

LBHC scorecard objective 1a. Courses integrate Crow perspectives and knowledge

Notes from a July 2023 workshop

- a. **In 2019, do you feel you were integrating Crow perspectives and knowledge more, less, or the same than you are now?**

Faculty responses: 6 less, 3 same, and 1 NA

- b. **In 2022-23, estimate the % of your class time you feel you integrated Crow perspectives and knowledge?**

Faculty responses: 50%, 100%, 5%, 25%, 40%, 95%, 5%, 100%, 2%, 5%. Average is 43%.

- c. **Examples of how faculty integrated Crow perspectives and knowledge in classes they taught in 2022-23**

Faculty 1: Lesson plans. Parenting skills. On midterm or finals I give extra credit for culture and language. ED 276, 232, 233, 200 midterm / finals test (extra points); nature field trip, puppets, for all these courses.

Faculty 2: The following education courses require Crow projects, writing assignments, presentations: CS 240, ED 237, ED 235, ED 210; such as CS 240 writing assignment on the impact of boarding school era upon Crow society. Another example is ED 235 reading and writing across curriculum has a Crow language and culture book making project. In ED 237 students retell a Crow story using traditional practice. The lectures and or presentations, resources show the Crow perspective.

Faculty 3

Developmental psychology: teach the Crow Clan system and importance of it. Family dynamics. The dos and don'ts and why they're important.

Anatomy and physiology: Integrate a Crow perspective assignment and have students label all the body parts in Crow. They use the Crow language dictionary or ask elders for help. I also take A&P students to the animal buffalo hunt and conduct lab in the Big Horn Mountains. We look at organs and label.

Nutrition: Final project presentation is to do research on Crow diet prior to reservation days. A formal paper is written with a PowerPoint and presentation.

College algebra: Using math concepts we covered to calculate how much TP of tent lining is needed or what rug size you would need for the flooring.

Faculty 4: Citation of major Apsaalooke books and literature (e.g., Yellowtail, Sundance Chief, Plenty Coups, Way of the Warrior, Pretty Shield etc.). Quotation of elders and respected Apsaalooke community members. Solicitation and processing (i.e., class discussion) of students' understanding of Apsaalooke traditions and comparing and contrasting of course material.

Faculty 5

College writing I: Many of the essays we read deal with topics that are relevant or relatable to students. Sherman Alexie *superman and me* (students' experience in public schools).

College writing II: We do research, papers, presentations on MMIW and boarding schools (1g pop of people know or have experienced it in their own homes).

Public speaking: Students are required to attend Crow cultural enrichment program.

Intro to lit: Native authors and creation stories (compare/contrast)

Human relations / interpersonal communication creating healthy relationships in spite of historical trauma (effects).

Faculty 6: As an instructor in Crow studies all of my courses integrate Crow perspectives and knowledge. One way in which I do this is by displaying images of Crow material culture associated with classroom curriculum. 80 - 100% of my course content includes Crow perspectives and knowledge.

Faculty 7: Students interview/research Native entrepreneurs. Incorporate familiarity by using recognizable names. Discuss current economic environments on the Crow reservation. Discuss the difficulties of Native speakers translating from Crow to English in formatting documents and sentence structure.

Faculty 8: Crow culture and language are the focus of this course using oral tradition. This course uses oral tradition to observe how Crow people interact with the natural world.

Faculty 9: Short lecture or video lecture then students do 50% or more of homework in tables. Ask students to participate or set up in study groups.

Faculty 10

In business math I created a word problem for a test question that involved a fictional trading post called Ashtaahile Ammaaiaschiluaa (tipi store) whose students had to determine the price of this.

In soils (SC 201) when discussed how certain people practice geography and also when I lectured about clay, I point out the Crow practice of eating Kaolinite uuve (white clay) to treat diarrhea.

BU 243 (5%); MA 121 (5%); SC 201 (5%); MA 130 (5%); MA 131 (5%); MA 151 (0-2%); MA 171 (0-2%); MA 172 (0-2%)

d. Faculty goals for 2023-24 to increase the integration of Crow perspectives and knowledge in their classes.

Faculty 1: Share examples raising our children now and how our ancestors did! Creating a preschool coloring book with Crow language and English.

Faculty 2: Continue to integrate. In general faculty will choose a specific course to improve and expand the integration of Crow language and culture as evident in course student outcomes and assignments and projects.

Faculty 3: My goal is to integrate Crow perspectives in my intro to stats course and medical terminology course. Create more assignments. Hand games: what's the probability that a certain team will win? Bison project: weigh organs convert to pounds, measure intestine, measure vertebrae.

Faculty 4: More time spent listening to elders and respected Apsaalooke community members. More reading of published Apsaalooke literature and stories. Attempting to attend more cultural enrichment seminars. Participate in cultural faculty development. Integrate boarding school fatalities finding and MNIW current events into course material.

Faculty 5: Utilize the online Crow dictionary (Crow writing) for vocabulary building/text. More experts in various topics to share knowledge on topics that are related to course content. Familiarize/navigate library resources on Crow history and stories (database).

Faculty 6: To try and understand what students need to learn or are interested in and integrate the appropriate knowledge into future classes.

Faculty 7: Integrate more outside influences to help students create more assignments / course materials that bring Crow perspective and knowledge in a business setting. Get increase participation on Crow traditional knowledge.

Faculty 8: Have all students do study groups either on campus or online. Bring back homework night.

Faculty 9: I plan to incorporate more word problems that involve Crow words or practices.

Faculty 10: I plan to take more breaks between lectures to incorporate open discussion, I might ask "how can or how does this topic relate to Crow culture?"