

## **Pulling Together: An In-depth look at the Teachers and Instructors Indigenization Guide**

Presented and facilitated by Kory Wilson

### **Welcome to the Webinar**

Kory Wilson:

Okay. Good morning, everyone. Thank you for joining the first of our Pulling Together series. This one is in teachers and instructors. So I'm Kory Wilson, but we're going to start with the land acknowledgement. [Declan 00:00:01:44], were you going to do it, or [Mary 00:01:44]? The land acknowledgment, where BCcampus is.

Mary Burgess:

I can absolutely do that, no problem at all. So BCcampus, we are all extremely lucky and grateful, even though it's a rainy day today, to be on the traditional unceded territories of the Lekwungen speaking people here in Victoria, now known as the Songhees and Esquimalt Nations. Extremely beautiful here, and we are extremely lucky to have access to all of the wonderful nature around us here and make our own meaningful connections with the land. In Vancouver, we're on the unceded territory of the Musqueam, Tsleil-Waututh, and Squamish Nations, as well as all over the province, really, because BC campus is everywhere, especially right now. Like all of you, we are at home. So, just want to say huge thank you to Kory for sharing this time with us and collaborating with us. We're extremely excited to have your expertise with us this morning, Kory. So with that, I will turn it over to you.

Kory Wilson:

Thank you. And then, [Paula 00:00:02:47], maybe if we could just go back to the... take the screen off so we can see everybody. Or the title page off. Yeah, perfect. Oh, there's a lot of you. That's awesome.

Kory Wilson:

So I'm Kory Wilson and I'm coming to you today from the Musqueam Territory. I live on the Musqueam Reserve in Vancouver. I've been fortunate enough to live, work, and play, on coast Salish territory since... oh, a long time. At least 30 years, I suppose, going on 30 years from... or, no, sorry. I came to university and yeah, almost 30 years. 1991, I started Simon Fraser. So I've been there for a long time.

### **Territorial Acknowledgements**

Kory Wilson:

And one of the things that's really important in anything that we do... And we'll have a bit of a conversation around the notion or this idea that land acknowledgements are becoming tokenism. We'll talk about that. But it's always... One of the things throughout today, this session, is the importance of really locating yourself and where you are. And whose land you are on. Where you came from, whose land did you grow up on? So it's really important for... We don't have time obviously to go around and ask everybody today, but think about whose territory are you on right now? And what was life like for the people prior to yours, and obviously others, arrival. And it kind of reminds me of what we saw Leanne Simpson in her video, those of you that have gone through the guide, we'll see her video, where she talks about... She is on her traditional territory, but the city of Toronto has taken over her territory.

Kory Wilson:

So it's important to recognize not only whose territory you live, work, and play on, but also what that territory might have been like 20 years ago, 50 years ago, however many years ago. And what those consequences of those changes mean to the indigenous people whose territory that you're on. If you've never done that, if you're uncertain again, just Google. There is an app that's called... I guess it's not an app. You just Google, "Whose land is this?" and it'll tell you whose territory. And of course in the guide, there are some references as well to figure out through Universities Canada, their website about whose territory and territory acknowledgements to do. It's very important to do that. And I guess, just while we're on this topic.... And yeah, if you want to put in the chat as well, do your acknowledgement from your territory, we've got a friend up from the Yukon now, the Yukon University. So that's fantastic.

Kory Wilson:

So one thing, just on that, there's a big difference between a welcome and a land acknowledgement. Everyone can do a land acknowledgement. So even if you're not from that territory, because you're locating yourself in that space. So it's really important that you do a land acknowledgement. However, a welcome to territory can only be done by somebody from that territory. So even though I am living at Musqueam and have lived at Musqueam for, I guess we're getting close to 20 years, I can't do a welcome to Musqueam Territory because I'm Kwakwaka'wakw and this is not my territory. So it's important to just get your terminologies right. And I've got my colleague, Tami Pierce, is on the call as well. We often get calls from faculty and various people, "Can somebody come and do a welcome?" Well, no, somebody can't come and do a welcome. Well, we do have some elders that are from the territory, but sometimes they're not available. So we can come and do a land acknowledgement, but not a welcome.

Kory Wilson:

One of the things that I'm quite pleased about BCIT is that it's now mandatory, well, mandatory... It is on the template for all course outlines for September, the territory recognition and acknowledgement. I think it's made it. It might be a little delayed because of COVID, I'm not sure. I mean, creating templates may not have been a high priority, as we all know, at the time, because of what's going on, but it will be soon on all of our course outlines. So, that's something to consider going forward.

Kory Wilson:

So I guess just a little bit about me. I work at BCIT. I'm the Executive Director of Indigenous Initiatives & Partnerships I've been there about four and a half years, probably about 20 years in the post-secondary business. My other life, if you will, was I practiced law for a while as criminal defense, which of course is very interesting now to see all the stuff that's happening. I did do a little bit of family, but mainly criminal defense down at [Tootoo 00:07:28], Maine. And my area of interest or my areas of specialty, if you will, for teaching is good governance and helping First Nations move beyond the Indian Act. And I just love teaching that and doing that, and particularly working in communities, and racism and ethnic relations, all of those kinds of... So it's all the fun stuff. It's a little heavy, but it leads to somewhere positive. So, that's what I do.

Kory Wilson:

So, again, this is the first time we're doing some... And of course it's virtual, which always has its issues. So just so you know, my dad has a habit of phoning me every time I'm on Zoom, and I can't shut off. So I have the phone here, which I'll just press the button, even though I told him, "Please don't phone," but he seems to do that. And then he's always asking, "What are you doing?" "Dad, remember when I said that I'm going to be on Zoom?" "Oh yeah, I forgot. Sorry." And then he hangs up.

## **Webinar Introduction**

Kory Wilson:

Anyways, so just so you know, there's all these issues, or could be. Some of these topics also can trigger people, can bring up some trauma, can bring up some guilt feelings, can bring up some sad feelings, but we want this to be a safe space. When you signed up, you did register for the code of conduct or agree to the code of conduct that BCcampus has. But it's common sense. Let's respect each other. This session is being recorded, but not for video and not for release. It's just being recorded for conversation, to have the transcript, and it'll help inform BCcampus and us how to move forward and how to do this differently. Or not differently, but just what are the key areas... You get to give us some feedback.

Kory Wilson:

So it's important that it's a safe space. One thing I do ask is if you need to go to the washroom or whatever, or you feel like you're eating, please just keep your video on. It's easier for me. I'm looking at you on an iMac so I can see quite a lot of you. And it helps me, rather than talking to blacked out screens. It would be nice to be able to see your face. And then also, if you have a question you can wave. We also have the chat function. We've got Paula and Declan who are supporting us, and Declan will be managing or watching the chat function. There's Declan, he's up in my left hand corner. And he will wave, he'll let me know, or interrupt if somebody has a question, because I may miss it and we want it to be a facilitated discussion.

Kory Wilson:

So we want your input. We want your interaction. And it's also important to know that everybody is at a different place. Some of you are Indigenous. Some of you are not Indigenous. Some of you are in a university. Some of you are maybe in an elementary school. And your knowledge level is very different. So the way we've kind of structured the two sessions, and we're hoping you're going to do both sessions, is that this session is really about starting to go through the guide and really looking at each of us and our foundation and our knowledge base and where that comes from. So if you're looking for a quick answer on how to Indigenize my computer science class, this is not the session, but you need to be in this session. We will do that, the how, the next session.

Kory Wilson:

So this is the why, and really understanding how Indigenization is not simply adding an Indigenous author to your course, or adding an Indigenous case study to your business class. It is that. But it is also you truly becoming and understanding where you got your knowledge from, or why you don't know about Indigenous people. And how you can learn, and what you can do to advance, to become an ally. We don't want this just to be a box checking. Though, of course, if everybody checked the box, we'd at least have a starting point. But we want allies and we need people that will be part of this systemic change that can happen, and must and should happen in this system. And I know one of the biggest

things a lot of you have... And I do have your questions that you've put, and a lot of the answers to the pre-questions that you gave or inquiries will be probably in session two, but one of the big ones is fear.

Kory Wilson:

I know people are afraid to do this work. They're afraid of making mistakes. They're afraid of offending. The reality is, is you will do all of those things. I do those things as well. There are some people that get offended by terminologies that I use, even though I'm an Indigenous person. And it depends sometimes on the location of where I am in the country of what terminologies I use. So that is one thing, depends on who you're talking to. Sometimes it depends on the mood of a person that day. They may not be having a good day. So, whoever approaches them will take the wrath, if you will. Of course, that's not to say that sometimes people present as ignorant, present as racist, present as all of these things, and real or perceived has the same consequence. But that's why we spend time on looking inward, this particular session. And you'll see a lot of the activities and a lot of information in the beginning of the guide is about that self-reflection and is about trying to figure out where you stand.

Kory Wilson:

And so, know that you will make a mistake. And I always am reminded... My friend is the ambassador. I don't know if you knew, but Canada has an ambassador to Atlanta, Georgia. So my friend is that ambassador and she always reminds me of the quote from Einstein, that, "The person who never made a mistake never tried anything." And that's from Einstein. So the fact is, is you will make a mistake. We all make a mistake. And it's how you recover from that mistake, and if you intended the mistake or not. If you don't know, when people know better, they do better. So it's important to have courage in this process. All people involved in systemic change have to have courage, have to, maybe in some ways, have a little bit of a tough skin in the sense of being able to engage in very difficult, challenging conversations. And some of that we'll start talking about today as well.

Kory Wilson:

Oh, sorry. I just got distracted by [foreign language 00:14:10], one of my cousins. Yay. Woo-hoo. We're from a very small village in Kingcome Inlet, and it's amazing and stunning there. I'm glad you're on.

Kory Wilson:

So again, so this session is really about the why, what we need to learn, looking in, reflecting. And then the second session will be about the how and how do we go about, how do we gather resources? How do we gather a team, like-minded champions? How do we actually Indigenize?

### **Poll: Confidence in Indigenizing Curriculum**

Kory Wilson:

So one thing we wanted to do first was just a little quick poll at the beginning, just to see where you're at and how confident you are in being able to Indigenize from a scale of one to 10. So Paula will put that up and you just have to put your number in, just curious to see.

Kory Wilson:

(silence)

Kory Wilson:

There's about five more people to vote. Maybe they're on a bathroom break.

Kory Wilson:

Okay. So looking at this scale of one to 10, the majority are at seven out of 10. So 70%. Is that a C+ or a B-, maybe? Maybe we've got some down at 13%, "Not confident at all, and I need support." Well, that's exactly what we're here for. And that's what we'll continue to work on doing this. Though I would love to see people extremely confident, at a 10, I think that is going to take time for us to get to that point. And hopefully a couple of years from now, we will see more and more people get closer to 10, being extremely confident. Though, obviously, as I said for myself even, sometimes depending on the audience and depending on where I am, doesn't make it easy for me even to do it. So it always takes work. And it's an ongoing process of self-reflection, of staying up with the news, of reading and learning and that ongoing process.

### **Foundations of Indigenization**

Kory Wilson:

So, the foundation. When we look at, what is this about? We know systemic racism exists, we know systemic discrimination exists, and we'll talk about that. But one of the absolute foundations has to be truth. So at BCIT, we have written an Indigenous vision, and the Indigenous vision, the foundation of our vision, is truth. And the goal in the vision is reconciliation. And all of the actions that lead towards reconciliation, we label as Indigenization. So one of the things that I know is challenging for people in this space are the use of terminologies. We see a lot of people say, "Reconciliation is dead. What does reconciliation mean?" For me, reconciliation means moving the dial.

Kory Wilson:

So one thing, and when we talk about Indigenous people, is we'll see that there's a spectrum. There's people at this end, there's communities and nations that are doing incredibly well outside of the Indian Act. They have incredible capacity. They're progressive. They have good governance. They can afford. They're not existing in poverty. And at this end, of course, we have the horrific situations of many communities that don't have running water, electricity, and are in horrible, horrific poverty. So there is the spectrum. So I take the broad definition of reconciliation, and of course, it's it's never a complete process, but it's moving the dial. Whether that's moving the dial for an individual or a family or a community or a nation. Or in the case of Canada, moving it towards getting rid of systemic, inherent discrimination within our systems. And then, any action that leads towards or advances reconciliation, I kind of use as Indigenization.

Kory Wilson:

One of the things that's important to note particularly in the academy, and I'm not saying that words don't matter. We know words have a lot of power. Is that often when this work begins, it's easier to discuss and get sidetracked about terminology. So, I mean, sometimes the discussion can be a lot easier if you switch the two... Well, I guess normally I say switch it to colors, but switch it to fruit. Like, we're going to talk about oranges. We're going to talk about this. But we get stuck on terminology and therefore don't advance the discussion. The most important thing here is advancing the discussion and ensuring that there are actions and that you're doing something to move it forward. If people can't agree on the terminology to use, again, call it an apple, call it whatever, whatever words you want to, make up a word, but let the discussion advance.

Kory Wilson:

And we see a lot of this too, in the LGBTQ+ discussions. That we, "Well, you didn't say..." If you miss a letter or... Again, it's not about being disrespectful or excluding anyone, but a lot of times when we start these discussion, it gets sidetracked to the terminology that we need to use before we actually get to the actual actions. So it's important to know, but regardless, it all has to be founded on truth. So the truth of the true history of Canada, of Indigenous people in Canada, our place in space, and your own truth of who you are, how you've learned what you've learned, why you haven't learned what perhaps you should have learned. And we'll talk about that as well.

Kory Wilson:

And simply acknowledging that systemic racism exists. In my mind, we're done discussing systemic racism. We have been advocating and telling you, not you on the call necessarily. We have been telling Canada that it exists. And one of the frustrating things for me, let alone the fact that Mr. Floyd died, is that took an American man dying, a black man dying, for Canada to begin the discussion about systemic racism. My family, my ancestors, people from my community, have been shouting that, in many ways, from the rooftops since the beginning of contact. So that is evident in itself of the issues within our own system. We don't listen to what our own people have been telling us, but it takes the death of Mr. Floyd to raise this, to have people pay attention. So not only is it as a black man, but it's an American incident, which again, shows how people avoid what is right in front of them. So, that's something to keep in mind.

Kory Wilson:

So we know it exists. The question now is, what are we going to do about it? What are the actions that we can do to advance and to change systemic racism? The spectrum again, I've mentioned the spectrum. So I know some of you, I see somebody who's just joined from Manitoba on Treaty 1 Territory, welcome [Carly 00:00:21:43]. So part of the beauty of BCcampus and why we create these open source materials is that anybody can use them. And people, now of course with Zoom, we realized that we could have a lot of meetings and discussions with people from across the country. Knowing that obviously Canada is a massive country, but we have incredible diversity amongst ourselves as Indigenous people. So within Indigenous, you have First Nations, Inuit, and Metis. And within each of those groups, groups, you have incredible diversity.

Kory Wilson:

So again, that's the importance of locating yourself in the territory that you're on and learning about the peoples whose land you're on. I don't know if you caught the news last night or saw what Jordyn Tootoo put out, but there's a lot of discussion around the use of the term Eskimos in the Edmonton Eskimos football team. And you see that there's some Inuit people that agree and some Inuit people that disagree. So again, always remember that there's a spectrum and they'll always have... That's why I say, "You'll never please everybody, and somebody will always be mad." Because you just simply can't please everybody because of the diversity and when somebody does, hopefully they constructively criticize, but that's a learning opportunity. And that it's about being humble. Part of this process is learning your own truth, being self-aware, and being humble going through this journey.

Kory Wilson:

So place in space, just briefly about Indigenous people, hopefully you did do your homework and you went through the Foundation's guide. And knowing that Indigenous people are at the negative end of

every social economic indicator. There are very few indicators where we're at the positive end. And you have to ask yourself why and how is that? This is our land as Indigenous people. If you want to say, "We were here first," as my son said when he went to grade one. He's like, "This is my land. I was here first." But how did we get from... We weren't the primitive cultures that they thought we were. We were thriving, vibrant cultures. And the fact that we're still here is indicative of the strength, and of the traditions, and the courage that our ancestors had to ensure that we're still here.

Kory Wilson:

So something's happened. We know it's a result of systemic racism, inherent bias, unconscious bias, legacy of colonization. And I love the word by... Now, I completely blanking on the author's name. I will find it though. Maybe I'll find it when we have a quick break. Lawfare is a term that's used by a scholar from UBC, and lawfare meaning that, as warfare, that laws and policies have been used against... She's a Mexican or a Latin American scholar who's at UBC. So the idea of lawfare, that has intentional policies and laws that have been used to discriminate against Indigenous people. And those still exist today. So important truth is to know the true place in space of Indigenous people in Canada.

Kory Wilson:

And to know that these policies were intentional, they weren't by accident, that this happened. We see, if you study the policies and you look at it, that the policies kept being orchestrated and redefined and amended to ensure the maximum outcome. And we see that if you look at residential schools, you see that the ability to farm, we still have the Indian Act today, that still controls and discriminates against Indigenous people. So the Indian Act is... We're the only group of people that have an act. So it's important to recognize these truths that we're in.

### **Equality vs. Equity**

Kory Wilson:

So one of the other discussions too, a couple of things to begin with is, if you want to show the slide one, Paula, is the whole equality versus equity. And I know you're going to be very familiar with this image. It's important to remember that we're talking about equity here. Yes, we would love everybody to be equal and everybody to be treated the same and to be treated fairly. But the result of that is not the same.

Kory Wilson:

And we know for, especially in post secondary institutions, we know that students would... I was just about to say kids. I tend to always say kids. But we know that students with learning disabilities do not have the same... They're certainly as capable, but their score or their grade is going to be affected by how we examine them, how we lecture, what tools we provide them. And we know that we accommodate learning disabilities, cognitive disabilities. Of course now there's a huge rise, as you all know, not just a result of COVID, in mental health issues as well. So it's really about equity. So keep that difference in mind, that it's about equity. Our goal is to educate the next generation and to educate them in a way that they can be productive citizens in this country, in this world.

Kory Wilson:

Our motto at BCIT is people focused, giving them a future proof applied education with globally relevant skills. So we have to look beyond our borders. And now of course, with technology we are more

connected than ever. So looking at what is the end result? We want the person... We want to be confident, and we want to maintain academic rigor and ensure that the person succeeds, and that we have as accurate as possible reflection of their skillset and their ability to do well on the course. So we need to provide them with whatever it is they need to demonstrate that ability to us. And that will mean all kinds of things. I mean, many of you who have dealt with students with that have accommodations, longer times on exams, how you structure the exams. It's easy for instructors to do multiple choice exams, and many have switched to multiple choice exams since the COVID time.

Kory Wilson:

But I have a daughter that has a very severe learning disability, and that has been the absolute worst thing for her. And we're in a bit of a struggle with UBC at the moment, because they said, "Well, how can we examine her?" Just let her write the answer down, like answer the question. Because her difficulty is in sorting through the nuances in the four answers. She may know the answer, but her disability, and even with double time, doesn't allow her the speed to do multiple choice. So pursuing equity. And another thing that's important and a bit of a flaw in this diagram is the different sizes of people. It's the person in the purple shirt, he can't see over the fence, not because he's just small. I mean, because he hasn't been treated equitably, but also because he's smaller. So I think that diagram could use some changing.

Kory Wilson:

So we'll go to image two. So keep in mind equity. That equity is very important to keep in mind. And, of course, I'm sure you've seen these as well, but again, it's a reminder and it's a lens that you need to use is look at your own bias. So unconscious bias and then sometimes it's conscious bias, too. I mean, it's important to acknowledge that we all have a level of bias. I mean, that's how we keep ourselves safe as human beings. That's how we navigate our world. That's how we move about. If you're walking down the street, there are sometimes if it's a man approaching you or a woman approaching you or an old lady or a child approaching you, we have different responses.

Kory Wilson:

Particularly if you add in it being nighttime or isolated or more rural, nobody around except the two of you. So we all have some kind of bias, but you need to recognize that. And of course, we know who's going to do well on this test, the bird, obviously, and then the monkey. And that poor goldfish or whatever kind of fish it is, is never going to be able to pass the exam, never going to be able to do well on the exam. And then they may be the F student.

Kory Wilson:

And we look at the F and say, "Oh, they didn't really try very hard." We have a whole bunch of biases towards a student that gets an F. But more often than not it's... Well, certainly we know that some students simply don't do the work. We know that. But it's also figuring out what are the challenges that that student had. And I know my kind of the first lesson in this was when I was practicing law. It's the only time in my life that I have met, other than kids under five, that I've met people, adults who don't know how to read. So the number of people, when I've gone into the cells a couple of times... So, I mean, there are some people that are just born evil, if you will. And I've seen that-

PART 1 OF 6 ENDS [00:31:04]

Kory Wilson:

That are just born evil, if you will. And, I've seen that maybe one or two times where they... You just feel it when you walk into the room, but more often than not the majority of the people that I came across have diagnosed or undiagnosed learning disabilities and/or diagnosed and undiagnosed mental health issues. So, and then again, that's why I've seen some people that they don't even, they can't read. You give them the form and you realize they can't read. So, you're sitting there with this tough tattooed 55, 60 year old man that cannot read. It's no wonder he's done what he's done. Nobody's born to be a criminal. So, it's important to really think about those biases that you may have in the way that you do your exams, the way you present your material. And, of course, that's what this is about and what those unconscious biases are.

Kory Wilson:

And, I often hear from faculty, "Well, we have to make sure it's fair." Well, what is fair is that everybody's treated as in equitably and that they're given the tools and the support that they need to master the material and to demonstrate to you that they've mastered the material. Obviously it's different if it's nurses and they have to learn how to do an IV. There's clear metrics on what they need to be able to do to move to the next course. But, oral, it's just taking the time to figure out what that student needs and to be able to support them. So, the unconscious bias.

Kory Wilson:

So, another one we'll just show the little, and I'm sure you've seen this video before, but just a reminder of the privilege race. Declan will show the video.

Declan:

Share. There we go. I apologize for the video quality in advance.

Kory Wilson:

Yeah. It's not our, yeah.

### **Recognizing Privilege Video**

Speaker 2:

Hey, line up. Line up. Everybody line up. We're about to race. Everybody line up. Shoulder to shoulder. Take off your backpacks, basketball, line up. We're about to race. Hey, we are racing for a hundred dollar bill. The winner of this race will take this. A hundred dollar bill. Before I say go, I'm going to make a couple of statements. If those statements apply to you, I want you to take two steps forward. If those statements don't apply to you. I want you to stay right where you're at.

Speaker 2:

Take two steps forward if both of your parents are still married. Take two steps forward if you grew up with a father figure in the home. Take two steps forward if you had access to a private education. Take two steps forward if you had access to a free tutor growing up. Take two steps forward if you've never had to worry about your cell phone being shut off. Take two steps forward if you never had to help mom or dad with the bills. Take two steps forward if it wasn't because of your athletic ability you don't have

to pay for college. Take two steps forward if you never wondered what your next meal was going to come from.

Speaker 2:

I want you guys up here in the front just to turn around and look. Every statement I've made has nothing to do with anything any of you have done. Has nothing to do with decisions. You've made. Everything I've said has nothing to do with what you've done. We all know these people up here have a better opportunity to win this hundred dollars. Does that mean these people back here can't race? No. We would be forced to not realize we've been given more opportunity. We don't want to recognize that we've been given a head start, but the reality is we have. Now, there's no excuse. They still got to run their race. You still got to run your race, but whoever wins this hundred dollars, I think it'd be extremely foolish of you not to utilize that and learn more about somebody else's story.

Speaker 2:

Because, the reality is, if this was a fair race and everybody's back on that line, I guarantee you some of these black dudes would smoke all of you. And, it's only because you have this big of a head start that you're possibly going to win this race called life. That is a picture of life ladies and gentlemen. Nothing you've done has put you in the lead that you're in right now.

Speaker 2:

When I say, go on your mark, get set, go.

### **Unconscious Bias and Coming to Terms with Privilege**

Kory Wilson:

Yeah, that's good. Thanks Declan. You have your videos that came up there. So, that is about privilege, obviously and there's some things that I would change a little bit in his presentation and his words, but the example is, the point is, is that some people obviously are further ahead in life because of privilege. So Paula, if you want to show that next image.

Kory Wilson:

So, one of the ways that I use to explain this, and probably even more than thinking about equity and thinking about your unconscious bias is really coming to terms with your privilege. And, again, because of George Floyd, and don't forget the six indigenous men and women that also have died in the last two months because of police brutality, that there is a lot that privilege recognizing your own... So, I guess I should say, start again.

Kory Wilson:

If you want to indigenize the curriculum and make systemic change, one of the fundamental things that you can do to advance this is to recognize your own privilege. Is to recognize it, to honor it and to look at how you make it or extend it to other people. I, myself am a very privileged indigenous person. I have two parents that didn't go to residential school, though sometimes I did resent them because I had no choice but to go to university. My granny was involved in that as well. I remember I begged her to come home or to take a year off of school one time because I wanted to go home and I wanted to stay at

home and I wanted to go back to Kingcome and I wanted to go and live with her, do the language, all of that stuff. There was no way I was going to be allowed to do that.

Kory Wilson:

She said, "You have to go to university and get those white people skills," is how she would word it. She also found out that Simon Fraser had school in the summer and so she said, "You know that school you go to?" I said, "Yes." She says "They have school in the summer." So, the next summer I was going to Simon Frazer and year round school, because, and that, I mean, again, sometimes I resented it but obviously that's a clear privilege. From having the education, I'm able to afford my children. I'm an only parent. I can send my kids to university. They haven't starved. Sometimes I wonder if maybe they should go without food to see what it's like.

Kory Wilson:

We all are struggling with this. We want our children to have a better life than we've had. I was one of those kids that had to work and give all my money to my mom. As soon as I was 12, 13 years old, I picked salicornia, which is like the Latin name for sea asparagus. And, I got a hundred dollars a pail, five gallon pail and all the money went to my mom because she was a single mom as well. So, I recognize that I have privilege.

Kory Wilson:

So, privileges is, so I just happened to be born to those parents. My dad is the youngest of 13 kids. I was born to him and not to his other siblings that all went to a residential school. So, we need to recognize the privilege and the analogy that I often use is about a hurdle race. This is a somewhat of a hurdle race, but if you think of a 400 meter hurdle race, and some of you've heard this before, because you've done some other sessions with me is that that's the race of life, much like the hundred dollar race, start to finish that is life.

Kory Wilson:

You're born, we all know we will pass. And, in a hurdle race, there's 10 hurdles. And those are common hurdles to the life experience to us as individuals. Going through puberty, losing your parents, having a failed relationship, finding a job. We have these common life... Maybe a health challenge. They're common to us as human beings. It doesn't matter the color of your skin or your background. They're common to us as human beings, but for indigenous people there extra hurdles in the lane. For the majority of, and again, admittedly, I won't have as many as other people have because I'm not trying to overcome poverty. I did, but I've broken that cycle and removed that hurdle from my lane, as well as from the lane of my children. Though, at the rate, some of one of them particularly is going, she may find herself living on minimum wage and trying to support herself without my help.

Kory Wilson:

But, that story is maybe too much information, but it was a bit of a discussion the other day about she wants to quit university. I'm like, "Well..." Anyways, so recognizing that, that we do that. So, indigenous people and of course other people, but I'm talking specifically about indigenous people have extra hurdles in their lane, but it goes further than that. It's not just that they start at a different point as you

saw in that race. But, there are factors that have led to that. And, when you look at the best hurdle racers in the world, they have coaches and people that teach them how to get over those hurdles.

Kory Wilson:

So, whether that's how to apply to university and that's another advantage I had is both of my parents had university degrees. So, they knew I could not drop the language 11 or that I had to stay in math till grade 12. So, they knew what courses I needed to be best prepared to have all the options open to me in university.

Kory Wilson:

Or, how to get a job. They knew how to fill out the... They, both of my parents had jobs so they knew how to talk me through creating a CV, going to an interview, what to do, what not to do when the painting guy that I was working for, was making me work 12 hours a day, but not paying me correctly. I had proof because my mom told me, "You need to keep track of your hours." And, she told me she knew that it was wrong and marched me off to labor relations. And, anyways, so you have those. So, somebody taught me how to get over some of those hurdles supported me to get over those hurdles. And, many people don't have people to teach them how to get over those hurdles. We still have people that are indigenous people who are the first in their family to graduate high school, first to get a job, let alone come to post secondary.

Kory Wilson:

The other part, and again, this is going very brief is not only do you have more hurdles, nobody teaching how or supporting you to get over those hurdles. But, there is this backpack. There is the weight that you have to carry and you see that represented in that the ball and chain that's on the lady's leg in the alligator and whatnot. So, you have this extra weight and that is the weight of being indigenous in some cases. That's the weight of, in my case, it's everybody asking me what to do about, what's your response to George Floyd? What about systemic racism? What about should we defund the police? So, it's this constant weight that you carry around being indigenous and seeing your brothers and sisters on TV suffering and knowing what that's like.

Kory Wilson:

And, the legacy, the intergenerational trauma though my parents didn't go to residential school, we still live with that intergenerational trauma because the majority of my family did go of my dad's generation and opted go to residential school. So, there's those extra weight that people carry around. And, that can be a lack of self confidence. That can be feeling inadequate, wanting to be quiet in the classroom so they don't get the participation marks that they may have otherwise, or that other students may get. It's that weight. It's that just something that's always there. It's that underlying feeling of not being good enough or being angry even, at the other extreme. Being angry all the time, being hypersensitive, being whatever and a good... If you want, look at more into this and what the effect of his weight can be of what it's like carrying around this backpack, look at anything that Jane Elliott has done.

Kory Wilson:

You probably have remembered at some point, and certainly in your university studies I hope, about the brown eyed blue eyed experiment. We could take the image off now, Paula and we'll just look at the people. That, again, shows the weight of what happens when people carry around the color of their skin. And, that itself is a privilege when people say, "Well, I'm not privileged." Well, everybody has some kind

of, as I'm saying, as an indigenous person, I have a level of privilege. Everyone has privilege. And, at least for some people, the color of their skin is not one of the... That itself is a privilege. And, often people aren't willing to examine their own privilege. They get defensive. They say, "Well, I've suffered. I grew up poor too." But again, the color of your skin or the fact that the government decides that you already are a status Indian and gives you a card, which I have. And, I have to show at certain periods that is not one of the burdens that you have to carry.

Kory Wilson:

The fact that my status card, or my sorry, my healthcare card, I think about 10 years ago, I can't remember when they ended it in BC anyways, we got the new... They switched to new health cards, mine used to have an R2 on it, which meant that I was, so I had the number and then it had an R2, which meant that I was either, to the person seeing my card, was that I was either on welfare and or indigenous or sorry, a status Indian is really the term because it doesn't apply to [inaudible 00:46:12] Inuit. So, there is that extra stuff. So, becoming aware of that privilege that you have, and a little... The other bit to this discussion too, is recognizing that nobody chooses poverty and people aren't in poverty because they chose poverty or because they didn't work as hard as you.

Kory Wilson:

That's part of it. You can have people who work just as hard as you did, but for a variety of reasons, due to the extra weight of their backpack or not being given the same lessons as you have to get over their hurdles have their hard work may not be as much or enough as you are. And, then of course, facing institutionalized and systemic racism and discrimination also prevents them from succeeding. And, again, if you think that this doesn't happen, we haven't achieved parity for women yet in Canada. Look at the senior leaders at your institution, how many are women? Have you even achieved parity for women at your institution? Let alone achieving parity for racialized people within the institution. So, we haven't even got somebody said, "Is that the same for BC, [inaudible 00:16:26]?" No, they've changed that now.

Kory Wilson:

However, when they call up my file, they will know that I am a status Indian. So, because we have a separate healthcare system for status Indians in British Columbia, not a system, but a separate method for payment and benefits and whatnot. Than for the rest of, of rest of the people in British Columbia. So, privilege I can have, and again, we could do an entire many classes or many of these Zoom things on what privilege is. So, if you're not feeling comfortable about it or you don't know enough, it's very important. Write down what your privilege is, write down if you feel in some areas, you didn't have privilege write down what those areas were and how you overcame that challenge that you had. And, then look at how the tools that you used to overcome those challenges, are those tools provided to everybody?

Kory Wilson:

Did you have a coach? Really, really examine this and then ask yourself, "How can I extend this privilege to other people? How do I create space for other people?" And, then also look at if you don't know the terms, microaggression, micro assaults. Start looking at a lot of those things because a lot of times we hear it. The one I hear for some reason, recently, particularly on the news is that "I'm the lowest man on the totem pole." And, if a woman will say that, well, actually you're a woman or however they identify, on a totem pole. Well, you're not understanding what totem poles are about for one. And, that in some

ways, if the being on the bottom is fantastic because that's the foundation and many of the stories depends on the nation you're from how they tell the stories. So, that in itself is wrong.

Kory Wilson:

So, really do again, if you want to be effective and being part of the solution towards indigenization, being clear on your privilege, being clear on how you overcame your own challenges, being able to extend that to other people, as well as learning about microaggressions and reflecting on your behavior. And, I think most people are well intentioned. When people know better, they do better. So, it's also about allowing yourself to have that fear. Oh, somebody did, yeah, Peggy McIntosh, Unpacking the Invisible Knapsack is a great resource for sure.

Kory Wilson:

And, it's also important just to note in this debate on racism that we're having, this elevated debate now, is to... You have to again, remember that racialized people, black indigenous people of color have been writing about privilege and writing about racism. It wasn't just until white fragility was published. Like, "Oh my gosh, look at this concept. How amazing!" There have been many an indigenous, black, racialized people writing about this, but they just didn't get the bandwidth that a white fragility has gotten. So, also look for some of those writings. So, we are going to be doing two breakout rooms. And, it's about that time now.

Kory Wilson:

So, Paula will put you into a breakout room and we'll have you discuss for about 15 minutes. We're going to do six per room, I believe. So, do a quick hello. And, then we want you to talk about what your biggest fears are in doing this work and the greatest challenge. And, then when you come back, we're going to have you just individually put some of the common things in the chat. Because, again, we're recording the chat. So, when we get to the, how we'll start addressing some of those and we'll have a brief discussion about that. So, you'll go to a chat for 15 minutes with five other people and good luck.

### **Breakout Room Session**

PART 2 OF 6 ENDS [01:02:04]

### **Return from Breakout Room Session**

Kory Wilson:

It's slowly coming. We're back. Yay.

Speaker 4:

Great conversation. Yeah, you're really good prompt.

Paula:

We're all back.

### **Share-out from Breakout Rooms**

Kory Wilson:

Okay, great. Okay. So I hope that went okay. We were going to do a bit of a whiteboard, but I think if you just want to put and write some of your... The chat is going to be downloaded too. So if you want to put some of the, bit of the conversation that you had, or some of the fears, or challenges that you had. And it's important to acknowledge that this is going to be hard work, right? It's going to be hard work to do this type of stuff. Working through your fears, working through your challenges, being vulnerable, talking about it is extremely important. And I know as academics, we often keep that face. We're the professor, we're the knowledge keeper, we're the classroom manager, the students are vessels, that old saying that the students are vessels in which the teacher is to fill.

## **Changes in the Academy**

Kory Wilson:

It's important to bring that in. And we see just generally the Academy is changing from the... Let's face it. The old white man standing at the front of the room and his ivory... From, he came down from his ivory tower to actually enter a classroom. And impart his wisdom to the class. That whole idea of how we interact in the Academy is changing. So too, is that the need to be more authentic, and relatable to our students. And to be more human if you will. So, fears are natural in this type of thing, but recognizing it, and having the courage to talk about it is very important. So, all of this is about courage, about self-reflection, and leveraging, and working together. Because, as human beings we have this tendency to say, "Everything's fine."

Kory Wilson:

"How are you today?" "Fine." Meanwhile, your entire life is falling apart. Right? So, having an engaging in authentic dialogue, and learning, and sharing, is important. So, just turning the guide now, I'm sure most of you have looked through that. I hope you have. But, we're just going to go through some of the pages and I just have some further comments. And again, remember if you have questions, I know Declan's going to help me try to keep the question, paying attention to the question, but also if you are off video it's great, because then I can see you waving, that could also help as well. So, going to the start of guide it talks about how racism maintains inequality and colonization. I think we've had a pretty good discussion about that. Many things that we have in this country, institutions that we have have been built on the backs of indigenous people.

Kory Wilson:

There is a meme that has been going around about how the country has been built on the backs of indigenous people on our land, through genocide, which is through slavery, through... Whether that's from the Chinese head tax, or bringing over Filipino nannies that aren't allowed to actually do anything but be a nanny, or they're overworked, underpaid. So, it's important to, again, acknowledge systemic racism, learn about what that means. Indigenous people. Of course, we are grateful every time I think about it, that sometimes this work can be very, very hard. But, one of the things that helps me is knowing that this work is not as hard. My life is not as hard as my ancestors, and granny, and aunts, and uncles, that went to residential school. I have enough to eat, I have a house, I'm not in threat of my life, I can speak whatever language I want to speak, practice whatever culture I want to practice.

Kory Wilson:

Of course, that doesn't mean there isn't any of these incidents happening across Canada, but it's not as hard as what it was for the one generation back, and then so on. So, recognizing that as important. And

indigenous people are... Really next session too, we'll really get into looking at a lot of the best practices if you will in this area. But, the reality is, that those of you from British Columbia, you may or may not know, but about three years ago, or maybe I guess we're coming on three years. All of the presidents of the post secondary institutions in the province received mandate letters. The mandate letter said that the presidents have to respond to the truth and reconciliation commissions calls to action, as well as to UNDRIP.

Kory Wilson:

And those of you, again, from British Columbia know that our government passed the UNDRIP legislation into law in November. What exactly that means is yet to be seen. And it's also... Well, it's a bit way laid, I guess you could say by COVID obviously, as many things have been. But, we need to indigenize. We need to ensure and change the statistics, and change the success of indigenous people. We have a responsibility to do that. Not just because the Ministry of Advanced Education is instructing us to do it, but because it's long overdue. And diversity, there is such incredible value in diversity that all voices need to be represented and all voices matter. We've talked about how, page 15, knowing yourself in relation to indigenous people that a lot of the hard work... It's much like an essay. You're writing your, or your thesis.

Kory Wilson:

Writing your thesis, you didn't just sit at the computer. Well, maybe some of you did. I don't know. I certainly didn't. Sit at a computer one day and decide, "Oh my gosh, I got to write this thesis now." And just start typing away. You didn't do that. Right? In many ways, the hardest part was... I mean, yes.

Kory Wilson:

The writings a hard part, but you did, it's all the preparation and all the self... The preparation in terms of the reading, all the self doubt that you overcame to actually be able to sit there and to write it. So, a lot of the work is done upfront. So too with indigenization, reconciliation, moving the dial is a lot of the work has to happen from within you first. So, knowing yourself in relation to indigenous people is extremely important. And recognizing that you will go through that process kind of decolonization, or that process of de-oppression, where you can feel guilt, you can feel shame, you can feel anger, you can feel self doubt. Again, that fear, but you have to work through that. You have to move through that. And think about it again in terms of context, right? How does that indigenous child feel in the classroom? How do they, how do indigenous people feel what they feel recognizing their knapsack, the backpack that they wear.

Kory Wilson:

One of the things, and it's interesting to explore, is that what... Oh my gosh, I'm blanking on the name. Where is it on my paper? The video that you saw anyways, on the perfect, Dion. Susan? Sharon? Totally just went out of my mind. The Dion who was presenting about this concept of the perfect stranger. So, it's important to understand too, how we have created this image of who indigenous people are and who they aren't. Right? And if you, again, look at the law fare, the whole kind of neoliberalism creation of othering people, it's really, really important to see how the actions of indigenous people are often viewed very differently.

Kory Wilson:

I can't help, but think that had that been an indigenous, or a black man that had got, got into Rideau Hall to the garden of Rideau Hall with a gun. I mean, those are the people that are most protected in our

country. The prime minister and the governor general. If that had been a black indigenous person of color with a gun in Rideau near where the prime minister and his family live, as well as the governor general, that it wouldn't have ended the way it ended.

Kory Wilson:

And, maybe I shouldn't feel that way, but everything I've experienced has led me to feel that way. So, this whole idea or the romantic notion, there's the quote there on page 15, the Aboriginal people, as for example, romanticize mythical victimize or militant indigenous protests. And we look at CSUs and the RCMP, and how they classify protests. Indigenous protests are classified under certain... I mean, there's more to it. And it could be another whole zoom on as terrorists. As an act of terrorism. Because, it's against the state. It's against... Because land is vital to Canada, and the infrastructure requires land. So, if anybody is fighting for land it's against Canada.

Kory Wilson:

So again, there's much more to this as well, but the struggle for indigenous people is about land. Is about the land that is the foundation of Canada, where we get our wealth, where we make our money. So, they classify that in a different way then versus protesting that other equity seeking groups may have as well. And of course, you've heard the mythical, the romanticized version, the number of times I've had people say, "Oh, I'm at one with your people. Your spirituality is just warms me. I just love it." It's, "Really? What are you talking? So, we have to be careful of these narratives that we create. Also very common is that people create a deficit model. They come at things with it, from indigenous people as a deficit. That they're lacking something, that they are not as capable, or that there is something that they're missing if you will. So, recognizing that we have indigenous people in this country that have achieved everything. We have in the sense of there's very few jobs, or careers, or areas where we don't see indigenous people.

### **Opening your heart and mind to Indigenization**

Kory Wilson:

Often, of course... When we're not talking about power structure. I'm talking about in terms of faculties, and degrees, and that type of stuff. Of course, we still aren't necessarily in the power structures, so it's important to recognize that. Humility, we've talked a bit about that. So, to understand humility. And again, we have a... It's part of our defense mechanisms as human beings, when confronted with information that may make us uncomfortable, or uncertain, or that we don't know about, or maybe that we've always questioned, or we've always held as to be true. And when questioned about our truths, you have to be humble to listen. the elders tell us, "you have two ears for a reason, and one mouth. Because you need to listen twice as much as you speak." And In the guides, and in some of the videos, you see people talk about this, right?

Kory Wilson:

That it is important. Sorry, some of the quotes talk about that. But, you have to listen. You have to listen. And the act of listening is not while somebody's talking, formulating your response. But, it's actually listening to the words. And things are very different when you go to indigenous communities or you're in indigenous meetings it's not this constant. There are more pauses that happen. There are some

quiet reflection. And then the other teachings that I've had in various indigenous communities may explain it in a different way, is that the longest distance often is from your head to your heart. That's the distance you want to close. You want to close. We all have our head, we have degrees, we have letters behind our names, we have society has viewed us as successful, that they allow us to educate the next generation of people.

Kory Wilson:

That's serious business, educating the next generation of people who are going to shape, and mold what kind of society that we live in. But, we have to close the gap from our head to our heart. And as you close that gap, then it's what your hands will do. So, your head, your heart, and hands. How all of those are connected, and how you translate that into what you do. Something I forgot to mention at the beginning is that this process too, is an individual process. Also, it's a process in your family, within your community, or the spaces that you occupy in your life. So, if you're a hockey coach, there's that space. We've seen massive things come up now about horrible things that have happened to young men, whether it's hazing, or sexual abuse from a coach or whatnot. Or the other space is where you volunteer, or you're part of a judo club, or the other spaces that you occupy in your community.

Kory Wilson:

But it's also at you as a member, a citizen of British Columbia, if you're from... Or the province or territory that you're from. But also as a person in Canada as well. In this country. I often... People say, "Oh, well, how can you celebrate Canada day?" It's not that I'm out there red and white all the time, and rah, rah, rah what an amazing country. But, I am proud to be a Canadian, because I wouldn't want to be discriminated in any other country. I'm an indigenous person. And I have been around the world, and traveled around the world. And I mean, again, there's exceptions I know.

Kory Wilson:

And horrible experiences that indigenous people have experienced. And as we've seen, we've had death, but it's very unlikely that I'm going to die fighting for indigenous rights. Or I'm going to disappear like what happened in Guatemala. What happens in Chile, what we're seeing in Brazil. So, it's also important to remember that we are all part of this country, and that we have what we do. And we have influence in the spaces that we occupy. So, having humility, and that is finding and seeking the truth, and doing concrete actions no matter how comfortable or uncomfortable you feel, and it's leaving space.

Kory Wilson:

And we will talk the next session about the whole concept of allyship and what that actually means. But, it's holding that space, and being humble the same as when you have a student. Our students can teach us a lot of things as well. Right? But, how do you know that if you just put your PowerPoint up on the slides and just read your PowerPoint. We all know instructors that do that without actually engaging and giving them time to reflect. Or whether that's journaling, or whether that's in the class, but actually hearing what they have to say, and asking and listening to their advice. So, you want to close the gap between your head and your heart and make sure your hands in those four areas are doing things that are constructive.

Kory Wilson:

Again, we're again trying to lay the foundation. So, I know we're not... Some of you I know are, "Oh, I just need to know how to do this." And also, none of you have asked any questions yet. So, come on people. You're very skilled. I know you are. So, just going to... Continuing with the guide, just to again, emphasize a few more things. So again, respectfully open your heart and mind to indigenization. Empty in your cup is, as they said and I think providing equitable space for indigenous knowledge and perspectives. And it's really important to examine knowledge. What is knowledge? What does knowledge mean? We look at the group of seven, that, they define that as art. The group of seven, the greatest Canadian artists ever. Who's been excluded from that? Right? When we look at what society values, what society values in terms of beauty as well.

Kory Wilson:

And as something somebody mentioned to me one time before too, is when we look at racialized people, or the others, we are actually the majority in the world. Right? Racialized, visible minorities. The others are the majority of the world. But for country boundaries, we are the majority. So, we may not be... Well, I think we probably are getting close to the majority in Canada, but, but for the boundaries of countries, black indigenous people of color are the majority in the world. But we see we don't have the power, right? So, keeping that whole perspective in mind, and again, of course, remembering that how somebody looks is just a reflection of genes, right? It's a phenotype. It's not anything that's so different within us that makes us different. It's just a phenotype. So, keeping your heart... So, again, going to knowledge and worldviews, is that just because you have a certain way of understanding and viewing the world, that doesn't make it superior to somebody else's view of understanding the world. Or, because... And then people say, "Well, where's the proof?" Right?

Kory Wilson:

And we've seen this in the whole advancement of Aboriginal rights and title cases where people have said, "Well, you need to prove, you need to prove it to us." And we didn't for the longest time. We weren't able to prove it. Until the Delgamuukw decision came where it actually recognized and validated other forms of evidence from elders as a valid form of evidence. So, we have to prove our worth, prove our knowledge, prove our relevance in again, a system that is structured to prove things in their way, right? So, scientifically we have the scientific method we need to... Well, we can't carbon date this, we can't prove... We know you came across the land bridge. We know you were only here this long, but we're seeing discoveries all the time using white... And that's how my granny would say, "Those white people. You got to learn those white people ways."

### **Recognizing different ways of knowing**

Kory Wilson:

Using the ways of the Academy currently that will prove and validate our own oral history. So, this is another conflict that comes up often in the classroom is that instructors or people won't act actually see what an elder tells of story as relevant. Or not relevant, but as authentic, if you will, are true, because it hasn't been vetted or proved by the scientific method, or by a theory in sociology, or psychology, or whatever that is. So, it's really important to recognize that diversity matters, and other knowledge matters. And that we've structured the Academy in a way that elevates the Europe centric knowledge, euro centric ways, and that there are other ways and again, we'll talk about those examples and ways to

incorporate those, and of course, elders is one of the ways that we see a lot of institutions bring in indigenous knowledge.

Kory Wilson:

And it's also one of the biggest challenges. But, I find sometimes where many people want to bring in elders, want to have them come into the classroom, but they're not willing to pay them. Or they're not willing to help facilitate... A time I was given actually a person kind of scolded me on a phone call, because I didn't provide her with an elder as requested when needed.

Kory Wilson:

And she's, "Well, you'll find the elder for me." And she's, "Well, I'm not involved in getting parking passes. It's, "Well, neither am I." They're coming to your classroom. So, you have to...It's not just calling up the Indigenous Services Department in your institution and saying, "I need an elder for this." You need to have gone... It's like anything. If you want something from someone you need to build a relationship. Just calling somebody up and saying, "I need this, help me." Even though you've never been to the gathering place, or never had a conversation with your indigenous team, or an indigenous person from the community for that matter. So, it's important to think about respect... Again, valuing indigenous knowledge and showing the respect for that knowledge, and building that relationship with the indigenous services team at your institution. Participate.

Kory Wilson:

And again, the institution's going back to that spectrum. Summer at this end of the spectrum, I'm very proud to say, it's where we find BCIT, and summer at this end of this spectrum for a variety of reasons, right? There's all kinds of reasons for that. But, you have to start building that relationship. Because again, you have to connect your head to your heart, and build that authentic engagement. And it's not a one off either. Yes, you can bring somebody, but get to know them. Build that relationship with the people on campus. And they will help you build the relationship with the people off campus. And that's how you begin to really authentically change and lead to that type of systemic change. And they have to be paid for their knowledge. And if... Say something they say conflicts with what you believed or have a discussion about that. You can disagree agreeably.

Kory Wilson:

You don't have to agree. And you may have your doubt and let's face it, that's another bias that comes into all that we do. Some of us have particular religious beliefs, which go against what many indigenous communities feel, or we have indigenous people that have Christian religious beliefs as well as their traditional beliefs. Right? Or your lived experience influences it. So, it's really important to know that, and the book gives you the example of the Tanaha community, where they bring in elders for all kinds of things, right? It's not just to bring an elder in for a land acknowledgement, or a welcome to territory, but just to be. One of the, one of the things that I've seen some people starting to write on now about COVID, particularly in certain regions, particularly with the death of many, many elderly people. We are losing all of that knowledge.

Kory Wilson:

You're losing massive knowledge of a generation of people. Sadly, it's happened to us. Our population graph as indigenous people is like that with very few at the top. But, many people don't have relationships with elders. Don't have a relationship with their grands, as we say. So, their grandparents

or their great grandparents. So, how do we bring this knowledge and just a different presence in the classroom? And maybe it isn't always just an indigenous elder, but it's an older person, right? Bringing that into the classroom that has a different lived experience. I mean, when we see this in the institutions, every Remembrance Day on and around Remembrance Day, people bring in a veteran. Well, we're running out of veterans, they're passing away, but why are you bringing in a veteran just because it's Remembrance Day? What about people who have lived through these experiences in different ways?

Kory Wilson:

Or, if you're in the trades. Somebody who worked in the trades before there were computers. How did you do it with these old tools? And, I know... I'm looking at Brian because Brian, I know I'm not giving an accurate reflection of what these things are, because I'm not very good with my hands. But, there's a lot of knowledge that's out there. And how do we bring that to the classroom, and to the students to recognize where they are, and what has gone before them, and what will come afterwards? And that of course, is really about the also oral history, the whole... There's the quote on page 33 about listening and how Shirley Hardman, who is the indigenous lead at the University of the Fraser Valley. She's a fantastic woman talking about how in her culture... And that's kind of how I was taught as well. You don't speak. People often say, "Oh, you didn't say anything." Well, it's not my turn to say anything yet. Right? So, "Oh, Mary has a question."

### **What is the first step in engaging Indigenous knowledge holders?**

Mary:

I'm going to take a turn to say something. I actually just wanted to direct your attention. There's lots of great conversation happening in the chat. And some questions about what you're addressing. And as the questions are coming, you're kind of addressing some of them as you go through. Yeah, a lot of stuff around what is the first step? And kind of, I think people, and personally I'm in this boat too of what is the one first step I could do? How would I even know who to talk to? Or, and so I don't know if you can maybe give some...

Kory Wilson:

Yeah. I mean I...

Mary:

I don't want to say concrete examples, because concrete, examples feel like check boxes to me. But, if you could kind of talk about that reciprocity, and relationship building, and things like that maybe?

Kory Wilson:

Yeah. So, I think, I mean building relationships is actually absolutely vital. You can't do this as a one off. If we want to have systemic change, it has to be something that's authentic, foundation of truth, and consistent, right? It's the same as when... Even as post secondary's when we're looking at programming and community, those again, of us from British Columbia, we know that advanced ed is very keen on seeing programs in community. Now, particularly with COVID and whatnot is that you can't just create a program because you got a grant. It has to lead to a job, it has to lead to some kind of outcome that leads to change in that community. And you can't just go... And we've done that as researchers, as post secondaries, we've gone into communities and just taken. So, there has to be that reciprocity. But, if you

don't know where to start, the first thing to do would be to look at your institution, and look at their indigenous team. Who do they have? They may only have one person, some institution...

PART 3 OF 6 ENDS [01:33:04]

Kory Wilson:

Who do they have? They may only have one person, some institution in this country are still late to the game and don't have anybody yet, but the majority have some kind of some indigenous person. And being mindful that, of course, before Tammy came, we had a gathering place, but there's a lot of, lot of expectation, a lot of want the indigenous teams. So recognizing that everybody wants them, we sit on all the committees because they need to have that indigenous person, they want that perspective, they want that lens. So that is a great thing, but it can be taxing.

Kory Wilson:

So humbly going and starting to build that relationship. Just don't ask for what you want upfront, say, "Here's where I'd like to go, I'm not sure how to do it. What do you think I should do. So having that discussion, building that relationship. I noticed too, somebody was talking about remuneration and gifting. So whenever you give and take, whenever you have an elder come in or somebody sharing knowledge, food is very important. Everything you do should involve food as far as I'm concerned, and it's just an indigenous way to do that.

Kory Wilson:

But giving in some elders, yeah, they would prefer cash rather than a mug. And there's mention of that going from a mug to cash instead, it's just appropriate. So it's about building that relationship and recognizing that you're asking of their time and that they are experts in what they're doing. You would be asking somebody else if you did it or you'd be teaching it yourself if you could. [inaudible 01:34:48] Paula in one second. Paula said, well, I forgot, I always do this. I always forget to add the break and so I just keep going.

Kory Wilson:

So again, building that relationship and part of what we'll look at next time too, is actually in some ways there needs to be a bit of a checklist and a guide on how to do that. But the first thing is to get all your ducks in a row, know whose land you're on, recognize your privilege, know what it is you want to do and where you'd like to go. You may not know how to get there, and then building those skills relationships within your network, within your institution and really authentically engaging and recognizing too.

Kory Wilson:

One of the challenges we had at BCIT and I've seen this at other institutions, is there is money available, whether it's for research or whether it's for specific programs, an indigenous focused program or women in trades program, is that many we'll go after this money. They won't let me know, or let my department know that they've received this money for X program, for indigenous students until all hell breaks. We had this example last summer of a particular program at BCIT that I did not know was starting, and then when all kinds of crazy happened with the students, it was up to me and my team particularly led by Tammy. I would say Tammy and the team lead it, but it took visits, people ended up in the hospital, people ended up arrested.

Kory Wilson:

We ended up having to clean up this mess and support this mess, but we didn't receive any of the funding. So we're expected to provide an elder and pay for the elder and to do all of these things. So it's important to note that you build that in to any research grants in any kind of program design. The other thing is nothing about us without us. We know now you should not be doing anything if you have the mention of the term, indigenous, Aboriginal, Metis, Inuit, whatever. You need to contact and let the people in the institution who are the indigenous leads know about it. So we can work together to do this and we will have a break.

Kory Wilson:

So it says our institution doesn't have money for reciprocity. So again, this is something that you need to work towards. We'll talk about that when we come back because the institutions, now of course, we're in a very different time than we were six months ago, there's always money, it's a matter of where that money is put and what the priorities of the institution are. So we'll take a 10 minute break. And again, I'm sorry. I'm a bit late on the break. I had it on my notes, 10:15, take a 10 minute break and I may just stay for an extra almost half hour. So, okay, so we'll come back 10 minutes. (silence) Oh, I didn't start the clock so I don't know when 10 minutes is up.

Kory Wilson:

So reading through some of the chat and stuff, just so some other comments. So yeah, some institutions do not have an indigenous services team or an indigenous engagement team, or they may not have a gathering place. So if you don't it's then what I would suggest is finding those champions. So if you have a team you want to bring like-minded people together, find that network of people and start beginning that discussion.

Kory Wilson:

Of course, if no one in there is Aboriginal or indigenous, then it's important to acknowledge and recognize that and try to seek out those people. So whether that's there are indigenous faculty members or indigenous students, you may want to, again, bearing in mind that you want to be reciprocal and you don't want to overtax them, and you certainly don't want to call them out in a classroom. "Okay, well, Kory Wilson, you're indigenous, what do you think about this?" In front of their classmates, because that has happened to all of us many times.

Kory Wilson:

So finding those champions and then starting to come up with some kind of plan and strategy and reach out into the community. It doesn't matter what community you're in. There are indigenous people somewhere in that community, just as there are black and other people of color. So it's important to seek those people out and who should lead it? Yes. You want to make sure that you have an indigenous person help lead it. But if there isn't, then again, recognize that you are not indigenous and keep going until you find that person, and again, if you're humble in that process.

Kory Wilson:

There was a bit of comment to about protocol, member of the spectrum, the diversity. There is no one way to do something and some people, and you get a feeling and again, this is why you're indigenous team, if you have it can be very helpful because the indigenous team will know the good elders, if you will, or good people to bring in because not all elders are created equally. Some people, there's a little

bit of issue going on back east with a particular woman who has claimed to be indigenous and in fact cannot prove that she's indigenous. Not that we're saying you have to have a status card or do this, but there's a lot of fraud or misrepresentation happening in our communities.

Kory Wilson:

So that's something to be aware of, but they'll know, and have kind of vetted. So protocol is different in each territory and also for each type of activity it can be different. So that'll be an ongoing learning process. And then somebody mentioned too about scholarly activities. I think this is obviously a much broader discussion, but the future of post secondary education and what it's going to look like, what do we value? We see this in the tenured process, when you're going for tenure. Community work isn't as valued as much as X publications and X, what the academy deems as legitimate and authentic and blah, blah, blah, blah publications.

Kory Wilson:

So it's really, it's again, a systemic change to where relationships and community engagement is actually valued in the post secondary system. And of course it's the whole future of education. I do a lot of work obviously with companies and organizations, going forward institutions are going to have to change. You are going to have to create a space, or provide a space for black indigenous people of color to actually be there authentically, boards have to change. People say, "Well, I don't want us to add an indigenous person to the board because that's tokenism."

Kory Wilson:

But it's also important to remember that in many ways tokenism has opened the door. It may not have the door wide open, but it opens the doors in a lot of ways and you never know when someone may see that person, that could be a token and then they come behind and they just push that door open. I'm not advocating for tokenism, but it's important to start by creating some of those kinds of places and spaces, and obviously you should be authentic and engage. It's just like the people say, "Well, acknowledgement is tokenism." But again, you don't know who you're speaking to or who will be triggered in a positive way by that.

Kory Wilson:

So those are some of the things and the lessons, again for indigenous people, it's really, we do a lot by experimental or applied if you will, where you have an experience and it's important to ensure that all voices are included in conversations and that you're aware of everyone around you. I always say to people, "Look around the room and all the places and spaces that you occupy, and if everybody looks like you, then you have a problem." You need to address that problem and recognize that problem and do something about it.

Kory Wilson:

Again, not to say that it's easy, but again, if this work was easy, it would have already started and people wouldn't have a fear of doing it. Of course, we're still trying to get people to recognize that there's a problem and that's a whole separate type of thing.

**How to advertise a job posting for Indigenous peoples?**

Speaker 7:

Sorry, Kory Wilson, we have a question in the chat from Bethany around, is there an appropriate way to advertise that you would like to hire indigenous people for positions?

Kory Wilson:

Typically, so there are some key things and words and phrases to make sure that the application or the job ad or whatever is more open to get indigenous people to apply. Certainly the title of the position, having the word indigenous in there will indicate that, and you usually have to go through in BC anyways, get the human rights exemption though now I think it's much more automatic indicating that you are able to hire a specific person, but it's also important to know that the whole hiring process itself is you're hiring people that have applied to you. So they've had to actually see your job ad.

Kory Wilson:

So you need to make sure the job ad is in places that are accessible to indigenous people. You need to make sure that the job ad looks appealing to indigenous people. You need to make sure what the committee is made up of, is made up of people who have see life through different lenses as well, and that's another thing we've always done it this way. So what? Who cares? I don't care how you've always done it that way. It doesn't work anymore, do something different. We're seeing institutions start to change some of those ways, and I actually believe it or not had a discussion with the law society of BC about changing how we article. Imagine, oh my gosh.

Kory Wilson:

So there we are open to change and we need to do that. And then it's also how you present and how you interpret. So remember, you will look at everything you do in your life. You look at it through the lenses that you have from your past experiences, your lived experiences from your personal ambitions, how you're feeling that day. So you have to ensure that there are other lenses that help work through that. Sometimes too, we may not have, and I know Bethany, in technology and in that area I do a lot of work with the BC Technology Council is we're trying, and we've done an internship program where now many companies are hiring indigenous interns, but it's worked, we found enough people, but the depth of pool is not there.

Kory Wilson:

So sometimes it's, and again, it's not lowering the standard, but why don't we bring in a high school student and pay them for the summer to get them excited about technology? Why don't you bring in somebody, an indigenous university student that needs a job, maybe their area isn't in technology, but they still could help your company. So it's also seen like that whole pathway providing that pathway and mentoring people into careers as well. It's not just the standard way. Here's a job ad, I want somebody with X, Y, and Z, and then bringing them in that way.

Kory Wilson:

Because again, you're waiting for the person at this end of the spectrum. These are the people that are going to be okay. How do we inspire and encourage and support and advocate for that little kid that has

a learning disability and is still waiting for a psychoeducational test in grade three. And he spent three years without accommodations and now feel shitty about himself and then is going to drop out of school or because he's not doing well, will be put in math eight essentials when he goes to high school, which means he's never going to get to math 12 and never going to get a job in technology. So it's the pathway it's leveraging and partnering.

Kory Wilson:

Another way those of you that don't have indigenous teams or a lead at your institution is what the schools have to. I'm pretty certain all schools or school districts may have an indigenous person. So it's connecting and partnering with those groups or connecting and partnering with organizations. So looking for the people that can help you in recognizing that we can't just wait for people to arrive at a post secondary, that you have to be part of that whole process as well. There's something here. So yeah, so recognizing that people are over tapped and this is where the hard work can be done for you to be an ally, that we need allies to help us with this.

Kory Wilson:

I have to say on a Zoom a couple of weeks ago, we were talking, BCIT is creating a strategic enrollment plan. On the Zoom before I even had a chance to say anything, a non indigenous BCIT employee, a white male said, "Hey, this should be on its own separate line, indigenous." So he learned something, he advocated for us as well. So it's being a good ally as well. Understanding, so going now to back to the guide. We're going to put you in another breakout sessions shortly, but I just want to get through a couple more thoughts here.

### **The four R's**

Kory Wilson:

Keeping in mind the workout of Lorena Williams and Verna Kirkness, the four Rs, respect, relevance, reciprocal, and responsibility. Those are really important things to understand. Remember we're building capacity, we're building capacity and indigenous people. By building that capacity, we weren't allowed to go to university until 1951. So we don't have the generations of capacity or the legacies of people who have gone before us and many of our communities are short on capacity. So we can't be the only ones responsible for this. We need others to help us do this, particularly if we want it to end, well, not end, if we wanted to keep improving in our lifetime.

Kory Wilson:

So if you haven't read those articles, I'd really encourage you to look at their work on the four Rs. By the time we look at it next. So again, this kind of the process we've been talking about is learning your truth, learning, respect, understanding the relevance and the importance of indigenous and the reciprocal relationships. This page, 43 ethical practice in transformational learning, again, goes to what I just said just before the bullets, the work to create these spaces cannot be done solely by indigenous teachers, elders or knowledge keepers that you invite into the classroom.

### **Ethical Practices in Transformational Learning**

Kory Wilson:

The richness of the overall learning experience has come through the collaborative and reciprocal efforts for everyone in these spaces, and it gives you a bunch of examples. Again, it's really important to provide that space. I get asked to do a lot of guest lectures in people's classes, and it has to always be on a specific day, and they're, "Well, where's your PowerPoint?" For anybody who knows me I never really use a PowerPoint and I don't know what I'm going to say until that day or what the people want to talk about.

Kory Wilson:

But they can't handle that. Well, no, we need a PowerPoint, the students need a PowerPoint. And then when I go, when I see them lecture, I'm like, "Oh my gosh, these poor students." But it's creating that space and allowing that space again, recognizing the other knowledge, recognizing other people, recognizing the power structures and creating that space. The people say, "Well, how long are you going to keep doing this work?" Or what is your goal in your job or the ultimate goal? My ultimate goal is to work myself out of a job.

Kory Wilson:

If BCIT has to say, "You know what Kory? [inaudible 02:00:54] work for you anymore." Then that means BCIT, and the people who are involved at BCIT are all working towards reconciliation through indigenization. And that our students are not only getting their future proof applied globally relevant education, but they are our champions for indigenous people and indigenous views and values. So how can we reconcile be an ally with nothing about us without us.

Kory Wilson:

So that we'll really talk about at the beginning of the next session, because being an ally, so nothing about us without us. Being an ally means, if you look around the room and there's no indigenous person in the room, as you talk about indigenous people, you got to put a pause. How do we get indigenous people in the room? So that's being a good ally. And then just one last thing, before we go onto the last breakout room. No, actually I got through those. So, again, page 43, there's a bunch of examples there. So you can look at that on your own time.

Kory Wilson:

So we'll go into the next breakout room, okay, Scott, yeah. So the next question is, what am I going to commit to do before session two? So we strongly hope and encourage, you'll be back for session two on September 17th. So we'll put you into the breakout room. What are you going to commit to do before session two? Remember you dream big, and Tammy will know this about me, anybody who's worked with me, I always start down here. This is where I want to be, and then usually Tabby starts down here and we figure out how to make it happen or other people.

Kory Wilson:

So dream big, but also, so what is your vision for your course, your class, your program, for yourself? But what are some actions that you can take between now and September? So we'll go into the breakout rooms about that and then we'll come back. Thanks. 15 minutes. (silence) All right. Oh, so people aren't in the breakout rooms. Oh, Jewel has a question, Paula. Jewel, we can't hear you.

### **Share-out from Breakout Session**

Kory Wilson:

So, if you want to put in a chat some of your commitments or what you hope to do, knowing of course it is the summertime and we're all trying to learn how to put our courses online, what you hope to do as people come back.

Speaker 8:

Great conversation.

Paula:

We're all back now.

Kory Wilson:

Okay, great. So, I hope that was okay as I... Some of you are just a little bit late coming... Or not late, but I was speaking before you all came back. If you want to just put in the chat some of the commitments that you hope to do, whether they're yours or not, you don't have to... Feel okay to just put it down there, again that chat will be recorded and that will also help us as we go on to session two. And one of the things moving into session two, and we really hope and strongly encourage that you come back for session two, we will be emailing you mid August and then the first week of September to kind of keep encouraging you and check up on you and see if you have questions.

### **Preamble to Session Two**

Kory Wilson:

And then to help focus also what we'll do in session two... Because session two is about the how and what we can do. Another, as I was going through the chat on the break, another thing again, going to that knapsack or that backpack idea is the part of that baggage is emotional. It's really hard as indigenous people to tell our stories. And often when we look at the best practices in teaching and learning and when you work with your teaching and learning departments, they often say, "Well, you need to make that emotional connection." We need to have that engagement. So, it's very important to understand that you can't keep asking indigenous people to always share their stories.

Kory Wilson:

And I recognize the toll that that can take on continuing to ask that when there is a lot of information that's out there already that does already have that emotional engagement, which will take some research on your part. And that's one of the things I often hear too, from people who are wanting to

engage in this work is that, "Well, I don't know how to find information. I don't know where to find information." We'll talk about that next time. But then I always ask them, "Well, how did you find the information for your PhD?" You clearly know how research. So, you do the same thing. You do the same thing with your research. Of course, paying more attention to the source, to who it's coming from and the perspective that it's coming from.

Kory Wilson:

But again, it's often good and when I did criminal, you need to know all the sides, right? Sometimes, you can't just read like-minded people, you have to read the opposite type of a view and in an article as well. So, it's important to know all of these different types of things. Or to research. And besides, we all... Here's my phone. We have the entire world at our fingertips. So, when you say, "I don't know where to find the information." Turn on your phone. Press the Safari, or Google, or whatever it is, and figure it out. There is a lot of information. Yes, it can take a lot of work to work through it and you might not know if you're on the right path, but we'll keep checking in and keep doing these types of things.

Kory Wilson:

But recognize too that, again, it's very emotional and personal and the trauma can be the same, or the emotional guilt and sadness, can be the same on the part of non-indigenous people too. Feeling that you're part of the problem that you contributed to the problem, but know that when people do know better, they do better. And that if you also are feeling that way, then ask yourself, "What am I going to do to change it?" The problem is when you stay in that spot. You have to do something and move it into actions. So, reconciliation. And I always say "reconcili-action", what are the actions that you're going to do towards reconciliation? So, just a question here from Richard, "Treated each of my students as equal, especially as I taught students 47 countries. My last..."

Kory Wilson:

Yeah. So, this is a perfect example, Richard. And this is what I mean by students not coming to the classroom the same. Every student arrives in the classroom with a different experience. When I articulated, I remember doing... In BC, you have to articulate for 40 weeks, and then you do 10 weeks of an intensive professional legal training course, it's called. Which we're trying to revise, by the way, it had to move to online. And then you do these exams and people who were in big firms and had parents that had their own law firm, their notes, study notes for the exams, were already prepared. Someone like me had to... And plus, of course, computers were kind of new then too. But now these students come with prepared packages and a narrative and reflections on past articulated students at the firm, that tells them what to watch... A guide, how to be successful in these exams.

Kory Wilson:

So, there's always set that "unequalness" in the classroom. And so, if somebody is wealthy, can afford a tutor, we know too about how people are getting others to help with their papers, and plagiarism, and that whole scene. It's important to, again, recognize that and how do you support that person? So, treating all students equally. If you have a single mother who is... As we saw, many people, with COVID, whose child is now at home... Like, "Okay, what is the goal here?" The goal is to show that she... Have her show you that she's mastered the material you want her to know. How? How would this work for you? How can I help you? How can I support you? That's treating them fairly. That's treating them

equitably. And when we look at people from other countries, even just English as a second language, I'm always surprised that students can come and do post-secondary at a post-secondary level with English as a second language. Or with my daughter who has a learning disability, her output in terms of English, you can see her disability in how she writes.

Kory Wilson:

And that's part of this bit of a struggle that we're trying to figure out at the institution, because she gets marked down on that. But the message is what's important, right? Yes, and she's certainly not going to publish a book necessarily. Who knows, maybe she could about her experience, but... So, it's just recognizing how do we see, how do we evaluate that knowledge, and how do we move that person on to the next level? And what are we trying to create? There was also a few questions about the guides. The guides, yes, they're from BC campus, but they're not... The examples are very regional to the province because obviously that's where we created them. The same too at BCIT, we have three open sourced modules that anybody can access, but they are still very regional to British Columbia.

Kory Wilson:

But that's the beauty of open source material and I know Mary could talk about this for a long time, but I have to say, I wasn't initially a converter to free open sourced materials, but I get it now. And the point is, is that you could take the work that we've done, properly attribute it, and add in your examples. So just the modules that I have at BCIT, they're open sourced. You're welcome to go through them, you just need to email and [inaudible 02:27:09] at BCIT.ca. But you can take them, use them, attribute them, and then add in your own examples. So, the same with these guides, and I know Mary and her team would be willing to help and facilitate that process, because the point is to share the open sourced materials and bring in your own examples. So, one of the things that, we're getting towards the end, and again, if you have questions, keep the questions coming.

### **The Four I's**

Kory Wilson:

Okay. So, one of the things on, again, we haven't gotten to the how. Which I think probably a lot of you thought, "Okay, she's going to tell me how to do it." I've already started to tell you how to do it, though you might not recognize this part of it because you wanted that quick answer. And we will start getting towards, next session, about some of the how's and guides and things to watch out for. Ally-ship and all of that type of stuff. But if you look on... And we will go through the navigating the levels of indigenization the next go around, but set page 63, the conclusions. So, these are some things to keep in mind. Not only the four R's as you're going, maybe post them up somewhere and ask yourself those questions. Oh, so the email is [indigenous@bcit.ca](mailto:indigenous@bcit.ca). Maybe Tammy, you could type that in there if you don't mind? Thanks.

Kory Wilson:

So, on page 63. So keeping the four R's in mind, but also keeping the four I's in mind. The Inform, Include, Integrate, and Infuse. So, it's recognizing that Informed. Again, that foundation of truth. What are your biases? What is your privilege? How can you help and share? Where do you have to learn? You need to inform yourself. Again, part of taking the weight, or letting me get rid of things in my backpack, is that you then become your own advocate and your own teacher. You still listen and you still communicate and still are part of the part of a group, but you're doing a lot of the work yourself. And I

think most indigenous people, or I would say too when I've had discussions with black and the people of color as well, they're happy to share their story if you're truly listening and you're incorporating and it's part of your process.

Kory Wilson:

Not just a quick... Of course, I do have some friends that they see something on the news, "Oh my God, what happened? I don't understand." But those are really close friends, right? So, it's making sure that you inform yourself as well, including... So, it says, "The other side of unlearning, is relearning." Indigenous world view and knowledge systems are important, as well. So, including how do you include that? And again, we'll talk about that. And sometimes people say, "But I teach physics, how can I..." This was a question I got at BCT, "How can I engage with physics? What are you talking about? How am I supposed to indigenize physics?" How do you think indigenous people put up totem poles, prior to contact? Clearly they had an understanding of physics in order to put that up.

### **What is understanding?**

Kory Wilson:

What is that understanding? I can't tell you exactly how they did it either, but why aren't we investigating that or using that as an example of a lever, and, again, pulleys, whatever. Whatever they used to do these types of things. But there are ways to do that. The same in math. The history of math, much of the history of math, they say it attributed or originated in two different areas, North America and in Southern India. The concept of zero and the place value of 10 is something that came from indigenous people, whether that's in India or in North America. Imagine doing math, if the Romans had conquered the entire world, with Roman numerals. Right? No, we understood and they say we were primitive and we weren't sophisticated. So, understanding.

Kory Wilson:

Oh, yes. Yeah. That's actually something that someone says all the time, "What about including the R?" So, you have the four R's, but then Relationships is an additional R, for sure. And you can always add other R's, but I so Integrate. So, making sure, again, not just including, but truly integrating and understanding, and closing that space between your head and your heart and making sure your hands reflect that. So, ensuring that you do that. And that's also about... Again, it's not just the space in the classroom, but it's also what you do outside the classroom, and how you live your life, and how you advocate for indigenous people. Or black indigenous people of color, how... Oh, hi Lindsay's daughter.

Kory Wilson:

See, that's the fun thing of having kids. We see you. Having understanding, or like in your personal life, if you see or hear racism or jokes, or things like that, actually standing up for it. And maybe you don't know, you can't give an articulate answer, but you can say, "You know what, I know what you just said is wrong and it's not appropriate to say that." Like one I hear all the... "Well, you guys don't pay any taxes. Indigenous people don't pay any taxes." If I had a dollar, actually, for every time somebody said that to me, I would have a lot of money to pay taxes on. Because I do pay taxes, just like everybody else. So thinking about, again, the knowledge that you have and then when you don't know, or you're uncomfortable, actually reflecting on that. Why is that, you don't feel uncomfortable?

Kory Wilson:

What knowledge do you need to feel comfortable? And is that more about you or is it about lack of information and admittedly, sometimes the space is not the right space. There are many times where I... Not many. There are some times where I don't say certain things because one, I can't deal with it, or I'm not in that space, I don't have the energy, or I can tell that the person is not going to listen anyways and it's not worth my time. I would rather save my energy for another time. Not to say that you let racism go, and discrimination, go on unacknowledged or unchallenged, but we all have... Again, that's that self awareness of knowing how much you can keep giving, or when you're kind of banging your head against the wall, as well.

Kory Wilson:

And the last one there is Infuse. So again, making sure that it becomes part of what we're doing and that we lead to systemic change. This is the goal, is to create systemic changes that are sustainable in the system. And I know, especially this time of COVID, we hear... And there was a... I meant to bring up that comment. Somebody was mentioning that their institution doesn't have any money, doesn't have any money for this type of stuff. So, this is where you'd begin to challenge the institution to, "What are the core values?" Institution and organizations that don't begin respect and reflect. These diverse views and diverse people are not going to be successful. Eventually the institutions will see the writing on the wall, and sometimes they do it because they see money available for an indigenous program, or indigenous this, or indigenous that, but it's then...

Kory Wilson:

And that may be the start, right? Because then they'll start to see the benefits of it. Success rates increase, FTE's increase, wellness increases, that type of stuff. Which is quantifiable, as all institutions like. But then it's got to be moved to being part of the core budget, right? And it's also not just the indigenous team. So, at BCIT, we've been very fortunate that we work with our student services team-

PART 5 OF 6 ENDS [02:35:04]

Kory Wilson:

We've been very fortunate that we work with our student services team and we work from the same basis of the eight dimensions of wellness and we're designing and working together. And so it's not just the burden on us, it's everyone else is starting to share that weight and share that, I wouldn't say only a burden, but share that change and excitement to help empower indigenous students.

Kory Wilson:

And also, we see this with most institutions. One of the biggest, besides COVID, is are these international students going to be able to actually come or still pay their tuition? So that's another great way to start making these changes, is get to know the head of international. Because they're the ones that bring in the money for most post secondary institutions, demand and need and count on the international student tuition rate.

Kory Wilson:

But trying to find out ... Because many of the needs of international students are very similar to indigenous students. You don't want to lump them together, of course, but they're bringing in the

money. Start with educating international students and start with educating the international team. And then, so there's strategies, which again, we'll get more into.

Kory Wilson:

"What did you intend when you" ... Oh, sorry. So some people are putting up some comments about a safe way to confront racism. What did you or did you mean by that? Yes. And could there be another way you could have said that, that would have been helpful? It's a lot about reflective communication that we're often taught in our human resource management stuff.

Kory Wilson:

And one of the ... That brings also up another point, is one of the things in this space is again, depending on where people are at in that diversity, is we don't often have ... When somebody is racist and we know it happens, racist or sexist or something, some kind of ism in the classroom, we go to attack mode. We need to allow space.

Kory Wilson:

If learning's going to happen, the person who did the ism, if you will, we need to get at them and understand why it is they responded the way or they did what they did and what they're missing to understand. And again, there's always that element that we're not going to get everybody, let's face it. At either end, right? We'll have, in one of the things in our own community as indigenous people, not everybody agrees.

Kory Wilson:

So we have a lot of lateral violence and early on in the guide, it mentions about the crab in the crab bucket. I mean, so we have indigenous, again, the spectrum of indigenous people. And some people hold this view and others hold the complete opposite view of how to solve these problems. When you take it as to a national level, some indigenous communities believe, and British Columbia is creating a treaty, or if you already have a treaty, renegotiating the treaty is the way to go.

Kory Wilson:

But some people say, "Well, I'm not going to negotiate with the crown. I shouldn't have to negotiate. I'm a sovereign nation." So they take a completely different perspective and pursue other rights and title issues. The same as in an institution, some people believe in making these types of courses mandatory, some people don't follow that.

Kory Wilson:

Some people want indigenous only cohorts and not have them spread throughout, mixed if you will, with other cohorts or other groups of people. So there is no one right way, but if you have at your core truth and you have a goal, then it's figuring out how to get to that point and doing that together in a way that's respectful and supportive of an and also responsive to that particular situation.

Kory Wilson:

So again, institutions are in very different spots economically. Institutions are in very different locations. BCIT is on territory that does not have a treaty, is unceded territory. It's a very different situation versus

... So I don't have to say when I do a welcome to territory and honor all the treaty nations or we're all treaty people because we're not. I am not a treaty person.

Kory Wilson:

So depending ... So that's something to be aware of too, if you guest lecture or you speak across the country is, what is the space that you're in? So, and politically and whatnot. So we have about 15 minutes left. Does anybody have questions or ... Because you'll see, I just keep talking. So I'll just keep babbling away. So, oh, Bethany?

### **How to respectfully reach out?**

Bethany:

All right, I was going to type a question, but I can't really formulate it. So I feel like I'll be better saying it out loud. So one of the fears that I have is that by trying and recognizing that there are lots of different people and there's dynamics between those people, that if you can only reach out to so many, how are you not making ... I would hate to offend some people by reaching out to only ... It's not a full formulated question. I'm hoping you can take it and-

Kory Wilson:

Yeah, I mean, I think, I mean, that's normal, that's natural. I mean, it's the same as me. BCIT wants me to find, get all of the chiefs on board in terms of our new health building that we're building. So one chief doesn't respond at all, no matter what. So do I just proceed with the two other people and incorporate their values, their vision, their art into the building or not?

Kory Wilson:

So it's not just for you, it's a situation or a challenge all the time. But it's making sure that ... Consultation doesn't end in the sense that you may end your ... When we did the indigenous vision, at some point we had to stop consulting. But we have continued to engage through conversations and further meetings and platforms and things. Not to change the vision, but now we're working on how to move it forward. So consultation doesn't end.

Kory Wilson:

So you need to still make sure that there is an opening for learning the protocol. You need to follow protocol, but that can take a while to learn as well. But then, making sure that you never close the door and that, "Okay, this is done. We're finished. We don't need to do anymore." Because it doesn't actually ever end.

Kory Wilson:

And you want to be, so you want to be open for others to continue to join and to comment. And again, knowing that you will offend. This work in, and this space, and often think ... One thing that helps me is to think about that's where that person is at right now. If they are indigenous and they're very disruptive or maybe not as constructive or productive as they can be, that's where they're at on their healing journey to being self assured, to being confident, to being dealing with their trauma and whatever it is. That's where they are.

Kory Wilson:

And so you see where they are and then your job is to help move them a little bit. How can I help them go further? Rather than saying, "Oh god, I don't want that person to come to that next meeting. And how do I make sure ... ?" I mean, it's natural to think that, because I'll be honest, I have. "Oh, I hope they don't come" because it can get sidetracked.

Kory Wilson:

So then it's figuring out just as human beings, because again, this isn't an indigenous issue only, we all have those people in our workplace that drive us crazy. But how can we engage and have a relationship that is more constructive? And it takes a lot of management in terms of managing a meeting or facilitating to ensure that it doesn't get taken over by somebody. Because we know just like a classroom, your classroom management skills, we all know that we've had students that will take over and dominate the class.

Kory Wilson:

But you need to manage that and make sure you have space for all the other voices. And sometimes I've had, you have a conversation with a student, the student might not, indigenous or not, might not want to bring it up in class. So I'll bring it up as my, as something I heard or I tell them to say, "On the bus, I heard ... ". Now of course, they're not on the buses, but ... Or I heard this or I saw ... As an instructor, professor, you can take ownership of it and present those ideas without isolating the student.

Kory Wilson:

Yeah. Any other questions? You got it? We're done?

### **Acquiring influence in decision making processes**

Speaker 9:

I'll ask you a question. I've got one. This is something we see across the board at BCcampus, as people who are seeing decisions made at their institutions by senior leaders that don't necessarily align with what we're learning in the world about how to do this inclusion work.

Speaker 9:

And so what would you suggest in terms of, we talked earlier about how decisions are being made about, do we have money for honoraria or things like that? What would your approach be to getting some influence over those decisions?

Kory Wilson:

Well, I mean, this is certainly one thing. So going back to what was asked about hiring. If you're hiring somebody in an indigenous position or with indigenous in their title, one of the fundamental things is you need to make sure they're in a position of power or access. They have, they should, if it's a post secondary institution, have direct link to the president, because that's where change has happened. We know that.

Kory Wilson:

And we see, again, some institutions, their first step is to create a coordinator of a gathering place or to create a Dean of Indigenous Studies. But then there's so many layers until they get to the top, if you will. So it's making sure that that person is positioned and has access. And again, every institution has its own challenges, but that's where getting like-minded people together.

Kory Wilson:

Because the more you have, whether they're allies or indigenous or people of color or LGBTQ, whatever group, it's getting more people together. And then, I come from a potlatching culture and in many ... The essence of our culture is not about shaming, but there is that element of shame. That you either, you build it and they will come and if they don't come, you expose that they haven't come.

Kory Wilson:

So obviously in a, again, you don't want to target people and that type of stuff, but you create a team of indigenous champions at your institution. And if the VP of academics is not part, or if you do an, in my case, an Indigenous 101 session and certain leaders organize it, but then leave their direct reports to do it as they step out because they're too busy. Well, their name doesn't appear on the list of people who have completed Indigenous 101 at BCIT.

Kory Wilson:

So it's starting to figure out that type of stuff and celebrating that type of stuff, but it is challenging. And of course, institutions are facing massive challenges now, but it's getting to that, again, that hard discussion of what is the future of post secondary education? What should it look like? How do we value that? And finding like-minded people.

Kory Wilson:

I think we are going to see ... Somebody mentioned, how do we find indigenous students who would like to be part? Again, if you have an indigenous team go to them and ask them. If you don't have an indigenous team, then just start asking. I mean, most, if you're again in British Columbia and I don't know in other provinces, but there's pen numbers. There's numbers that each institution has to report out on how many indigenous students they have. So they do know.

Kory Wilson:

Start putting up ... That's where, I mean, I will never argue for indigenous people to just be art on the wall. We need to be much more than art on the wall, but if you haven't done or don't have a place to start, being art on the wall is a place to start. If you put up a local object or art from somebody from the indigenous community, then have a QR code or have something beside it.

Kory Wilson:

If you're indigenous, here's what ... Let us know. Or in the student newsletter, engage with the student association. Most student associations have indigenous people, have indigenous positions on their council. And we're seeing movement in the national indigenous ... National student union groups are recognizing and honoring this. Connect with them. So there are ways to start doing this.

Kory Wilson:

Yeah, so the, yeah, somebody said about presidents. Yeah, you've got to figure out where the power is and where the influence is and then get yourself some of that. And again, gathering, army is the wrong word, but gathering champions. Sorry, army came first in my mind, but gather that team of champions. Just like here, programs have advisory committees or have, universities have advisory committees on certain things. Who are the champions and what are the goals of those champions?

Kory Wilson:

So it's really, really important to do that type of stuff. Gather those champions community or otherwise.

Speaker 10:

I'll just jump in quickly about Mary's question about cross institutional groups. So what I ... And this is really the first time we've done that. And I will say part of that has been fear. And part of it has been nothing about us, without us, from us at BC campus, as a group of Caucasian people, for the most part, who really want very much to be doing the right things.

Speaker 10:

So that's, this is really our first jump into facilitating this collaborative effort outside of having project managed the guides. But I definitely think community of practice work province-wide and even broader than that is really important.

Kory Wilson:

Yeah and so we've had discussions about that. I do chair the National Committee for Colleges and Institutions on Indigenous Education, where ... So CICan has indigenous education protocol and we have representatives from every province who's indigenous, on our committee. I think one thing COVID has showed us is that we can have meetings virtually. We can do it and we don't all have to fly.

Kory Wilson:

Though of course, please come to the conference whenever we're allowed to have the conference again, where it's specifically indigenous, but we can do this. And so it's, and it's one of the conversations we've had with BC Campus about how do we create an online community of practice? And a place for all of us to ... The one stop shop, if you will, of being able to go back and forth. And I guess part of it, well, we just have to figure it out.

Kory Wilson:

And as Mary said, this is one of the first times that we've done this. But in British Columbia and I know in Ontario, we have iLead, which is an indigenous leadership team. So the most senior indigenous person at each institution, we meet. So there's various and there's the group of the indigenous advisors group. There are recruiters as well.

Kory Wilson:

So there are groups that are out there. Though these are for indigenous people specifically, but certainly having something in and we'll talk further about that with BC Campus, on how to have that space for people. Other questions? Am I missing any?

Declan:

I think Yvonne has one around supporting, in community efforts, supporting reciprocal learning models outside of our institutional credential.

Kory Wilson:

Thank you. Hi, Yvonne. Oh, you're on mute again.

Yvonne:

Sorry. [inaudible 02:51:33]-

Kory Wilson:

I was told you were going to be on this call.

### **Reciprocal learning and other ways of learning and knowledge**

Yvonne:

Yeah, thank you so much. This has been amazing. I've learned so much, but yeah, that idea that our credentials might not be aligning and we need to break them down. And we need to be in community more and looking at reciprocal learning to recognize other ways of learning and knowledge.

Kory Wilson:

Yeah, yeah. So I mean, that's definitely important and this is again, old. What I consider something we need to move away from in the post secondary system, is we cling to our programs. Yes, you want to have pride in them. You want to have academic rigor. You want to produce graduates that, at BCIT we're fortunate, 96% of our students go directly into jobs because of our programs and our rigor and all of that type of stuff.

Kory Wilson:

But how do ... The point, if we're going to have systemic societal change, we need more people involved. And one of the challenges that indigenous people face, and obviously other people face, is moving to an urban environment to take X program. So we need to think about how do we deliver our excellent rigorous programs in different ways that make them more accessible to others? How do institutions partner?

Kory Wilson:

Yes, we all need FTEs. Yes, we all need students to keep our budgets, flow and to do those types of things. But if you, I just know if you, and I've seen it, if you educate ... You know that whole saying, if you educate the mother. If you look, what's been done around micro economies around the world, where people are putting microloans into the hands of mothers. You change the entire societal structure.

Kory Wilson:

So how do we bring in people? And when we're looking at credentials and transferring between institutions, what ... So look at your program. What really needs to be in your program? Because people will say, and we saw some of this in the guide, "I don't have enough space. I don't have enough room. I've got to get all these things through."

Kory Wilson:

Really? What will have the longer term effect? What kind of graduates do you want to come out of your program? That will represent your program, promote your program, recommend your institution to others and be an advocate for that. Is somebody who didn't have to, and I'm not picking on statistics, but does everybody need to take statistics? Or a certain level of math or, again, I'm not again, I'm not saying this.

Kory Wilson:

But for some people, maybe a unit in poetry, a semester's course in poetry, maybe isn't as important as ... Not as important, again, I'm not saying that, but what do they need to get from that English class that's going to help them in their job, in their path? Of course, that's more on an applied or polytechnic or college type side, but what is it that we need?

Kory Wilson:

And I'm not going to say all art students shouldn't take a science, but what do they really need to know about science? Is it better that they just take biology 100 and check the box on their science or that they learn to understand how sciences shape the world in a way that sometimes proves things that aren't true?

Kory Wilson:

And has perpetuated ... So it's thinking outside the box and really reflecting on that type of stuff. And how do we work together as an institution, institutions, particularly if somebody has to move locations or can't move locations as well? And working together. We don't often work together within our own institutions because we work in silos. We need to break down those silos, but we also need to break down the silos amongst our institutions as well.

Kory Wilson:

So that's something. So somebody mentioned too about this is an individual process. It's the four level process and you will be in all different stages in all four of those levels. So your own individual, as part of a family, part of a community and part of a nation. So as part of ... So your own individual changing and evolving and learning and whatnot, then when you have it, you're part of a team at your institution.

Kory Wilson:

How do you bring that to your team? So it's also making, again, finding other champions to help you because you may not find any, again, we're still dealing with male/female stuff in some of our departments. So being a woman, I've had experience, and I've had it at BCIT, where I said something, but only when so-and-so said it did the certain person actually listen.

Kory Wilson:

So we're still dealing with that type of stuff, but again, we've got to keep trying and keep going forward and ensuring that we actually work together. I lost it. Sorry. Just, yeah and so continuing the process. Oh yeah, I was going to use it an example of a friend of mine who runs an international folk festival group, which of course has suffered greatly because of COVID.

Kory Wilson:

And he's based out of the United States and so what they're doing now, as their team, which is now a bare bones team and because they're all white, is somebody is finding an article, that each week they have to read before they have their team meetings on Monday.

Kory Wilson:

So they have to come having read the article and they spend time discussing it and what it means or may not mean. So that's another way to do that, to bring in those types of discussions.

Kory Wilson:

We're at time. So if anybody has any other last question? Let's see to ... Yeah.

### **Webinar Wrap-up**

Mary Burgess:

I just want to thank you so much, Kory, for spending this time with us and your wisdom and so generously and kindly and patiently as well. So appreciate it and really looking forward to the September session as well. And thanks to all of you for coming and spending your time here and your own emotional labor, as well, on this. It's really appreciated.

Kory Wilson:

Yeah, yeah. So know that it's not going to be easy, but if it was everybody would be doing it. So we will send you an email and do a check in about middle of August, the first week of September. And then we'll see you back on September 17th and we'll start talking about allyship, developing, where do we find resources? What exactly?

Kory Wilson:

So again, if you have questions, when you get the email, just email it back. If you want to get me specifically, you could do [indigenous@bcit.ca](mailto:indigenous@bcit.ca) or you can find my email, which is [K-O-R-Y\\_Wilson@BCIT](mailto:K-O-R-Y_Wilson@BCIT) or Tammy's on here. Tammy and I both answer the indigenous email, so that might be easier. But we're really happy to help move it forward and help you.

Kory Wilson:

Sometimes finding, depending on where you are, is there an expert in your area? Is there, even if you're not in British Columbia, again, we have this national committee that we work with in group. So hopefully you'll also get a rest and you'll be thinking about this and reading books and getting prepared for September.

Kory Wilson:

And I'd like to thank BC Campus and thank [Declan 02:59:02] and Paula, who have been in the tech whizzes that have been able to get this going. And so I really appreciate that and I hope you have a good day and look forward to seeing you again soon.

Mary Burgess:

Hi everybody, thanks for coming.

Speaker 12:

Take care.

Kory Wilson:

Bye, thank you.

Kory Wilson:

Thanks for joining.