

Indigenization Round Table Discussions
Wednesday, December 13, 2017

Fed Hall, Westmount Room

9:00-11:00am: 33 participants

1:00pm-3:00pm: 31 participants

Opportunities for Indigenization on campus

- Fundamentals at Waterloo: Indigenous students, faculty, and staff are both underrepresented and not identifying
 - How are we going to become appealing?
 - Re-consider tenure time for Indigenous faculty
 - Re-consider the performance review process
 - Make the environment more inclusive
 - Opportunity for training for staff and faculty
 - Cross-cultural training
 - Better recruitment and retention
 - Ongoing support
 - Meaningful funding opportunities
 - Support more Indigenous student applications
- The university is a colonial institution
 - Challenge campus culture
- Look at what has been done across the country
 - Innovate
 - Look at what has been done right and done wrong
- We have models in different departments and other communities (i.e., international students)
 - Apply these models for Indigenous students
- Ontario Human Rights Code
- Need to shift away from dominant knowledge paradigms and include Indigenous ways of knowing
- Data
 - Numerical
 - Non-numerical/ stories
- School or architecture influences the landscape

Challenges that we may face as we move towards the strategy recommendations and then after the report into action

- The risk that this strategy may be perceived as token strategy that does not go deep enough
 - i.e., PACS 301, being taught by a non-Indigenous person (although they have done the research)
 - Need to go deeper than surface level

- Need to create on-going relationships
- Need to know what Indigenous people want and what the needs are from Indigenous populations
- Tension between systematizing and authentic relationships
- De-centering settler knowledge and whiteness
- Resources and power-relinquishing
 - Budget
 - CTE needs more resources
- Language of de-colonization, and centrality of land
 - Can't change what land were on
- Colonization
 - How can we change the structure in education?
 - Pedagogy may not be consistent with Indigenous students learning styles
- Overt racism
- Making this a central issue on a decentralized campus
- Curriculum is accredited
 - CEAB accreditation can incorporate values things we think are important
 - Curriculum design: faculty has freedom to make choices in their courses and classroom
 - Would Indigenizing engineering mean having them take more Arts courses
 - We treat Indigenization as if we need to bring in things that are in the exotic outside and we need to recognize the Indigenous that is already here
 - What would success look like? Indigenization and reconciliation look different in different places and places are at different stages.

Suggestions for further engagement – how best to engage the campus community and how best to prepare them for this work

- Partner with external Indigenous groups
- Education
 - Put together educational resources
 - Decolonization workshops and cross cultural training
 - Have people feel uncomfortable with their place in history
- Spaces on campus for cultural practices
 - More Indigenous events that non-Indigenous people attend as well
 - Support spaces
 - This work can be re-traumatizing
 - Need for more spaces for healing
- Indigenous faculty teaching more than just Indigenous courses
- Important to thoughtfully Indigenize curriculum
- Place the same emphasis on Indigenization as we do on innovation
- Entrepreneurship and Indigenous entrepreneurship
 - Re-frame to include/ profile/ support social innovation
 - Build bridges between social innovation and STEM
 - Greenhouse, Conrad, Economic Development and Innovation Program, WISER
 - Social innovation
- Coop

- Working within Indigenous communities
- Non-profit and cultural areas
- Support for Indigenous students on coop
- Support for Indigenous students studying abroad
- Meaningful placements
- EDGE certificate
 - Indigenous knowledge may be incorporated
 - Following the engineering and fine arts model
- Campus-wide repository for efforts and a communication strategy
- Indigenous based research symposium series
 - Call to research who identify and/or work in the area
- Importance of narratives
- Mentorship
- Indigenous library specialist
- Discretionary funding for research in this area
 - More rigorous research is needed
 - More funding for Indigenous research
 - Indigenous researchers
 - Research being done in association with Indigenous issues
- Association under GSA
 - It is currently difficult to set one up
- ASPSIP, Future Forward Publication, Ontario Universities Fair
- UW Symposium
- Further Engagement
 - Engaging students: introduce them to multiple points-of-view, use other styles than lecture, teach in circle, invite reflections, make evident what they already know and what capacities they have to learn more.
 - Engage in our home places within the University
 - Include the greater Waterloo region, ranging from Stratford and Cambridge campuses

Work that participants might be aware of at other universities (this might assist with the environmental scans for each working group)

- Ryerson
- Laurier
 - Education expansion
 - Indigenous research symposium
- UBC
- Queens (Cultural competencies)
- Six Nations Polytechnic
- New Zealand
 - You don't own the "land", you own the "house"
 - All elementary students learn the Indigenous language, here there were over 600 nations that were colonized
 - How does the University of Waterloo include Indigenous leaders? Are the included?

- Saskatchewan
- Winnipeg
- Saskatoon
 - 2200 Indigenous students
 - We can look to them to help our admissions
- Dechinta (just outside of Yellowknife)
- Concordia has an initiative of Indigenous territories and cyberspace
 - Initiative for Indigenous Features
 - SSHRC funded
 - Bing academics and artists together
 - re-create Canada 150
- Brock
 - Space around campus for Indigenous students
- Yukon College
 - Yukon First Nations Core Competency
- Curriculum specialists
- Indigenous programs at the undergraduate level
- CAUT
- Universities Canada

Open feedback

- Concerns about scope
- Needs to be embedded and not optional
- Must be central and campus-wide
 - How will this work with our de-centralized campus?
- Concerns about timelines and the new Provost
- Reimagine the task force as a decolonized university
- Waterloo needs to learn how to collaborate (internally and externally)
- Look at alternatives to universities (i.e., other models of teaching)
- Have to be careful to not colonize the process
 - Should not be easy
 - Need to be uncomfortable
- Decolonization
 - self-reflection should come first
 - how we operate in a business setting, trying to assign capital value to something that doesn't fit
 - the question should be about values, how we are all connected
 - how do we bring the innovation theme into the “interconnectivity of people”
 - newcomers should have the opportunity to reflect in their settlers and colonization
- Symbolism is nice, but not enough
- Risk of using the language of using “decolonization”
 - if we are not going back to treaties and land use agreement
 - how “decolonization” is possible if we don't change the way we look at the world
- Capitalism is not all bad

- The law is not more organized, how to make order out of chaos
- Anti-bullying, where does the law protect/inhibit (e.g. Quebec laws re: religious freedom of expression)
- Legal system – the treaties are broken: each nation would have their laws, systems of government, peace, respect, friendship
- Authenticity
 - e.g., people provide support to LGBTQ community who are not part of the community
- Need for clear communication
 - What resources are available
 - What are the policies and procedures
 - What is being done
- Collaborate with the Waterloo Region
- Do international students or students from immigrant families feel disconnected from the colonization? Can they reflect on where they have come from and make connection that way?