**Overviews from Canada: The University of Ottawa, Internationalized Curriculum** and **Indigenous Education**

Canada has a highly diverse population, with almost one-third being recent immigrants. Over 20 percent of Canadians report a mother tongue other than English or French. Indigenous peoples (First Nations, Inuit and Métis) account for 5% of the total and comprise the fastest growing demographic.

First language maintenance is a major issue. And, although arguably major gains have been made in recent years, racism and other forms of discrimination are still important challenges in what is a relatively stable nation-state.

Ottawa is the fourth-largest metropolitan area in Canada with approximately 1 million residents who enjoy one of the world’s most diverse populations, a low crime rate and a vibrant arts scene. The city has a highly educated population (with North America's second highest concentration of scientists and engineers). The city is a five-hour drive from Toronto and a two-hour drive to Montreal. The city also benefits from the nearby wild, breath-taking beauty of our natural environment and a climate with four full seasons.

In Ottawa, visible minorities comprise 22% of the residents. Spanish speakers make up 7.3% of the total.

**Overview: University of Ottawa**

The University of Ottawa is the largest bilingual (English/French) university in the world. Since we are in the heart of Canada’s capital, we have ready access to most of the significant federal institutions in Canada.

The university has a current enrollment of 50,000, with a highly diverse population, linguistically, ethnically, and racially. On-campus students enjoy a wide variety of extra-curricular activities, from sports, music, festivals, clubs and associations.

Although I think that global university ranking systems are highly problematic, I suppose that it is worth noting that most of these ranking systems place the university consistently among the top 1% of post-secondary institutions worldwide.

The University of Ottawa is classified as one of the top 10 research institutions in Canada, with full undergraduate, master’s and doctoral programs in Arts, Education, Engineering, Science, Social Sciences, Management, Health Sciences, Droit civil (French program), Common Law and Medicine.

Approximately 10,000 degrees are granted annually (7,600 undergraduate; 2,150 masters’; 250 doctorates)

University policy explicitly strives to encourage the development of a safe, welcoming institution where diversity and inclusion are highly valued and in which all forms of racism, discrimination, and harassment are combatted.

Of course, significant, and numerous challenges remain, but the university administration is (for the most part in my estimation) sincere in its commitment to welcome everyone, regardless of race, ethnic background, sexual orientation, gender identity, creed, or ableness.

**Overview: Faculty of Education**

Currently, there are approximately 3,000 students enrolled in the Faculty of Education (1,800 undergraduate and 1,200 graduate).

The Faculty of Education offers programming in both English and French at the baccalaureate, masters, and doctoral levels along with professional development programs. Our teacher education programs prepare students for the French and English schools of Ontario. Our Professional Development Program is designed to help current practitioners upgrade their professional skills. Our Graduate Studies Programs are offered as those leading to Major Research Papers, a Master of Education (course-based), a Master of Arts in Education (with a master’s thesis) or a PhD. We jointly administer and teach in the undergraduate Department of Language Studies with the Faculty of Arts.

According to most ranking systems, the faculty is consistently among the top 100 worldwide.

Our diverse bilingual faculty currently stands at around 70. I have some very distinguished colleagues. Many of them are cross appointed with the faculties of medicine, arts, women’s studies and indigenous studies.

Our professors specialize in such fields as: counselling psychology, health professions education, leadership, evaluation, curriculum or policy studies, societies, cultures and languages, teaching and learning, minority language education and inclusion.

In recent years, like with most of what is offered by the university, the faculty’s programs have gone digital in either mixed hybrid formats or in those that are totally on-line. One can still complete a full degree on-campus, such as with our teacher education programs. However, it is also possible to complete the Master of Education (course-based) totally on-line.

I personally work in Second Language Education and have had many research projects related to diversity while incorporating a respect for linguistic and ethnic/racial minorities in my teaching. This is while using post-structural and socialist frameworks. My research unit is EDUCLANG.

My students have tackled such issues as anti-Black racism, the challenges faced by Moslem teachers, how to better integrate French immersions students into university studies, the pedagogical beliefs of Chinese EFL teachers, teaching English as a global language, the academic experiences of international students, newcomer parents and their children’s educational success, English as a Second Language (ESL) policy and programming in Canada, using internet technology in the teaching of English, feminist and anti-discrimination pedagogical programming in the civil service, and identity construction in French immersion programming.

Mariana Domínguez González, one of my doctorate students, is currently examining Mayan Indigenous language education here in the Yucatan.

**Internationalized Curriculum**

The University has committed considerable resources to foster internationalized curriculum on a global scale.​ Curriculum internationalization is the process of integrating global, international and intercultural perspectives into a curriculum, in terms of content, pedagogical approach and learning outcomes, with the aim of training professionals and global citizens. - (Leask, 2015). Curriculum internationalization is at the heart of comprehensive and integrative process including teaching and learning, research and service functions of universities and post-secondary institutions.

Currently there are 10,600 international students from 151 countries at uOttawa. Of these 73% are in undergraduate programs.

I personally have conducted research and teaching with colleagues in Morocco, Lebanon, China, Mexico, Chile, the USA and throughout Canada. I have had the honor and privilege of working with students from every corner of the globe and who have enjoyed a wide variety of subject positions.

**Indigenous Education**

In 2015, the University of Ottawa adopted the 13 Principles on Indigenous Education created by Universities Canada (the voice of Canadian universities) in partnership with Indigenous communities. These principles were adopted to address the underrepresentation of Indigenous peoples in post-secondary institution and were created soon after the release of the final report by the Truth and Reconciliation Commission on Canada’s residential schools. In short, these are designed to ensure institutional commitment to the development of opportunities for Indigenous students that are student-centered and based on mutual respect, the indigenization of curricula, the importance of Indigenous education leadership, the promotion of dialogue and the development of partnerships with local Indigenous communities.

Of course, challenges remain, especially in view of the mixed history of the institution. However, one of the explicit goals of the university is to promote greater participation by Native peoples in the institution while fostering intercultural engagement and the recognition of the importance of providing greater exposure to the histories, cultures and beliefs of Indigenous peoples in Canada.