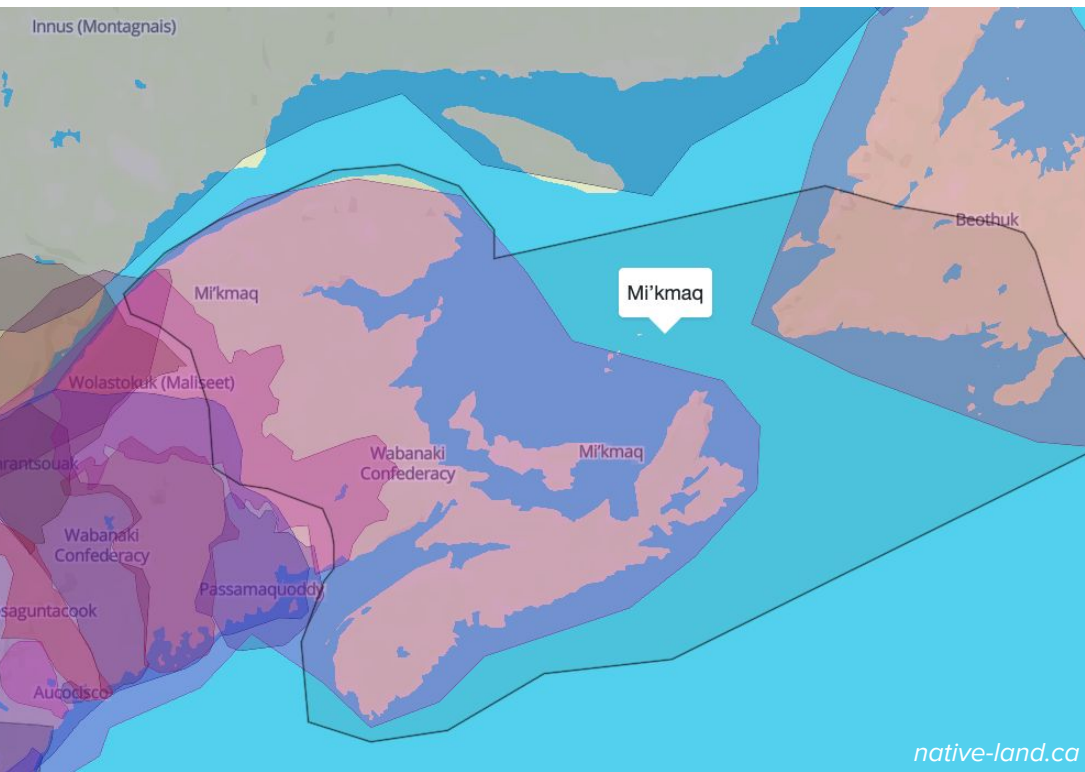


faculty associations & Indigenization

Laura McDonald
COFAS 2019

Getting situated



agenda

1. what “Indigenization” means
2. why faculty associations
3. guiding principles
4. sample actions
5. planning & group discussion
6. advice for doing the work

differing visions of Indigenization

typology by Adam Gaudry and Danielle Lorenz
AlterNative (vol. 14, no. 3)

Indigenous inclusion

"increasing the number of Indigenous students, faculty, and staff in the Canadian academy... largely by supporting the adaptation of Indigenous people to the current (often alienating) culture of the Canadian academy."

**“someone gets to
decide whether I
get to be included
or not”**

– Lori Campbell

Reconciliation indigenization

"locates indigenization on common ground between Indigenous and Canadian ideals, creating a new, broader consensus on debates such as what counts as knowledge."

Decolonial indigenization

"envisions the wholesale overhaul of the academy to fundamentally reorient knowledge production based on balancing power relations between Indigenous peoples and Canadians."

Recap

- 1. Indigenous inclusion**
- 2. Reconciliation Indigenization**
- 3. Decolonial Indigenization**

‘the key to figuring out where a project falls on the scale is to look at how the project was developed and who was involved in making decisions: “Do the local communities that the university is working with think it’s a priority?”’

– *University Affairs, April 16, 2019*

**why faculty
associations?**

1.4%

Indigenous faculty in Canada

5%

Indigenous students in Canada
(also the Indigenous population in Canada)

**Indigenization
affects *all* our
members**

Indigenization is not new

“Indigenous people have been working to Indigenize these institutions since they were first established.

The newness is that non-Indigenous people are now coming to the table to take up their part in the work.” – Lori Campbell

**getting
started**

guiding principles

- 1. Meet members where they are**
- 2. Don't add to the burden on Indigenous faculty and staff**
- 3. Stay in our lane**

Association actions

Learn

- Reading circle
- MOOC discussion group
- Attend events

Raise awareness

- Territorial acknowledgements
- Page in faculty handbook
- Book reviews
- Workshops
- Blog posts/newsletter items, social media posts

Support

- Promote events to members
- Send Indigenous faculty to conferences
- Provide for Indigenous faculty group
- Public support of Ind. community demands

Transform

- Advocate for Indigenous faculty hires
- Change governance model (yours or the university's)
- Negotiate changes to tenure & promotion, performance evaluation, etc

Individual actions

- Show up: attend events & offer to help
- Know whose land you live and work on
- Look up whose land you're visiting when you travel
- Self-educate: books, movies, podcasts, radio, social media
 - Academica Indigenous Top 10
- Have Indigenous people's backs on social media

“It might even be something as simple as just opening up your reading list and adding a book, a voice—that makes a difference”

– Tanya Talaga in *Academic Matters*

your turn

5 minutes: individual reflection

What steps can you or your association take?

What obstacles do you foresee and how will you address them?

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your turn

10 minutes: small group discussion

10 minutes: report-back

1. What actions are you planning to take?
2. What actions will you suggest your association take?
3. What obstacles do you foresee and how will you address them?

Tips for getting it not entirely wrong

- Build relationships
- Do your research first – don't ask Indigenous people to educate you
- Get comfortable with being uncomfortable
- Listen

“The institutions themselves, it is sometimes like trying to turn around the Titanic.”

– Pam Palmater

questions?