

# Indigenous Curriculum @ SALA

SALA Equity, Diversity, & Inclusion Committee, 29 May 2024



# March 13, 2020

SALA INDIGENOUS CURRICULUM FINAL DRAFT PROPOSAL – MARCH 13, 2020

Indigenous Content Steering Committee (ICSC), John Bass and Fionn Byrne, UBC SALA; Jake Chakasim [PhD cand. SCARP], Grant Fahlgren [UBC MLA, PFS], Margot Long [BCSLA, PWL], Ouri Scott [UBC MArch, Architect AIBC], and Patrick Stewart, PhD [Architect AIBC]

## SALA INDIGENOUS CURRICULUM

Final Draft Proposal – March 13, 2020

Indigenous Content Steering Committee (ISC), John Bess and Fern Byrne, UBC SALA, Mike Chaskaloff (PhD), Scott SCAPP, Grant Faldgren (UBC MA, MEd), Margot Long (BCSLA, PAWL), Curt Scott (BC MC Arch), Archibald AIC, and Patrick Stewart, PhD (Archibald AIC)

### PREAMBLE

The University of British Columbia is situated on the traditional territory of the Musqueam, Squamish, and Tsil'cho (Nlaka'pamux) First Nations. The Point Grey campus is particularly built upon several Musqueam villages and culturally important sites. The existence and location of these places is key to the history of the faculty, staff, and students who travel or live on campus. This affects not only a physical sense of Indigenous presence but also an institution of higher learning also speaks to a cultural and social lack of awareness of the context in which we work. The University of British Columbia has committed itself to reconciliation. This must happen not only at an institutional level but something that all who are part of the academic community here at UBC ought to grapple with.

Colonial history left separate Indigenous people from their culture, from their families, and from their lands. Whether conscious or unconscious, design has been a tool of colonization that has subverted Indigenous presence and become a means to realize or further reinforce colonial policies and structures.

Graduates of SALA will work in the traditional territories of Indigenous people across the country and around the globe. These graduates will play a role in shaping these places making it important that they are equipped with the experience, understanding, and skills that reduce the risk of further marginalization of Indigenous people and improve their ability to participate in processes of reconciliation. It is with all of this in mind that we create the following proposal.

### OVERVIEW

Over the last two terms a committee of faculty and local design professionals began meeting to consider the implications of this for UBC's graduates and undergraduate curricula and student experience. We discussed the objectives and ambitions of doing so, reviewed recent history of relevant SALA curriculum with respect to Indigenous issues and did a series of expert developments at other Canadian schools of design. All of that has led to this proposal.

Committee members recognize that SALA's identity has long been rooted in an ethos of sustainability and that also encompasses in design terms scale, and that SALA projects these interests culturally, relationally, and intergenerationally. The committee believes that a more deliberate integration of Indigenous content into this will only strengthen this identity.

### SUMMARY OF OBJECTIVES

The committee's conclusions led to the creation of several principles forming the basis for this proposal. These are outlined below in the "Principles and Actions" section.

1. In sum, the views emerged that SALA, at a minimum, must:
  - orient students early in their time in its programs to the National Truth and Reconciliation (TRC) context. This would give students time to consider its implications and the freedom to choose how to engage the issues TRC raises for them personally and academically.
  - 2. Invite Indigenous people to deliver this information. This would include a welcome by MST Elders and more discipline-focused discussions led by Indigenous architects, landscape architects, and planners.
  - 3. Invite an Indigenous architect, landscape architect, and planner to develop and deliver studies, research seminar, and field study elective offerings.

### WHAT THIS DOCUMENT DOES NOT ADDRESS

**Student Recruitment and Support** – It is outside the scope of this proposal, though it is likely that establishing a higher-profile commitment to Indigenous content around the SALA curriculum will be more competitive in the minds of Indigenous applicants considering our programs. SALA must continue to develop its Indigenous applicant recruitment and outreach processes at both the undergraduate and graduate levels. SALA should also schedule an annual lecture event with the First Nations House of Learning to promote the value of design education and to reach to UBC's Indigenous students.

**Faculty Recruitment and Support** – It is needed for Indigenous scholars and practitioners to join SALA faculty in teaching roles. In the course of its reflections over how the faculty represents itself in the next five to ten years, SALA needs to consider creating a tenure-track position for an Indigenous scholar or designer, as have other Canadian design schools (see Competitor School section below).

## SALA INDEPENDENT CURRICULUM

Final Draft Proposal – March 13, 2020, v.2

Indigenous-themed post-professional study or program would fill a gap in experiential common in development work on reserves. SALA could lead APCC in building a tenure-track position across the faculty disciplines including SCAPP and Engineering. Such a position would allow SALA to help deliver a post-professional degree related to Indigenous engagement, design, engineering, and project management.

**Faculty orientation to TRB** issues would be a reflective diary in a roundtable format led by local Indigenous scholars and practitioners for students and faculty alike.

**Postdoc documents** are needed for engagement and research related to Indigenous people and communities. Developing this project should commence this spring. An outline of its content is outlined at the end of this document.

### CONTEXT: UBC STRATEGIC PLAN GOALS

SALA needs to develop an appropriate response to UBC's Strategic Plan, which is in the final stages of the consultation process. The Plan proposes broad aspirational language in its [2018 Indigenous Strategic Plan](#).

**Mission:** UBC is the leading university globally in implementation of Indigenous peoples' human rights, as articulated in the United Nations Declaration on the Rights of Indigenous Peoples and other international human rights law.

**Vision:** To guide UBC's engagement with Indigenous peoples and its commitment to reconciliation, as articulated and called for by the Truth and Reconciliation Commission of Canada.

"Collaborative and equal partnerships" has emerged as a new, defining objective of the 2018 plan. This principle has guided for seven major curricular and research projects across campus, and led to the establishment of UBC Vancouver's Indigenous Research Support Initiative. From a academic perspective, units like Law, Nursing, Forestry, even Business, perhaps others, allow UBC to claim that it is "leading globally" in implementing Indigenous peoples' human rights. SALA tags its behind this academic units, and many of its academic programs, including the

In addition to this Indigenous Strategic Plan, the larger university input strategic plan calls for the formation of a TRC Action Plan. The university's TRC Action Plan will call upon Faculty and other units to identify both the work they are already doing and the work they are committing to that address the letter and spirit of the TRC Calls to Action. Implementation of both the academic units and the TRC Action Plan will be campus specific. Reporting will occur in yearly and more extensive to those three year research.

### CONTEXT: COMPETITOR SCHOOLS

**University of Waterloo's Master of Architectural Architecture** has taken the most ambitious approach. It has several core courses in their 4-yr undergraduate professional program with Indigenous content, including undergraduate history, ecology, and geospatial courses, and a graduate-level studio. It has hired two full-time tenure track faculty with Indigenous backgrounds, has several Indigenous advisors, and actively engages Elders and/or Knowledge Carriers in Residence in their building.

**University of Manitoba** has hired in May 2018 a tenure track Indigenous design scholar, and is currently conducting a search for a tenure-track joint hire in architecture and engineering. Their admissions portal for the undergraduate Environmental Design program has a separate "Canadian Indigenous" admissions category in 2019. An student body formed the Association of Indigenous Architecture Students. It is unclear whether any core courses at Manitoba focus on equity/Indigenous education.

Both Laurier and Manitoba have invited many Indigenous design professionals to give public lectures at their schools, and have significant related extra-curricular and workshop-like activities for their students to engage in. Manitoba has recently hosted a well-attended public forum of Indigenous designers, architects, and students.

**Queen's School of Urban & Regional Planning** has just announced a tenure-track faculty search for a position in Indigenous Planning and Design.

Currently in development are new architecture programs including at the University of Alberta, where it is likely that significant Indigenous content will be integrated into its programs. Various schools of Carleton, University of Toronto's Danforth School, McGill, and Dalhousie do not indicate any significant presence of a response to the TRC.

## SALA INDEPENDENT CURRICULUM

Final Draft Proposal – March 13, 2020, v.3

### PRINCIPLES AND ACTIONS: INDIGENIZATION CURRICULAR CONTENT

**Principle 1: "Nothing about us without us."** SALA must include Indigenous voices in all of its Indigenous-related curriculum development and teaching.

**Action 1:** Hire Indigenous scholars and practitioners as principals in the development and teaching of relevant curricula. SALA should use its financial resources to support Indigenous colleagues in the development of such teaching content.

**Principle 2:** As or near the beginning of their SALA education provide all students with a general orientation to the historical issues and professional implications of Canada's Truth and Reconciliation (TRC) Calls to Action.

**Action 2:** This experience should be a fundamental part of the introductory workshop as well as introduced in other first-year graduate and undergraduate core courses.

**Principle 3:** Provide advanced students with varied opportunities to engage in deeper research, engagement and speculative activities with Indigenous communities and territories.

**Action 3:** This should be provided in advanced vertical studios, research seminars and summer field study courses as well as graduation project research and design projects. These advanced courses of study may in part or whole be conducted in partnership with Indigenous communities.

### CURRICULUM PROPOSAL

Consistent with the above principles and aspiration, we propose integrating Indigenous content into SALA programs as follows. It is important to emphasize that this proposal is modest in scope, objective, and could be implemented as part of SALA's faculty hiring as soon as July 2020.

### Core Curriculum

**Introductory Workshop** (six hours or full-day orientation) to the TRC led by members of the local Indigenous professional community. This would include on-campus tours and dialogue to provide a basic historical introduction about the history of colonialism, reconciliation, and a clear invitation to all incoming SALA students.

**Contemporary Practice:** A class taken later in the MARCH course of study, and would have an analogue in the MLA and the MUD programs. Develop a module of the course that addresses current "best practice" methods of professional/indigenous community engagement by the design professions. Case studies, history of professional work re-examine, ideas such as "captive building," "anticipatory action," and "translation."

**ROES:** To be developed in consultation with the Chair of the BEES program and its steering committee. May include interrelations including dialogue with Indigenous people and field visits to nearby reserves as well as history/theory and other content located within the BEES curriculum.

**Note:** This proposal should lead to further discussion about where and what Indigenous content should be offered within other parts of core and elective SALA curricula, something the will require more time and consideration.

### Elective Curriculum

**Full Vertical modules (MARCH/MLA):** Offer at least one and possibly three vertical studies each led by faculty who are focused on and committed to Indigenous communities. Not: "TRC." It necessitates a relatively deep exploration of the design profession's engagement with Indigenous knowledge, research, and care.

**Spring Vertical Studios (MARCH):** Addressing the scale of buildings, offer one (or the four or five offered) spring vertical studios that is at least partially situated within the context of Indigenous issues and concerns. More general in the depth of engagement, the studio should be more fully constrained by predetermined site and program defined in consultation with a First Nations or Indigenous community.

**Elective seminar:** Offer annual research elective seminar led or co-led by Indigenous scholars/practitioners that are structured around field studies and visits, critical application of media tools, and other content. The learning objectives of these should include broad historical/geographic overviews to in-depth forms of service learning, design/build, community charrette, and other forms of aspiration.

## SALA INDEPENDENT CURRICULUM

Final Draft Proposal – March 13, 2020, v.4

### STUDENT AND FACULTY DEVELOPMENT RESEARCH POLICY

We recommend that SALA develop an Indigenous community collaboration and research policy for use by its faculty and students. This policy should reflect SALA's project-based approach to engagement as well as more in-depth research types. The policy should provide students and faculty with a roadmap for how to develop, conduct, record, disseminate, and share community-based research.

SALA should produce policy documents for as many as four types of engagement in Indigenous community research/design. It should work closely with the UBC Indigenous Research Support Initiative in the development of this policy document to confirm that each project type meets university and Tri-Council ethical standards. Completion of the TCPS Core 2 tutorial would be required for students or faculty willing to work within this area.

**Project Type One:** SALA member initiated, project-focused, with Indigenous content in a course that engages only a very small number of community members who are experts in a specific subject area. This is a common practice among faculty and students. Such a project would be confined to its to not trigger ethics review, but would be specifically limited in its research and data gathering techniques and distribution.

**A statement for Project Type One:** SALA member or student wants to research and design a response to a self-identified issue, site, or context, addressing an Indigenous matter. This might be a full student doing one research, a field trip and visual documentation, and a design proposal. But this does not involve specially identified individuals or methods of community engagement triggering ethics review to advance the project.

**Project Type Two:** A community-initiated, project-focused, and engages only a very small number of community members who are experts in a specific subject area. It could be carefully limited to include personal identifying types of data gathering and not trigger human subjects ethical and legal concerns that one triggered must be resolved through contractual agreements, permissions and releases, etc.

**A statement for Project Type Two:** A faculty member or student wants to work with a small group of Indigenous community members on an issue identified by the community. There would be no data collection, surveys, involvement of minors, or research methodology or writing identifying individual members. The terms of presenting or publishing the work would need to be jointly agreed to before the project begins. Academic presentations of the work would clearly identify community project partners.

**Project Type Three:** In the more well-established, conventional academic research type. It would describe all of the products to design in-depth data gathering including consented and assented seminars and visitors, handling of research data, etc. This type of research requires a great deal of time to define, something done on the community's schedule. It would emphasize that defines the outcomes being sought, going through the back-and-forth of defining the goals and products of the project, and that all data, including the work itself, responsibilities, etc., of all of which takes time. Required before commencing would be complete ethics (IRB) approval, written terms of release, and a Faculty Council Resolution in support of the project.

**A statement for Project Type Three:** A SALA member wants to do a housing needs assessment and survey of existing housing conditions. Assessing the housing would likely involve a historical, physical, and demographic inventory of the housing stock and its inhabitants. All participants would need to sign a human subject waiver before participating. Such a project might be politically sensitive and need approval of local government based on a detailed Project Charter. Data collected could be sensitive and access to it needs to be carefully controlled. Timelines, responsibilities, and deliverables need to be agreed upon.

**Project Type Four:** A government-to-Dean or Director level partnership agreement strategically defined as to appear to depict post-grad funding sources. Such an agreement would likely be at least five years in length, and focused on a clustered research objective (issue or geography-based). It would apply the range of expertise available within the academic unit to the goals of the partnership.

**A statement for Project Type Four:** The Musqueam nation and APCC Dean agree to a five-year collaboration researching the impacts of climate change on their community. The goal of this work will be to produce a body of evidence supporting an appeal to Ottawa for significant planning and development funding addressing physical, economic, and cultural change. Significant work from at least individuals if groups of individuals from each academic unit or program would need to be obtained. Protocols and ethics procedures specified in Project Type Three would apply to individual research projects under this nation's umbrella would also apply.

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## PREAMBLE

The University of British Columbia is situated on the traditional territory of the Musqueam, Squamish, and Tsleil-Waututh (MST). The Point Grey campus in particular is built upon several Musqueam villages and culturally important sites. The existence and location of these places is likely unknown to the vast majority of faculty, staff, and students who travel to or live on campus. This attests to not only a physical erasure of indigenous presence but at an institution of higher learning also speaks to a cultural and social lack of awareness of the context in which we work. The University of British Columbia has committed itself to reconciliation. This must happen not only at an institutional level but is something that all who are part of the academic community here at UBC ought to grapple with.

Colonialism sought to separate indigenous people from their culture, from their families, and from their lands. Whether consciously or unconsciously, design has been a tool of colonialism that has subverted indigenous presence and histories and a means to realize or further reinforce colonial policies and structures.

Graduates of SALA will work in the traditional territories of indigenous peoples across the country and around the globe. These graduates will play a role in shaping these places making it important that they are equipped with the experiences, understandings, and skills that reduce the risk of further marginalization of indigenous peoples and improve their ability to participate in processes of reconciliation. It is with all of this in mind that we make the following proposal.

## OVERVIEW

Over the last two terms a committee of faculty and local design professionals began meeting to consider the implications of this history for SALA's graduate and undergraduate curricula and student experience. We discussed the objectives and ambitions of doing so, reviewed recent history of relevant SALA curriculum with respect to Indigenous issues and did a scan of recent developments at other Canadian schools of design. All of that has led to this proposal.

Committee members recognize that SALA's identity has long been rooted in an ethos of sustainability writ large but also

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Committee members recognize that SALA's identity has long been rooted in an ethos of sustainability writ large but also excellence in design at many scales, and that SALA projects these interests regionally, nationally, and internationally. The committee believes that a more deliberate integration of Indigenous content into the mix will only strengthen this identity.

## SUMMARY OF OBJECTIVES

The committee's conversations led to the creation of several principles forming the basis for this proposal. These are outlined below in the "principles and actions" section.

In summary, the view emerged that SALA, at minimum, must

- 1/ orient students *early* in their time in its programs to the National Truth and Reconciliation (T&R) context. This would give students time to consider its implications and the freedom to choose how to engage the issues T&R raises for them personally and academically.
- 2/ invite Indigenous people to deliver this orientation. This would include a welcome by MST Elders and more discipline-focused discussions led by Indigenous architects, landscape architects, and planners.
- 3/ hire Indigenous architects, landscape architects, and planners to develop and deliver studio, research seminar, and field study elective offerings.

## WHAT THIS DOCUMENT DOES NOT ADDRESS

**Student recruitment and support** is outside the scope of this proposal, though it is likely that by establishing a higher-profile commitment to Indigenous content within the SALA curriculum we will be more competitive in the minds of Indigenous applicants considering our programs. SALA must continue to develop its Indigenous applicant recruitment and outreach processes at both the undergraduate and graduate levels. SALA should also schedule an annual lunch event with the First Nations House of Learning to promote the value of design education and to reach out to UBC's Indigenous students.



**Indigenous-themed post-professional study or program** would fill a gap in expertise common in development work on reserves. SALA could lead APSCI in building a tenure-track position across the faculty disciplines including SCARP and Engineering. Such a position would allow for SALA to help deliver a post-professional degree related to Indigenous engagement, design, engineering, and project management.

**Faculty orientation to T&R issues** would be effectively done in a roundtable format led by local Indigenous scholars and practitioners for students and faculty alike.

**Protocol documents** are needed for engagement and research related to Indigenous people and communities. Developing this policy should commence this spring. An outline of its content is outlined at the end of this document.

## **CONTEXT: UBC STRATEGIC PLAN GOALS**

SALA needs to develop an appropriate response to UBC's Strategic Plan, which is in the final stages of the consultation process. The Plan proposes broad aspirational language in its [draft Indigenous Strategic Plan](#), including:

**Vision:** *UBC as the leading university globally in implementation of Indigenous peoples' human rights, as articulated in the United Nations Declaration on the Rights of Indigenous Peoples and other international human rights law.*

**Mission:** *To guide UBC's engagement with Indigenous peoples and its commitment to reconciliation, as articulated and called for by the Truth and Reconciliation Commission of Canada.*

"Collaborative and equal partnerships" has emerged as a new, defining objective of the 2019 plan. This principle has guided for years many curricular and research projects across campus, and led to the establishment of UBC Vancouver's Indigenous Research Support Initiative. From an academic perspective, units like Law, Nursing, Forestry, even Business, perhaps others, allow UBC to claim that it is "the leading university" in implementing Indigenous peoples' human rights. SALA lags far behind this academic units, and many of its competitors across Canada.

## SUMMARY OF OBJECTIVES

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- 2/ invite Indigenous people to deliver this orientation. This would include a welcome by MST Elders and more discipline-focused discussions led by Indigenous architects, landscape architects, and planners.
- 3/ hire Indigenous architects, landscape architects, and planners to develop and deliver studio, research seminar, and field study elective offerings.

## **PRINCIPLES AND ACTIONS: INDIGENIZATION CURRICULAR CONTENT**

**Principle 1:** “Nothing about us without us.” SALA must include Indigenous voices in all of its Indigenous-related curriculum development and teaching.

**Action 1:** Hire Indigenous scholars and practitioners as principals in the development and teaching of relevant curricula. SALA should use its financial resources to support Indigenous colleagues in the development of such teaching content.

**Principle 2:** At or near the beginning of their SALA education provide all students with a general orientation to the historical issues and professional implications of Canada’s Truth and Reconciliation (T&R) Calls to Action.

**Action 2:** This experience should be a fundamental part of the Introductory Workshop as well as introduced in other first-year graduate and undergraduate core courses.

**Principle 3:** Provide advanced students with varied opportunities to engage in deeper research, engagement and speculative activities with Indigenous communities and territories.

**Action 3:** This should be provided in advanced vertical studios, research seminars and summer field study courses as well as graduation project research and design projects. These advanced courses of study may in part or whole be conducted in partnership with Indigenous communities.



## CURRICULUM PROPOSAL

Consistent with the above principles and aspirations, we propose integrating Indigenous content into SALA programs as follows. It is important to emphasize that this proposal is modest in scope and objective, and could be implemented as part of SALA's faculty hiring as soon as July 2020.

### CORE CURRICULUM

**Introductory Workshop:** a three-hour or full-day orientation to the T&R led by members of the local Indigenous professional community. This would include on-campus tours and dialogue to provide a basic historical introduction about the history of colonialism, reconciliation, and De-colonizing objectives to all incoming SALA students.

**Contemporary Practice:** A class taken later in the MARCH course of study, and would have an analogue in the MLA and the MUD programs. Develop a module of the course that addresses current “best practice” methods of professional-Indigenous community engagement by the design professions. Case studies, history of professional work on-reserve, ideas such as “capacity-building,” “participatory action,” and “consultation.”

**BDES:** To be developed in consultation with the Chair of the BEDS program and its steering committee. May include interactions including dialogue with Indigenous people and field visits to nearby reserves as well as history/theory and other content located within the BDES curriculum.

Note: This proposal should lead to further discussion about where and what Indigenous content should be offered within other parts of core and elective SALA curricula, something that will require more time and consideration.

## ELECTIVE CURRICULUM

**Fall Vertical studios (MArch/MLA):** Offer at least one and (possibly two) vertical studios each fall that are focused on and partnered with Indigenous communities. Not true “research,” it is nevertheless a relatively deep exploration of the design profession’s engagement with Indigenous knowledge, capacity, need and desire.

**Spring Vertical Studios (MArch):** Addressing the scale of buildings, offer one (of the four or five offered) spring vertical studios that is at least partially situated within the context of Indigenous issues and concerns. More general in the depth of engagement, the studio would be more fully constrained by predetermined site and program arrived at in consultation with a First Nations or Indigenous community.

**Elective seminar:** Offer annual research elective seminars led or co-led by Indigenous scholars/practitioners that are structured around field studies and visits, cultural application of media tools, and other content. The learning objectives of these could include broad historical/geographic overviews to in-depth forms of service learning, design/build, community charrettes, and other forms of exploration.

## CONTEXT: COMPETITOR SCANS

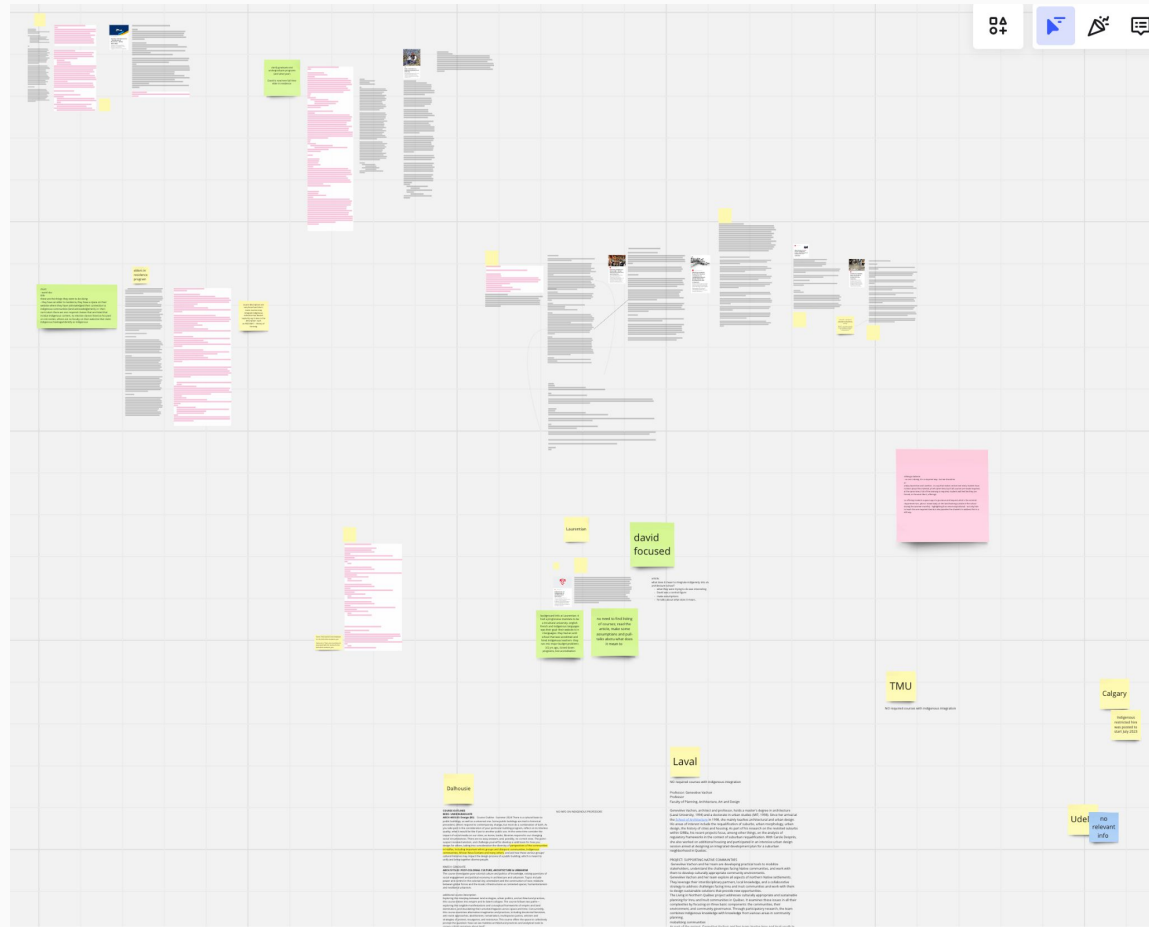
**Laurentian University's McEwen School of Architecture** has taken the most ambitious approach. It has several core courses in their 4+2 undergrad/grad professional program with Indigenous content, including undergraduate history, ecology, and precedent courses, and a graduate-level studio. It has hired two full-time tenure track faculty with Indigenous backgrounds, has several indigenous adjuncts, and actively engages Elders and/or Knowledge Carriers in Residence in their building.

**University of Manitoba** has hired (in May 2018) a tenure-track Indigenous design scholar, and is currently conducting a search for a tenure-track joint hire in architecture and engineering. Their admissions policy for the undergraduate Environmental Design program has a separate “Canadian Indigenous” admissions category. In 2019, its student body formed the Association of Indigenous Architecture Students. It is unclear whether any core courses at Manitoba focus on explicitly Indigenous content.

Both Laurentian and Manitoba have invited many Indigenous design professionals to give public lectures at their schools, and have significant related extra-curricular and workshop-like experiences for their students to engage in. Manitoba has recently hosted a well-attended public forum of Indigenous designers, activists, and students.

**Ryerson's School of Urban + Regional Planning** has just announced a tenure-track faculty search for a position in Indigenous planning and design.

Currently in development are new architecture programs including at the University of Alberta, where it is likely that significant Indigenous content will be integrated into its programs. Website scans of Carleton, University of Toronto's Daniels School, McGill, and Dalhousie do not indicate any significant presence of a response to the T&R.



SCAN OF INDIGENEITY IN CANADIAN SCHOOLS - by student worker Yumna Hussein (BDES)







# David Fortin, “Reflections on Indigeneity in Architectural Education” (2021)

1. The concept of “architectural anthropology” is obsolete. In all cases, Indigenous topics in architecture should be informed, led, and benefited by First Nations, Métis and Inuit communities and peoples.
2. The goal should never be to aestheticize mainstream architectural production with Indigenous visuality.
3. Indigenous topics need to be taught or guided by Indigenous peoples.
4. Indigeneity in architectural education requires buy-in from the entire community. *Faculty and guests must be humble enough to recognize that their academic credentials and professional experiences can be inadequate and they must be prepared to question their own preconceptions.* This is one of the most challenging aspects of implementing Indigeneity into postsecondary programs. It is, by nature, disruptive to conventional architectural pedagogy, and it is a form of disruption that is not always easily understood nor embraced.
5. Indigeneity in universities must be respectful of its unique spiritual dimension.

Tenure track  
position, BCHRC  
restricted hire  
process

Canada Research  
Chair in  
Indigenous A&LA

Develop  
relationships with  
local nations

Cultivate pool of  
local adjuncts  
(and counteract  
precarity)

What would role  
of Indigenous  
faculty hire be?

An Indigenous hire does not  
“check the box;” there is more  
to be done