

Contributors to this Issue

Cash Ahenakew, PhD, is a First Nations scholar whose research experience and interest focuses on the areas of international Indigenous studies in education, Indigenous curriculum, pedagogy, methodologies, and Indigenous health and well-being. He has been a research associate in international research projects on global citizenship education, international Indigenous networks, and critical intercultural education at the University of Oulu (Finland) and the University of Canterbury (Aotearoa/New Zealand). Cash is Plains Cree and his family comes from Ahtahkakoop Cree Nation.

Jo-ann Archibald, Q'um Q'um Xi'em, is Sto:lo and X'al'ip from British Columbia. She is the associate dean for Indigenous Education, director of the Indigenous Teacher Education Program (NITEP), and a professor in the Faculty of Education at the University of British Columbia. Jo-ann has been the theme editor of the *Canadian Journal of Native Education* since 1992.

Isabel Altamirano-Jiménez is Zapotec, from the Isthmus of Tehuantepec in Oaxaca, Mexico, and is an associate professor in the Department of Political Science and the Faculty of Native Studies at the University of Alberta. She has published a number of articles and book chapters in both domestic and international venues. Her recently published book from UBC Press, *Indigenous Encounters with Neoliberalism: Place, Women and the Environment*, examines the relationship between the articulation of Indigeneity, neo-liberal governance, gender, and the environment in Canada and Mexico.

Laura Arbour is a professor in the Department of Medical Genetics at the University of British Columbia, an affiliate professor in the Division of Medical Sciences at the University of Victoria, as well as clinical lead for medical genetics in the Department of Laboratory Medicine for the Vancouver Island Health Authority. Trained as both a pediatrician and a clinical geneticist (McGill University), her work as a clinician investigator integrates maternal-child health issues and the understanding of the genetic component to Aboriginal health for all ages.

Jody J. E. Butler Walker is the co-founder and executive director of the Arctic Institute of Community-Based Research. She holds two master's degrees (in Community Health Sciences from the University of Northern British Columbia and in Environmental/Civil Engineering from the University of British Columbia) and a BSc from the University of Alberta. She has lived "north of 60" for 30 years and has worked with many Indigenous and non-Indigenous communities in the Yukon, Northwest Territories, and Nunavut. Her research interests include chronic disease prevention, food security, and multi-sectoral collaboration.

Nadine R. Caron was born and raised in Kamloops, British Columbia. She completed medical school and surgery residency at the University of British Columbia, fellowship training in endocrine surgical oncology at the University of California (San Francisco), and her master's degree in Public Health at Harvard University. Caron is a general and endocrine surgeon and assistant professor in

the University of British Columbia's Faculty of Medicine's Northern Medical Program. She serves on numerous committees, including the Governing Council of the Canadian Institutes of Health Research.

Natalie Clark, MSW, PhD (ABD), is a faculty member in the School of Social Work at the University of British Columbia's Vancouver campus, on the unceded lands of the Musqueam peoples. Natalie's work is informed and mobilized through her interconnected identities, including her Métis ancestry, and her identities as a solo parent of three Secwepmec children and part of the Secwepemc community, as an academic, as a community-based researcher, and as a trauma counsellor. Natalie's doctoral research focuses on Indigenous child and youth trauma, with a focus on healing and resistance to violence.

Dawn Darlston-Jones, PhD, MAPS, is an associate professor and critical community psychologist and coordinator of the Bachelor of Behavioural Science program at the University of Notre Dame Australia's Fremantle campus. The focus of her current work is Indigenous education and the importance of curriculum change to encourage and support Aboriginal and Torres Strait Islander students in higher education, as a mechanism for broader social inclusion. Her research focuses on the nexus of education and psychology, with particular emphasis on contesting structural oppression through resistance and emancipatory partnerships.

Whitney Darlston-Jones completed a Bachelor of Arts (Politics) and a Bachelor of Behavioural Science (Honours) at the University of Notre Dame Australia (Fremantle). The decolonized curriculum in the Behavioural Science program provided the capacity to analyze human behaviour and functioning through a critical lens that captured the complexities inherent in diverse contexts and the impact of these on well-being. As a budding researcher, she focuses on the translation of philosophy and theory into practical applications in the pursuit of social change.

Pat Dudgeon, PhD, FAPS, is from the Bardi people of the Kimberly area in the state of Western Australia. She is a professor, psychologist, and research fellow at the School of Indigenous Studies at the University of Western Australia. Her many commitments include commissioner of the Australian National Mental Health Commission, a member of the executive board of the Australian Indigenous Psychologist's Association, and co-chair of the commonwealth Aboriginal Torres Strait Islander Mental Health and Suicide Prevention Advisory Group.

Reina Hineraukura Hapi

Ko Horohoro me Taupiri ngā maunga

Ko Pokaitu me Waikato ngā awa

Ko Kearoa me Waipatoto ngā marae

The mountains I belong to are
Horohoro and Taupiri

The rivers I belong to are Pokaitu
and Waikato

The ancestors I belong to are Kearoa
and Waipatoto

*Ko Ngāti Kea/Ngāti Tuara
me Ngāti Kinohaku ngā hapū
Ko Te Arawa me Tainui ngā waka*

The sub-tribes I belong to are Ngāti Kea/Ngāti Tuara and Ngāti Kinohaku
The canoes I belong to are Te Arawa and Tainui

*Ko Te Arawa me Ngāti Maniapoto
angā iwi*

The people I belong to are Te Arawa and Ngāti Maniapoto

Ko Reina Hineraukura Hapi tōku ingoa

My name is Reina Hineraukura Hapi

I am in the Master of Māori Visual Arts program at Massey University.

Jillene Harris is a lecturer in the School of Psychology at Charles Sturt University, New South Wales, where she teaches the first year foundational subject of Indigenous Australians and psychology. She is the Indigenous liaison person for the School of Psychology and has an active interest in recruiting and supporting Indigenous students undertaking psychology. She is the Arts Faculty representative of the Indigenous Education Strategy Coordinating Group which oversees Indigenous education strategy implementation at CSU.

Candace Kaleimamowahinekapu Galla, a Native Hawaiian, is an assistant professor in the Department of Language and Literacy Education at the University of British Columbia. Her research addresses a gap by investigating the ways in which multimedia technology has benefited and problematized Indigenous language learning and teaching, as well as how technology has impacted and influenced the development of language materials. She also looks at how hula (Hawaiian dance) is used as a form of education which embeds Hawaiian language, literacy, and literary knowledge.

Jeannie Herbert is a professor, the pro-vice chancellor of Indigenous Education, and the foundation chair of Indigenous Studies at Charles Sturt University. Her long career across all sectors of education, in particular Indigenous education, culminated in her Member in the Order of Australia (AM) award in 2012 for her “service to tertiary education, particularly through improvements to educational outcomes for Indigenous people, and to the delivery of learning opportunities across regional and remote northern Australia”¹.

Shelly Johnson, Mukwa Musayett/Walking With Bears, is of Saulteaux and Norwegian ancestry and a visitor on the unceded territory of the Musqueam people. She is an assistant professor in the School of Social Work at the University of British Columbia, Vancouver. She is the principal investigator of four national and international research awards grounded in the principles of Indigenous legal sovereignty, cultural self-determination, and activism in colonial contexts, including Indigenous therapeutic jurisprudence and Indigenous child welfare.

Eduardo M. Jovel is an associate professor in the Faculty of Land and Food Systems and the director of Indigenous Research Partnerships at the University of British Columbia. His research interests include ethnobotany, Indigenous medical systems, traditional agriculture, mycology, Aboriginal health, and natural products chemistry. Current projects include traditional food systems,

food security, biopesticides, and gender relations in agriculture. Jovel has led a number of international research projects in collaboration with Indigenous people in several countries.

Keiki Kawai'ae'a, a Native Hawaiian, is the director of Ka Haka 'Ula O Ke'elikōlani College of Hawaiian Language at the University of Hawai'i at Hilo. She is one of the pioneering families and key players in re-establishing schools through Hawaiian language after such schools had been banned for 90 years. Dr. Kawai'ae'a has been an invited speaker at national and international gatherings addressing Hawaiian education, language, and culture revitalization and native teacher education, for which she has received several honours, including the National Indian Education Association Educator of the Year.

Christopher E. Lalonde is a professor and undergraduate advisor (psychology) at the University of Victoria. He is the associate director of the University of Victoria's Centre for Aboriginal Health Research. His research focuses on cultural influences on identity formation and social-cognitive development, the role of culture in the health and well-being of Aboriginal youth, as well as injury rates within First Nations communities on Vancouver Island.

Beth Leonard is Deg Xit'an Athabascan (Dene) and a member of the Shageluk Tribe of interior Alaska. She is an associate professor of Indigenous Studies at the University of Alaska Fairbanks' Center for Cross-Cultural Studies. Her teaching and research activities focus on Indigenous methodologies and pedagogies. As a Core Fulbright US Scholar, Leonard taught and conducted research with Dr. Mercier at Victoria University of Wellington's Te Kawa a Māui-School of Māori Studies, from January to June of 2014.

Georgina Martin, PhD, identifies as Secwepemc and is a member of Lake Babine Nation in British Columbia. She recently obtained her doctoral degree in the Department of Educational Studies at the University of British Columbia. Georgina believes that as an Indigenous scholar-practitioner she can help improve the education and socio-economic disparities of Indigenous peoples. Her interests include intergenerational trauma from residential schools, cultural identity, Indigenous self-determination, Indigenous education, and Indigenous voice.

Rod M. McCormick, a Kanein'kehaka psychologist and professor at Thompson Rivers University, holds the BC Regional Innovation Chair in Aboriginal Early Childhood Development. A recognized Indigenous mental health specialist, he also works as a clinical consultant to several Aboriginal healing centres and organizations, as well as government departments, such as Health Canada. His area of specialization is Aboriginal mental health and the development of culturally appropriate healing approaches for Aboriginal people. McCormick has numerous research projects and publications in this field.

Deborah McGregor is an associate professor of Aboriginal Studies and geography at the University of Toronto's Aboriginal Studies Program. She is an Anishnaabe from Wiigwaskingaa (Whitefish River First Nation, Birch Island, Ontario), and an educator at both the university and community levels. She is

also an environmental consultant for various Ontario First Nations organizations. McGregor's research focus centres on four areas: Indigenous knowledge in an urban context; Indigenous knowledge with a focus on gendered knowledge; Indigenous perspectives on water quality/quantity; and Indigenous research approaches.

Ocean Mercier is a senior lecturer in Māori Studies at Victoria University of Wellington, Aotearoa/New Zealand, where she teaches and researches the interface between science and Māori knowledge. She is the presenter for two seasons of Māori Television's science show *Project Mātauranga*. In 2012, Mercier won an Ako Aotearoa National Tertiary Teaching Excellence Award for her use of digital media and learning tools to enhance learning outcomes for Māori and Indigenous students.

Margaret Mutu is of Ngāti Kahu, Te Rarawa, Ngāti Whātua, and Scottish descent. She is the professor of Māori Studies at the University of Auckland. She is the chairperson of her *iwi* (nation) parliament, Te Rūnanga-ā-Iwi o Ngāti Kahu, in the Far North District of New Zealand. She has a PhD in Māori Studies and linguistics and has taught Māori language and society and Treaty of Waitangi courses at the University of Auckland for more than 25 years. She has published three books and many book chapters, and papers on a wide range of Māori issues. She has represented Māori in national and international fora.

Sarah Nelson is a PhD candidate in the Department of Geography at the University of Toronto. She completed her Master of Arts in First Nations Studies at the University of Northern British Columbia in Prince George. She is of Scottish and Scandinavian descent and was born in the region of Eastern Ontario on the land of the Algonquin people. Her research investigates the impact of Aboriginal-focused health and social services in urban environments on Aboriginal peoples' rights in Canada.

Sheilah E. Nicholas, Hopi, is an associate professor in the Department of Teaching, Learning and Sociocultural Studies at the University of Arizona. Her scholarly work focuses on Indigenous/Hopi language maintenance and revitalization, ideologies and epistemologies, and cultural and linguistic issues in American Indian education. She is published in the co-edited volume *Indigenous Youth and Multilingualism* (2013, Routledge), in numerous edited volumes, and in *American Indian Culture and Research Quarterly*; *Journal of Language, Identity, and Education*; *Language Policy*, and *International Multilingual Research Journal*.

Lester-Irabinna Rigney, PhD, is the dean of Indigenous Education at the University of Adelaide. He is well published and is a professor of education. Professor Rigney is one of the most influential Indigenous educationalists in Australia today. He has been working across the Pacific on Indigenous education in South Africa, New Zealand, Taiwan, and Canada.

Kelleigh Ryan is a descendant of the Kabi Kabi people of South East Queensland and the Australian South Sea Islanders. Kelleigh is a registered psychologist and a member of the Australian Indigenous Psychologist Association. She sits on the AIPA steering committee and is co-chair of the Australian Psychological Society

Aboriginal and Torres Strait Islander Peoples and Psychology Interest Group. Kelleigh currently holds a position as a director on the Indigenous Allied Health Australia Board.

Corrina Sparrow's ancestry is Qualicum (Pentlatch), x^wməθk^wəyəm (Musqueam), and German/Ukrainian. Corrina was born and raised on Vancouver Island and spent close to 17 years there working closely with local Indigenous communities in the areas of health education, program coordination, support work, curriculum development, facilitation, graphic design, resource social work, and management. She most recently moved back to her home community of x^wməθk^wəyəm where she fills the role of Social Development Manager and Community Services General Manager.

Andrea Tamburro, EdD, MSW, a Shawnee educator and Bachelor of Social Work program director, practices, researches, and teaches in the US and Canada. Her doctorate is in educational leadership from Simon Fraser University, British Columbia. Her research involves Indigenous social work curriculum, including decolonizing social work education and practice. Her practice is in Indigenous social services, involving child welfare, mental health, domestic violence, and criminal justice. She teaches policy, research, and practice at Indiana University Northwest.

Fiona Te Momo is of Ngāti Raukawa, Ngāti Porou, and Ngāti Konohi descent. A director in the newly-formed TRONPnui, a tribal organization that works on behalf of the tribe to enhance self-determination, she is one of 14 members who represent Ngāti Porou. She is a senior lecturer in the School of Māori Art, Knowledge and Education at Massey University, and also has been a senior academic in the School of Health and Social Services and the School of Social and Cultural Studies at Massey University. She teaches Whānau development, Māori development, community development, social services, social policy, management, social research, and Indigenous development.

Sharon A. Thira is the current director of Kloshe Tillicum, Network Environment for Aboriginal Health Research, at the University of British Columbia. Ms. Thira has a BSc and MA from the University of British Columbia. She developed several provincial and national Indigenous crisis intervention, suicide prevention, residential school trauma, and Indigenous health research programs and was instrumental in developing the Truth and Reconciliation model negotiated in the Indian Residential School Settlement Agreement.

Richard W. Vedan is an associate professor emeritus at the University of British Columbia's School of Social Work and is the former director of the First Nations House of Learning at the University of British Columbia. He was the division chair and acting dean of Instruction for Applied Arts and Community Services at Langara College. His research interests encompass the development of practice methods relevant to First Nations issues as well as the establishment of service delivery organizations that integrate traditional First Nations values and healing methods.

Note

¹ The Order of Australia Association. (2012). *The Order, Winter*(31), 26.