Savannah Martin, MA
Sapsik’waťá/UOTeach M.Ed. Candidate, Biology and ESOL Endorsements, University of Oregon
PhD Candidate in Biological Anthropology at Washington University in St. Louis
UNCG RISE Speaker Series. February 21, 2022
Ch'ee-la!(Hello!)

You Are on Native Land

Who I am

Confederated Tribes of Siletz Indians
Land Acknowledgement

https://native-land.ca/
Ch'ee-la!(Hello!)

You Are on Native Land

Who I am
A bit about my positionality
Making Space STEM and Keeping Place in Community: Becoming and Indigenous Science Educator and Researcher

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Communities

- Why bother identifying your connections to different communities?
- Because science isn't whole without every community's involvement. Imbalanced relations hinder equity of opportunity and limit holistic understanding of our world.
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'Coyote Goes to School

"Research is all about unanswered questions, but it also reveals our unquestioned answers."

Shawn Wilson, 2008. "Research is Ceremony"
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Imbalanced Relations & Inequity

What happens when relations are imbalanced? When not everyone gets to have a say in or benefit from science and science education?

- Damage to relationships
- Continuation of historical traumas
- Perpetuation of harmful attitudes towards already oppressed groups
Communities

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Guiding Concepts for Community-Based Work

- Reciprocity
- Relationships
- Redistribution
- Responsibility

- (Relationality too)
Communities

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Research: Stress Research = Stress

Indigenous: Researcher Community Questions

Dissertation Research
My Pilot Research: Help the Young One

Common Health Issues vs. Important Health Issues

- Common
- Important

Participant Mentions

- Diabetes
- Alcohol/Drug Abuse
- Heart Problems
- Cancer
- High Blood Pressure
- Lung Problems
- Stomach Problems
- Arthritis
- Diabetes Type 2
- Stomach Ulcers
Research: Stress Research = Stress
Community-informed research on stress & health disparities
Research: Stress Research = Stress

Indigenous: Researcher Community Questions

Dissertation Research

24.
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Making Space STEM and Keeping Place in Community: Becoming and Indigenous Science Educator and Researcher
PhD on Pause

Global Pandemic

Statewide Wildfires

Keeping Place in Community

Making Space for Others: Becoming an Academic Auntie
Keeping Place in Community

How can I still be a supportive, community-focused scholar while this pandemic is happening?
Mission (why):
Education strengthens Tribal communities, all students deserve Indigenous teachers, and everyone benefits from Indigenous education.

- Founded in 2002 by the University of Oregon College of Education in consortium with the Nine Federally Recognized Tribes of the State of Oregon
- To provide a pathway for Indigenous people to become teachers within their communities
Conclusion & Take-Away

- What communities do you belong to? What are your responsibilities to them?
- How do you measure your success as a researcher and educator?
- How are you making space in STEM for others? Keeping place in your community?

You are a part of your community too.

What else can you do?
Be An Auntie and Set a Place at the Table

- Decolonize your syllabi
- Make the physical environment safe for all students
- Look for and promote programs that challenge white/western hegemony & repair relations
- Support network-building opportunities for URM students
- Become active on Twitter! Engage in educating yourself about perspectives different from your own by following diverse scholars.
I dream of never being called resilient again in my life.

I’m exhausted by strength. I want support. I want softness. I want ease. I want to be amongst kin. Not patted on the back for how well I take a hit. Or for how many.
Conclusion & Take-Away

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Shu' 'aa-shi nu'-la!
(I thank you all)

Questions?
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