

INDIGENIZING THE ACADEMY

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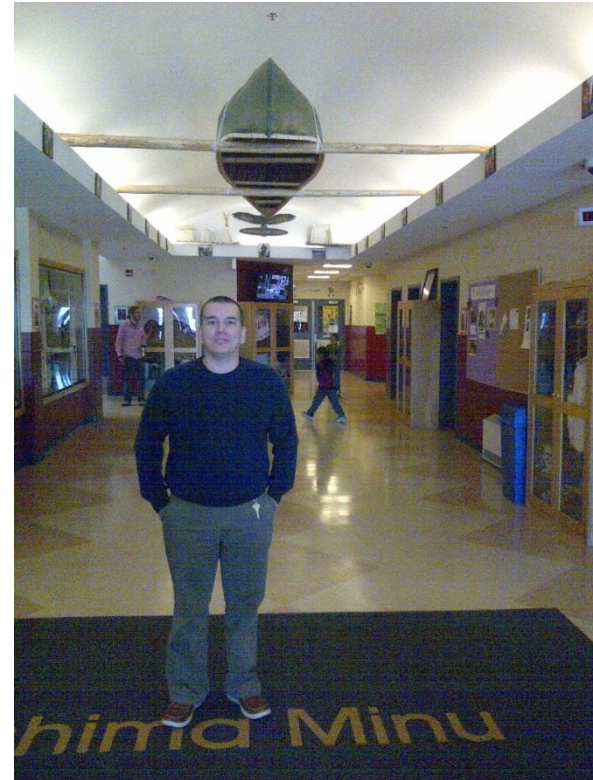
WHY?

- Constitution 1982 (Treaties and Rights Affirmed)
- Special Obligation (Memorial to the Province)
- Memorial's Guiding Documents:
 - Strategic Frameworks and (2007-2012)
 - President's Task Force (2009)



HOW?

- What does Indigenization mean to you? To others?
 - Initiation
 - Implementation
 - Institutionalization



INDIGENIZING THE ACADEMY CONFERENCE

Themes:

- Is Indigenization a trend?
- How do we institutionalize it?
- Within the university and across the university



THE BROADER MUN CONTEXT 1: **INDIGENIZATION EFFORTS INCLUDE:**

An early intervention Ambassadors Pilot Project which introduces Southern Inuit students to engineering concepts; this is a partnership with NunatuKavut Community Council in Labrador and the College of the North Atlantic

The establishment of an Aboriginal Student Centre and the hiring of student support staff on our Grenfell Campus

New student support staff for the existing Aboriginal Resource Office on our St. John's Campus with current positions being made permanent

Four new entrance scholarships named after the Task Force chair, Dr. Evan Simpson, and new scholarships in Business and Education



THE BROADER MUN CONTEXT 2: **INDIGENIZATION EFFORTS INCLUDE:**

One of the most comprehensive designated seats programs for Aboriginal students of any Canadian university with seats in Education, Engineering, Medicine, Nursing, Business, Human Kinetics and Recreation, Visual Arts, Environmental Policy, all our Marine Institute programs, etc. This program has been granted special (protected) program status by the Newfoundland and Labrador Human Rights Commission

A proposal to build a large highly visible Aboriginal Centre on the St. John's Campus with fund-raising that is being led by our president, Dr. Gary Kachanoski

The modification of Finance and Administrative regulations and processes to accommodate such things as research-related payments to Indigenous people in remote communities, honoraria for Elders, etc.

An award-winning Inuit Bachelor of Social Work program being delivered in Labrador in partnership with the Nunatsiavut Government; in May, 2013 19 students will graduate: a 100% retention rate.

THE BROADER MUN CONTEXT 3: **INDIGENIZATION EFFORTS INCLUDE:**

An emerging partnership to create a research ethics process for Qalipu Mi'kmaq First Nation, a new band and Canada's largest (as the *Indian Act* is finally being applied in the province)

Increasing incorporation of Indigenous ceremonial and protocols in events, such as the Mi'kmaq Honour Song being sung by Elders at the opening of a new building on the Grenfell Campus

An MOU with the Nunatsiavut Government to guarantee residence places for Inuit students from remote communities throughout their degree programs

Discussions with Indigenous organizations and governments about academic programming



ACKNOWLEDGING THE PAST

Teacher Education since
1925

Teacher Education
Program in Labrador
(TEPL)

Northern and Native
Program (B'Ed)

Masters in Education



RENEWING THE PARTNERSHIP

On arriving at MUN in
2011:
what I found

A Scan of MUN's and
our Faculty:
possibilities



A CASE STUDY-THE FACULTY OF EDUCATION SERIES OF ACTIVITIES:

The creation of a Community-Based Aboriginal Teacher Education Program in Labrador (focused on the Nunatsiavut Inuit)

Early discussions with the Qalipu Band on the creation of a Teacher Education program in Western Newfoundland (focused on the Mi'kmaq).

Creation of an Aboriginal Interest Group within the Faculty-this will lead to changes such as:

Revisiting the services and programming offered to Aboriginal students

Creating mechanisms to ensure awareness of our Aboriginal perspectives and history in all our programs

Being the collective weight of Aboriginal issues to our Faculty Council

Build partnerships between Aboriginal organizations and colleagues within our respective communities



NO MORE EXCUSES

Indigenizing the Faculty
(Academy)-Engagement to
start a transition

Indigenizing the Faculty
(Academy)-Our Faculty

The Future



WHERE WE ARE

Elements of transition-change	Initiated	Implementation	Institutionalization
Cross campus (Multi) response and focus	Jul 11		
Start of Labrador program	Oct 11 Jul 13	Jul 14	
Connecting with the Inuit, Innu, Qalipu-Mi'kmaq and others	Oct 11 Jan 12 Oct 12		
Renewal within faculty (ownership and advocacy)	Oct 11	Feb 12	Oct 12 Jan 13
Renewal of Programs (Safe spaces, distinction, and integration)	Oct 11		
Re-shaping the funding model	Feb 12	Mar 13	
Distinctive process for distinctive groups and individuals	Oct 11	Oct 12	
The Morning Watch 40th Anniversary Edition (Focus on Indigenizing the Academy)	Nov 12	Apr 13	

THE FUTURE

Cross campus (Multi) response and focus

Labrador program July 1, 2013 to 2015

Connecting with Qalipu, Mi'kmaq and others (Corner Brook)

Renewal within faculty (ownership and advocacy)

Renewal of Programs (St. John's plus...Safe spaces, distinction, and integration)

Re-shaping the funding model

Distinctive process for distinctive groups and individuals

The Morning Watch 40th Anniversary Edition (Focus on Indigenizing the Academy)

CU Expo 2013 (June)

All my relations...

