

## Aboriginal Engagement Committee Meeting

4 March 2014

2:15 p.m. in Conference Room 2-084

**PRESENT:** Jerome Melancon (Chair)      Allen Berger      Glynnis Hood  
Mike Clermont (3:03 pm)      Petra Cegielyny      Trina Harrison  
Mark Chytracek      Eagle Willier      Michelle Pratt (Recorder)

**REGRETS:**

1. **Call to Order**

The meeting was called to order at 2:21 p.m.

2. **Agenda**

The agenda was accepted as presented.

**MOTION: CEGIELNY/HOOD**

**CARRIED**

3. **Approval of Previous meeting minutes**

The minutes of 29 January 2014 were approved with the following correction:

Page 1, Item c: Rebecca Fleury performed the Jingle Dress Dance.

**MOTION: BERGER/WILLIER**

**CARRIED**

4. **Remarks from Committee Members**

The chair expressed his thanks to members for changing the date of the meeting. He also expressed his gratitude to Petra and Trina for all they did with hosting Cheryl Bartlett.

- a. Glynnis mentioned her trip to Fort Chipewyan went well and that she left the provided materials at Keyano College.
- b. Yellowknife – Allen and Trina reported on their trip to Yellowknife. They were hosting an alumni reception for Kevin and Cathie Bolstad. The Lois Aspenes Award was presented to the Bolstads (both Augustana alumni) in recognition for their contributions in staging the many Outdoor Education courses that are held up at the Hoarfrost River every year. Allen used the opportunity to meet with the superintendents of the Catholic and Public schools. They were interested in Augustana's Early Feedback System and he was able to speak with them about the Augustana advantage. He also noted that they were pleased with Augustana's commitment to space for Aboriginal students on campus and the Aboriginal Engagement Committee. Allen will be meeting with Tim and Tyson to talk about appropriate follow-up as Tyson plans a recruitment trip to Yellowknife shortly. Allen left information with the superintendents to share with their guidance counsellors, who are the most important people with respect to counselling students on their post-secondary education choices.
- c. COPLAC Colleges – There is interest in a Native Studies program being offered through a number of COPLAC institutions through the sharing of faculties across campuses i.e. sharing courses with aboriginal studies, native studies content. This model allows campuses to draw on what other institutions are doing. The program also entails distance education, and Roxanne Harde has taken the lead with sharing what Augustana can contribute.
- d. Harry Prest and Nathalie Kermoal have been in conversation with respect to offering a Cree language course on campus. The points of discussion were about:
  - the course being organized so there's a native speaker in the classroom here;
  - scheduling the course at a time attractive to students;
  - investing in the quality of the student experience to offer the greatest opportunity for success.

Petra welcomed Eagle Willier as the Aboriginal Student representative for the rest of the term.

## 5. Business

- a. Dr. Bartlett's Visit – 20 people attended Dr. Bartlett's workshop. She provided Trina with a series of documents that can be shared on what's being done in other organizations. She talked about how to approach learning in a holistic manner conveying the message that there isn't just one approach. She encouraged Augustana to develop what best suits students in this area.

It was suggested that Augustana may want to organize a session or two on protocols i.e. how to contact Elders, Aboriginal communities, etc., to help staff and faculty gain a sense of what's appropriate – a session during the teaching seminars next year may be appropriate. It is important to develop programs and goals together with the Elders and the communities.

Trina asked if anyone was aware of a learning model or learning plan for the students from the local area, given Dr. Bartlett's suggestion that there wasn't just one approach or model.

Petra added that she found the talks excellent, and that the information coming out of the talks will help provide direction.

- b. Truth & Reconciliation (live-streaming March 28<sup>th</sup>) – Petra is taking the lead with organizing the event on campus. She also shared a list of events that are happening in Camrose. The live-streaming event will happen in the chapel and will be open to the community. She felt we should ensure there are counsellors available from Augustana to deal with students/staff, as well as professionals from the community to provide support to anyone from off-campus. Craig will make soup for 100 people. Members were invited to Petra's house the night before to make bannock. The main content will be streamed from Edmonton with Augustana professors available to speak on what's being presented or from their own experience during breaks, etc. Petra will share the list of when the sessions will be streamed as soon as it's available.

Allen to send an email out to faculty to ask them to excuse students if they want to attend that day and ask them if they would like to share the schedule of streaming.

Jerome to finish the day's schedule of speakers and share it with the committee. He asked that members share it with others.

Eagle volunteered to make an event on Facebook from the posters being created. Petra should have the finished poster by Monday.

It was noted that Preview Day is happening March 28<sup>th</sup> as well. The staff involved need to be informed so they can respond knowledgeably about the event in the Chapel. Trina and Jerome to meet with the advisors.

**ACTION: Allen to send out the email; Petra to share the list of sessions being streamed; Jerome to finish the schedule of speakers; Eagle to create a Facebook event; Trina & Jerome to meet with advisors.**

- c. **Aboriginal Students Gathering Space** - Nothing new to report, Allen will contact F&O.

**ACTION: Allen to follow up with F&O.**

- d. Territorial Acknowledgement Statement – The committee needs to decide on what elements should be included in the statement, who will write it and how it will be sent around for comments i.e. via email or Google Documents. Comments from committee members included:

- not to include anything that speaks to "them", "us" or alludes to separation;
- noting that the statement could be used at public events, conferences, new student conferences, the first classes of the year;
- people could decide if they put into a text, or document (i.e. program of an event);
- people could decide to use their own words, not use it at all;
- the audience is mostly faculty, staff and students, but could be community members;
- acknowledge where this campus sits i.e. name those who came through the area and those who are presently here and not mention the Treaties;
- seek consultation with Elders, professional historians, to identify the peoples who occupy or passed through this particular geographical space without fear of leaving anyone out; that level of specificity shows we've done our homework and is more meaningful than

- something that is generic;
- Need to acknowledge the history, customs and culture, teaching and learning about them only if we're sincere;
- if the campus would like to embrace it, then it would need to be connected to core curriculum;
- need to consult to ensure historic accuracy of which groups were involved in the territory;
- need only two or three relatively short sentences.

***ACTION: Jerome to craft statement for discussion via email – members to send comments to the email “reply to all”.***

6. **Next Meeting Date – 26 March 2014**

7. The meeting adjourned at 3:31 p.m.

**MOTION:BERGER/CLERMONT**

***CARRIED***

DRAFT