

Indigenizing Instruction Session Plan

Smudge Ceremony:

Led by elder Eber Hampton at the Sweetgrass Bear at 9:30am

Welcome/Opening Story or Prayer:

Elder Eber Hampton (his bio is below)

Present Eber with thank-you (flags and tobacco) in B-12 - after he finishes story/opening remarks

NOTE: Consult [Elder Protocol](#) prior to inviting Elders to participate in UofA/UAL events

Speakers:

Anne Carr-Wiggin	Indigenous Initiatives, University of Alberta Libraries
Kayla Lar-Son	Indigenous Intern, University of Alberta Libraries
Lorisia MacLeod	Indigenous Intern, University of Alberta Libraries
Debbie Feisst	Subject Librarian, Aboriginal Teacher Education Program, University of Alberta Libraries
Suzanne Butler Centre,	Transition Year Program Coordinator, Aboriginal Student Services University of Alberta

Moderator:

Carla Peck

Read one of [acknowledgement statements](#)

Speaker/Panelist Bios:

Eber Hampton

Born into the Chickasaw Nation of Oklahoma in 1942, Dr. Eber Hampton immigrated to Canada in 1991 to serve as President of Saskatchewan Indian Federated College (which became First Nations University of Canada). He left First Nations University in 2005 to become Executive in Residence and Professor of Ethics and Organizational Theory in the Faculty of Business at the University of Regina. Currently He is Professor Emeritus at University of Regina and a Special Advisor to the Dean of Education at the University of Alberta. Dr. Hampton is biculturally educated with an earned Doctorate from Harvard University and lifelong learning experience in Indigenous spiritual, healing and ceremonial traditions. Since 1968, he has taught and/or held

administrative positions in nine different universities. His awards and honours include the National Aboriginal Achievement Award, two war bonnets one from the late Bob Boyer and one from the Federation of Saskatchewan Indian Nations, three pipes, and a honorary doctorate from Brock University. His most often cited publication is a book chapter titled, Steps Towards a Theory of Indian Education. He currently is on the Board of the Health Quality Council of Saskatchewan. Eber is married to Mary Rucklos Hampton and has six children, four grandchildren, and one great grandchild.

Anne Carr-Wiggin coordinates Indigenous initiatives at the University of Alberta Libraries, including the First Nations Information Connection and the Indigenous Internship. She serves on the Guiding Council of RISE Edmonton and is a team co-lead on the CFLA-FCAB Truth and Reconciliation Committee. Anne thanks her Indigenous friends and colleagues who have generously enabled her to learn more about their communities.

Kayla Lar-Son is a first year MLIS student, and an Indigenous intern with the University of Alberta Libraries. Her academic interests include diversity, race, and equality in LIS education and LIS practices. As well she is interested in how librarians can begin to de-colonize library practices. As a recent graduate of the Faculty of Native Studies, Kayla has a close working relationship with many Indigenous students on campus, which influences her library practices.

Lorisia MacLeod is a first-year student at the School of Library and Information Studies at the University of Alberta. She is also an Association of Research Libraries Diversity Scholar and a proud member of the James Smith Cree Nation in Saskatchewan. Currently, Lorisia works as an Indigenous Intern with Rutherford Library at the University of Alberta. Her primary interests are in management, leadership and digitization.

Debbie Feisst

Debbie Feisst is a Public Services Librarian at the HT Coutts Library. She is the Subject Librarian for Secondary Education and the Faculty of Education's Aboriginal Teacher Education Program (ATEP). Debbie is a member of the Library's Decolonizing Description Working Group.

Suzanne Butler is currently the Transition Year Program Coordinator with the Aboriginal Student Services Centre at the University of Alberta, and she has worked with TYP for 13 years. Her primary role is to oversee and support a cohort of First Nation, Metis, and Inuit students through their first year of studies. Suzanne completed her M.Ed in Policy Studies in 2008 and is currently a student in the MLIS program at the U of A

Questions for panelists:

Answer from your own perspective (i.e. as an indigenous student or someone who works with indigenous students, etc)

1. What should librarians be thinking about or be aware of when it comes to indigenizing their instruction? (Examples: Indigenous Knowledge/Wisdom Traditions, etc.)

2. How can librarians respectfully engage in these practices in their sessions with students and instructors? (Examples: protocols, terminology, diversity of indigenous groups etc.)

Resources List (*to send out following session - if time could display doc on screen*)

Indigenous Notions of Ownership and Libraries, Archives and Museums -
<https://library.ualberta.ca/catalog/7598517> - and we have a print version too in the catalogue -

Aboriginal and visible minority librarians: oral histories from Canada
<https://library.ualberta.ca/catalog/6774647>

Library services to indigenous populations: viewpoints and resources
<https://www.library.ualberta.ca/catalog/3814304>

Others:

An Inconvenient Indian, Indian Horse, Calls to Action of TRC

The Truth about Stories: A Native Narrative (Massey Lectures)

Chris Andersen - Métis Nation/Scholarship

MOOC club? What are we learning - indigenous colleagues come?