Very Important	70.45%	31
Somewhat Important	29.55%	13
Not very Important	0%	0
Not important at all	0%	0
Totals	100%	44

3.) How important is it to you for course instructors to identify as a First Nations, Inuit, Métis or Native American? (Multiple Choice)

	Percent	Count
Very Important	53.49%	23
Somewhat Important	39.53%	17
Not very Important	4.65%	2
Not important at all	2.33%	1
Totals	100%	43

4.) If a First Nations, Inuit, Métis, or North American instructor could not be hired, how important is it to you for course instructors to identify as an indigenous person from outside North American? i.e. Maori from New Zealand, Aborigine from Australia, or indigenous from Latin America. (Multiple Choice)

	Percent	Count
Very Important	26.32%	10
Somewhat Important	39.47%	15
Not very Important	23.68%	9
Not important at all	10.53%	4
Totals	100%	38

5.) How important is it for you that the name of a program be in a First Nations, Inuit, or Métis language? (Multiple Choice)

	Percent	Count
Very Important	30.77%	12
Somewhat Important	23.08%	9
Not very Important	25.64%	10
Not important at all	20.51%	8
Totals	100%	39

6) Which English term should be used in the name of the program? (Multiple Choice)

	Percent	Count
First People's	35.9%	14
Indigenous	35.9%	14
Aboriginal	10.26%	4
North American Indigenous	17.95%	7
Other	0%	0
Totals	100%	39

7.) How important is it for you for the program to offer language learning courses in a First Nations, Inuit, or Métis language? (Multiple Choice)

	Percent	Count
Very Important	80.95%	34
Somewhat Important	16.67%	7
Not very Important	2.38%	1
Not important at all	0%	0
Totals	100%	42

8.) How important is it for traditional forms of knowledge (i.e. health and healing, justice, spirituality, ways of seeing) to be integrated in program courses? (Multiple Choice)

	Percent	Count
Very Important	87.8%	36
Somewhat Important	9.76%	4
Not very Important	0%	0
Not important at all	2.44%	1
Totals	100%	41

9.) How important is it for you that oral history and storytelling be integrated into program courses? (Multiple Choice)

	Percent	Count
Very Important	79.55%	35
Somewhat Important	18.18%	8
Not very Important	2.27%	1
Not important at all	0%	0
Totals	100%	44

10.) How important is it for you for the program to offer field work courses? (Multiple Choice)

	Percent	Count
Very Important	80.95%	34
Somewhat Important	19.05%	8
Not very Important	0%	0
Not important at all	0%	0
Totals	100%	42

11.) How important is it for you that the program be located in its own space? (Multiple Choice)

	Percent	Count
Very Important	45.24%	19
Somewhat Important	26.19%	11
Not very Important	26.19%	11
Not important at all	2.38%	1
Totals	100%	42

12.) How important is it for you that the classroom's physical setting be different from a customary lecture format? i.e seminar format, field work course, etc. (Multiple Choice)

	Percent	Count
Very Important	46.34%	19
Somewhat Important	41.46%	17
Not very Important	9.76%	4
Not important at all	2.44%	1
Totals	100%	41

13.) How important is it for you that past colonialism be addressed? (Multiple Choice)

	Percent	Count
Very Important	92.5%	37
Somewhat Important	5%	2
Not very Important	0%	0
Not important at all	2.5%	1
Totals	100%	40

14.) How important is it for you that the contemporary legacy of colonialism be addressed? (Multiple Choice)

	Percent	Count
Very Important	95.12%	39
Somewhat Important	4.88%	2
Not very Important	0%	0
Not important at all	0%	0
Totals	100%	41

15.) How important is it that indigenous peoples' lives prior to contact with Europeans be presented? (Multiple Choice)

	Percent	Count
Very Important	85.37%	35
Somewhat Important	14.63%	6
Not very Important	0%	0
Not important at all	0%	0
Totals	100%	41

16.) How important is it for you that courses in indigenous governance be offered in the program? (Multiple Choice)

	Percent	Count
Very Important	77.5%	31
Somewhat Important	22.5%	9
Not very Important	0%	0
Not important at all	0%	0
Totals	100%	40

17.) Which are you? (Multiple Choice)

	Percent	Count
McGill Student	61.54%	24
McGill Faculty or Staff	30.77%	12
McGill Alumni	2.56%	1
Community Member	5.13%	2
Totals	100%	39

18.) If Student, What is your level of study? (Multiple Choice)

	Percent	Count
Undergraduate	62.07%	18
Graduate	37.93%	11
Other	0%	0
Totals	100%	29

19.) If Student, What is your Faculty? (Multiple Choice)

	Percent	Count
Agriculture and Environmental Sciences	0%	0
Arts	72.41%	21
Dentistry	0%	0
Continuing Education	3.45%	1
Education	13.79%	4
Engineering	0%	0
Law	3.45%	1
Management	0%	0
Medicine	3.45%	1
Music	3.45%	1
Totals	**100%**	**29**

20.) If Student, What is your Faculty? (Multiple Choice)[11]

	Percent	Count
Religious Studies	50%	1
Science	50%	1
Totals	**100%**	**2**

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[11] Posted as a separate question due to clicker software limitations

21.) If Faculty or Staff, What is your Faculty? (Multiple Choice)

	Percent	Count
Agriculture and Environmental Sciences	0%	0
Arts	50%	2
Dentistry	0%	0
Continuing Education	0%	0
Education	25%	1
Engineering	0%	0
Law	25%	1
Management	0%	0
Medicine	0%	0
Music	0%	0
Totals	100%	4

22.) If Faculty or Staff, What is your Faculty? (Multiple Choice)[12]

	Percent	Count
Religious Studies	0%	0
Science	0%	0
Services Across Campus	100%	10
Totals	100%	10

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[12] Posed as a separate question due to clicker software limitations

Acknowledgements