

INDIGENOUS ACADEMIC INTEGRITY: PARADIGMS INTO PRACTICE

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Internationally there are gathering movements of decolonizing and Indigenizing post-secondary education. Indigenous peoples with their approaches to gathering, sharing, and safeguarding knowledge for millennia are key to these movements. When it comes to academic integrity, Indigenous people have much to give to strengthen the diversity of thought and theory in the academy.

In Canada, Indigenous peoples are distinct and diverse nations and communities who carry forward the knowledge of millennia in their stories, songs, protocols, ceremonies, and histories. As Indigenous

peoples we know that the knowledge we carry must be authentic, validated, and shared through principled action in order for our peoples to survive and thrive into the future.

Join us as we discuss the paradigms and principles of academic integrity based on Indigenous values. Providing the philosophical and the practical, this presentation is designed to explore Indigenous approaches to the caretaking of knowledge for both Indigenous and non-Indigenous members of the post-secondary community.

WORKSHOP DESCRIPTION

This presentation will explore the Indigenous Academic Integrity project. Designed to serve Indigenous and non-Indigenous scholars, students, faculty, and community, the Indigenous Academic Integrity project provides insight into paradigms and practices founded in shared values and parallel ways of being. Using a multimodal approach to storytelling, including oral, visual, and written mediums, this presentation demonstrates the formal rigour, validation, and approaches found within Indigenous paradigms that serve to caretake and protect the integrity of knowledge. This resource provides concrete practices that centre Indigenous academic integrity and stem from Indigenous theories and Indigenous research, and it focuses on the principles of relationality, reciprocity, and respect.

Equity, diversity, and inclusion have never been more important to our global community than

they are today. The inclusion of new ideas, new perspectives and diversity of thought are the focus of movements around the world. The caretaking of knowledge is fundamental to every culture and every people, yet academic integrity is often considered from a single perspective, a western, often legalistic, and individualist perspective. With growing international calls to decolonize and Indigenize post-secondary education, this presentation offers insight into the values-based, collectivist paradigms, and practices of Indigenous academic integrity.

The presentation will outline the Indigenous Academic Integrity project and how it seeks to explore the many ways of being, connecting, and learning which support both Indigenization and decolonization in the field of academic integrity.

LEARNING OUTCOMES

- Identify specific themes and principles of Indigenous paradigms.
- Gain insight and examples of Indigenous paradigms in practice.
- Ability to demonstrate concrete knowledge on differences between decolonization and Indigenization in the academy.

My hope, as an Indigenous scholar, is that my research and this project will support reconciliation and create bridges of understanding between Indigenous and non-Indigenous academia. In order to support the inclusion of Indigenous voices in

scholarship, non-Indigenous academics must be able to understand the validity and rigor of Indigenous ways of knowing. The intent of this project is to outline the paradigms of Indigenous academic integrity and demonstrate the practical implementation of Indigenous principles and values. This presentation would allow me to connect with social workers interested in social work education, the perfect group to proof these ideas and engage in a discussion on this topic. I look forward to coming together with my peers and social work community members to build bonds of understand and respect.