

Contributors to this issue

Jo-ann Archibald, Q'um Q'um Xiiem, is from the Sto:lo Nation. She is the Associate Dean for Indigenous Education in the Faculty of Education at the University of British Columbia. Her current research includes Indigenous storywork as methodology and pedagogy, Indigenous student transitions from undergraduate to graduate studies, and culturally responsive math education.

Jeff Baker is a doctoral student in curriculum and pedagogy at the University of British Columbia. A person of Métis, Chinese, and Norwegian ancestry, his community-based research in Indigenous science education is rooted in the ethical spaces that emerge at the intersections of Indigenous knowledge systems and biocentric complexity thinking.

Cyndy Baskin is of Mi'kmaq and Celtic descent. She is an associate professor in the School of Social Work at Ryerson University. Her teaching, research, and community interests include Indigenous world views in education and Aboriginal research methodologies in working in all areas of social work practice.

Heather Castleden is a postdoctoral fellow with the Network Environments for Aboriginal Research (NEARBC) at the University of Victoria. She is investigating the relations and tensions between academic and Indigenous perceptions of community-university partnerships focusing on the 4 R's of Indigenous research with respect to the ethical, theoretical, and practical implications associated with community co-authorship.

Lynne Davis is Program Director of the PhD Program in Indigenous Studies at Trent University. She worked as a researcher, policy analyst, and writer in education for the Royal Commission on Aboriginal Peoples and co-edited *Aboriginal Education: Fulfilling the Promise*. Her current research focuses on Aboriginal alliances with social and environmental movements.

Ahnungoonhs, Brent Debassige is Ojibway-Anishinaabe and a member of the Caribou clan from M'Chigeeng First Nation, Ontario. He is a doctoral candidate at York University. His research focuses on his transformational journey of coming to know Anishinaabe *mino-bimaadiziwin* (loosely translated, living the good life), and how this way of knowing informs good and respectful research. Brent is committed to the preservation and sustainability of Anishinaabe language and culture and is an active member of the Three Fires Midewiwin lodge and a Sundancer.

Sarah de Leeuw is a human geographer and assistant professor in the Northern Medical Program at the University of Northern British Columbia. She also is a research associate with the National Collaborating Centre on Aboriginal Health. Her work focuses primarily on relationships between colonialism (historically and arguably extant today) and the contemporary sociocultural realities lived by Indigenous peoples.

Spy Dénommé-Welch is a multidisciplinary artist and scholar completing a doctorate in education at York University. His areas of research focus on arts pedagogy, imagination, and Indigenous thought. He regularly speaks at conferences and presents work at film and theater festivals in Canada and internationally.

Debbie Dergousoff entered the PhD (sociology) program at Simon Fraser University in 2006 after completing her BA Honours (w / distinction) and her MA in sociology at the University of Victoria. Her doctoral research is an institutional ethnography of gender and democracy in fair trade co-operatives in Oaxaca, Mexico.

Shawn Donaldson, an adjunct professor at Carleton University, has held a variety of environmental health-related positions that have involved research in northern Manitoba, Saskatchewan, Quebec, and Nunavut. His research interests include conducting human health research at the interface of science and social science in rural and remote communities.

Tina Ngaroimata Fraser is a Maori scholar in the University of Northern British Columbia. She is the Research Manager for the BC Initiatives for Aboriginal Health, Cultural Advisor for the National Collaborating Centre for Aboriginal Health, and an adjunct professor in the First Nations Studies Program. She is currently completing her doctorate at the University of British Columbia.

Rainey Gaywish is third-degree Midewiwin of the Three Fires Midewiwin Lodge. Her dissertation focuses on the work of Edward Benton Banai in revitalizing Anishinabe Midewiwin spiritual traditions. Rainey is a program director with Aboriginal Focus Programs in Extended Education at the University of Manitoba.

Audrey R. Giles is an assistant professor in the School of Human Kinetics at the University of Ottawa. She works in and with Aboriginal communities to gain a better understanding of factors that influence participation in sport, recreation, and physical activity.

Kundoque, Jacquie Green is from the Haisla Nation and an assistant professor in the School of Social Work and holds a BSW, MPA, and is a doctoral candidate in Indigenous governance at the University of Victoria. Her teaching is embedded in understanding traditional knowledge and philosophies, thus looking at identity and language through storytelling. She focuses her research, writing, and teaching on Indigenous-centered knowledges to inform what social work practices could look like.

Margo Greenwood, a Cree Indigenous scholar, is the Scientific Director of the National Collaborating Centre for Aboriginal Health. She is tenured faculty in the School of Education at the University of Northern BC and faculty with the First Nations Studies Program. She is the mother of three sons, and her research focuses on the good care of Aboriginal children. Her work in the field of early childhood spans more than three decades and has affected policies at the local, regional, provincial, national, and international levels.

Francis Guenette is a Social Sciences and Humanities Research Canada (SSHRC) doctoral fellow in educational psychology at the University of Victoria where she also works as a counselor educator. Her research interests explore the boundaries of marginalization and change in women's work experiences and how this influences family and community interactions.

Celia Haig-Brown, Faculty of Education, York University, teaches courses in research methodologies and community education. Her latest book *With Good*

Intentions: EuroCanadian and Aboriginal Relations in Colonial Canada (2006) was co-edited with David Nock. Her best known work is *Resistance and Renewal: Surviving the Indian Residential School*. Her current SSHRC-funded project Education as Regeneration: Processes of Decolonization focuses on the place of Indigenous knowledges in educational institutions.

Jessica Hendry has a BSW from Ryerson University. As a non-Aboriginal woman, Jessica is interested in ongoing learning about Aboriginal communities, the struggles that they have been forced to deal with since colonization began, and her role as an ally.

Donna Hill has an English Honours BA from Okanagan University College (2005) and an interdisciplinary MA from University of British Columbia Okanagan (2008). She is currently a first-year doctoral student in the University of British Columbia's Faculty of Education, with an interest in Indigenous knowledge and methodologies. Her heritage is French Métis, English, Irish, and Scottish.

John Hodson is the Research Officer in the Tecumseh Centre for Aboriginal Research and Education at Brock University. John is of Mohawk descent, Turtle clan, and has worked in Aboriginal education at the college, university, and community levels in Ontario for over 15 years. John is currently pursuing a doctorate at York University and is a recipient of an SSHRC doctoral award.

Peter Hutchinson belongs to the Métis Nation and is currently a postdoctoral fellow at the University of British Columbia Okanagan, Faculty of Health and Social Development. Peter receives funding from the Canadian Institute of Health Research, Health Services and Policy Research, and the Michael Smith Foundation for Health Research.

Judy M. Iseke-Barnes is the Canada Research Chair in Indigenous Education and an associate professor at Lakehead University. She teaches graduate courses in Indigenous studies in education. Her research focuses on Indigenous storytelling with community Elders, exploring oral traditions, stories, and histories of families and communities to understand the complex responsibilities of Indigenous knowledge. She has published recently in the *Canadian Journal of Native Studies*; *Resources for Feminist Research*; and *Diaspora, Indigenous, and Minority Education*.

Ruth Koleszar-Green identifies as a Mohawk woman with Celtic ancestry. She has a BSW and an MSW from Ryerson University. Ruth is currently working with Ryerson University's Aboriginal Student Services as an academic support advisor, as well as teaching a section of the course Aboriginal Approaches to Social Work in the School of Social Work.

Lynn Lavallée is Algonquin, Cree, and French (Métis) with roots in Temiscaming, Maniwaki, Sudbury, and Mariapolis. Her research interests involve Indigenous health, recreation/sport, epistemology, and research methods. Lynn is an assistant professor in the School of Social Work at Ryerson University.

Deborah Lee, who is of Cree and Mohawk ancestry, obtained her graduate library degree in the spring of 2000. Since then, she has worked as a reference

librarian at the National Library of Canada and Library and Archives Canada and is currently the Indigenous Studies Portal Librarian and Team Leader at the University of Saskatchewan Library.

Catherine Longboat completed her thesis study based on ethical space theory in May 2008. She is currently in the Joint PhD program in Leadership and Policy Studies. She serves on Brock University's Research Ethics Board and Aboriginal Research Advisory Circle and the Ministry of Ontario EQAO Sensitivity Committee.

E. Anne Marshall is a professor of counseling psychology and Director of the Centre for Youth and Society at the University of Victoria. Her research focuses on emerging adulthood transitions and identity, mental health in cultural and Indigenous contexts, counseling interventions, life-career development, qualitative methodologies, and knowledge exchange.

Mindy J. Morgan is an assistant professor of anthropology at Michigan State University where she is also an affiliated member of the American Indian Studies Program. Her research focuses on Indigenous language revitalization and maintenance. Before starting in her position at Michigan State, she worked on a collaborative Nakoda language project at Fort Belknap Tribal College.

Jennifer Murrin identifies as a woman with Mi'kmaq and Celtic ancestry. She has a BSW from Ryerson University and is currently working with street-involved youth. In future Jennifer wishes to pursue an MSW specializing in Indigenous knowledges in social work.

Christopher Mushquash is Ojibway and a member of Pays Plat First Nation. He is currently a doctoral candidate at Dalhousie University, Department of Psychology, supervised by Sherry Stewart and Patrick McGrath. Christopher receives financial support from the Atlantic Aboriginal Health Research Program and the University of Toronto/McMaster University IHRDP.

David Newhouse is Onondaga from the Six Nations of the Grand River near Brantford, Ontario. He is Chair of the Department of Indigenous Studies at Trent University and an associate professor in the Business Administration program. He is also Co-Chair of the Trent Aboriginal Education Council.

Ewelina Kinga Niemczyk is a graduate student in administration and leadership in education at Brock University. For the past three years, she has been actively involved in various research projects across many departments. Ewelina's own research explores the process of research assistants becoming social science researchers.

Deb O'Rourke is a non-Indigenous visual artist and writer in the York University Master's in Education program. As an educator focusing on democracy in education, she believes that it is vital to acknowledge the primacy of Indigenous societies in all aspects of Canadian life. This involves the need to face our history unflinchingly in order to prepare the ground to work together for the best that can happen in the name of democracy.

Michelle Pidgeon is from Newfoundland and Labrador. She is currently an assistant professor in the Faculty of Education at Simon Fraser University. She completed her doctorate in the University of British Columbia in 2008. Michelle's

research agenda spans the disciplines of higher education, student services, and Aboriginal education.

Adam Pulpan is a non-Aboriginal doctoral student at York University who works with both Aboriginal and non-Aboriginal communities. His research looks at the possibilities for intergenerational relationships and sharing knowledge and values in schools. His goal is to have a positive influence on the people, communities, and world around him through his research and other efforts.

Jocelyne Robinson is an international artist and a doctoral student in the Faculty of Education at the University of British Columbia. In 2007 her art called *Dancing to the Songs of the Universe* became the first Canadian permanent public art sculpture to be mounted in Shanghai, China. The sculpture was created for the commemoration of Tongji High School's 100th anniversary.

Helen Roy is a tribal member of the Wikwemikong First Nation. Despite the residential school system and the prohibition of Native languages, Helen maintained Ojibwe as her first language. She currently teaches a three-year sequence of Ojibwe at Michigan State University. She has worked for the Lansing School District as a language specialist, and taught at Central and Western Michigan University and Bay Mills Community College.

Mina Rumbolt is an Inuk from Sanikiluaq, Nunavut, where she is an elementary schoolteacher and master's student at the University of Prince Edward Island. She is much interested in Inuit Qaujimajatuqangit and how Inuit are adapting to today's modern ways, but she also believes that she has more to learn and is responsible for passing on this disappearing knowledge to younger generations.

Sandra D. Styres is of Mohawk, English, and French descent from Quebec and resides on the Six Nations of the Grand River Community in Ontario. For several years she has been actively involved in her community designing and facilitating training programs for First Nations youth. She is a doctoral student and staff member of the Tecumseh Centre for Aboriginal Research and Education at Brock University. Her research interests include socio- and ethnolinguistics, language-shifting, critical social theory, and teacher education.

Edosdi, Judith C. Thompson (Tahltan) is an instructor at Northwest Community College in Prince Rupert, BC, and a doctoral candidate at the University of Victoria. Her research involves looking at the connection between the Tahltan people's language and land and how her people pass on their knowledge and wisdom through oral traditions.

Caroline M. VanEvery-Albert is a member of the Mohawk Nation, Turtle Clan, from Six Nations. She is currently a doctoral student at Trent University in the Indigenous Studies program. As an educator and language speaker/learner, her goal is to help develop a quality immersion program rooted in Kanyen'kehaka (Mohawk) teaching, learning, and language.