



**Date:** **May 9, 2018**  
**Emily Carr University of Art + Design** 520 East 1st Avenue Vancouver, BC  
Meeting held in Library, located on 2<sup>nd</sup> floor of school  
Located between two Skytrain stations, a 13-min. walk from Main Street-Science World (Expo Line) and 12-min, walk from VCC Clark (Millennium Line). For more information on transit visit [TransLink's trip planner](#).

**Business Meeting Agenda**

- 8:30 am Coffee and light breakfast
- 9:00-9:15 Welcome
  - 1.0 Approval of the Agenda
  - 2.0 Approval of minutes of October 13, 2017
  - 3.0 Business arising from Minutes of October 13, 2017 meeting
- 9:15-9:45 4.0 CPSLD Business
  - 4.1 Election for Secretary/President Elect
  - 4.2 Treasurer's Report (Venessa)
    - Co-signatory for the CPSLD account
  - 4.3 CPSLD Initiatives funded through membership fees
  - 4.4 CPSLD Statistics (Melanie)
- 9:45-10:45 5.0 Updates
  - 5.1 Indigenizing Libraries (Sybil/Gwen)
  - 5.2 Copyright (Patricia/others)
- 10:45-11:00 Break
- 11:00-11:30 6.0 Reports
  - 6.1 Ministry Report (Yael La Rose, AVED)
  - 6.2 BC ELN Initiatives
  - 6.3 BCcampus Initiatives
- 11:30-11:45 7.0 Burning issues / Events  
Academic Integrity colloquium – 1 day - June 29, 2018 at Trinity Western University in Langley <https://academicintegrity01.wixsite.com/trinitywestern> (Ted)
- 11:45-12:00 8.0 Future meeting dates and locations
- 9.0 CPSLD newsletter –Deadline is June 8, 2018
- 12:00 - 1:00 Lunch
- 1:00 – 2:00 Photo, and Tour of Emily Carr



# CPSLD

Council of Post Secondary Library Directors BC

## Treasurer Report

Date: May 9, 2018

Action	Date	Expense	Deposit	Balance
<i>Balance from October 13, 2017</i>				\$3,377.82
Monthly Service Fee	Oct 31	\$1.50		\$3,376.32
Monthly Service Fee	Nov 30	\$1.50		\$3,374.82
Monthly Service Fee	Dec 31	\$1.50		\$3,373.32
Monthly Service Fee	Jan 31	\$1.50		\$3,371.82
Monthly Service Fee	Feb 28	\$1.50		\$3,370.32
Cheque #22 - Statistics gift	Mar 8	\$29.39		\$3,340.93
Membership fees (23 x \$50)	Mar 20		\$1,150.00	\$4,490.93
Monthly Service Fee	Mar 31	\$1.50		\$4,489.43
Membership fees (4 x \$50)	Apr 19		\$200.00	\$4,689.43
Monthly Service Fee	Apr 30	\$1.50		\$4,687.93
	Total Expenses	\$39.89		
	Total Deposits		\$1,350.00	

**Current Balance: \$4,687.93**

Submitted by:

Venessa Wallsten  
Treasurer



October 13, 2017

SFU, Harbour Centre

**Present:**

BCIT  
Camosun  
Capilano  
College / Rockies  
Fraser Valley  
Justice Institute  
Kwantlen  
Langara  
New Caledonia  
North Island  
Northern Lights  
Northwest  
Okanagan  
Quest  
Selkirk  
Simon Fraser  
Thompson Rivers  
Trinity Western  
UNBC  
UVIC  
Vancouver Island U  
VCC

James Rout  
Sybil Harrison  
Tania Alekson  
Shahida Rashid  
Kim Isaac  
April Haddad  
Todd Mundle  
Patricia Cia  
Kathy Plett  
Mary Anne Guenther  
Dawna Turcotte  
Melanie Wilke  
Ross Tyner  
Venessa Wallsten  
Gregg Currie  
Gwen Bird  
Brenda Mathenia  
Ted Goshulak  
James MacDonald  
Jonathan Bengston  
Ben Hyman  
Shirley Lew

**Regrets:**

Douglas College  
Emily Carr  
Nicola Valley  
Royal Roads  
UBC  
Suzanne Rackover  
Linda Epps  
Rosie Croft  
Susan Parker

**Guests:**

Kate Cotie (by Phone)  
Lindsay Tripp

## Networking, Small Group Discussion, Presentation

**Networking:** Susan Parker, the new UBC Librarian, was welcomed to BC and to CPSLD. After a round of introductions she shared some of her background.

**Institutional Responses to TRC round table discussion:** The CFLAB Truth and Reconciliation Report was provided as pre-reading. Group broke into smaller groups to discuss institutional responses to the TRC report and possible actions for CPSLD.

**Action:** Patricia Cia, Shirley Lew, Sybil Harrison and Gwen Bird will meet to discuss how we might begin to address some classification issues (perhaps connecting with BCCATS group).

New business will include motion to endorse the CFLAB report.

**Copyright Presentation:** Lindsay Tripp, Copyright Librarian at Langara, presented on the scope and impact of the York Access Copyright decision. (Slides attached)

Ross Tyner facilitated a roundtable discussion after the presentation, where members shared various strategies underway at institutions.

## Business Meeting Minutes

### 1.0 Approval of the agenda

Two items added to new business.

Approval of agenda moved by Brenda Mathenia, seconded by Ross Tyner.

### 2.0 Approval of minutes of April 19, 2017

Minutes approved as presented.

### 3.0 Business arising from Minutes of April 19, 2017 meeting

3.1 **ILL forms:** Ross reported ongoing discussion on this issues is occurring.

3.2 **Copyright course:** With York case Langara has decided it best not to share the Copyright Essentials for Instructor Course. They will consider releasing it with a CC license.

### 4.0 Reports

#### 4.1 Ministry Report (Kate Cotie, by telephone)

The Ministry is now known as Advanced Education and Skills Training with the addition of Labour Market to the ministry; Shannon Baskerville is new Deputy Minister.

A new strategic plan will be developed and priorities set, but in the interim the government has indicated families, health care, education, good jobs and economic opportunity will be priority areas. Ministry budget will remain largely the same with a lift for tuition free initiatives for former youth in care.

Some current initiatives include:

- This summer a tuition waiver for former youth in care was implemented. Some work underway to consider pathways and supports for these students.
- The Ministry is looking at its policy framework in light of the government's adoption of the UN Declaration of Rights for Indigenous Peoples. They will seek ways to improve access and success for aboriginal learners.
- Technology programs and co-op and work experience initiatives have been given some attention.
- The curriculum changes in the K-12 will have impact on post-secondary. Timelines are being considered, and directions sought from new government. Patricia Cia mentioned the K-12 initiative by BCTLC and their plan for a conference and workshops to help faculty bridge new approaches to teaching and learning.

Minister Melanie Mark toured 25 institutions since her appointment in August.

#### **Questions:**

Todd Mundle asked if funding for the OER project will continue.

- Kate indicated that there was still support for affordability initiatives such as open textbooks.

Patricia Cia asked if a decision regarding extending Applied Research to BC Colleges had been made.

- Katie indicated no decision had been made.

#### **4.2 BC ELN Report (Kim Isaac with notes from Anita Cocchia)**

##### **ARCA Update**

ARCA won the BCLA Eureka Award. Currently there are 14 members, with 2 additional expressions of interest, and 200 collections. ARCA will partner with two external memory institutions (Ike Barber Centre and Okanagan Historical Society) as a pilot as groundwork for other new members. Hosting of ARCA is moving to SFU datacentre which will reduce costs with more advantageous storage pricing. Kathy Gainor and James MacDonald were recently appointed to steering committee.

##### **Provincial Digital Library**

[A new website](#) for the provincial digital library was recently launched. VIU, Kwantlen and ELN are sharing the administration for this project as it's still in interim status; a governance model will be developed. There will be a proposal for business analysis to determine costs at scale for this project. Our Digital World (Ontario) and BCDL will present at OLA superconference

##### **Common Suite**

There has been significant work done on the common suite, and a series of detailed webpages are now available with financial information and a series of FAQs. One-one consultation with BCELN staff are available to explore impact on individual institutions, and we are encouraged to take this opportunity. By the end of October there will be a survey, which will form a consensus decision on how to move forward.

There was some questions and discussion about the harmonized spend and the historical imbalance in tiers. Question about how far back the harmonized spend will go was posed.

### **Ongoing Projects**

Researcher has been decommissioned by SFU.

Columbia College has joined the AskAway service. Steering committee is undertaking some strategic planning.

Work continues on enhancements to Outlook Online, with consideration to privacy issues. Training will be rolled out to libraries in the new year.

WriteAway now has 15 members, with TWU as the newest member.

All Partner meeting Friday December 7, 2017

### **4.3 BC Campus Report (Patricia Cia with notes from Mary Burgess)**

#### **Indigenization Project**

30 content creators from 13 BC post-secondary institutions, IAHLA and MNBC are working on 6 professional learning resources, including a core module with foundational learning and separate modules for leaders/administrators, instructors/teachers, front line staff/advisors, curriculum developers and researchers. The open professional learning resources will be completed by January 2018 and available in the BCcampus open repository.

#### **Wikiedithon**

During National Science week SFU, UBC, Douglas, BCIT, KPU hosted events to edit Wikipedia. Each institution approached the edit-a-thon in different ways, at UBC, Douglas College, and KPU – the organizers held a 2-hour session that guided participants through the process of editing Wikipedia, while at BCIT the organizers set up a table in a common area and encouraged participation throughout the week.

#### **Z cred (OER)**

Three institutions are working toward zero textbook cost credentials ZCred. ZCredits under development are:

1. TRU: Certificate of General Studies
2. KPU: Certificate of Arts
3. JIBC: Law Enforcement Studies Diploma

All Z Cred development will be completed within 2 years and all materials will be openly licensed.

### **Current Stats of the Open Textbook Collection**

- \$4.7 million in student savings
- 1493 Adoptions
- 38 BC Institutions participating
- 46619 Students using Open Textbooks
- 353 Faculty using Open Textbooks
- 221 Open Textbooks in the Collection

There was a question about the number of BC institutions participating. We will seek clarification on that number.

### **BC Teaching and Learning Portal**

BCcampus is championing the development of a new provincial online resource for the B.C. Teaching & Learning post-secondary community. This resource will be created to assist in aggregating and sharing information on teaching and learning professional development opportunities for B.C. post-secondary staff, faculty and instructors. Patricia Cia represents CPSLD on the advisory committee.

### **Faculty Teaching Fellows Programs**

BCcampus announced a new Scholarly Teaching Fellows Program. Three Fellowships of up to \$10,000 will be awarded for post-secondary educators from British Columbia who are committed to scholarly approaches in exploring and improving student learning, and who are eager to conduct and share their research and experiences with colleagues and peer and submissions will be accepted until January 8, 2018.

### **Digital Learning Network (DLRN)**

Work continues on a province-wide strategy to identify a common platform for textbooks; the steering committee has been reconstituted and pilots are underway at VCC, BCIT, Douglas and Capilano. Willo Lab has a new solution to overlay with Texidium to facilitated opt in/opt out and purchasing.

## **5.0 CPSLD Business**

### **5.1 Treasurer's Report:**

Venessa Wallsten presented report (attached).

### **5.2 Account signatory:**

The CSPLD account requires a second signatory to replace Grace. Debbie Schacter will be asked, because of her proximity to the credit union holding the account

### **5.3 Statistics (Melanie Wilkie):**

Submissions from all institutions have been received. Dawna Turcotte won the prize for being the first. Brenda Mathenia will consider whether TRU can take on statistics for next year. There was a general discussion about reporting of open resources. Melanie will send out instructions on how to get statistics from EDS.

## 6.0 New Business

### 6.1 Aboriginal Community Borrowing:

Patricia Cia shared information about the Aboriginal Community Borrowing program at UBC. Members of BC Aboriginal communities can borrow from the Xwi7xwa Library. Details on the [UBC site](#)

### 6.2 Endorsement of the CFLA –FCAB Truth and Reconciliation Report and Recommendations

**Motion:** Whereas libraries are committed to respect and inclusiveness for the communities they serve, then be it resolved that the BC Council of Post-Secondary Library Directors (CPSLD) supports the following recommendations presented in the Canadian Federation of Library Associations- Fédération canadienne des associations de bibliothèques (CFLA-FCAB) Truth and Reconciliation Report and Recommendations:

1. As CFLA-FCAB is a national voice with the ability to influence national and international policy regarding issues of importance, we request the CFLA-FCAB create a permanent Standing Committee on Indigenous Matters utilizing the medicine wheel framework developed by the Truth & Reconciliation Committee;
2. The T&R Committee supports and endorses the CFLA-FCAB Position Statement on Library and Literacy Services for Indigenous (First Nations, Metis and Inuit) Peoples of Canada;
3. Encourage libraries, archives and cultural memory institutions to implement the Truth and Reconciliation Commission of Canada 94 Calls to Action, several of which have been identified as having a direct impact on libraries and archives and are prioritized in this report, and to implement a status report on a yearly basis to monitor their implementation;
4. Ensure accessibility moving forward by continually reminding stakeholders that material produced and programming planned in the future should be accessible to all Canadians. CELA (the Center for Equitable Library Access) and NNELS (the National Network for Equitable Library Service) are positioned to support these efforts.
5. Decolonize Access and Classification by addressing the structural biases in existing schemes of knowledge organization and information retrieval arising from colonialism by committing to integrating Indigenous epistemologies into cataloguing praxis and knowledge management;
6. Decolonizing Libraries and Space by recognizing and supporting Indigenous cultures, languages and knowledges through culturally appropriate space planning, interior design, signage, art installations, territorial acknowledgements of geographic-specific traditional territories and public programming in collaboration with local Indigenous stakeholders;
7. Enhancing opportunities for Indigenous library, archival and information professionals as well as the inclusion of Indigenous epistemologies in the Canadian library and archives profession through culturally appropriate pedagogy, recruitment practices, professional and continuing education and cross-cultural training in collaboration with local Indigenous stakeholders and partners;



8. Recommend the implementation of Indigenous Knowledge Protection protocols and agreements with local and other Indigenous groups who have holdings in libraries, archives and/or cultural memory institutions to respect the Indigenous cultural concept of copyright with regard to Indigenous history or heritage, which is often located in but not limited to oral traditions, songs, dance, storytelling, anecdotes, place names, hereditary names and other forms of Indigenous knowledges; recommend that CFLA-FCAB actively participate in reforming the Canadian Copyright Act to include protection of Indigenous knowledges and languages while advocating for changes to include traditional knowledge as outlined and recommended by the World Intellectual Property Organization (WIPO) – Intergovernmental Committee on Intellectual Property and Genetic Resources, Traditional Knowledge and Folklore (<http://www.wipo.int/tk/en/igc/>). We join the Truth and Reconciliation Commission (TRC) to call upon Library and Archives Canada to implement the Truth and Reconciliation Commission Calls to Action #69 (Appendix D) by fully implementing the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP) [http://www.un.org/esa/socdev/unpfii/documents/DRIPS\\_en.pdf](http://www.un.org/esa/socdev/unpfii/documents/DRIPS_en.pdf) and the Updated Set of Principles for the Protection and Promotion of Human Rights through Action to Combat Impunity (2005), more commonly known as the Joinet/Orentlicher Principles <http://www.derechos.org/nizkor/impu/principles.html>;
9. Establish an online database of “living documents” to highlight existing Best Practices of Indigenous Services in libraries, archives, and cultural memory institutions that will serve as a foundation to help disseminate those best practices and for this “living document” to be updated preferably on a quarterly basis but minimally semi-annually;
10. Maintain a database of Indigenous organizations or groups committed to preserving cultural memory primarily, but not limited to, libraries, archives, language preservation, cultural history/museums to build relationships; to support the development of an Indigenous association of library, archives and cultural memory institutions; and to support in principle the National Aboriginal Library Association (NALA) regarding their stated intent of developing First Nations public libraries on reserves.

Moved by Brenda Mathenia, seconded by Gwen Bird.

**Motion carried with full support.**

7.0 **Burning issues:** Round table discussion on the ACRL framework and CUFTS migration.

8.0 **Next meeting:** May 9, 2018 at Emily Carr

9.0 **CPSLD newsletter** deadline November 15, 2017.

Meeting adjourned at 3pm

## Background to the Model

The Indigenized quadrant model comes from the research and educational leadership of Janice Simcoe, Anishinaabe scholar, to aid in Indigenizing academic spaces. This model is based on the Integral theory work of Ken Wilber and was further influenced by Janice's work with the Aboriginal Nations Education Council of the Greater Victoria School District and Camosun College. This model was then adopted by BCcampus and the Indigenization Project Steering Committee to support the creation of Indigenized open professional learning resources for the post-secondary education sector in British Columbia. In honouring place, each quadrant is defined by animal traits from coastal First Nation epistemology.

### **Bear (Intention)**



Represents the internal self and comes from a place of values, beliefs, identity, and intentions. Bear gives us the lenses through which we, as individuals, view the world. Bear impacts our personal experience with others and impacts how we interpret information. Our Bear selves provide us our motivations and deeply influence how we sort our priorities.

### **Raven (Behaviour)**



Represents our physical self and is manifested by what we do and know, and how we are seen and measured. Raven gives us the space in which we build knowledge, develop skills, perform, and behave with others. Our Raven selves provide us the ability to teach and learn.

### **Wolf (Community)**



Represents our collective selves and reflects the cultures we live in, the languages we use, and the relationships we have with others. Wolf provides the space in which we emotionally impact, and are impacted by, others. Our Wolf selves provide us communication skills and make us aware that we are part of a greater whole.

### **Salmon (Systems Fit)**



Represents our interaction with the systems around us, be they natural or human-made. Salmon provides the space in which we collaborate for purpose or function. Salmon requires us to navigate. Our Salmon selves enable us to create the structures necessary for us to co-exist.

## Situating the Audience Profiles

The audience profiles were built by the Project Steering Committee and have been vetted by post-secondary audiences. *Profiles are based on desired Indigenized intentions and behaviours rather than focusing on current practice.* The profiles can be introduced and presented in discussions as follows: “In an Indigenized institution, this group believes and does . . .” The “Levels of Indigenizing” explores how one goes through transforming one’s practices and policies at various levels. The project steering committee brainstormed statements that reflect the challenges, barriers and fragilities heard and experienced. These levels will be addressed in the open professional learning resources. The colours of each audience profile reflect the colours in the Métis sash and medicine wheel. It is a living document and at the conclusion of the project will become an openly licensed resource.

## A Note on Terminology

“Indigenous” references the original peoples of this place whom are recognized and known as First Nations, Métis, Inuit and Native American or American Indian.

“Indigenization”, for this project, is relational and collaborative and involves various levels of transformation from inclusion to integration and to infusion of Indigenous perspectives and approaches in education. We recognize that each post-secondary institution across the province approaches Indigenization differently due to the diversity and complexity of local First Nation and Métis community relationships.

## Front Line Staff/Student Services/Advisors



**Bear**  
**(Intention)**

**Indigenization benefits all students**

Recognizing the responsibility to work with Indigenous people's ways of knowing



**Raven**  
**(Behaviour)**

Engaging respectfully

Responding appropriately to particular circumstances of Indigenous students, and removing barriers



**Wolf**  
**(Community)**

Building relationships with community partners and service providers

Ensuring meaningful engagement and informed action through strong communication with students and communities

Oral history is valid



**Salmon**  
**(Systems Fit)**

Recognizing and valuing Indigenous expertise, knowledge and practice in all interactions

Providing a culturally safe environment for Indigenous students and employees

Developing authentic communication policies and information systems that are student centred rather than technology limited

Developing policies that respond appropriately to particular circumstances of Indigenous students and remove barriers

Using a restorative justice approach to student interactions and conduct policies

## Leaders/Administrators



### **Bear (Intention)**

#### **Indigenization benefits all members of the institution**

Recognizing the responsibility to work with Indigenous peoples and communities

Reflecting Indigenous ways of knowing, doing and being in organizational values



### **Raven (Behaviour)**

Respecting primacy of place and presence in language, ceremony and protocols

Participating respectfully at Indigenous events

Taking responsibility for learning and modelling culturally appropriate practice

Resourcing teaching and learning centres so Indigenous ways of knowing and doing are incorporated

Supporting and resourcing Indigenous research capacity and practices

Recognizing, validating and resourcing Indigenous approaches to engagement, community-based programming and learning, researching and student service functions



### **Wolf (Community)**

Establishing and maintaining meaningful and empowered Indigenous community advisories at various levels in the institution

Including diversity of Indigenous voice and presence in governance, executive, advisories/program advisory committees and senior administrative leadership

Recognizing the complexity and depth of community-based engagement and relationship building and maintenance

Engaging, resourcing and supporting community-based programs and organizations



### **Salmon (Systems Fit)**

Developing and resourcing policies that include Indigenization rather than adding on as “initiatives” or “pilots”

Embedding Indigenization in all plans (strategic, financial, student engagement/services, educational) and at governance and education tables

Sharing accountability for Indigenization among all levels of administration and leadership

Recognizing equity of Indigenous expertise, knowledge and practice (human resource policies, workload, roles and responsibilities)

Resourcing and requiring training for instructors in community-based programs

Oral history is valid

## Curriculum/Educational Developers



### **Bear (Intention)**

**Indigenous approaches to learning are necessary for all students**

Recognizing and celebrating the beauty and strengths of local and diverse Indigenous cultures and languages

Representing Indigenous knowledge systems in respectful, appropriate and meaningful ways

Acknowledging that Indigenizing curriculum is not only about including content

Recognizing the diverse sources of Indigenous knowledge



### **Raven (Behaviour)**

Infusing Indigenous perspectives, content, pedagogies and approaches to learning in planning, development, implementation and assessment

Considering and incorporating other ways of learning, such as land-based, narrative, intergenerational and experiential pedagogy

Being able to rethink and restructure a course to be circular and relational

Oral history is valid



### **Wolf (Community)**

Involving Indigenous epistemologies and pedagogies in visioning of objectives

Connecting oral and written communications to skills and competencies

Drawing upon and incorporating Indigenous scholarship and other forms of knowledge



### **Salmon (Systems Fit)**

Embedding Indigenous knowledge in design

Supporting a policy and process to protect Indigenous knowledge so misappropriation and cultural harm do not occur

Incorporating Indigenization in education council and senate processes and policy

Drawing upon resources that are multi-modal

Attending to Indigenous language priorities of revitalization and maintenance

Recognizing linguistic and cultural diversity

## *Educators/Teachers/Instructors*



### ***Bear (Intention)***

**Indigenous knowledges are no longer “othered” and are legitimate and valuable to all learners**

Valuing and recognizing Indigenous content and learning perspectives as important to student learning

Recognizing that professional learning is lifelong and includes expanding teaching practices, self-exploration and reflective praxis

Acknowledging that positionality plays a role in how we teach Indigenous content, perspectives and pedagogies in our course work



### ***Raven (Behaviour)***

Meaningfully integrating territorial acknowledgements into teaching practice

Validating Indigenous student knowledge and experience when students want to share, and not singling out Indigenous students as “experts”

Providing culturally safe spaces for respectful dialogue and practices

Drawing on Indigenous knowledge and perspectives in teaching, engagement, assessment and curriculum.

Oral history is valid

Learning how to appropriately engage in culturally informed community-based teaching

Setting consistent expectations for all learners and enabling students to build and share their gifts

Validating student strengths in relation to teaching, learning and assessment



### ***Wolf (Community)***

Respecting Indigenous student contributions

Using and supporting Indigenous scholarship

Acknowledging Indigenous knowledge keepers and community members are necessary to teaching and learning

Engaging Indigenous communities through knowledge keepers, families, artists, etc., in teaching and learning

Practicing respectful ways to include and engage learners in service learning pedagogies

Learning how to engage, support and partner with community-based programs and organizations



### ***Salmon (Systems Fit)***

Understanding and challenging the inherent bias in the public education system

Consulting and collaborating with Indigenous student support providers and other student services for student wellness

Incorporating cultural safety principles in course work, programs and professional practice

Preparing all students to work and interact with Indigenous peoples and communities (e.g., modelling ways to build relationships and collaborate)

Developing knowledge of Indigenous histories and contemporary realities

## *Researchers*



### ***Bear (Intention)***

**Indigenous knowledges are no longer “othered” and are legitimate and valuable to all learners**

Addressing Indigenous priorities through research

Conducting research that benefits community first

Committing to developing research capacity in Indigenous communities and organizations



### ***Raven (Behaviour)***

Learning to work appropriately with Indigenous knowledge keepers and community experts

Protecting Indigenous systems of knowledge

Oral history is valid

Drawing upon methodologies that reflect Indigenous ways of knowing and community-based approaches

Ensuring that funding proposals include resources to work with and engage community in the research process



### ***Wolf (Community)***

Recognizing the necessity of relationships and Indigenous knowledge systems in research

Understanding research and the process of gathering information also benefits communities

Collaborating with communities on ways to engage in research

Training Indigenous students and community members in the research process

Protecting and respecting cultural and intellectual properties of communities, knowledge authorities and people



### ***Salmon (Systems Fit)***

Incorporating Indigenous research ethics policy into all levels of research (classroom, teaching practice, scholarly, field)

Sharing and validating research results with community

Knowing and using Indigenous research principles and guidelines (e.g., OCAP, SSHRC, community-based, UNDRIP, TCPS 2—Chapter 9)

Considering and recognizing different forms of knowledge dissemination

Acknowledging the diversity and complexity of Indigenous knowledge authority systems and processes within communities and families

## Levels of Indigenizing (Barriers, Challenges, Fragilities)

<b><i>Fear of the Unknown</i></b>	<p>“what are you trying to take from me?”</p> <p>“I don’t know what I don’t know”</p>	<p>“I’m helpless” Unsure of who to engage</p>	<p>“We don’t have enough to share”</p> <p>“I don’t want to appropriate”</p>
<b><i>Fear of change</i></b>	<p>“Yes, but...” (passive-aggressive behaviour)</p> <p>“I don’t know who to talk to and how to set up Indigenous research”</p>	<p>Vicarious trauma</p> <p>“I’m afraid of taking away or reducing needlessly”</p>	<p>“I don’t have time for this, can you (as the Indigenous expert) do this?”</p>
<b><i>Fear of losing control and power</i></b>	<p>Racism of lower expectations</p> <p>No personal buy-in—“I know, but I don’t care”</p>	<p>“Indigenous knowledge isn’t scientific”</p>	<p>“We cannot change legislation”</p> <p>“New Age” appropriation viewpoint</p>
<b><i>Resisting practice</i></b>	<p>Over emphasis on employment training rather than academic programming</p> <p>Involvement if there is money attached, “Where’s the money? No money, no movement”</p>	<p>Diversity can be confusing so pan-Indian approach desired— “You’re too exotic”</p> <p>Overworking Indigenous staff—“I am the only Indigenous person and I must do everything”</p>	<p>“We don’t have enough resources” and “this is not part of core funding”</p>
<b><i>Resisting process</i></b>	<p>Checklist mentality—“Done, now let’s move on”</p> <p>“There are union barriers to hiring Indigenous employees and doing community-based work”</p>	<p>“I have academic freedom”</p> <p>Underfunding Indigenous education—“We must fit our training into funding requirements”</p>	<p>“Industry standards don’t allow me any flexibility in programming, content and delivery.”</p>
<b><i>Rejecting and asserting control</i></b>	<p>“I’d rather debate than negotiate” and “There are limitations on program length”</p> <p>“What is authentic Indigenous knowledge?”</p>	<p>Demand constant validation of identity and Indigeneity “Are you really Metis, Status, Non-Status, Inuit?”</p> <p>Lateral Violence</p>	<p>Industry involvement necessary—“We can’t do this ourselves”</p>