INDIGENIZING THE ACADEMY

Kirk Anderson: Faculty of Education
Maura Hanrahan: Special Adviser to the
President for Aboriginal Affairs

A Presentation for the Canadian Society for
Studies in Education (CSSE)

June 2013
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 Nunatsiauvt 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 programing 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

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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...