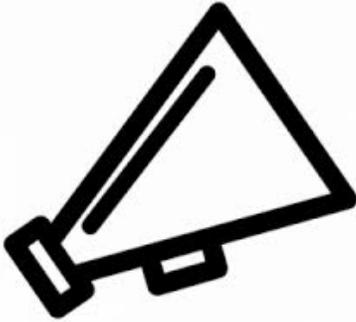




This newsletter provides a snapshot of some recent developments within the Indigenous Governance and Partnerships Program at the Faculty of Native Studies.



INDIGENOUS

Since the launch of the Certificate in Aboriginal Governance and Partnership in 2007, the Faculty of Native Studies has expanded governance programming; in 2015, with a partnership with the School of Business Executive Education - the Indigenous Partnership Development Program (IPDP); and in 2016, a community research partnership project with the Métis Nation of Alberta.

While governance is unique to language, place, relationships, and community, we are also informed and guided by the overarching experiences that connect us together - similar to how the University of Alberta has been a gathering place for diverse Indigenous peoples including the Cree, Blackfoot, Metis, Nakota Sioux, Iroquois, Dene, Ojibway/Saulteaux/Anishnaabe, Inuit, and many others whose histories, languages, and cultures continue to guide good relationships - to challenge oppression and racism and support equitable approaches to “uplifting the whole people”.

Our programming also strives to provide context for and to continue momentum in the broader national and international societal shifts in these relationships, such as the Truth and Reconciliation Commission’s Calls to Action, and the implementation of the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP).

With this in mind, we are currently using “Indigenous” to describe the comprehensive nature of governance and partnership-related programming here at the Faculty of Native Studies.

tawâw

tân’si

hadih

drin gwinzii

tawnshi

édlánet’é

aba washded

wa-é ak-wé

aaniin

haluuqtuq

osiya

nezu dagóts’e

tsuu kaeo

oki

GOVERNANCE



PARTNERSHIP

Informed by the Métis Nation of Alberta Governance Review, we are evaluating and enhancing our teaching, research and programming approaches, through the guidance of the following working framework:

- (1) Identity, culture, and belonging**
- (2) Historical and intergenerational perspectives**
- (3) Diplomacy**
- (4) Land and livelihood**
- (5) Leadership**
- (6) Legitimacy and voice**
- (7) Legal orders**
- (8) Political and public service**

IGP community partners [in 2016-2017]:

- Metis Settlements General Council
- The Confederacy of Treaty Six First Nations
- Treaty Eight First Nations of Alberta
- Alberta Indian Investment Corporation
- Indigenous Learning Services, Edmonton Catholic Schools

This newsletter provides a snapshot of some graduate student projects completed in NS 550 during the 2016-17 academic year.

PROGRAMMING

Certificate Programs

Certificate in Aboriginal Governance and Partnership (degree)
Certificate in Aboriginal Governance and Partnership (Stand Alone)

Executive Education Programs (non-degree)

Indigenous Partnership Development Program

Community Research Projects and Courses

NS 403/NS 503/LAW 599 - The ᑭᓄᓐᓂᓐᓂᓐᓂᓐ wahkohtowin Project Intensive: ᑭᓄᓐᓂᓐᓂᓐᓂᓐ miyo-wicêhtowin Principles and Practice (2016 - ongoing)

Land-based learning in Teetl'it Zheh: A University-First Nation Bush Camp Partnership (2016 - ongoing)

NS 430/NS 550 Undergraduate and Graduate Community Service Learning Research Projects (Winter term - ongoing)

Métis Nation of Alberta Governance Framework Review (2016-2017)

Over the next academic year, we are reviewing the governance and partnership programming, and will be following up with current students, alumni, and our partners. If you are interested in being on the contact list, please email Avery Letendre at atill@ualberta.ca.

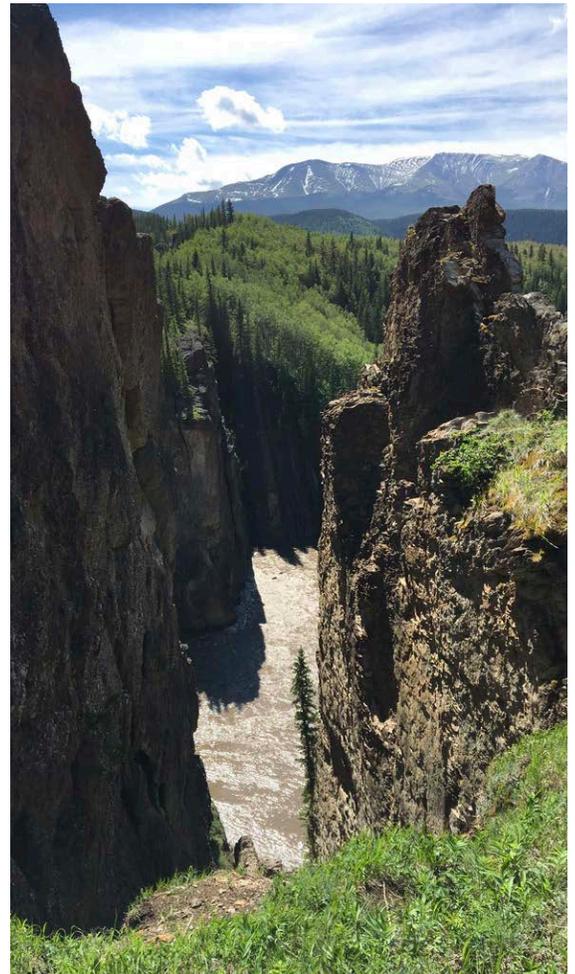
Celebrating 10 years: Indigenous Governance and Partnership Program

Over the past 10 years, the Indigenous Governance and Partnership (IGP) Program has worked with over 30 organizations, has graduated over 50 students with a Certificate in Aboriginal Governance and has seen these graduates continue to apply their knowledge in Indigenous governance and relationship building to lead in their communities, in governments, as well as in many public and private sectors organizations.

In light of the Truth and Reconciliation Commission's call to implement the United Nations Declaration on the Rights of Indigenous Peoples, a significant number of working professionals are reaching out to our programming to increase their knowledge and build better relationships between government, industry, and Indigenous communities. Many people have expressed interest in certificate programming while working full-time. Accordingly, we are transitioning six courses for the Stand Alone AGP Certificate to blended delivery in order to create greater accessibility for students.

The IGP Program goals are:

- (1) engaging undergraduate degree students through our embedded certificate program,
- (2) providing alternative learning opportunities through the standalone certificate,
- (3) offering graduate level programming specific to governance, social order, and relations with the Canadian state,
- (4) partnering with the Alberta School of Business through the Indigenous Partnership Development Program (IPDP), and
- (5) engaging in community informed research.



Pictured above: photo by Bernadette McMehon. Aseniwuche Winewak community (near Grande Cache, Alberta) near the site of the wahkohtowin project's moose hide camp.

Below: photo credit JR Dingwall and Katelyn Lindmark



Retrospective with Professor Emeritus Richard Price:

Upon his retirement from teaching in Native Studies (May 2017), Professor Emeritus Richard Price was given a heartfelt farewell from Faculty, staff, and students at his last class (NS 420 pictured on next page).

At right:

Bev Findlay, Richard Price, and Lana Sinclair

*Photos from Richard's farewell:
credit to Bridget Sterling*



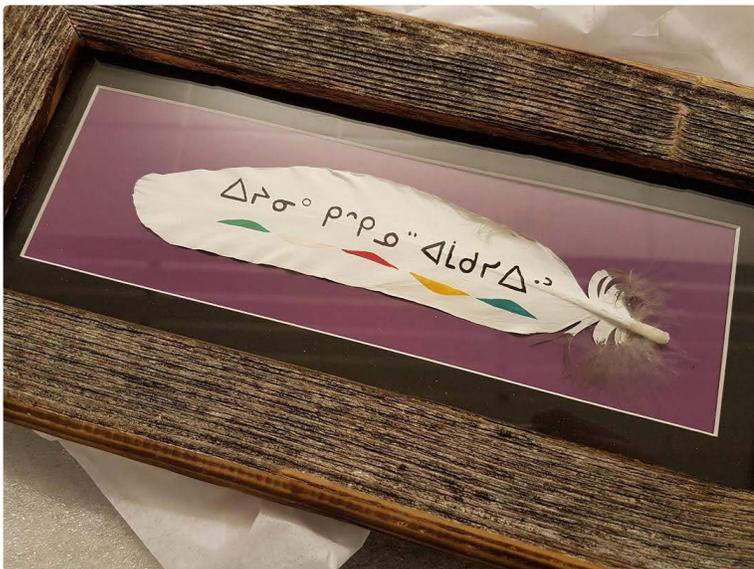
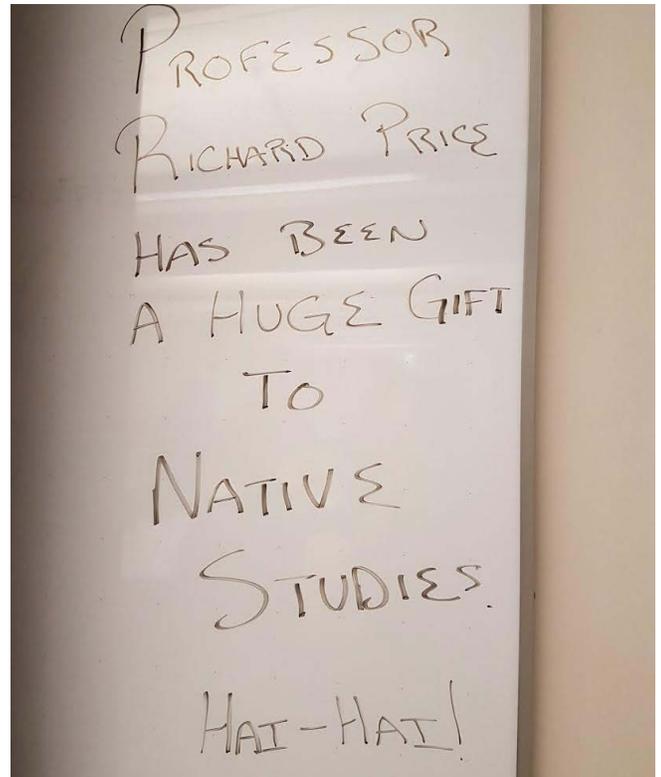
The Indigenous Governance program was created to bring a new dimension to the Faculty of Native Studies. Initially, only one governance course was offered to students and Dean Ellen Bielawski (Native Studies) saw that students would benefit from governance as a larger focus at the Faculty of Native Studies in 2006. With a donation from Jerome Slavik, the Faculty hired Richard Price to consult with Indigenous communities, organizations, students, and leaders as well as key players on campus, such as the Deans of Graduate Studies and Business. It was critically important to address the needs identified by Indigenous communities. Community members expressed tremendous support for the establishment of a governance program. Professor Price's work began by evaluating governance programs at other educational centers and universities. As a result of this exploratory study, Dean Bielawski successfully argued for support from the Office of the Provost for a governance program director. The Bachelor of Arts (Honors) with a specialization in governance was created along with a Certificate in Aboriginal Governance and Partnership.

Professor Price worked alongside Dean Bielawski and later with Shalene Jobin in 2007. He stresses that the Indigenous Governance program became established as a result of much collaborative effort. To staff the program, Shalene Jobin was later recommended for the Director position and her contributions have been instrumental in the success of the program. Numerous community building efforts ensured that there was a strong community presence when the program was launched. The program launch was accompanied by conferences featuring leaders like Dr. Wilton Littlechild and Chief Clarence Louie. Professor Price believes that the Faculty's Dean plays a very important role in forming and maintaining connections with the First Nations and Métis organizations and communities in Alberta and beyond.

The Governance Certificate has been a key element of the Indigenous Governance Program. Professor Price believes that the capstone project, through Community Service Learning, is a critical contribution to the Faculty. The capstone project is part of NS 430 (a required course for Certificate students) and involves a 20 hour applied learning component

where students are placed with an Indigenous organization and learn practical skills for careers in the field. NS 550 requires graduate students to complete a similarly organized 30 hour project.

Looking back on the past 10 years, Professor Price is especially proud of the President's Achievement Award for "Connecting Communities" that was given to the IGP Program in 2009. This award was granted for the Certificate's accomplishments for having connected communities and facilitating important relationships between the University of Alberta, students, Indigenous communities and organizations, and other stakeholders.



The IGP Program wishes to extend a heartfelt thank you to Professor Richard Price, for all his contributions to the Indigenous Governance and Partnership Program and for his continued commitment to the Faculty of Native Studies.

Pictured above: farewell gift given to Richard.



Indigenous Partnership and Development Program



The IPDP was developed by Executive Education Development at the Alberta School of Business and the Faculty of Native Studies in 2014 to help non-Indigenous leaders work effectively alongside Indigenous communities. The IPDP provides a forum for Indigenous and non-Indigenous leaders to develop key skills to engage Indigenous communities about a common path forward.

This program aims to strengthen coalitions within Alberta and beyond by creating a space where all parties can hear each other and establish a shared knowledge and vision for the future. The IPDP is generating transformative change with 87 graduates to date who are building new, collaborative partnerships across Alberta and Canada.

In 2017, the program was able to provide scholarships to two University of Alberta students, Chantel Jerome (pictured below) and Tyler Hart, so they could attend the IPDP and enhance their learning.



“It was rewarding to be a part of this program with great people who had good hearts. I look forward to all the changes happening across our nation and am happy to be a part of it. I am proud to be Aboriginal and happy to form partnerships with different types of people. This program really helps build knowledge and respect among people from various backgrounds. Thank you for the amazing experience.”

- Chantel Jerome (Gwichya Gwichin band)

“Being able to take part in the Indigenous Partnership Development Program was an amazing educational experience. The forum, comprised of some of the top Indigenous and non-Indigenous leaders, shared their knowledge and experience that I will be able to use in the future when working with Indigenous Peoples. I would like to thank Stantec for giving me the opportunity to attend.”

- Tyler Hart (Métis Nation of Alberta)

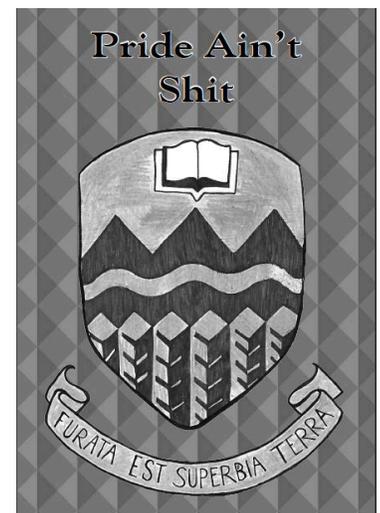
Snapshot of NS 550 [Research Practicum in Native Studies]: Graduate CSL Projects



Jennifer McFarlane, an Education graduate student, created a podcast for CJSR by conducting interviews with musicians, Elders and culture bearers about Indigenous music in the provincial education system. Guests included Métis songwriter, Laura Vinson, Inuit Throat Singer, Jenna Broomfield, Cree musician and Elder, Winston Wuttunee, and Cree-Dene songwriter and educator, Sherryl Sewepagaham. The piece aired on "Generator," CJSR's news program on April 19, 2017 and a live presentation was delivered about the project on June 22nd.

Molly Swain, a Native Studies graduate student, worked with APIRG - the Alberta Public Interest Research Group - and the Reclamation Rainbow Collective to create a zine for the University of Alberta's Pride Rally. With guidance and input from members of APIRG and the Collective, the zine centres a radical queer and trans IBPOC (Indigenous, Black, and People of Colour) analysis of Pride, universities, homonationalism, and accompliceship, as well as resources and a list of the Collective's demands for the U of A.

At right: Photo of the zine cover.



RUPERTSLAND CENTRE FOR MÉTIS RESEARCH

Lee Wozencroft, a Native Studies graduate student, completed a literature review of the academic response to the post-Daniels ruling for the Rupertsland Centre for Metis Research. To do so, Lee attended the Daniels Conference (January 2017) and compared the academic responses to selected presentations to see if a determination can be made about possible trends in the academy.

Avery Letendre, a Native Studies graduate student, partnered with RISE (Reconciliation in Solidarity Edmonton) to review their bylaws and write new governance policies.

RISE is a group of citizens in the Edmonton region committed to supporting reconciliation in words and actions. This project came about because RISE is a newly incorporated, non-profit organization under the Society's Act.

At right: Avery with RISE's 2016-17 Guiding Council.



New Blended IGP Course Delivery



The IGP program received the Centre for Teaching and Learning award in 2016 to convert key courses to a blended learning format. This enhances student engagement and creates a cohesive delivery strategy to prepare students for work in public service, industry, and community work environments.

For the first time, in **Winter 2017, NS 240 (Introduction to Aboriginal Legal Issues)** was offered by Dr. Sean Robertson in a blended format. This new course delivery method supports diverse learning styles and increases accessibility for distance-learning students.

At left: Dr. Sean Robertson.

In **Spring/Summer 2017**, Kirsten Lindquist introduced blended courses **NS 330 (Native Economic Development)** and **NS 280 (Indigenous New Media)**.

In NS 330, with the use of interactive computer stations, students completed simulated social enterprise and community business planning activities, of which these were further supplemented with online posting discussions to enhance learning. Through searching up-to-date media coverage, students became aware of current Indigenous-related economic projects. Students had the opportunity to apply course content in brainstorming social enterprise activities for iHuman Youth Society, and presented to youth at the end of the class.

In NS 280, students were introduced to new media themes and tools, including website development, digital photography and art, blogs/microblogs, video, podcasts and games.



The IGP Program Team:

Shalene Jobin is an associate professor in the Faculty of Native Studies. She is the Director of the Indigenous Governance and Partnership Program and will be on a sabbatical for the 2017-2018 academic year. Her research focuses on Indigenous governance.

Adam Gaudry is an assistant professor in the Faculty of Native Studies and Department of Political Science and the Acting Director of the Indigenous Governance and Partnership Program for the 2017-2018 academic year. His research focuses on Métis governance and political philosophy.

Kirsten Lindquist is the Indigenous Governance Administrator. She contributes to the program through communications, research, academic writing, event planning, financial management and logistical support, as well as teaching classes at the Faculty of Native Studies.

Avery Letendre is the part-time Indigenous Governance Coordinator. She provides research, teaching and academic writing assistance, program evaluation, and administrative support for custom programming and undergraduate courses offered by the Faculty of Native Studies.