

# **Long Narrative Bio of Jo-ann Archibald Q'um Q'um Xiim**

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This long narrative bio highlights my special areas of interest and accomplishments related to teaching, scholarly, and professional activities of my various faculty and leadership roles at the University of British Columbia from 1981 until my retirement in 2017, although I have continued to volunteer with some projects that are noted in the narrative.

## **1. Teaching: Areas of special interest and accomplishments**

### **A. Increasing Indigenous educational and scholarly capacity through culturally relevant and community responsive teacher education and graduate education programs**

I have concentrated my teaching and scholarship efforts in Indigenous higher education in order to: (1) contribute to increasing the numbers of Indigenous teachers with Bachelor of Education degrees and Indigenous educators with masters and doctoral degrees; (2) ensure that their university programs are also culturally relevant and responsive to Indigenous community needs; (3) change institutional structures and societal priorities to improve Indigenous access to higher education generally and to the professions more specifically; and (4) create Indigenous educational scholarship that respects Indigenous knowledge systems and that is beneficial to Indigenous communities.

One key priority of BC Indigenous organizations, professional education associations, and the provincial government is increasing the numbers of Indigenous people entering and completing teacher education programs. The Faculty of Education's, Native Indian Teacher Education Program (NITEP) is only one of two teacher education programs in BC designed specifically for Aboriginal people. From 1974- 2015, NITEP was the only Indigenous teacher education program in BC. I have a long-standing teaching and leadership involvement (of 19 years) with NITEP, which is a Bachelor of Education degree program for people of Indigenous ancestry. The first phase of my NITEP involvement from 1981-1992, included being a course developer and instructor of its Indigenous education courses (EDUC 143, EDUC 244, EDUC 344/345, EDUC 140, EDUC 141, EDUC 240, CUST 396d, EDUC 441, EDUC 442), coordinating a regional field centre, and leading the program as its director, for the first time from 1985-1992. In 2005 (until 2008), when I was the Associate Dean for Indigenous Education I volunteered to add the NITEP director role to my position because the program was unsuccessful in finding a suitable leader. Another reason that I assumed this additional leadership role was that in 2004, I had participated on the NITEP external review team that recommended a major revision and renewal of NITEP. Based on my extensive knowledge and experience with NITEP, I felt that I could provide the type of program and policy leadership that could renew the program. After three years as its acting director, the majority of the aforementioned courses were revised, student enrollment doubled (from 40 to 80), and two more NITEP community-based field centres were added to its program offering (from 3 to 5 field centres from 2005-2008). From 2011-2016, I resumed the NITEP director position in order to lead another set of major programmatic changes that took effect in 2012. NITEP now has stronger partnerships with Indigenous communities that are linked to the regional field centres, with student enrollment ~120 (in 2018). NITEP's ~420

graduates are found in every regional area of the province working with public, independent, First Nations schools, and the Ministry of Education with many taking on leadership roles in their schools, school districts, communities, and with the Ministry of Education. More are attaining masters' and doctoral degrees. NITEP provides important access to post-secondary education through its community-based sites, and it provides an important academic foundation for advanced study.

Other BC universities have created various masters' programs that have resulted in a growing cadre of Indigenous people with these degrees; thereby creating a niche and need that the UBC Faculty of Education has addressed. In graduate education, I have focused on the development of an annual Indigenous graduate student symposium (IGSS), a province-wide mentoring program, and Indigenous masters' and doctoral programs. Since 2003, I have provided faculty leadership to graduate students to help them organize an annual provincial Indigenous graduate student symposium that attracts over 100 participants each year. They present papers, discuss their research programs and findings, and establish important peer networks. Some of the participants have published their papers in journals and as book chapters. The student organizing committee of which there are about 10 per year gain valuable experience organizing an academic knowledge exchange conference that can also be added to their curriculum vitae. In 2023, the IGSS celebrated its 20<sup>th</sup> Anniversary (one year was disrupted by COVID). I was the keynote speaker for this IGSS.

In 2004, Maori scholar Dr. Graham Smith and I established a peer support and faculty-mentoring program, called "SAGE" (Supporting Aboriginal Graduate Enhancement), which was modeled after a successful Maori doctoral access initiative. There was strong interest from Indigenous people who had masters' degrees and who wanted to enroll in doctoral education. SAGE began with a site at UBC Vancouver and it quickly expanded to a total of four pods in regional areas of BC: Lower Mainland (UBC and Simon Fraser University), Vancouver Island (University of Victoria), Interior (UBC Okanagan), and Northern (University of Northern British Columbia). In 2007, SAGE expanded to include "SAGE-Ontario" with sites at the University of Toronto and Western University. SAGE is inter-institutional and inter-disciplinary. By 2014, ~500 people in Canada have been or are currently involved as SAGE members, which includes ~250 potential doctoral students (those with master's or completing masters' degrees), 175 doctoral students, 50 SAGE alumni, and 25 faculty/staff mentors. SAGE has helped students with admissions; provided cultural, social, and academic support; facilitated leadership development; and contributed to graduate program access and retention. Another very important impact of SAGE is to bring together future scholars from various disciplines and universities to share their research interests, challenges, and possibilities for improving Indigenous people's lives and communities through their graduate work. Some who graduated from their doctoral programs have become SAGE faculty mentors in their university roles. A 2022 national report of the Canadian Association of Graduate Schools (CAGS, of which 90% of Canadian graduate schools are members) recommended that SAGE become a national Canadian program, which reinforces the value of SAGE to graduate students involved in Indigenous research.

A group of SAGE participants was interested in pursuing a doctorate of education that focused on Indigenous educational leadership. In response, in 2006, I oversaw the establishment of a cohort of 15 students that examined Indigenous educational leadership in the Educational Studies EdD Leadership and Policy Program. I continue to have a mentoring role with some of these

doctoral alumni who are senior leaders at all levels of education and social service areas. Their leadership roles have been enhanced through the applied research they have completed and the focused attention on transformative Indigenous leadership and policy knowledge. I began the development of a PhD Indigenous Education specialization/concentration before I retired in 2017. Indigenous student enrollment in doctoral studies in the Faculty has increased substantially since 2001, from about 10 to 38 by 2012. I also co-led, with Dr. Jan Hare, the development of a Master of Education program focusing on Indigenous Knowledges and Pedagogies. Three cohorts of 15-20 students have completed these thematic Indigenous education programs. At UBC a Master of Education in Indigenous Education program has been approved and is offering a cohort program starting in summer of 2023. Many more students want to be in the Faculty of Education because it has become an important hub for creating relevant and exciting Indigenous graduate student access, peer support, faculty mentoring, Indigenous knowledge creation and mobilization, and community responsive research and education.

## **2. Scholarly and Professional Activities: Areas of Special Interest and Accomplishments**

In 1983, I was a full time lecturer with NITEP. At that time, only two Indigenous programs were offered at UBC: NITEP and the First Nations Legal Studies Program. I decided to continue my educational career at UBC because I felt that more Indigenous people needed to access and benefit from a good quality university education in order to improve their lives and the living conditions of their communities. However, I also believed that the university had to be more responsive to the educational needs of Indigenous people. Throughout my academic career at UBC, I have consciously worked to make institutional change through improving its learning programs and policies to be relevant and responsive to the educational needs of Indigenous people and their communities and creating opportunities for expanding Indigenous scholarship. I am guided by the principles of working cooperatively with faculty, staff, students, and university leadership and ensuring that Indigenous communities are involved in shaping good quality academic and research programs; the result is that my scholarly and professional work intersect intimately. Indigenous people and their communities have often felt left out of educational decision-making, especially at higher education levels. Much of my change efforts have focused on ensuring that Indigenous people are represented on program advisory committees, that they give input to new directions, and that they share responsibility for student retention and success. Provincial and federal governments also have important responsibilities to improve Indigenous education. Much of my scholarship has aimed to provide governments, educational associations, and communities with pertinent research information and suggestions based upon my Indigenous scholarly and professional knowledge to help them make policy decisions and develop strategic goals. Below, I highlight examples of how I have created institutional change and increased public knowledge of Indigenous educational and social issues through my leadership roles.

### **A. Increasing institutional/university capacity to be more successful for Indigenous learners**

As Director of the First Nations House of Learning (FNHL) from 1993-2001, I established a vibrant component of student services for Indigenous students enrolled in all university programs, many of whom were first generation post-secondary learners. These student services included a licensed family-grouping childcare centre (the first of its kind in BC), the Xwi7xwa

Library (first Indigenous library within a Canadian university) with librarian positions, a computer lab, a Counsellor position, a Coordinator of Student Services position, a part-time Elders-In-Residence program, and a student Longhouse Leadership Program and leadership opportunities.

An additional leadership role that I carried out as the Director of the FNHL was to assist many of the UBC faculties and schools in planning, developing, and implementing Indigenous programs and research initiatives. For example, new courses, programs, and Centres were developed in the Faculty of Arts (First Nations Languages' Program and First Nations Studies courses); the Law Faculty (Centre for International Indigenous Legal Studies); the Faculty of Forestry (establishment of Aboriginal Coordinator and Aboriginal Plan); Sauder School of Business (Ch'nook Program); the College of Health Disciplines (Institute for Aboriginal Health); and the School of Library and Archival Information Sciences (First Nations concentration). Many of the aforementioned academic initiatives included wide-ranging Indigenous community input and decision-making. The Ch'nook Aboriginal Business programs were modeled after NITEP's community-based structure and post-secondary partnerships. I also chaired the development and approval of the UBC Senate Aboriginal Undergraduate Admissions Policy, which helped Faculties consider broader-based admissions criteria for Aboriginal applicants.

Since 2006 until my retirement in 2017, I participated on university-wide committees for the offices of the Provost and President related to Aboriginal engagement and to developing and implementing a university-wide Aboriginal academic strategic plan. This university-wide strategic plan was the first one at UBC, which focused solely on Aboriginal matters.

In 2005, I became the Faculty of Education's first Associate Dean for Indigenous Education. In the first five years in this position, I focused attention on increasing the number of Indigenous faculty (tenure track/tenured) from four to ten, by 2012. These Indigenous faculty positions in the UBC Faculty of Education have increased Indigenous programming, student mentoring, research, and community partnerships. Other priority areas included developing and strengthening Indigenous undergraduate and graduate programming, doctoral student funding, and developing Indigenous education province-wide, national, and international networks. During 2009-2010, I led the development of the Faculty of Education's Indigenous Education Strategic Plan, which became an integral part of the Faculty's Strategic Plan. In September 2012, our Faculty implemented its first core Indigenous Education course in the revised teacher education program for all teacher candidates, which total about 600 per year. I also initiated an Indigenous thematic teacher education cohort for the general teacher education program in 2016, which is for any teacher candidate, many of whom are non-Indigenous students. New Indigenous PhD students receive four-year funding packages. As of 2014, we provided \$320,000 of annual funding to 16 Aboriginal PhD students. This funding has continued and is a major recruitment and student support activity. In 2010, I co-led the development of province-wide Aboriginal Math Consortium (K-12) that continues in 2023. Approximately 150 teachers attend annually to share their pedagogical approaches and curriculum resources that bring math, culture, and community together.

During 2012-13, the Faculty of Education introduced a theme year, the first of which was "The Year of Indigenous Education" that focused on scholarly events, learning and research projects, and dialogue about many Indigenous education topics. I led this year-long initiative that included

32 events and over 3000 participants, which included educators, community leaders, government, students, faculty, and the general public.

## **B. Increasing other educational institutions' capacity to offer quality Indigenous programs**

The reviews of Indigenous programs that I have been asked to complete by the Vancouver school district and Delta School District (K-grade 12), by universities such as the University of Northern British Columbia and the University of Victoria (their Aboriginal Studies Programs), by the British Columbia Legislative Assembly (contentious art murals), and professional associations such as the Ontario College of Teachers (accreditation of a new Aboriginal teacher education program) were used to establish new programs, to improve existing programs and policies, to establish their strategic plans, and to address long-standing racist issues.

In 2006, I served as co-chair of a working group that developed a five-year Aboriginal teacher education plan for the Association of BC Deans of Education that all teacher education programs in BC used to increase Indigenous teacher candidates and to increase awareness about Indigenous education for all teacher candidates. The Association of Canadian Deans of Education (ACDE) used the BC Aboriginal teacher education report to draft their national Indigenous Education Accord because it contained goals, principles, and strategies that they found useful and applicable to their Faculties. I became a co-chair of the working group that developed the ACDE Indigenous Education Accord, which was finalized in 2010. The ACDE Indigenous Education Accord is used in Faculties of Education across Canada. Through this accord, I initiated an annual National Indigenous Teacher Education Forum in 2013 to bring more national attention to Indigenous teacher education programs and to share and discuss their successes and challenges.

## **C. Increasing Indigenous scholarship**

One of my key scholarly publication efforts has focused upon encouraging and facilitating Indigenous oriented scholarship from both Indigenous and non-Indigenous scholars in order to increase peer-reviewed scholarship and its quality in this field. From 1992- 2018, I served as the editor for the annual theme issue of the Canadian Journal of Native Education (CJNE), which is the only journal in Canada, focused solely on Indigenous education. In 1998, I added a blind review to the CJNE theme issue. Some of the thematic issues have been cooperative editorships with academics and graduate students at universities across Canada in order to develop and strengthen scholars' dissemination, knowledge transfer skills and experience. Many new and seasoned scholars (N=300+) have published and disseminated their research knowledge through the CJNE during my editorship. Innovative scholarship about Indigenous methodologies, Indigenous theories, and successful practices characterize the more recent issues of the CJNE.

At the national level, my continuing involvement on committees for the Social Sciences and Humanities Research Council (2002-2019), has resulted in the development of a research funding program focused on Aboriginal research. This Aboriginal-focused research program has increased access to SSHRC funding and it has emphasized meaningful involvement of

Aboriginal communities. From 2006-2015, another national involvement of a professional nature was my membership on a Working Group on Aboriginal Post-Secondary Education for the Canadian Association of University Teachers (CAUT), which addressed Aboriginal faculty recruitment and retention issues in universities across Canada. Aboriginal people who are tenure-track/tenured faculty are grossly under-represented at universities and strategies to improve significantly the numbers of Aboriginal faculty being hired and being promoted and tenured are urgently needed. CAUT began offering an annual national Aboriginal Forum to address this issue.

My own research based scholarship includes the thematic areas of increasing the understanding and prominence of Elders' Indigenous knowledge, particularly oral/storytelling and epistemology- Indigenous storywork; improving Indigenous student access to and retention in higher education, especially in Indigenous teacher education; and transforming academe to be more successful for Indigenous learners and respectful of Indigenous knowledge systems. In section 8(a), I mentioned the goal of creating Indigenous educational scholarship that respects Indigenous knowledge systems and that is beneficial to Indigenous communities. My book, "Indigenous storywork: Educating the heart, mind, body, and spirit" (2008) is an example of scholarship that meets this goal. I developed an Indigenous theoretical, pedagogical, and methodological framework in order to understand Elders' knowledge of the oral tradition and storytelling and to work respectfully and responsibly with their Indigenous life experience and traditional stories for curriculum, pedagogical, and research purposes. My Indigenous storywork approach can be adapted or used as a catalyst by educators and community people who want to use Indigenous stories in culturally relevant ways for educational purposes. Indigenous storywork has been used by scholars in countries such as New Zealand and Australia, which has resulted in an edited book, "Decolonizing Research: Indigenous Storywork as Methodology" published in 2019.

A highlight of my scholarship was being selected to deliver the Distinguished Lecture for the 2012 American Education Research Association (AERA) annual conference. This Distinguished Lecture recognizes one's scholarly "significant contribution or lifetime accomplishment." Approximately 13,000 participants attend this annual conference.

#### **D. Increasing the general public and Indigenous communities' knowledge about Indigenous Education**

An important Indigenous value that I practice is to share with others what I have had the privilege of learning in order to improve Indigenous education. I believe that non-Indigenous educators, government policy-makers and program staff, and post-secondary stakeholders need to know about Indigenous history, the impact of colonization, and the growing trend to use Indigenous knowledge in programs, policy, pedagogy, and curriculum in meaningful ways. Knowledge of these issues and trends are a necessary first step to creating and sustaining transformative Indigenous education, which is also a major step for decolonization and reconciliation. I have been asked by numerous regional, provincial, and national Indigenous organizations, educational associations, and community groups to give a keynote speech to their

constituencies about these topics in relation to Indigenous early childhood education, K-12 schooling, teacher education, adult and higher education, and health/wellness.

A highlight for me, was to be selected as one of the participants in the 2004 Roundtable Dialogue, “Balancing educating the mind with educating the heart” with His Holiness the Dalai Lama, Archbishop Desmond Tutu, Professor Sharin Ebadi, and Rabbi Zalman Schachter-Shalomi. This Roundtable Dialogue was held at the UBC Chan Center and it was televised and shown on national television. I spoke about Indigenous traditional knowledge/values and pressing issues facing Indigenous Canadian communities.

### **3. Short Summary of Retirement Passion Projects**

I have been fortunate to experience and to learn Indigenous Elders’ teachings about Indigenous ways of knowing and being (epistemology, ontology, theory, methodology, and pedagogy) during my adult educational career. Throughout my academic roles and volunteer service with NGOs, I have shared this knowledge with others and have focused on making institutional change for Indigeneity, especially in leadership roles that I have assumed.

Now that I am a retired academic, I have a few volunteer passion projects that include mentoring educators (K-12 teachers and university faculty) who want to work more effectively with Indigenous knowledge systems and Indigenous people and their communities. These projects focus on ways to connect Indigenous traditional and life experience stories to current educational learning at all levels and in all subject areas. However, one area of math education is given distinct attention because this subject has not been as successful with Indigenous learners as it could be. I work along with math educators and contribute my expertise of Indigenous education. Some of the teachers whom we have mentored are now mentoring other teachers about culturally responsive educational approaches. The mentor-teachers have shared their experiences and approaches with others through conferences, webinars, and videos that are posted on websites and other social media.

I continue to also mentor Indigenous graduate students and Indigenous faculty because they are the current and next generation of educators, leaders, and researchers who will continue to expand and strengthen Indigeneity within all educational systems. In my mentorship approach, I also share leadership strategies and lessons that I have learned over the years.

Since 2017, I have received invitations to write book chapters for books related to Indigenous education and Indigenous research, which I accepted. I believe that books, as a form of publication, are more accessible to K-12 educators and Indigenous community members. My CV includes pertinent details of these publications.