

Brenna Clarke Gray:

Hello and welcome to You Got This! a podcast about teaching, learning, community, conversation, and your digital life, made for everyone at Thompson Rivers University. I'm your host, Brenna Clarke Gray, Coordinator of Educational Technologies, and this podcast is a project of your friends over at Learning Technology and Innovation. I record this podcast in Tk'emlups te Secwepemc, within the unceded, traditional lands of Secwepemcúecw, where I hope to learn and grow in community with all of you. And today I'm thinking about citational practice. I know it sounds boring, but I swear it's not. Let's get into it.

This week I had the honor of attending a doctoral defense for a really fantastic dissertation called *The Mad Manifesto*, written by Sarah Madoka Currie and I'll include some links to her work. One of the things that really struck me about this dissertation, in and amongst all the really excellent work it's doing, it's a really strong critique of the way universal design for learning is conceived of and is often exclusive of mental health concerns, but also it's a real critique of just the way the university as a structured deals with student mental health and I strongly recommend checking out the resources.

But one of the things that really struck me about Sarah's dissertation, which she passed by the way, is the use of a really strongly ethical citational practice that she outlines in great detail. And one of the things that I think was particularly remarkable is that in the whole dissertation, there's only 33 citations that aren't open access. And what I found fascinating as I was reading the document is that Sarah flags them all. You see a text in a parenthetical note, it's flagged as being a paid source as opposed to an open access source. And one of the things that was really interesting about that experience of reading it, the dissertation forces us to see open access as the norm. Open access as sort of what it should be, and anything that differs from that path is flagged for the reader. What a neat idea. What a neat way of setting up an expectation that scholarship, particularly as it's practiced within the public university, should be available, should be something that you can get your hands on.

It's got me thinking a lot about how we talk about open access scholarship. It tends to be the othered practice. The norm is to go through a paywall journal and doing something open access is the non norm. And I just think what if we just start thinking about it in the other way? What if we just start thinking about the default practice as being open? If our first line is to look for an open place to place our work and the paid paywall journals become the second best. I just think that that might be a really interesting reframing of the way we think about open.

Citational practice and citation ethics in general really fascinate me. When I was a student, citation was really presented as this neutral thing. You read the sources and you cite them, totally neutral. And yet the sources that I had access to and the sources that I was using, that's not neutral. Who you choose to read, whose voice you choose to give weight to in your writing, those aren't neutral choices at all.

Sarah's dissertation deals with madness, and so she prioritizes disabled and mad scholars throughout her work. She's interested in engaging with community, and so the vast majority of her citations are citations that the community can access and read. And I'm really thinking more about my own citational practice. I've always prioritized citing marginalized scholars. And something I really like to do is to try to find the first genesis of an idea or a term, because it's often not in the polished journal article. It's often in a blog post or a tweet somewhere or a conference paper. And tracking those things down takes time, but I think it's also a way of recognizing how ideas develop in community with others. Often if that term appears for the first time on a social media post, you can see how other scholars have contributed to the development of the idea, and I find that to be a really valuable practice. But Sarah had me thinking about pushing that even further, and I'm grateful to her for it. And I encourage you to spend some time thinking about your citational practice as well.

Speaking of folks who are always working in community, I'm joined today by Carolyn Ives and Laura Grizzlypaws from CELT. They're going to talk to you today about CELT summer programming, and we're also going to get into a great conversation about student supports. I'll let them take it from here.

I'm very excited to be here today with Carolyn and Laura from CELT to talk about summer programming. I'm going to invite you both to introduce yourselves. Maybe we could start with you, Laura, if you could tell us a little bit about your role on campus where people can find you, and then Carolyn, I'll ask you to do the same.

Laura Grizzlypaws:

All right. [Speaking in St'át'imcets.] Good day. My name is Laura Grizzlypaws. I'm the educational developer of Indigenous Teaching and Learning here at the Center of Excellence Learning and Teaching at Thompson Rivers University. Primarily my role and objectives as an educational developer is to focus and provide support and the truth and reconciliation calls to action for improving education attainment levels and success rates, as well as developing cultural appropriate curriculum and facilitate change within the university with faculty and their teaching and learning environments and looking at making sure that we maintain positive, healthy relationships with indigenous communities and demonstrating that through our personal and professional work.

Brenna Clarke Gray:

Awesome, thank you. And Carolyn?

Carolyn Ives:

Hi. Thanks, Brenna. I work with Laura. I'm Carolyn, one of the coordinators of learning and faculty development in CELT, Center for Excellence in Learning and Teaching, as Laura just said. My role is to support faculty in all things teaching, learning and curriculum. I really like to think that what we do in CELT is help faculty dream big about what they and their students will be able to accomplish.

Brenna Clarke Gray:

I know that you are both wildly busy. It's a busy time of year for everyone, but I also know that given the fact that you are between directors at CELT, there's just a lot on your plates right now, so I'm really grateful that you've taken the time to pop by and have a little bit of a chat. And also we just haven't had a chance to talk about CELT programming in a little bit. So I'm hoping that we could start by, maybe you could give us an overview of what you're both working on and also Diane from CELT was not able to be here today, so maybe I'll ask you guys to talk about what she's offering as well and just give the community a sense of what programming is still available as folks are, I think grades are due the same day that this episode comes out, so I think this is the time people are starting to scramble for their professional development opportunities. So yeah, I'd love it if you guys could just give us a bit of an overview.

Laura Grizzlypaws:

Okay. So primarily I've been working on providing assistance ensuring that curriculum are developed within the confines of indigenous perspectives, visions, and mandates in regards to ensuring that protocols are adhered to and acknowledged, providing ample support and planning and development and implementation on curriculum revision. With the culinary arts program, we have an upcoming Italy trip on culinary arts and looking at making sure that the indigenous components are included as an

inclusive part of that and making sure that learning objectives and goals for each new curriculum are implemented into the existing curriculum.

What we have upcoming this summer as well is learning From the Land retreat where we are preparing and conducting presentations, training in key subject areas about learning from the land, indigenous knowledge, teaching and learning experiences, as well as providing support to instructors delivering new curriculum with indigenous knowledge and content that could be integrated into that area. A couple other events that are coming up are conferences and looking at personal and professional development and to perform other duties when required with the indigenous education department.

Brenna Clarke Gray:

Laura, I've got to say, before Carolyn steps in and talks about programming, I have heard nothing but amazing things about the Learning From the Land retreat. It's a goal of mine to get childcare organized and get to it one year, but I just wanted to say, I was just speaking to somebody who was telling me just what a transformational experience they had last year at that retreat. Are there still spaces or is it full up? I know it's in huge demand.

Laura Grizzlypaws:

I think that there's only a couple more spaces left. The land-based learning provides benefits such as really building community, connectedness, resilience and improving, even looking at mental, physical, emotional and spiritual wellness, as well as advancing reconciliation by decolonization through education, through a personal and professional growth. It's really focuses on relationality. We have this word, this term called [foreign language 00:09:26] which refers to all of my relations. And all of my relations are values of indigenous worldviews, and this term honors the relationship of all things being related to one another. It honors the relationship between people, land, animals, earth, air, water, and even sustaining relationships and creating new ones and awarenesses.

I know it's upcoming, it's May 29th and it goes up until I believe June 1st. So there are 15 seats available. I'm not sure if all the seats are filled, but it's a good way of connecting on the land. It's an important to understand those around you as well as the ever changing weather conditions and just the whole natural ecology. I think that it's something that's really beneficial and that whole component of indigenous knowledge is the knowledge that would be used to develop and implement throughout the programming on the Learning From the Land retreat.

Brenna Clarke Gray:

I'm really glad you mentioned that piece about relationality, because I won't out the person who was telling me about it, but they said they knew they were going to learn really important content about indigenization and they knew they were going to get into nature and that was going to have an impact, but what they didn't realize was that they have such an improved relationship with the colleagues who went on the retreat with them. That that ended up being a huge piece for them, was recognizing interrelations between people on campus and how they could manage those relationships a little bit differently. I thought that was really cool because it was a very unexpected outcome for them.

Laura Grizzlypaws:

Absolutely. One of the biggest things is really looking at how we can engage and experience learning from the land with your peers and community members. That's somethings, every individual person's ability to learn independently by observing, listening, engaging and creating and building relationships

with others that have like-minded goals on deconstructing colonialism and looking at how we can indigenize through the work that we are doing.

Brenna Clarke Gray:

Well, that's very cool. I will make sure that the registration information, just in case there are a few seats left, that folks can find it. Carolyn, would you tell us a bit about your programming offerings this summer?

Carolyn Ives:

Before we get to that, I just checked and looks like Learning on the Land is full, but there is a wait list and I will say because it's four full days, for all of our multi-day programming, that wait list becomes really important because sometimes people ultimately can't be gone for four days for whatever reason.

Brenna Clarke Gray:

Okay. That's a good point. Seats currently full. Wait list doesn't mean no chance. So folks should put themselves on the wait list if they're interested.

Laura Grizzlypaws:

Absolutely.

Carolyn Ives:

Laura and I, along with indigenous education, the library, are also co-hosting a book club starting on May 12th and that is Wayi Wah, Indigenous Pedagogies by Jo Chrona and we're really excited about it. We've sent an email inviting the author to join us on the last day. I don't know if she'll make it or not, we haven't heard back, but my fingers are crossed.

In terms of other programming, we like to use May and June for a lot of our multi-day, as you know Laura's From the Land is four days. We have other multi-day programming. We've got an instructional skills workshop running May 15th to 18th. That's really great for anybody who just wants to take a step back and really focus on lesson planning and being clear in integrating active learning strategies. It's also counts for provincial instructor diploma credit for anybody who's interested in that and there are still a few seats left for that.

Also the same week as Learning From the Land, if you can't get into Learning on the Land, we have a two day workshop that we are running in conjunction with the research office to help faculty consider how to embed undergraduate research, particularly the research coaches program, into their own curriculum. We've got two days of tenure and promotion workshops for anybody considering applying for tenure promotion at any point in the near future or even the distant future.

It's always good to just kind of come. I always tell people I started going to the very first year I was here in a tenured track position because I think it's really good. If you hear the information several time by the time you're ready to apply, it will seem like second nature. So that's on May 24th and 25th.

Brenna Clarke Gray:

I also want to put a plug in for that because don't be like me and realize at the last minute that you have to redo a whole giant section because you misunderstood the prompt. Go and get that information from CELT. They will help you.

Carolyn Ives:

And we'll feed you lunch.

Laura Grizzlypaws:

Absolutely.

Carolyn Ives:

The lunch is free. Those sessions, some of them will be things like the provost who's chair of the tenure promotion committee, the university tenure promotion committee, as well as the TRUFA president coming to just talk about the process more generally. And I think this is really important because a new collective agreement means there might be changes, so it's always good to know. But everything from document management, CVs, APARs, educational philosophy statements, how to evidence your teaching or professional role, as well as we started last year hosting a faculty candidate panel and I think that's really great because they can share their strategies for success with people who are going to be applying. And then we have some faculty members who've started a community of practice around tenure promotion where they get together regularly and have that group accountability and they're going to come and talk about their community as well.

June 6th, seventh and eighth, Diane is going to be hosting the Scholarship of Teaching and Learning retreat, which is going to be really great if you've thought SOTL but you don't really know how to get started, the retreat's perfect. We'll walk you through steps right from conceiving of your research question all the way to collecting data, applying for research ethics and all of that kind of thing, analyzing data. So that will be that week in June.

And then we have June 19th to 23rd our course redesign institute, which is a really great opportunity to sit down and really think intentionally about what you want your courses to be or to do. It's a full week, so it's a 35 hour workshop, so it's a big time commitment, but it really can be, I want to say life changing, but maybe that's overselling it a little bit. But once you've gone through the process of backwards design and concept mapping out your course, sometimes you can then take those strategies and really think about how to re-envision other courses as well. It's a really good opportunity to just take a step back, reflect on what you did this last year and maybe think about some changes for fall.

We do have a CELT Talk that was canceled last week that's going to be rescheduled. It might be rescheduled for June, but it's great. It's looking at developing world connections as an excellent service opportunity for faculty, so that's something that people might be interested in. And the last thing is we've recently started a new community of practice around appreciative resilience and appreciative inquiry. Our last meeting, well our second meeting, but also our last meeting of the term is going to happen May 10th because we're going to do some planning for the fall, so if that interests people, everyone's welcome.

Brenna Clarke Gray:

Gosh, I love the range. You guys are doing stuff from the super practical, here's how you do your CV for tenure promotion, all the way to really the big picture questioning and thinking stuff. I wonder if I can rewind you a little bit, Carolyn, to the SOTL workshop that you're doing. I often find that folks think they don't know what SOTL is, but really they've got a question that they want to solve for their learners and maybe they actually know exactly what SOTL is. So could you give us just a little capsule of what kind of person might be interested in doing that SOTL retreat?

Carolyn Ives:

Oh, anybody who has questions about what's happening in their classroom might be interested in the SOTL retreat. It really asks faculty, or I should say invites faculty, to consider if you did something differently, what would that look like and what would the result be and how can you evidence that? Can you collect some data to see how this change you're making might impact student learning? Really the retreat will walk people through the process of conceptualizing, how do I refine that research question into something that I can practically collect data on, and do so in a way that treats my students as research partners rather than research subjects? And it's a good way to get your students interested in research as well if that's that's one of your goals. What kind of intervention or change do you want to see in your classroom or what cool thing are you doing already that you think has had an impact but you're not sure if it's had an impact? What kind of data can you collect to give you that information and how can you analyze that data to determine whether or not your instincts were right?

Brenna Clarke Gray:

And share with others too, right? That's a big part of SOTL is share that learning outward then.

Carolyn Ives:

I agree. I think that the biggest difference between scholarly teaching and scholarship of teaching and learning is the research ethics piece and the dissemination piece. Disseminating, sharing, letting others learn from your own experiences and research, super important.

Brenna Clarke Gray:

The other thing is a question for both of you, which is to rewind back to when Carolyn started speaking. The book club, this is my own bias. As you know I really like CELT book clubs and I often participate in them. This one sounds fantastic. I wondered if you could say a little bit more about the choice of book. I'm wondering if this is a good first step for folks who have curiosity or interest or desire to start to explore indigenizing their curriculum but maybe don't know where to start?

Carolyn Ives:

The book was one that Rhonda from CELT, she's our Williams Lake representative, Rhonda McCreight. She's halftime in nursing halftime in CELT. She suggested it and I looked at it and what I love about the book is, it's got these wonderful moments that invite readers to reflect on what they're doing and why they're doing it. I'll let Laura say a little bit more, but I think for me, it's an excellent introduction to thinking about how to indigenize your classroom.

Laura Grizzlypaws:

Looking at the work in regards to respect amongst faculty, staff, and even the work that we're doing because predominantly it's for the improvement of increasing education outcomes for students, is through the discovery and awareness of indigenous authors and themes. And then I think that, for this part, learning more about indigenous themes, engaging in this book club creates opportunities to engage in conversations of indigenous perspectives that will help address obligations, responsibilities, solidarity and supporting indigenous peoples, indigenous teaching and learning practices and learning really about how to engage in authentic allyship with the work that we're doing through reconciliation and our work on the traditional lands of the Secwepemc, Tk'emlups te Secwepemc, and the other indigenous communities as well that TRU engages with.

Providing really support on an ongoing learning in a reflective process, because deconstructing colonialism is a personal journey that each individual will take on their own in regards to identifying their own practices as well as how they can create and implement change, because learning is lifelong and so it's never ending. So we have to continuously challenge ourselves and put ourselves into uncomfortable positions and/or situations to grow, in order for growth to take place. This is an opportunity to be able to take that reflective process through literacy, through indigenous authors like this.

Brenna Clarke Gray:

I think one of the things I like best about the way you guys do book clubs is that oftentimes people buy, but don't pick up a book because it feels like a big time commitment, but this is, you meet weekly and yeah, that reflection takes place over time, which I think can be really useful. I'm going to try to make sure I can come out to this book club because it does sound fantastic.

I think, I promised I wouldn't keep you super long and I know how busy you both are. I thought I might just ask you as an open final question and you can take it in whatever direction you want. We're in unique roles in that we get to be facing faculty from across the campus. We get to know people in every discipline. We get to get a sense of sort of what's working and what's not working. I wonder if you have a sense of how faculty are at the end of this term. Last year at the end of term, everybody was so burnt out from the return to campus and all that that had drawn out of everyone. I'm wondering if you feel like the vibes on campus are different this year or if people are still really battling that fatigue and exhaustion or where you think folks are at right now?

Carolyn Ives:

I actually think it's somewhat similar to last year. I think people are still doing a lot and I think our push to hire more faculty will certainly help with that, but I think people are hopeful too. At least the people I'm talking to are mostly hopeful and looking forward to a rejuvenating summer to really rest up and do some intentional planning for fall.

Brenna Clarke Gray:

How about you, Laura? Where do you feel like faculty are at when you talk to them these days?

Laura Grizzlypaws:

What I recognize when you're coming to the end of a semester is that the engagements decrease. Faculty are engaged with their role facilitating learning as well with their students, et cetera, marking, grading, assessments and finalizing and submitting all that, so the consultations and workshops decrease in the numbers when you come creeping up to the end of the semester. Primarily a lot of my role is facilitating learning and encouraging development among faculty departments and staff and providing opportunities for them to engage in training in subject areas specific to indigenous knowledge in their area.

I recognize I've done and delivered workshops every Wednesdays, but the month of April and May I decided not to facilitate any workshops and just focus specifically on faculty staff consultations and support as opposed to delivering weekly workshops, because the numbers start dropping when you start getting up to the end of the semester because a large percentage of faculty and staff are busy doing their grading, et cetera. I've basically been really occupied lately just providing consultation appointments and bookings available to staff and to all staff development of resources and helping them to build and deepen their background knowledge of indigenous knowledge and perspectives and

experiences, past and present, and supporting that opportunities to those that engage and book those sessions with me.

But definitely the numbers do decrease and there is still a high number of faculty who are still dealing with student's behavioral problems or issues in regards to the factors and or experiences that students are going through. As faculty members and staff of TRU, we recognize coming out of the pandemic has its impacts, but we have to recognize and understand that students have been impacted by that as well. And so students are exhausted and they're struggling and they are having and facing their challenges that they are enduring and experiencing as well. I think that a large percentage of students and faculty are just trying to find that balance in regards to their roles as meeting the learning outcomes, et cetera. It's literally right now, it's working closely with faculty and staff trying to find solutions and providing them support and feedback and guidance on their constructive curriculum development or program design, but also how they're trying to navigate and work with stressed students.

Brenna Clarke Gray:

It's been really interesting. I work in ed tech. We don't normally have big conversations about the classroom management piece on my side of the house, but this year we sure have. I think that there's a lot of stuff going on under the surface and I just-

Laura Grizzlypaws:

Think one of the biggest things that I'm seeing, or just according to research in that, is that there's a huge mental health issue that's really surfacing and students are depressed and coming out of that or trying to find the tools and/or resources to navigate those things. I think that's real talk. People don't talk about mental health and I think that that's one of the biggest issues that needs to be talked about and addressed in regards to providing student support. We have the wellness department here at TRU and I really believe that we need to create more awareness about what the resources are and availabilities and what and how to navigate those resources to help students to gain a sense of belonging, but not only that, but the tools to be able to face whatever challenges or hardships that they may be enduring.

Carolyn Ives:

It's true. We do get emails from faculty who are concerned about student mental health. The Wellness Center has been a great resource and for some kinds of concerns also, accessibility services has been great.

Brenna Clarke Gray:

I'll include some links in the show notes today to those resources. I think it's always a good reminder, especially when folks are in that reflective space at the end of term, that making access to those resources really visible and normal in your class materials can really help. Seeking out support is what successful students do. It's not a failure to need to go and find those supports, and I think that faculty are actually in a really good place to reinforce that message as much as possible.

Carolyn Ives:

Make it easy for students to find those resources. Don't make students have to search for them.



Laura Grizzlypaws:

That's one of the key things too, is that one of the biggest barriers as well in regards to student success is that not knowing about how to access resources on campus. Whether it's indigenous support services or just overall mental health, I think those kinds of resources need to be more available in regards to how to access, how to navigate, where to go, who to contact.

A large percentage of students, when I was teaching courses here at TRU as well, I didn't have a lot of students that actually engage on that teacher time for support, for homework or for resources. I never ever saw a student for that time that was slotted for student support and students don't reach out for help. Why is that? Why are they not reaching out for help, especially if they're struggling? Sometimes we need to do that extra, put that extra arm out to state like, this is what's available. This is what can be done. This is where you can go. And we need to, as educators, educate our students as well as what availability are on campus that they can reach out to.

Brenna Clarke Gray:

I think that's so important. I mean, it really is critical to helping students recognize what they need and where those supports are and helping to offer the guidance to get there. And I think it's a really good place to leave it because we started talking about faculty development opportunities, but the reason we want to develop as faculty is so that we can serve our students and so we can help them achieve their successes. So to me, it's a very natural place that our conversation went here.

Carolyn Ives:

One other thing, I just wanted to give a shout out to all the people who are going to be presenting for CELT too, if that's okay. You mentioned academic CVs and I'd be remiss if I didn't point out that Larry Isles is doing that session and we have amazing support from people like Brenda Smith who's going to do document management, TRUFA who's going to talk about APARs and that kind of thing, research office as well. I just want to make sure that people understand that CELT doesn't do it alone. We have a lot of amazing, amazing faculty and offices who come and present for us too.

Brenna Clarke Gray:

So funny, Carolyn, because my introductory essay today is all about citational practice and you've just demonstrated beautiful citational practice there. Thank you so much for doing that.

Carolyn Ives:

Aw, thanks. I probably missed people, but not because they aren't amazing and important.

Brenna Clarke Gray:

Take care both of you. Thank you so much.

That is it for season three, episode 20, how did that happen, of You Got This! As always, if you want to write to us, you can email me. I'm bgray@tru.ca. I'm also on Twitter @BrennaCGray, and in both cases, that's gray with an A. All of our show notes and transcripts are posted at yougotthis.trubox.ca, and of course you can always comment on individual episodes there.

I'm going to leave you today with a Tiny Teaching Tip, or maybe more like a tiny call to action. You've probably heard by now that TRU has plans to scrap the Bachelor of Fine Arts program, and I think this is a real shame. One of the things that impressed me when I first moved to Kamloops was just how much

arts and culture life there is in this little town and the cyclical relationship between campus and the arts community in the city in general, and the BFA is a huge part of that.

My kiddo spent his March break at the art camp, at the art gallery. That camp is deeply connected to the fact that we have a BFA at TRU and that provides employees for the camp and also for the art gallery. It keeps a vibrancy and an urgency about the arts here in town. Kamloops punches above its weight culturally, between the symphony orchestra and the theater, and yes, the Kamloops Art Gallery. And all of those things are part of an ecosystem that the BFA is a central part of.

I'm going to link in the show notes to the Petition to encourage administration to change their mind, and I hope you'll consider signing it and getting involved in some of the other events on campus and off campus that will encourage maybe a change of heart on this one. It's been difficult for the last few months, years to see how we can encourage change amongst decision makers at this university, but I think this is a fight that really matters and I hope you will consider getting involved.

Until next time, I hope that you will take care of yourselves and each other. I'm grateful to have this space to talk with you, and I look forward to chatting again soon. Take care. Bye bye.