

EDGEs Grant Final Report

All award holders are requested to complete this accountability form by the deadline date even if some project work remains.

This form will be posted on the EDC website and will help share your outcomes with our community.

This completed form should be no more than 3 pages in length.

Title of Project: Strategies for disruptive interviews on campus and on the land

Principal Applicant:

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Kingston, Ontario
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Co-Applicant(s) and Collaborator(s):

Three of the original co-applicants have shifted roles since the project began, so contact information is included only for the two who are still active in this project.

Michelle Yeo (Mount Royal University, myeo@mtroyal.ca)

Lee Easton (Mount Royal University, leaston@mtroyal.ca)

Tim Yearington (independent)

Gabrielle Lindstrom (Mount Royal University)

Roberta Lexier (Mount Royal University)

Overview of the project:

This exchange connected Indigenous and settler educational professionals supporting faculty decolonizing their educational practices at two institutions. The host institution team at Mount Royal University had previously developed a “disrupting interview” technique to help instructors uncover colonial aspects of their disciplines, what might be considered “colonial bottlenecks” to decolonization and Indigenization. Two educational support professionals working at Queen's University visited the host team in and around Mount Royal University for four days in August 2019. As indicated in the original budget proposal and summary below, the grant was used to cover travel costs for the Queen's group.

The entire team had a transformative experience that included a day of on-campus interviews and meetings, and a day on the land searching for a 4,500 year old medicine wheel, an experience that we came to understand as a method for the disruptive interview where the land itself was interviewing us. Both days allowed us to individually and collectively reflect on our own colonial biases and engage with and question the disruptive interview process in multiple ways. As a result of this experience and the connections the grant facilitated, we find it increasingly important to engage holistically with disruptive interview research through our emotions, bodies, souls, and minds; and to incorporate land-based as

well as institutionally-based methods of knowing, doing, believing, and feeling. The Queen's group in particular have adapted and expanded the MRU methods in this way.

No elements of the original proposal remain incomplete.

Describe outputs through this collaborative project:

The encounter funded by this grant was the spark for an expansion of the disruptive interview technique into a new geographic area and with a new process, and for the formation of a larger research group that includes participants from both institutions.

For the grant applicant, the four-day journey was impactful both professionally and personally, as it significantly expanded her understanding of educational development practice and Indigenous ways of feeling, being, believing, and knowing. I am grateful for the ways it strengthened my professional and personal connections to the humans and more-than-humans who participated in our experience together, and in the months since we met. It has been particularly helpful to have a research community and professional mentorship from other educational developers deeply involved in decolonization work: I feel less isolated and alone because of these connections.

For the home and host institutions, this collaboration presented an opportunity to develop and deepen the disruptive interview process for academic development in decolonization and Indigenization of education. Instructors at both institutions have now benefited from the educational development processes shared during and after our four-day encounter, through participation in disruptive interviews that follow the original process as well as a modified version.

The main benefit for the broader ED community is the continued development of the disruptive interview technique that is the focus of this project. Both campus groups have conducted further interviews and have received approvals for a revised ethics protocol that allows us to share data across institutions. Robin and Tim have developed a new disruptive interview process that incorporates land-based learning along with the standard interview and are currently evaluating the results from the first round of interviews. As we continue to disseminate our work professionally, we expect that our work will inspire EDs at other institutions to take up the challenges of supporting instructors to decolonize their disciplines and themselves. Our collaboration between settler and Indigenous educators from inside and outside academia also presents a model for educational developers to reconsider their own (likely colonial) development practices, and this may be a more deliberate research focus in future.

Some tangible outcomes:

- The full group has shared private individual reflections on their face-to-face encounter that will be used as research components in the future.
- Robin Attas and Michelle Yeo presented on this project at the Educational Developers Caucus conference in Halifax, February 2020 (“Nitawahsin Nanni: Strategies for Disruptive Interviews on Campus and on the Land.”)
- Gabrielle Lindstrom, Michelle Yeo, Lee Easton and Robin Attas had an accepted preconference workshop scheduled for the Society for Teaching and Learning annual meeting in June 2020, but this was deferred because of the COVID-19 pandemic. We hope to offer this in 2021.
- Robin Attas, Gabrielle Lindstrom, Lee Easton, and Michelle Yeo have an article in submission with an academic teaching and learning journal (“*Nitawahsin Nanni* and Disrupting Journeys”).

- Details from the encounter will be shared on a forthcoming website on the disrupting interview technique, hosted by Mount Royal University

Describe how this collaborative relationship/partnership has benefitted your ED career and/or benefitted your organization:

These relationships have benefitted my career in that I have a new research group, increased mentorship in educational development, and skills in decolonization that allow me to assume greater leadership at my institution in this area. For my organization, this grant project has led to deeper instructor development around decolonization, strengthening and supplementing the existing options for instructors on campus.

Budget:

1. What was the amount of your original award? \$2000
2. Please provide a detailed breakdown describing how the EDGEs funds were spent.

Description	Cost
Airfare (Kingston, ON – Calgary, AB return for R. Attas and T. Yearington)	1547.50
Van Rental (for medicine wheel excursion)	109.42
Gas for van rental	71.45
Meals (for R. Attas and T. Yearington during travel)	191.63
Ceremonial Tobacco (for T. Yearington)*	80.00
TOTAL	\$2000

*This expense was not in the original grant application but was approved by the EDGEs Grant Coordinator via email on Sept.13 2019.

3. If you have any funds remaining, describe your plans to make use of them.
No funds are remaining.