

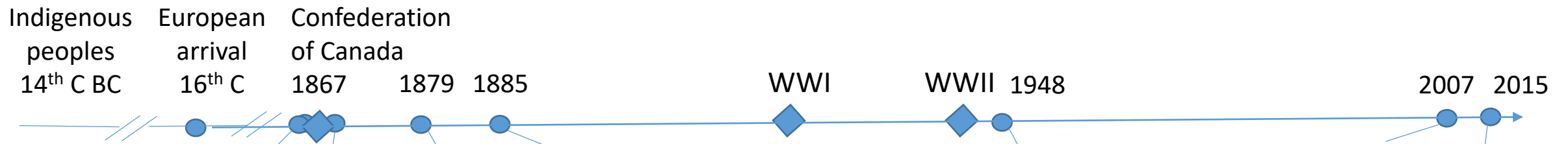
INDIGENIZING THE CANADIAN ACADEMY

SUSAN PORTER, DEAN & VICE PROVOST,
GRADUATE & POSTDOCTORAL STUDIES,
UBC





We acknowledge that we are gathered today on the ancestral and traditional lands of the Cherokee and Shawnee peoples.



Gradual Civilization Act

Indian Act

Report on Industrial Schools for Indians and Half-Breeds



UN Declaration of Human Rights
Indian Act revised

UN Declaration on the Rights of Indigenous Peoples

Truth and Reconciliation Commission of Canada

It is clearly our wisdom and our duty...to prepare the Red man for a higher civilization

If anything is to be done with the Indian, we must catch him very young.



States shall:

- Provide redress with respect to harms done
- Combat prejudice & ensure dignity and understanding of Indigenous cultures, traditions, histories, & aspirations
- Continue to improve conditions – economic, educational, health, social...

Getting to the truth was hard, but getting to reconciliation will be harder.

It is clear that the schools have been, arguably, the most damaging of the many elements of Canada's colonization of this land's original peoples and, as their consequences still affect the lives of Aboriginal people today, they remain so.

—John S. Milloy, *A National Crime*



Thomas Moore before and after his entrance into the Regina Indian Residential School in Saskatchewan in 1874.

Library and Archives Canada / NL-022474

THE CONVERSATION
Academic rigour, journalistic flair

Arts Business + Economy **Culture + Society** Education Environment + Energy Health + Medicine Politics Science + Technology

Search analysis, re

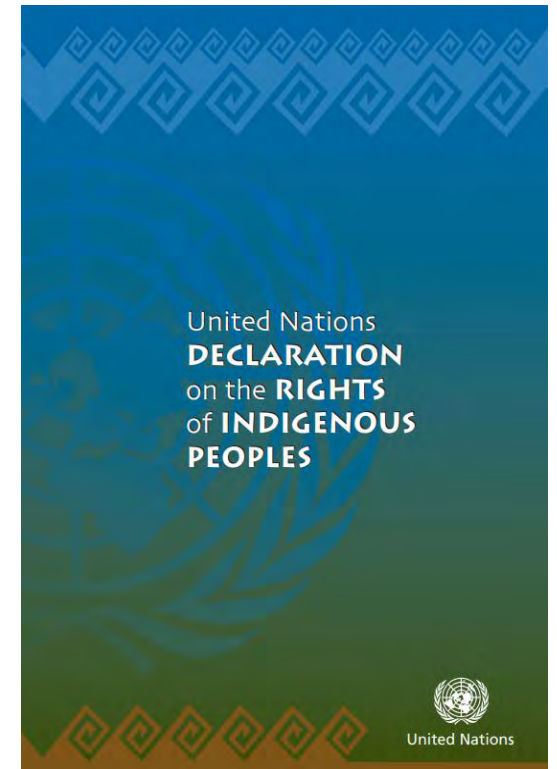
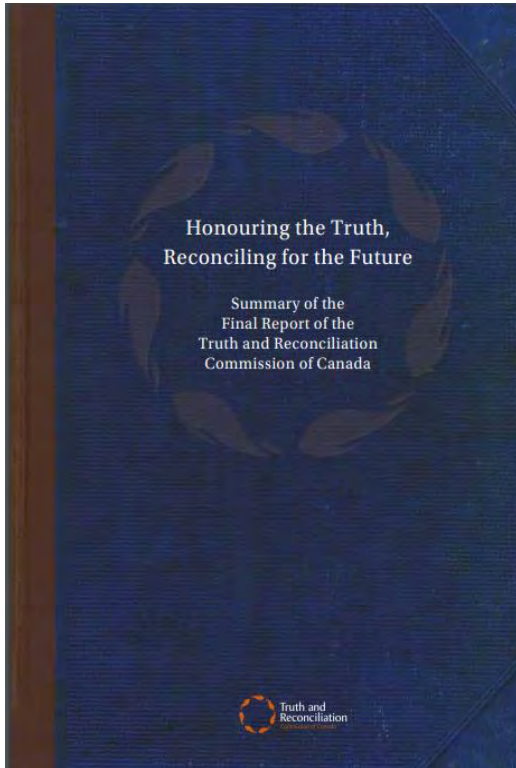
Genocide is foundational to Canada: What are we going to do about it?

June 10, 2019 6:54pm EDT

It is entirely unprecedented to have a sitting head of government admitting to ongoing genocide. Prime Minister Justin Trudeau during ceremonies at the release of the MMIWG report in Gatineau, on June 3. THE CANADIAN PRESS/Warren Wytli

Reconciliation requires:

- Public **truth sharing**, healing of **relationships**
- Repairing damage, providing **reparations**, **closing gaps**, committing to **mutual respect**
- Preventing any action that deprives Indigenous peoples of their **cultural values** or **ethnic identities**
- **Preventing** any forced **assimilation** or **integration**
- Ensuring Indigenous self-determination, **culture and language revitalization**
- Ensuring all Canadians **understand** the history and legacy of residential schools, treaties, rights, and positive contributions of Indigenous people
- **Addressing** ongoing **legacies of colonialism**





A reconciled, just (decolonized) academy

A healthy academy

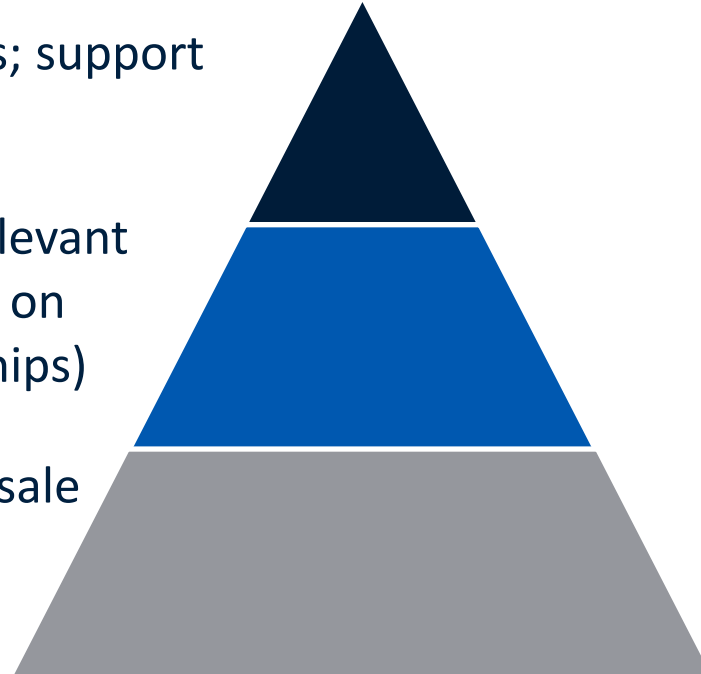
University mostly unchanged



Diversity of faculty, staff, students; support for their adaptation, success

Reconciliation indigenization – relevant education, respect and consensus on ideals (e.g. knowledges, relationships)

Decolonial indigenization - wholesale overhaul; reorient privilege and power



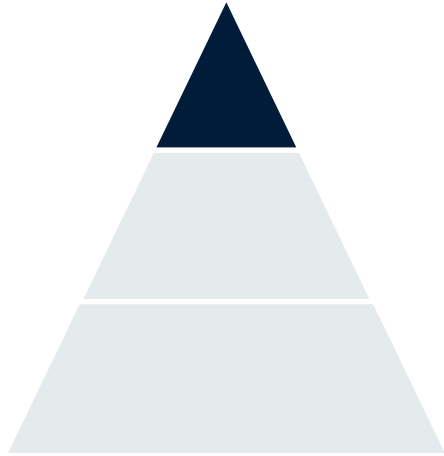
Effective mental health services

Early identification of mental health problems

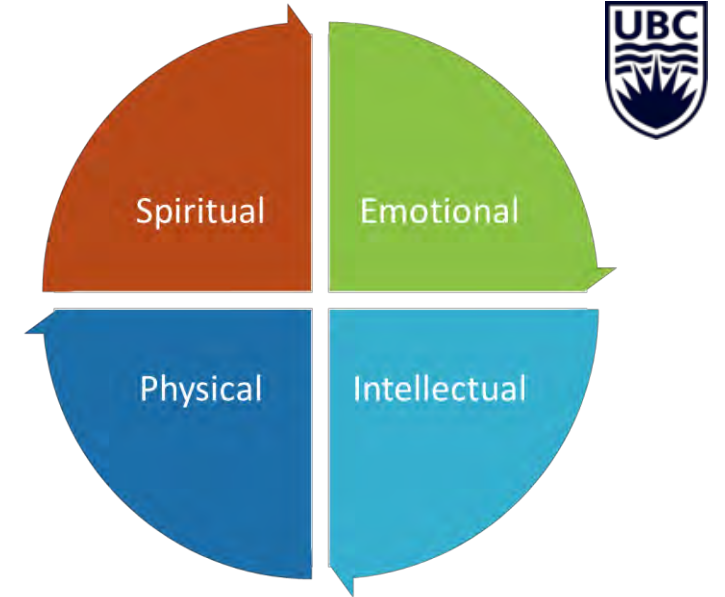
Positive environment & culture conducive to wellbeing

University changed

DIVERSITY AND SUPPORT



Pre-graduate programs
Recruitment
Assured funding
Places/opportunities for learning, community
Peer and faculty support, mentoring
Academic programs
Indigenous-relevant services



Community:

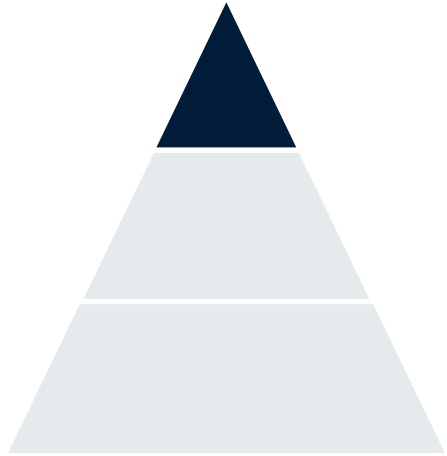
- SAGE (started in B.C., 2005)
 - Indigenous grad community
 - Peer and faculty mentoring
 - Cultural practices, social activities
 - Workshops, research presentations

Academic programs across Canada:

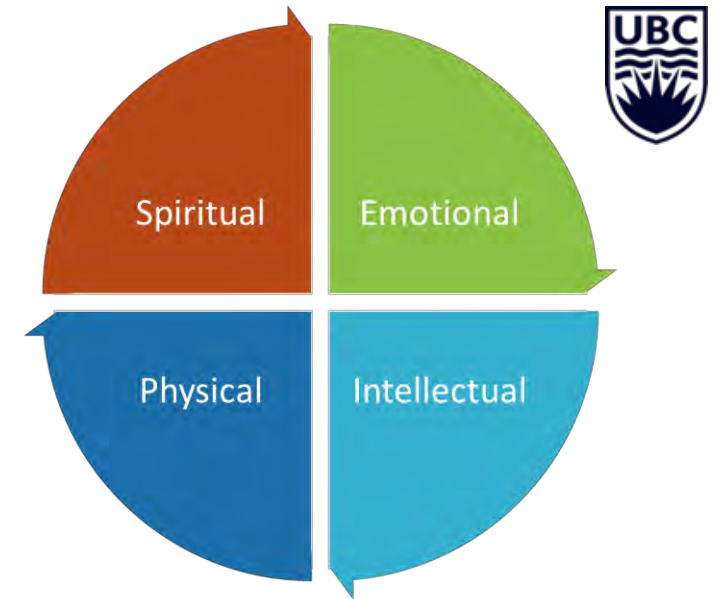
- MBA in Aboriginal Business & Leadership
- MSW in Indigenous Trauma & Resiliency
- MA/PhD in Indigenous Studies
- MA (& other) in Indigenous Language Revitalization
- Graduate Certificate in Indigenous Nationhood
- Many more...

SUPPORTING ABORIGINAL
GRADUATE ENHANCEMENT

DIVERSITY AND SUPPORT



- Pre-graduate programs
- Recruitment
- Assured funding
- Indigenous places of learning, community
- Peer and faculty support, mentoring
- Academic programs
- Indigenous-relevant services

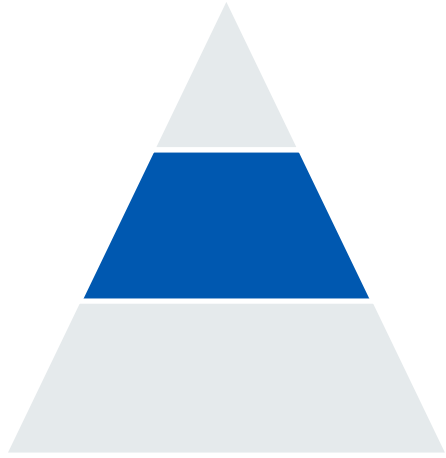


“Inclusion is not a strategy to help people fit into the systems and structure which exist in our societies; it is about transforming those systems and structures to make it better for everyone. Inclusion is about creating a better world for everyone.”

- Kristen Pelletier, co-founder, Next Frontier Inclusion collaborative



RECONCILIATION INDIGENIZATION



- formal apologies
 - renewed/reconfigured relationships with local Indigenous community/ies
 - land acknowledgments
 - Indigenous physical structures & modifications
 - Indigenous curriculum content
 - Indigenous language courses
- Transformed research approaches with Indigenous people, communities
 - Process/policy adaptations – e.g., elders on supervisory committees, alternative formats/languages of dissertations, Indigenous ceremonies at defenses, defenses held in Indigenous communities



DECOLONIAL INDIGENIZATION

- Weaving with **equal** consideration Indigenous ways of learning, values, relationships, expression & epistemologies into academic culture, coursework, research, policies, structures
- Expanding what ‘counts’ as knowledge in courses, theses & dissertations, promotion & tenure criteria
- Unsettling colonial worldviews in all curricula
- ‘Requiring **all of us** to live the Seven Grandfather teachings’
 - Respect, Honesty, Truth, Humility, Courage, Wisdom, and Love
- Significant structural/political/power reorganization

“Transforming the intellectual relationship between the Indigenous and Enlightenment traditions of the academy...which is actually consistent with the purpose of the university in the first place, to expand the bounds of the human imagination and explore truth in all its forms”



University Affairs, April 6, 2016

Indigenizing the academy

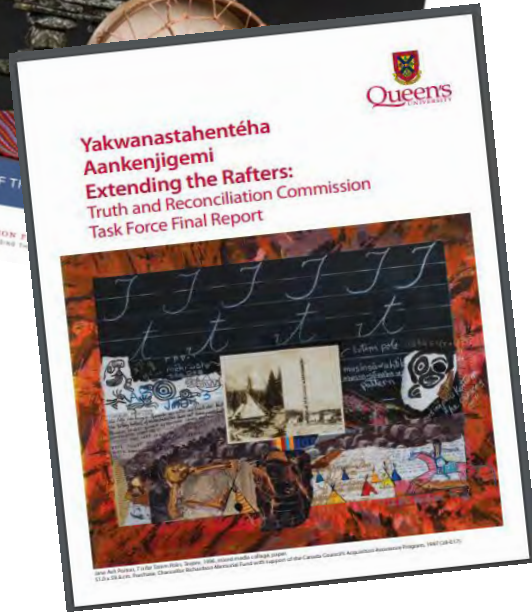
What some universities are doing to weave indigenous peoples, cultures and knowledge into the fabric of their campuses.

BY MOIRA MACDONALD | APR 06 2016



Illustration by Julie Flett

Morcom, Freeman (2018)
Canadian Journal of Education
41:808



and
 my wife wonders
 why she failed
 kindergarten
 what irony
 i still feel her
 sorrow anger
 hurt
 tears

imagine the grief my wife felt as she told me her story with the tears streaming down

her face

as indigenous peoples we carry the grief of colonization of many family and friends within our hearts as i carry on i am committed to maintaining my cultural / spiritual connection to my culture and its knowledge

i am also an academic working on my fifth university degree which is amazing to me given that one generation ago the federal government only provided my mother with a grade five residential school education¹⁶ in grade eight i was told that i could not be an architect



Task Force on the TRC Calls to Action and Graduate Education

— Dr. Jo-ann Archibald
 Dr. Mavis Reimer
 Melanie Braith



Power and determination needed to
move forward to a sustainable future



Canoe (Indigenous people) and longboat
(Canadians) travelling forward side-by-side

Reconciliation Pole, UBC



THE UNIVERSITY OF BRITISH COLUMBIA

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