



Project Proposal

Prepared for: The White Butte Ecomuseum

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EXECUTIVE SUMMARY

Background Information

In the fall of 2017, students from Psychology 340 'Psychology and Environmental Change' participated in an Engaged Learning activity in which they developed lessons to be delivered on Conservation Easement Land for grade 4 and 6 students. The topics of the lessons developed included climate change, visual art, writing, land management, orienteering, appreciation and respect for nature, history, Indigenous story-telling, Indigenous Knowledge and sustainability. In addition to creating the lesson plans, the students from Psychology 340, as well as other students from the University of Regina, participated in meetings with the head researcher, Adela Kincaid and The White Butte Ecomuseum, visited the Royal Saskatchewan Museum and visited the conservation easement land. Several of the students will be volunteering beyond their requirements to deliver the lesson in May.

Goals

The goal of this project was to continue participation in the development and delivery of lessons on the conservation easement land and to continue student participation in the partnerships required for this project. To ensure this, three main objectives are outlined. A) outline potential community engagement activities for students B) find potential partners at the University of Regina to continue the partnership with the White Butte Ecomuseum and the Conservation Easement Land lesson deliveries and C) outline potential incentives and benefits for University partners.

Project Outline

This project had three main objectives:

- Outline of potential engaged learning opportunities within the project.
 - Outline potential links between sustainability objectives of the University and the Conservation Easement Land project as well as potential funding and incentives for partnerships with the University of Regina.
 - Outline potential partnerships for the Conservation Easement Land Project and the University of Regina.
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ENGAGEMENT WITH A LOCAL ECOMUSEUM

Potential Engaged Learning Activities

Delivering and Developing Lessons

-Developing lesson plans for grades 4 and 6 students to be delivered on Conservation Easement Land

-Expanding on and Improving existing lesson plans

This could include additional research on the topics of the lessons, improvements in how to best deliver the lesson based on educational research, adding current and relevant research where applicable, or speaking with partners to see what areas can be improved for future lesson deliveries.

-Delivering Lessons to the elementary school children

Additional Engagement Activities

Often in engaged learning courses, a minimum amount of hours of engagement or service must be met. When lesson deliveries for the students is unavailable during the semester they are enrolled, other activities could make up these hours and continue a partnership with students at the University of Regina. Many of the additional activities explored are meant to maintain the relationships of the Ecomuseum while understanding the importance of the partnerships while also giving the student a chance to get engaged with their community. Other additional engagement activities focus on education. These activities include going to lectures, events, or visiting the Royal Saskatchewan Museum.

Understanding and Maintaining the Ecomuseum Partnerships

Meet with members of Ecomuseum, Royal Saskatchewan Museum, RCE Saskatchewan

Meeting with teachers

Attend Ecomuseum Meeting

Students could attend one of, or several of, the monthly meetings for the White Butte Ecomuseum. The students will not only be informed of current events and projects of the Ecomuseum but will be participating in a board

meeting for an Ecomuseum and will see first hand how they work. By attending, they will also see the importance of each partnerships and potential challenges and successes of the Ecomuseum.

Attend RCE meetings

RCE Saskatchewan is an important and essential partner of the White Butte Ecomuseum and the University of Regina. Meeting with members of RCE Saskatchewan would give students an understanding of this organization and the many things they do for the province.

Visit the Royal Saskatchewan Museum

It is easy to take your own culture for granted. A visit to the Royal Saskatchewan Museum could be a great opportunity for students to reconnect to their culture and learn about their ecological and cultural history. A guided tour would be a great way for students to learn more about the concept of museums, the way in which people engage with museums and may inspire them for their own lesson development.

Visit Conservation Easement Land

Visiting the conservation easement land will give students a sense of the land in order to build their lessons appropriately or build on already made lessons. Whether students are from Saskatchewan or elsewhere, visiting the land will give them a sense of appreciation for saskatchewan land that is often taken for granted.

Website development

The best way to get out information these days is through a website. Students could help with website development for the White Butte Ecomuseum, the conservation easement land project, or the University of Regina websites that direct students to courses that will offer engagement with the White Butte Ecomuseum.

Social Media development

Social Media is another great way to get information out. Students are often naturally good at navigating social media and can bring new ideas to advertise the project and get volunteers.

Educational Activities

On the final page a list of upcoming events with themes relating to Ecomuseums can be found. Students could also attend public events or lectures like the ones listed as engagement activities.

Potential Funding and Incentives for University of Regina Partnerships

UR Strategic Plan for Sustainability/ UR Strategic Plan
United Nations Sustainable Development Goals

According to the Office of the President, “The Strategic Plan for Sustainability aims to make the University a leader in environmental responsibility, putting sustainability at the core of our teaching, research, and campus life” (University of Regina, N.D.b). The Strategic Plan 2015-2020 also states three Strategic Priorities, Student Success, Research impact and Commitment to our Communities. These three strategic priorities have the two overarching areas of emphasis of sustainability and indigenization (University of Regina, N.D.a). Participation in this project would be a supporting action that would “expand and enhance experimental and service learning opportunities in academic programming” (University of Regina, N.D.a) and would especially “Promote the adoption of sustainability components in experiential learning opportunities” (University of Regina, N.D. a, p. 12). Given the partnership with the RCE Saskatchewan, this project also aligns with the supporting action to “continue to build partnerships through the United Nations University Regional Centres of Expertise on Education for Sustainable Development” (University of Regina, N.D. a, p. 14). This project also aligns with the priority to honour the commitment to surrounding communities and the supporting action to “Increase partnerships and collaborations with community-based organizations, other external agencies, formal and informal associations and groups, as well as the general public” (University of Regina, N.D. a, p. 17).

This project aligns well with both of these strategic plans as well as the UN Sustainable Development Goals. The project also aligns with several of the United Nations Sustainable Development Goals including ‘Quality Education,’ ‘Good Health and Well-Being,’ ‘Sustainable Cities and Communities,’ ‘Responsible Consumption and Production,’ ‘Climate Action,’ ‘Life Below Water,’ ‘Life on Land,’ and ‘Partnerships for the Goals’ (United Nations, n.d.) These goals are met through the lessons themselves, the partnerships, education of all partners, and the focus of sustainability that encompasses the project.

By partnering with the project, the partners would be actively participating in the Strategic Plans set in place by the President’s Advisory Committee as well as helping to achieve the Sustainable Development Goals.

Alignment with these plans could make partners eligible for funding.

Potential Funding Opportunities:

Community Engagement and Sustainability Fund (UofR)

Community Initiatives Fund

Community Research and Action Fund (UofR Faculty of Arts)

Potential Links

Certificate in Nonprofit Sector leadership and Innovation (NSLI)

The NSLI certificate is introduced on the Luther Collage website as a five-course certificate (15 credit hours) which is “designed for anyone who wants to acquire the expertise to pursue paid employment and/or voluntary work in the nonprofit (voluntary, community-based) sector. All courses are grounded in a community-engaged, experiential learning model” (Luther Collage, N.D.c). This partnership would be ideal because it could give students the hands-on experience in the non-profit sector. The certificate can be taken through the Faculty of Arts, Luther Collage and the Centre for Continuing Education.

If the lessons continue to be delivered in the Spring, it might be beneficial to partner with Spring/Summer classes at the University. In the Spring/Summer semester of 2018, four classes were offered for NSLI including NSLI 330, “Non-Profit communications and Relationship Building” (Luther Collage, N.D. c).

Voluntary Sector Studies Network (VSSN)

The larger network in which the NSLI is under is the Voluntary Sector Studies Network (VSSN) at Luther Collage. On their website, the network explains itself as “an interdisciplinary, community- university collaborative comprising of students, the voluntary sector, and the faculty/staff administered out of the VSSN office at Luther Collage at the University of Regina” (Luther Collage, N.D. a). The website goes on to explain, “The VSSN is building sustainable communities by developing the tools required to equip Saskatchewan’s voluntary sector with the knowledge and skills it needs in order to continue working toward the enhancement of the quality of life and well-being of all people in Saskatchewan” (Luther Collage, N.D. a). A partnership with this overarching network would help to ensure the continued participation of the University of Regina and provide students interested in the voluntary sector hands on experience in building and maintaining relationships and working with several community partners.

Certificate in Sustainability

The Certificate in Sustainability was implemented by the Faculty of Arts and the University of Regina but is open to all students. It requires 6 courses from the six different sustainability topics, The Sustainability Problem, Dimensions of Human Sustainability, Dimensions of Environmental Sustainability, Human Sustainability Options, Environmental Sustainability Options, and Sustainability in Practice. It is also required that a student take at least one class that includes a “semester-long community engagement project” (Luther Collage, N.D.b). The website outlines the purpose of this certificate is “to provide students with a basic structure for decisions about

sustainability and crafting sustainable livelihoods and lifestyles.” (Luther Collage, N.Db.). This certificate received a recognition award from RCE Saskatchewan in August of 2017 (Maragos, 2017).

Of all the classes offered, four included a community engagement project. Those classes were “Psychology 340- Psychology ad Environmental Change” which is offered through Campion Collage, and “IDS 290- Ecomuseums- Exploring Place,” “IDS 290- Nonprofit & Voluntary Organizations-Cornerstones of Society,” and “IDS 101- Interdisciplinary Studies (Agency and Global Citizenship).” (Luther Collage, N.D.b) IDS 290AB/ANTH 242 AG and ANTH 320 AL Ecomuseums: Community Engagement for Sustainability, and Community Museums and Engagement for Sustainability was not included on this list, most likely because the list was not updated for the Winter of 2018 semester.

A partnership with the classes which already include semester-long community engagement components would be a great fit for this project. However, other classes within the Approved Electives Courses lists could also be potential partners. A full List is available at the Luther Collage Website:
<https://www.luthercollege.edu/university/academics/degrees-certificates-diplomas/arts/certificate-in-sustainability>

Campion Collage Engaged Learning Program

Campion Collage offers an engaged learning component in many of its courses. As described on the Campion Collage website the Engaged Learning Program “provides an opportunity to give back to the community while gaining practical experience related to a particular field of study. The program connects classroom theories to real life situations while enhancing one’s commitment to making positive change in our society” (Campion Collage, 2018). The Engaged Learning Program was in charge of the students from the Fall 2017.

Upcoming Events

FNUiv Spring Powwow
April 21-22

Living Heritage Symposium: Relating to the land in a changing world
Tuesday, May 1st, 2018

Celebrate Saskatchewan: 10 years of global leadership in sustainable development
May 2nd, 2018

VSSN & SNP Annual Conference
Thursday, June 14th, 2018

Summer Institute on Community Based Research
August 20-22nd, 2018

Works Cited

Campion Collage. (N.D.). Engaged Learning Program. Retrieved from <http://campioncollege.ca/academics/engaged-learning-program>

(a)Luther Collage. (ND). Volunteer Sector Studies Network. Retrieved from <https://www.luthercollege.edu/university/academics/luther-programs/voluntary-sector-studies-network>

(b)Luther Collage (ND). *Certificate in Sustainability*. Retrieved from <https://www.luthercollege.edu/university/academics/degrees-certificates-diplomas/arts/certificate-in-sustainability>

(c)Luther . (ND). *Nonprofit Sector Leadership and Innovation Certificate and Courses*. Retrieved from <https://www.luthercollege.edu/university/academics/luther-programs/voluntary-sector-studies-network/courses>

Maragos, C. (2017, August 8). Earn a certificate and help the Environment. *University of Regina Communications and Marketing: External Relations*. Retrieved from <https://www.uregina.ca/external/communications/feature-stories/current/2017/08-08.html>

United Nations (N.D.) Sustainable Development Goals. Retrieved from <https://sustainabledevelopment.un.org/?menu=1300>

University of Regina (N.D.a). University of Regina Strategic Plan 2015-2020. Retrieved from <https://www.uregina.ca/strategic-plan/assets/docs/pdf/sp-2015-20-together-we-are-stronger.pdf>

University of Regina. (N.D.b). University of Regina Strategic Plan for Sustainability. Retrieved from <https://www.uregina.ca/president/committees/committee-on-sustainability/strategic-plan.html>

University of Regina (N.D.c). Strategic Plan for Sustainability: Together we are Stronger 2015-2020. Retrieved from http://issuu.com/u_of_r/docs/ur-strategic-plan?e=14424159/32734236

Additional Information

Community Initiatives Fund: http://www.cifsask.org/?mc_cid=51ea8531f8&mc_eid=e24392bcf9

Ecomuseum Concept PDF

<https://heritagesask.ca/pub/documents/Resources/Ecomusems/Ecomuseum%20Concept%20.pdf>

(VSSN PDF) https://www.luthercollege.edu/public/images/LCUR_VSSN/VSSN_Overview_June_29_2015.pdf

Certificate in Sustainability (PDF) -

https://www.luthercollege.edu/public/images/Certificate_in_Sustainability_Spring_Summer_and_Fall_2018.pdf

Strategic Plan for Sustainability (PDF) <https://www.uregina.ca/president/assets/docs/PVPA%20docs/PACS/2015-20-u-of-r-strategic-plan-for-sustainability.pdf>
