

Decolonizing and
Indigenization:
Grappling with our Colonial
Roots in Academia

Workshop materials produced by Ashley Edwards and Julia Lane

These workshop materials were created on the unceded, shared territories of the x^wməθk^wəy̓əm (Musqueam), Sk̓wx̓wú7mesh (Squamish), S'ólh Téméxw (Stó:lō), Qayqayt, Stz'uminus, Kwikwetlem, and Səlílwətał (Tsleil-Waututh) peoples.

Ashley and Julia acknowledge the privilege we experience living on these stolen and occupied lands. We furthermore express a sincere wish that these materials, alongside our other work, will support ongoing efforts toward decolonization, Indigenization, and reconciliation. This work is a shared responsibility, and one that we approach with respect, commitment, and humility.

See this interactive map for more information about Indigenous territories:

<https://native-land.ca/>

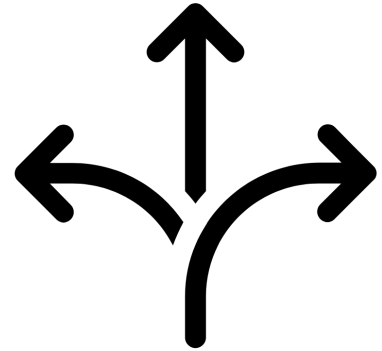
Facilitator Bios

Ashley Edwards is a Library Assistant within the Learning & Instructional Services Division of Simon Fraser University, where she assists students with their research needs, and facilitates information literacy workshops. She holds a Library Technician Diploma, and is currently a MLIS candidate in the University of Alberta's online program. She is of Métis and Western European heritage, and is privileged to have grown up on Stó:lō territory in the Fraser Valley of BC. Ashley is passionate about information literacy, and Indigenous librarianship, and is striving to decolonize not only her professional life but her personal one as well.

Julia Lane is a Writing Services Associate with the Student Learning Commons at Simon Fraser University. In her professional capacity, Julia supports undergraduate students with their academic writing. Julia is a white settler, a native English speaker, a vegan, a queer femme, and a mother. Julia is always trying to do better within all of those aspects of her identity. She is committed to learning about how the worlds of academics, writing, and libraries intersect with marginalization, alienation, and under-representation. She is committed to creating change to address these intersections. Julia is also a clown. Seriously.

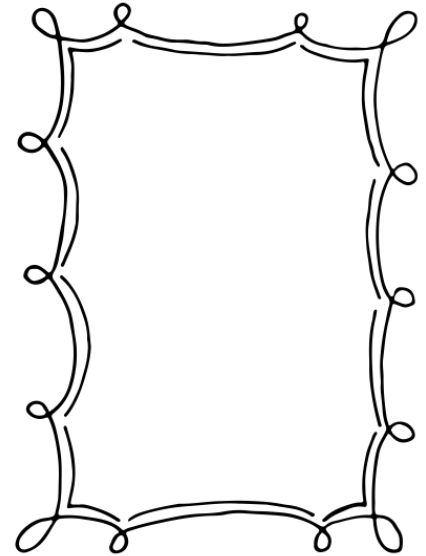
Agenda

- Welcome
- Introductions
- Overview of workshop



Framing the Conversation

- As part of academic institutions, libraries have been created within a colonial system.
- Residential schools often had small collections, with books only in English.
- Libraries historically collect only the written word.
- Legislation making attending university illegal for Indigenous people (repealed in 1951).
- Are academic libraries welcoming today?



Created by Maria Zamchy
from Noun Project

Our Context

- SFU Library Decolonizing the Library Task Group created in 2018;
- Response to the Aboriginal Reconciliation Council (ARC) Report *Walk This Path With Us*, released in 2017;
- Intended to guide the Library's work to implement recommendations from the ARC report, the TRC Calls to Action, and the CFLA TRC report and recommendations.



Decolonization

“represent[s] a socio-political agenda that seeks to redress historical and current practices that have had deleterious effects on Aboriginal peoples” (Walk This Path With US, 2017, p. v)

“Decolonization [was] once viewed as the formal process of handing over the instruments of government, [and] is now recognized as a long-term process involving the bureaucratic, cultural, linguistic and psychological divesting of colonial power” (Linda Tuhiwai Smith, as cited on the blog “[Working Effectively with Indigenous Peoples](#)”)

Indigenization

“The term ‘indigenization’ [sic] indicates incorporating Indigenous knowledge and ways of knowing into the practices (such as the curriculum) of the institution”
(Walk This Path With Us, 2017, p. v)

“Make Indigenous” (Oxford Canadian Dictionary)

Reconciliation

According to the [mandate](#) of the Truth and Reconciliation Commission of Canada:

“Reconciliation is an ongoing individual and collective process, and will require commitment from all those affected including First Nations, Inuit and Métis former Indian Residential School (IRS) students, their families, communities, religious entities, former school employees, government and the people of Canada. Reconciliation may occur between any of the above groups.”

What does it mean?

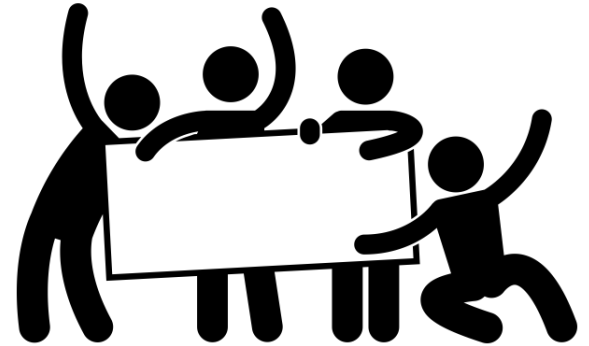
What does it or would it mean for you to decolonize, Indigenize, or reconcile -- in your personal or professional life, or both?



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What barriers do you face?

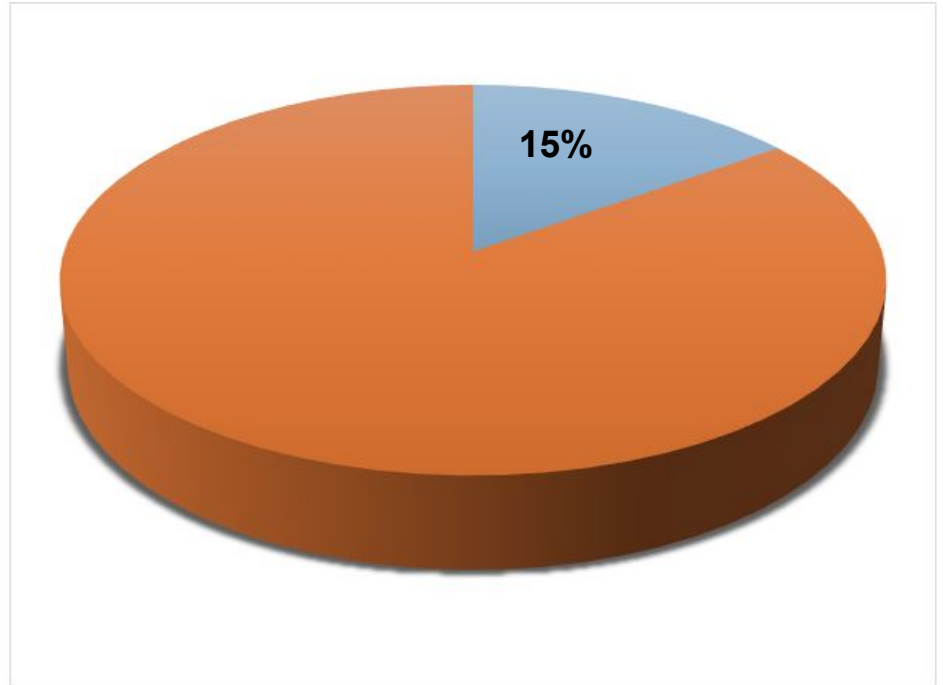
When trying to do this work here? (be specific).

In groups of 3, decide on the top barrier to discuss.

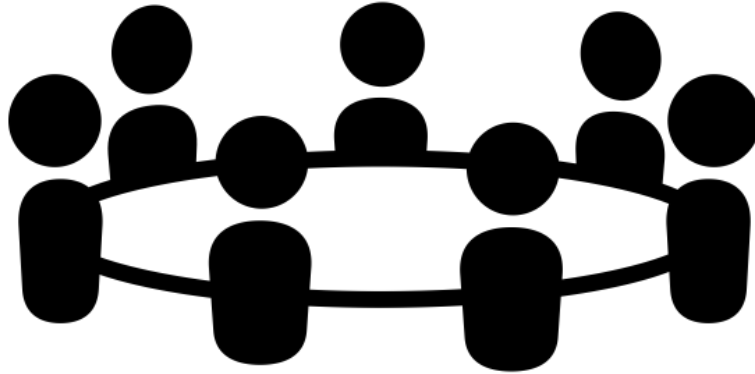


Where is your sphere of influence?

- Where do you have discretion and freedom to act?
- What can you do **without** more resources or authority?



Sharing Circle



Created by Claire Jones
from Noun Project

Keep in touch!

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URL for Google Folder:

<http://at.sfu.ca/TjsrKJ>

