

Norma Ann Shorty, PhD
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CURRICULUM VITAE
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Education

2015 Doctor of Philosophy, Indigenous Studies, Indigenous Education and Pedagogy, University of Alaska, Fairbanks, 2010
2004 Master of Education, Educational Foundations, University of Hawaii at Manoa, 2000
1998 Bachelor of Education, University of Regina/Yukon Native Teacher Education Program, 1994

Positions/Employment

Contract, Arctic Athabaskan Council & Douglas Indian Association Summer 2021. Development of Indigenous led curricula and frameworks for the purpose of sustaining Indigenous knowledges.

Instructor, Yukon Native Teacher Education Program @ Yukon University, 2019, 2020, course and resource list development for ECCU 200, EINL 200, ECCU 300, ECCU 390, ELBP 215 & 225.

Adjunct Instructor, Indigenous Family Support Program, January 2020 – March 2021, Camosun College @ Council of Yukon First Nations, teaching Indigenous Family Support Program learning objectives to Yukon First Nation Learners.

Contract, Curriculum Developer, September 2019 – March 2021, Council of Yukon First Nations, place-based development which is responding to Yukon First Nation needs regarding the sustainability of Yukon First Nation ways of knowing in health and service fields. The prescribed learning outcomes are from Camosun College, Victoria British Columbia.

Adjunct Instructor, Yukon Native Teacher Education Program, University of Regina, September 2009 – May 2019, course, and resource list development for ECCU 200, EINL 200, ECCU 300, ECCU 390, ELBP 215 & 225.

Contract, Curriculum Developer, March 2019 – July 2020, Goldbelt Heritage Foundation, place-based curriculum for K – 12, Social Studies, Goldbelt Heritage Foundation is in Juneau Alaska.

Adjunct Sessional Lecturer, University of Alaska Southeast, Fall Session 2016 and 2018, COMM 330 (Intercultural Communication)

Contract, Kwanlin Dun First Nation, Lands Heritage Department, June – July 2019, June 2018 – December 2018, Cultural and place-based editing on a current soon to be published document towards developing connections to the history of Kwanlin Dun people as presented through long

ago oratory and the Kwanlin Dun record of human experience. Creating a timeline of events and contributing to chapter development. I am part of a larger community team of writers, orators, Elders, leaders. Kwanlin Dun Heritage Department are the lead.

Contract, Goldbelt Heritage Foundation, July 2015- February 2018

Co-developed and co-edited learner and teacher lesson plans for cultural definition and inclusion, facilitated Elder discussion tables on boarding school, food sovereignty, assisted one on one with Tlingit language curriculum units and lessons, development of High School Academy schedules as a team member with staff and Elders, participant in language training sessions (Greymorning), lead for GBHF input into Juneau School District Social Studies Curriculum, development of a NAGPRA Unit to accompany the Douglas Totem Pole Raising, PowerPoint on How to Teach Oral Narratives, Taku Migration Curriculum...

Contract, Juneau School District, August 2015 – February 2018, cultural specialist for Indigenous inclusion into K-12 Social Studies & K – 12 Science through professional development and articulation with Indian Studies staff and Juneau School District teachers. I facilitated professional development tables as per Indian Studies Program initiatives. As a group we sought to “unpack” oratory as well as articulate and develop Tlingit learning objectives, unit and lessons plans, culturally relevant evaluations within the realm of core cultural values and K – 12 Social Studies and Science.

Contract, Council of Yukon First Nations, March 2016 – November 2017, I facilitated First Nation policy engagement protocols and cultural inclusion standards. I also facilitated research and policy development with Yukon First Nations and Yukon educators and principals.

Adjunct Instructor, September - December 2010 & September - December 2013, Arts and Science, Yukon College, First Nation Studies 100, topics include studies of early cultures and societies, impacts and changes brought about by colonization, and decolonization.

Contract, Curriculum Developer, School of Social Justice at Yukon College, 2011- 2013, a thirteen-week course developed with Inland Teslin Tlingit Elders on *We are talking about our way of life*. This project was not fulltime and occurred over a two-year period.

Curriculum Developer, Carcross Tagish First Nation, 2009 – 2010, Constitution Curriculum K-9, Tlingit Alphabet Flash Cards, and Policy Discourse and Dialogue on Indigenous Education. I applied for Walter and Duncan Gordon Funds and received thirty thousand dollars to host education discussions amongst Yukon First Nations in order to influence public education in Yukon.

First Nations Curriculum Resource Developer, Government of Yukon September 2008 – December 2008, this was a training position with the Training Policy Commission at YG. I learned how to develop resource lists and to categorize First Nation curriculum resources.

Communications Coordinator, Teslin Tlingit Council, March 2006 – December 2007, working with the Executive Council at Teslin Tlingit Council prepared newsletters and public events for Teslin Tlingit citizens.

Director of Education, Council of Yukon First Nations, March 2004 – October 2006, developed culturally relevant strategies with the First Nations Education Commission towards how Yukon First Nations would address public education in the Yukon. Worked with Yukon Chiefs towards addressing Yukon Education Act and other relevant education schemes and policies which impacted Yukon First Nations.

Trainee Communications Coordinator, Yukon Women's Directorate, 2003, reported and learned about gender relevant issues through dialogue and discourse with Yukon Women's Directorate.

Awards

Tlingit Elders Letter of Cultural Recommendation, 2013

Queen's Diamond Jubilee Award for volunteer service to the Board of Governors at Yukon College 2013

Research

Inland Tlingit of Teslin Yukon: Gaanax̓.ádi and Kóokhíttaan stories for the immediate and clan family of Emma Joanne Shorty (nee Sidney). Doctoral Dissertation, Indigenous Studies, University of Alaska Fairbanks, 2015.

Immersion classrooms: A tool towards the realization of first nation jurisdiction in the Yukon Territory, Master Thesis, Educational Foundations, University of Hawaii at Manoa, 2004.

Indigenous Lead Research Projects (as a member of a larger team)

Council of Yukon First Nations, contract curriculum developer – Indigenous Family Support Program. I work alongside the Indigenous Family Support Program Advisory Committee towards ensuring Camosun College learning objectives are met.

Kwanlin Dun First Nation, independent author/researcher for a Kwanlin Dun history project. As a participant I researched and learned about Kwanlin Dun Land Holders (traditional). Long ago history was applied and new understandings on place names emerged.

Goldbelt Heritage Foundation, [Boarding School experiences](#), two-year discussion table with Tlingit Elders towards healing our languages and culture. The results of this work can also be found on the Tlingit Clan Conference Website. The Elders work produced a draft boarding school curriculum and [K-12](#) place-based inclusion Socials and Science Curriculum for the Juneau School District, February 2015

Goldbelt Heritage Foundation, The Native American Graves Protection and Repatriation Act (NAGPRA), One Year Discussion Table with Tlingit Elders towards Tlingit participation at the [Raven totem pole](#) raising in Douglas Alaska, February 2016

Goldbelt Heritage Foundation, Food Sovereignty, one-year discussion with Tlingit Elders towards Indigenous science inclusion for High School Academy, and youth declaration on food sovereignty, February 2017

School of Social Justice, Inland Tlingit Elders, two-year discussion table on We are talking about our way of life, School of Social Justice Curriculum, developed at Yukon College, May 2013

Carcross Tagish First Nation, Constitution Curriculum K-9 and Tlingit Alphabet Flash Cards and Discourse and Dialogue on Indigenous Education, a summer youth camp for Elder-Youth culture and language connection, 2008 - 2010

Scholarships

Andrew W. Mellon Foundation Dissertation Fellowship 2013

Roy Minter Award 2013

Yukon Indian Heritage Fund 2013

Klondike Defense Force Award 2012

Roy Minter Award 2012

Mellon Foundation Graduate Fellowship 2010 and 2011

Grants received on behalf of my employers'

Towards formulating a Yukon First Nation policy on public education 2009, Carcross Tagish First Nation from Walter and Duncan Gordon Foundation (\$30,000.00)

Tagish/Tlingit Immersion Camp for Carcross Tagish First Nation, 2008 from Yukon (\$50,000)

Proposal 2004-2005 A Bilateral Process for the Purpose of Public Education forum Self Government Secretariat, Council of Yukon First Nations, 2003 from Canada (\$50,000.00)

Published Works

Indigenous Knowledge Sustainability (2020). *State of Knowledge: Indigenous Knowledge Systems*. Routledge and CRC Press. *A work in progress* (3/3/21).

Holding onto Tlingit Culture through Research and Education (2016). *Special Issue on Indigenous Knowledge for the Journal of Knowledge Cultures*, 4 (3). Frankfurt Germany: Central and Eastern European Online Library GmbH.

My Mother's Clans (2015). Document with Julie Cajun. Julie just reconnected so now this is a *work in progress* (6/16/21).

Informal Work

Deslin Neek, 2007, community newsletters for Teslin Tlingit Council

Politics of aboriginal self-government, University of Saskatchewan, 2006

Teslin Tlingit Council Annual and Semi-Annual General Council Reports, 2006

Yukon first nation languages and traditional education happens in books not on the highway to Teslin, Government of Yukon, 2005

The land claim process and the history of education in the Yukon Territory Canada, Council of Yukon First Nations, 2004

Jurisdiction over education, Yukon Region Writer, Assembly of First Nations Project, 2004

Curriculum development at <http://www.climatechangenorth.ca>

White River First Nation Education and Training Policy, 2003

Education paper, Council of Yukon First Nations, 2001

Submission to the Education Act Review steering committee, Council of Yukon First Nations, 2001

Strategic directives: First Nation Education Commission, 2001

Stepping together towards fluency, Council of Yukon First Nations, 2000

Education in the 21st century, Council of Yukon First Nations, 2000

First Nations Education Commission terms of reference, 1999

Scholarly Presentations

Presenter, ICASS X, Sustaining Indigenous knowledges in our institutions of higher learning for Indigenous knowledge in the Arctic, online presentation, June 17, 2021.

Presenter, Sustaining Indigenous Knowledges

Co-lead and presenter in Working Together in the Arctic: Respecting Indigenous Engagement, Equity, and Sustainability of Knowledge Systems to Support Resilience in the Arctic @ [Arctic Resilience Forum](#) December 16, 2020 (Zoom).

Presenter the Role of Tlingit Language in Land Sustainability, Indigenous Languages and Sustainable Development in the Arctic, International Conference Indigenous Languages and Sustainable Development in the Arctic, Yakutsk, Russia, June 27-29, 2019.

Co-facilitation with fluent Tlingit Elder Bessie Coolie Boarding School Discussions, Voices of our Ancestors Language Summit, Sealaska Heritage Institute, November 13 – 15, 2018.

Presentation Is Culture an Ecosystem? Workshop theme Co-constructing Sustainability in the Arctic: Collaboration among regional and local governments, Indigenous organizations, and

researchers in sustainable development in the Arctic, NSF Arctic-Frost Network Meeting and Early Career Scholars Workshop in Juneau, Alaska, September 19-22, 2018.

Permanent Participant Panel Discussion Education and Training in the Arctic in Oulu, Finland, UArctic Congress September 5, 2018.

Arctic Children's Roundtable and the Indigenous Teachers Congress, St. Petersburg, Russia, 20 to 23 November 2017. Oratory on Enhancing Our Indigenous Culture Through Research and Education in Reality of Ethnos Conference.

International Congress on Arctic Social Sciences IX, Umeå, Sweden, June 8-12 June 2017. Holding onto Tlingit Culture through Research and Education and an Indigenous led research panel for youth connections in Theme 8 Indigenous Issues.

World Indigenous Peoples Conference on Education [WIPCE], July 24 – 29, 2017, Holding onto Tlingit Culture through Research and Education (cancelled my presentation due to funding)

Haines Public Library (September 2016) Cultural Exchange Event. Mechanisms to Finding our History and Traditional Foods Our Saving Grace

Guest lecturer for the following courses: University of Alaska Southeast, Intercultural Communications 100; University of Alaska Fairbanks, Rural Development 650; University of Alaska Fairbanks, School of Indigenous Studies 620; Yukon Native Teacher Education Program 200 and 300 level courses (2015/2016)

Shorty, N. (2016, March). Arctic Forum Participant on Decolonizing our Academies at University of Alaska Fairbanks in Fairbanks Alaska.

Shorty, N. (2015, October). Finding our names (Keynote) at Tlingit Clan Conference in Juneau Alaska.

Shorty, N. (2015, October). Facilitating the Elders' panel on boarding schools' education at Tlingit Clan Conference in Juneau Alaska.

Shorty, N. (2014, December). Indigenous research engagement as determined through researching Mother's clan stories at Arctic Change in Ottawa Canada.

Shorty, N. (2014, May). Inland Tlingit of Teslin Yukon: Gaanax̓.ádi and Kookhittaán clan origin stories for the immediate and clan family of Emma Joanne Shorty (nee Sidney) at World Indigenous Conference on Education in Honolulu Hawaii.

Shorty, N. (2014, February). Skyped Indigenous research methods and self-determination through our clan stories at the 15TH Annual American Indian Studies Association Conference @ Tempe Arizona.

Shorty, N. (2014, January). Indigenous literacy defined and as discovered through my research process at the Council of Yukon First Nation Education Conference in Whitehorse Yukon.

Shorty, N. (2013, November). Inland Tlingit of Teslin Yukon: Gaanax̓ádi and Kookhittaán clan origin stories for the immediate and clan family of Emma Joanne Shorty (nee Sidney) and Indigenous Women's Knowledge at Sharing our Knowledge: A Conference of Tlingit Tribes and Clans in Juneau Alaska.

Shorty, N. (2013, October). Use of Traditional Knowledge in Non-traditional Contexts: Yukon/Alaska First Nation Experience Presentation: Norma Shorty, Arctic Athapaskan Council representative for the Social Economic Culture Expert Group for Sustainable Development Working Group, Arctic Council.

Shorty, N. (2013, November). Yukon First Nation Education Timeline, Yukon First Nation Education Conference.

Shorty, N. (2012, November). My Mothers Clan, Education Conference in Kaneohe Hawaii.

Shorty, N. (2012, October). The Journey towards Learning about My Mother's Clan, University of Illinois.

Shorty, N. (2011, October). University of the North Dialogue with Northern First Nations in Canada, Walter and Duncan Gordon Foundation.

Participant and voice in documentary on self-government in Yukon

<https://www.youtube.com/watch?v=0e3ea0wmc30> Robert Brandreth-Gibbs (Producer) & Chris Aikenhead (Director). (2009). Setting Our Course: Yukon First Nation Self Government. Her Majesty the Queen in Right of Canada, Represented by Indian and Northern Affairs Canada.

Public and Other Service

Cultural Expert, Sustainable Development Working Group, [Arctic Council](#), 2013 - current

Public speaking on ideas of Indigeneity for various events- current

Local Area Council for the Marsh Lake Region, Government of Yukon, 2013/15

Board of Governors, Yukon College, 2003-2012

Training Policy Committee, Council of Yukon First Nations, 2011

Yukon Family Services, 2010

Education Act Tribunal, Government of Yukon 2008

Teaching

COMM 330: University of Alaska Southeast: This course increases learner proficiency in understanding and articulating foundations to intercultural communications. This course meets the State of Alaska requirement for certification in multicultural education.

- FNST 100: Yukon College: First Nation Studies: This course is an introductory course to the First Nations peoples of Canada and North America. The course material ranges from prehistoric times to self determination.
- ECCU 200: University of Regina/YNTEP: Cross Cultural Education; In this class students come to understand the role of the teacher in the cross-cultural environment, in integrating aboriginal and ethnic content into the regular classroom and developing observational and communication skills to enhance cross cultural communication.
- ECCU 300: University of Regina/YNTEP: Cross Cultural Education; This course consists of the development and adaptation of curriculum and methods of instruction to reflect the culture and educational aspirations of First Nations' peoples. The aim of this course is to provide future teachers with respectful appreciation for this content, curriculum development skills for cultural inclusion and an understanding of the influence of a teachers' own culture in teaching.
- ECCU 390: University of Regina/YNTEP: Culture Camp; This is an experiential course intended to educate and promote awareness and appreciation of Yukon First Nations' culture, language, lifestyles, and in particular, the history of the hosting Yukon First Nation. It is intended for First Nation and non-First Nation teachers in training to provide them with the necessary context for cultural inclusion and educational experiences on the land suitable for public school classrooms. This is five days of intense culture training between Elders, culture experts and student teachers on the land.
- EINL 200: University of Regina/YNTEP: Indigenous literacy and culture; This course provides students with an understanding and analysis of how culture influences the development of language, literacy, and communication skills, with a particular focus on the language experiences of Aboriginal peoples in Canada. With the increasing number of Aboriginal school-aged children in the territory, and the changing demographic of the classroom, teachers, and other school professionals, we will all benefit from a greater understanding of how and in what ways culture affects and influences language acquisition and development.
- ELBP 214 /225 University of Regina/YNTEP: Experience Indigenous Outdoor Education: This course focuses on Indigenous land history and environment in order to enhance the learner's academic, cultural, personal, and social growth. Students learn activities and methods for teaching within a land based learning environment.

First Nation Curriculum Development

Gwaandak Theatre, A teachers guide to a play written by Yvette Nolan [The Unplugging](#) April 2018,

Goldbelt Heritage Foundation, K – 12 Indigenous inclusion to Juneau School District Socials and Science curricula; Developed learning outcomes from Because We Cherish You; developed NAGPRA curriculum to accompany Raven Totem Pole Raising Douglas Alaska; facilitated Elder discussions on Tlingit Stories; Tlingit Science and Foods; Elders Boarding School

Curriculum and facilitated awareness and dialogue on the impacts of contact and colonization on Tlingit People, 2015-2017

Juneau School District; Indian Studies Program as Indigenous Place Based Curriculum Specialist and Professional Development co-lead with Indian Studies Program, 2015 – 2017

School of Social Justice; Curriculum Developer with Inland Tlingit Elders: We Are Talking About Our Way of Life, 2013

Carcross Tagish First Nation, Tlingit [Constitution Curriculum](#), Tlingit Alphabet Flash Cards, First Nation Policy Dialogue for Public School, 2009 – 2010

Government of Yukon; various projects such as [Yukon First Nations Five Teachers Guide](#)

Council of Yukon First Nations various projects such as [Literacy Project](#)

Kwanlin Dun First Nation; various projects such as [Royal Commission on Aboriginal Peoples](#), 2008

Post-secondary and college courses co-developed as culture expert includes:

Yukon First Nation School of Health and Social, Council of Yukon First Nations - 2020

Yukon Land Claims Curriculum for the School of Social Justice - 2012

Yukon Heritage Studies for Arts and Science - 2011

Yukon First Nation History for Arts and Science- 2011

Public schools as culture expert

Juneau School District Social Studies Curriculum Review and Updates, 2015

Yukon First Nation curriculum resources, Government of Yukon, 2007

Education Act Advisor, Government of Yukon, 2002