

**THE UNIVERSITY OF BRITISH COLUMBIA**  
*Curriculum Vitae for Faculty Members*

Date: May 5, 2021

Initials: KC

1. **SURNAME:** Charnley

**FIRST NAME:** Kerrie  
**MIDDLE NAME(S):**

2. **DEPARTMENT/SCHOOL:** English and Cultural Studies

3. **FACULTY:** Creative and Critical Studies

4. **PRESENT RANK:** Assistant Professor of Teaching

**SINCE:** July 1, 2020

5. **POST-SECONDARY EDUCATION**

University or Institution	Degree	Subject Area	Dates
University of British Columbia	Ph.D.	Language and Literacy Education	November 2019
Simon Fraser University	M.A.	English	May 2008
Simon Fraser University	B.A.	English	November 2004

**Special Professional Qualifications**

6. **EMPLOYMENT RECORD**

(a) *Prior to coming to UBC*

University, Company or Organization	Rank or Title	Dates
Simon Fraser University	Sessional Lecturer	May-August 2019
Vancouver Island University	Sessional Lecturer	September 2018-April 2019
University of British Columbia	Sessional Lecturer	January 2010-June 2014
University of British Columbia	Education Coordinator	April 2008-2016

(b) *At UBC*

Rank or Title	Dates
Assistant Professor of Teaching	July 1, 2020-

(c) *Date of granting of tenure at U.B.C.:*



- (d) *A summary of student evaluations of teaching effectiveness scores over the past five years (or since appointment if less than five years)*

Question	N	n	SD	D	N	A	SA	N/A	M	DI
Students were treated respectfully.	10	7	0	0	3	2	2	0	3.75	0.45
The instructor was available to students outside class.	10	7	0	0	0	4	3	0	4.38	0.24
The instructor responded effectively to students' questions.	10	7	1	1	1	2	2	0	3.75	0.78
The instructor demonstrated a broad knowledge of the subject.	10	7	0	0	3	2	2	0	3.75	0.45
The instructor showed enthusiasm for the subject matter.	10	7	0	0	1	5	1	0	4.00	0.24
The instructor encouraged student participation in class.	10	7	0	1	1	3	2	0	4.00	0.53
The instructor set high expectations for students.	10	7	0	1	1	2	3	0	4.25	0.57
The instructor fostered my interest in the subject matter.	10	7	1	1	2	2	1	0	3.25	0.69
The instructor effectively communicated the course content.	10	7	1	0	3	3	0	0	3.33	0.49
The instructor used class time effectively.	10	7	1	4	0	0	2	0	2.13	0.73
Where appropriate, the instructor integrated research into the course material.	10	7	0	0	2	2	2	1	4.00	0.44
The instructor provided effective feedback.	10	7	0	0	1	2	4	0	4.63	0.37
Given the size of the class, assignments and tests were returned within a reasonable time.	10	7	0	1	1	2	3	0	4.25	0.57
The evaluation procedures were fair.	10	7	0	1	2	1	3	0	4.00	0.61
I would rate this instructor as very good.	10	7	2	1	2	0	2	0	2.75	0.86

- (e) *Continuing Education Activities*

Emergence: Exploring Indigenous, Decolonizing and Anti-Oppressive Pedagogies in Virtual Spaces. Canadian Association for the Study of Indigenous Education and Canadian Critical Pedagogy Association. July 8, 2020

UBC-V CTL: Transitioning to On-line Teaching (TOT) Workshop. One week long. July 20-24, 2020. Learned and practiced practical strategies for teaching on-line.

Community Water Forum: The Value and Ethics of Water. Speakers included Okanagan National Alliance Executive Director Pauline Terbasket, Dr. John Osborn, Associate Professor John Wagner. November 5, 2020.

Nysilxcn 110. Introduction to Okanagan Nysilxcn Language (UBCO, Enow'kin Centre, NVIT partnership course). Instructor: Rose Caldwell. Winter Term 1 Grade: 84.66%

Nysilxcn 111. Next Level Introduction to Okanagan Nysilxcn Language (UBCO, Enow'kin Centre, NVIT partnership course) Winter Term II Instructor: Rose Caldwell. Grade: 85% (I now implement Nysilxcn into my teaching practice, curricula designing, writing, and presenting)

Pulling Together: An Introduction to the Curriculum Developers Guide for Indigenization. Seminar. BC Campus. January 28, 2021.

"Neurodecolonization, Mindfulness, and the Medicine Wheel: An Indigenous model of traditional wellness." Dr. Michael Yellowbird. UBC Okanagan Faculty of Education. February 1, 2021.

"Indigenous Ecology, Colonial Nature, and the Sacred Continuum in the Interior Northwest". Dr. Chad Hamill Job Talk. February 2, 2021.

ná?k'wulamən: Women in syilx Culture. Kelowna Museum and Wildrose Native Traditions. March 10, 2021.

“Coyote Stories: Bringing Coyote Back to Life, Transforming Monsters, and Being a Good Ancestor,” Connecting Strands on Current Indigenous Realities in America. Dr. Bill Cohen. UBCO in partnership with host, Exeter University. March 30, 2021.

(f) *Visiting Lecturer (indicate university/organization and dates)*

(g) *Other*

Guest speaker. English 503: Graduate T.A. Seminar (September 14, 2020)

## 9. **EDUCATIONAL LEADERSHIP**

(a) *Areas of special interest and accomplishments in educational leadership*

Indigenous pedagogies, Indigenizing the Academy, Creation of resources to help Indigenize the Academy. Collaborating to create innovative processes, materials and relationships.

(b) *Curriculum development/renewal*

Designed course curriculum for the new Communication and Rhetoric Certificate. CORH 206: Communicating Indigeneity (Indigenous content). Passed Senate.

English 202. Bachelor of Nsyilxcen Language Fluency (BNLF): Input in creating the required English credits for the innovative new Degree. Assisted with creating a cross listed English 202 equivalent to Indigenous Studies 202.

(c) *Pedagogical innovation*

Inviting elders and knowledge keepers to classes.  
Bringing land, water and arts-based practices and assignments into courses.  
Including emerging Indigenous style and citation practices in teaching.  
See 9.h. below.

(d) *Applications of and contributions to the scholarship of teaching and learning*

Participated in CTL Focus Group on TEQs. March 8, 2021.

(e) *Teaching and Learning Grants*

See 9.h below.

(f) *Formal educational leadership responsibilities*

(g) *Innovation in the use of learning technology*

(h) *Other educational leadership contributions*

Project Lead. Competitive ALT-2040 Aspire Fund awarded for my two-year project entitled **“Land-Based Indigenous Writing and Pedagogy Guide for Instructors and Students.”** \$30,000. April 2021-March 2023. Co-leads Dr. Jordan Stouck and Professor Tania Willard. An innovative much needed new digitalized knowledge resource for students and faculty on best practices for learning and teaching university writing within and from a Syilx and Indigenous Peoples’ context of land-based pedagogies and expanding notions of what university writing is and can be. Indigenizing university writing practices. The first of its kind and it will likely also be of interest to other universities and schools.

Workshop presented to UBCO FCCS and other faculties and community.

***Why We Capitalize the "I" in Indigenous: From Land Acknowledgement to Land Back.*** This talk introduced participants to a diversity of understandings regarding Indigenous style and associated concepts such as land acknowledgement, the social justice and ethics of citing, and the concept of land back. (April 1, 2021)

## 10. **SCHOLARLY AND PROFESSIONAL ACTIVITIES**

### (a) *Areas of special interest and accomplishments*

Land, ocean/water and sky-based Indigenous pedagogies and epistemologies. Embodied and arts-based education and research. L/a/r/tography (Land, artist, researcher-reflector, teacher and writer)(I indigenize a/r/tography by expanding the methodology of a/r/tography to include land as teacher). Syilx Okanagan and Coast Salish Epistemologies. Indigenous Storywork, Multimodal Literacies. Oral Tradition. Ethnohistory. Life Stories/Memoir. Experiential Education. Embodied/Multi-sensate Ways of Knowing/Cognition. Language Revitalisation. Cinematography. Dance. Rematriation. Gender. Community-building, Collaborative, Compassionate and Consensus-building Education. Kinship Approaches to Engagement. Heart, body, spirit and mind-full education and research practices. Wholistic Health. Indigenous Futurities. Decolonizing Consciousnesses.

### (b) *Invited Presentations (Identify whether International/National/Local)*

*How to Approach Health Care in a Culturally Safe Way for Indigenous People.* Addictions Education/Faculty of Medicine UBC and Providence Health Care. 2017. Local.

*What is Non-Violent Communication (NVC)?* Learning Circle. Provincial Indigenous Health Webinar. UBC. 2016. Local.

Moderator. *Allies in Health Care: 2<sup>nd</sup> Annual Community and Patient Fair for Health Profession Education.* 2010 & 2011. Local.

Moderator. *Indigenous Health Panel.* Global Indigenous Conference. UBC. 2011. Local.

### (c) *Other Presentations*

Charnley, K. (2014). "Can a marriage between Indigenous pedagogy and A/r/tography produce new visions for educational success as resurgence." World Conference on Indigenous Peoples' Education (WCIPE). Honolulu, Hawaii.

Charnley, K. (2013). "Can a marriage between Indigenous pedagogy and A/r/tography produce new visions for educational success as resurgence." Indigenous Graduate Students Symposium. The University of British Columbia.

Charnley, K. (2011) "Aboriginal Health Education Programming and Research at the UBC Institute for Aboriginal Health". Fostering Biimaadziwin - A National Research Conference on Urban Aboriginal Peoples. Toronto.

Charnley, K., Mackie, J., Rolston, K. (2010) "The Aboriginal Health and Community Administration Program: On-line Technology and The Aboriginal Oral Traditions." CATAC 2010 Cultural Attitudes towards Technology and Communication International Conference.

Charnley, K. (2006). "A Comparison between Salish World View and Platonic Philosophy: Toward a Halq'emelem Literary Aesthetic." International Conference on Salish and Neighbouring Languages. University of Victoria.

Charnley, K. (2005). "Re- visioning the Tower of Babel: Language Evolution Through Translation." READ Graduate Conference. Simon Fraser University.

(d) *Other*

(e) *Conference Participation (Organizer, Keynote Speaker, etc.)*

*What is Aboriginal peoples' contribution to world peace?* Keynote Speaker. Muslim Women's Association National Conference. Kwantlen University. 2013 & 2014. Local.

Upcoming Presentation. World Indigenous Peoples' Conference on Education (WIPCE). Adelaide, Australia. September 2022. Was originally scheduled for November 2020.

## 11. **SERVICE TO THE UNIVERSITY**

(a) *Areas of special interest and accomplishments*

Sharing knowledge and creating Indigenizing resources.

(b) *Memberships on committees, including offices held and dates*

First year English Instructors Committee – Chair: Dr. Marie Loughlin. August 2020-April 2021

Appointments Committee (Black Anglophone Faculty Hire) – Chair: Dr. Michael Treschow  
January 2021-April 2021

Communication and Rhetoric Certificate (CORH) Advisory Committee – Chair: Aisha Ravindran.  
August 2020-April 2023

Faculty of Creative and Critical Studies Indigenous Strategic Committee – Chair: Dean Bryce Traister. 2020-2021

B.A. Implementation Committee (BAIC) – Chair: Dr. Bernard Momer. August 2020-May 2021

Indigenous Content Committee – Chair: FASS Dean Bernard Momer. August 2020-April 2021

Irving K. Barber Faculty of Arts and Social Sciences. Department of Community, Culture and Global Studies - Indigenous Studies Hiring Committee: Chair: Dr. Mike Evans. October 2020-March 2021.

Indigenous Strategic Plan Executive Advisory Committee (ISPEAC) – Co-chairs: Adrienne Vedan and Dr. Sheryl Lightfoot. March 2021-March 2022

(c) *Other service, including dates*

**12. SERVICE TO THE COMMUNITY**

(a) *Memberships on scholarly societies, including offices held and dates*

Indigenous Literary Studies Association. May 2021-ongoing

(b) *Memberships on other societies, including offices held and dates*

(c) *Memberships on scholarly committees, including offices held and dates*

(d) *Memberships on other committees, including offices held and dates*

(e) *Editorships (list journal and dates)*

(f) *Reviewer (journal, agency, etc. including dates)*

(g) *External examiner (indicate universities and dates)*

(h) *Consultant (indicate organization and dates)*

(i) *Other service to the community*

**13. AWARDS AND DISTINCTIONS**

(a) *Awards and nominations for Teaching awards (indicate name of award, awarding organizations, date)*

Awards received by graduate students or postdoctoral fellows under your supervision may be included in a separate section.

(b) *Awards for Scholarship (indicate name of award, awarding organizations, date)*

(c) *Awards for Service (indicate name of award, awarding organizations, date)*

(d) *Other Awards*

**14. OTHER RELEVANT INFORMATION (Maximum One Page)**

**See next two pages.**

**THE UNIVERSITY OF BRITISH COLUMBIA**  
***Publications Record***

If Applicable – not required in the Educational Leadership Stream

**SURNAME:** Charnley

**FIRST NAME:** Kerrie

**Initials:** KC

**MIDDLE NAME(S):**

**Date:** May 5, 2021

**1. REFEREED PUBLICATIONS**

(a) *Journals*

(b) *Conference Proceedings*

Charnley, K. (2008). "Our Stories are Our Sacred Ground, Our Language is the Air We Breath. Toward a Halq'emeylem- based literary aesthetic." Salish and Other Languages Conference Proceedings. UBC Press. 2008.

[https://lingpapers.sites.olt.ubc.ca/files/2018/02/Charnley\\_2006.pdf](https://lingpapers.sites.olt.ubc.ca/files/2018/02/Charnley_2006.pdf)

(c) *Other*

**2. NON-REFEREED PUBLICATIONS**

(a) *Journals*

Charnley, K. (1991). "A Review of Lee Maracle's Sojourner's Truth and Other Stories". *Gatherings: The En'owkin Journal of First North American Peoples*. Volume II. En'owkin Centre and Theytus Books. 1991.

Charnley, K. (1991). "Concepts of Anger, Identity, Power and Vision in the Writings of First Nations Women." *Fireweed Feminist Quarterly*.

Charnley, K. (1990). "Concepts of Anger, Identity, Power and Vision in the Writings of First Nations Women." *Gatherings: The En'owkin Journal of First North American Peoples*. Volume I. En'owkin Centre and Theytus Books.

(b) *Conference Proceedings*

Charnley, K., McLean, S. and Rolston, K. (2009) "Walking the Talk: Transforming University and Aboriginal Communities through Blended Learning." CAUCE 2009 Conference Proceedings.

(c) *Other*

Charnley, K. (1990). "Neo-Nativists: Days Without Singing." *Western Front Magazine*.

Charnley, K. (1987). "Interview with Mohawk Writer Beth Brant: Setting Truth Ablaze." *Kinesis: Women's Newspaper*.



3. **BOOKS**

(a) *Authored*

(b) *Edited*

(c) *Chapters*

4. **SPECIAL COPYRIGHTS**

5. **ARTISTIC WORKS, PERFORMANCES, DESIGNS**

6. **OTHER WORKS**

7. **WORK SUBMITTED** (including publisher and date of submission)

8. **WORK IN PROGRESS** (including degree of completion)