

# Meeting Minutes: Aboriginal Education Articulation Committee Monday May 5, 2014

1:30 pm – 3:30pm

Athabasca University, Edmonton Campus

Room 1222, Peace Hills Trust Tower

10011 – 109<sup>th</sup> Street, Edmonton

## In Attendance:

**Guest:** Ken Ealey, Manager, First Nations, Metis and Inuit Cultures at Alberta Education

## Alberta Innovation and Advanced Education:

- Ann Marie Lyseng - Senior Manager, Learner Pathways - ACAT Secretariat
- Iona Neumeier - Manager, Aboriginal Literacy Programs - Education and Training Program Coordination Branch

## Committee Members:

Shawna Cunningham (Acting Chair)	University of Calgary
Jeanette Villeneuve (Acting Vice-Chair)	Blue Quills First Nations College
Ivy Lalonde	Athabasca University
Charlene Bonnar	Lakeland College
Lucinda Jenkins (via teleconference)	Northern Lakes College
Roy Weasel Fat	Red Crow College
Genevieve Fox	Red Crow College
Shana Dion	University of Alberta
Seaneen O'Rourke	Yellowhead Tribal College

1. **Invocation:** Provided by Roy Weasel Fat.
2. **Welcome and Committee Member Introductions** – Shawna provided opening greetings and facilitated a round table process of self-introductions of all meeting participants
3. **Institutional Updates** – Shawna explained that the ACAT Secretariat has launched the Share Point site, which is designed to support the work of the various articulation committees. The ACAT Secretariat has also developed a template, allowing committee members to electronically submit institutional updates. Beginning with today's meeting, committee members have been invited to submit completed reports to the attention of the Chair, Shawna Cunningham ([Shawna.cunningham@ucalgary.ca](mailto:Shawna.cunningham@ucalgary.ca)) or Vice-Chair ([jeanettev@bluequills.ca](mailto:jeanettev@bluequills.ca)) or to Jim Samide in the ACAT Secretariat ([jim.samide@gov.ab.ca](mailto:jim.samide@gov.ab.ca)). Please see attached institutional updates that were

submitted for today's meeting. Committee members were invited to highlight/expand upon key items that were identified within their Institutional Update document.

**Host Report: Athabasca University**

Ivy Lalonde, (Student Success Support, AU Center for World Indigenous Knowledge and Research) shared a presentation which highlighted recent institutional developments. For example, AU will welcome a new president in June, 2014.

**Red Crow Community College:** Roy Weasel Fat (President) and Genevieve Fox (Registrar) provided a summary of new RCCC initiatives. Roy emphasized the challenge of moving forward with organizational goals while grappling with recent reductions in funding opportunities for Indigenous post-secondary institutions. Roy explained that the federal Indigenous Studies Support Program (ISSP) had been replaced with the Post-Secondary Partnerships Program (PSPP), resulting in the loss of a stable source of funding for Indigenous post-secondary institutions.

**Lakeland College:** Charlene Bonnar (Academic Advisor) stated that due to program changes at other institutions, there has been increased enrollment in Native Studies classes. The Heavy Oil certificate and diploma programs will also be expanding in Fall 2014. Charlene distributed a job posting for instructors for two Native Studies courses which will be offered during the 2014-15 academic year.

**Blue Quills First Nations College:** Jeanette Villeneuve (Program Facilitator) shared challenges re: negotiating transfer credit for courses that are based on "learning from place/experiential learning" modalities. Jeanette also echoed Roy's concerns regarding the replacement of the ISSP with the competitive proposal-driven format of the PSPP (See BQFNC Update for further details). A discussion resulted in a recommendation for First Nations college representatives to request agenda time at the next ACAT Council meeting (May 27/28, 2014) -- for the purpose of raising awareness about this particular issue.

**Northern Lakes College (via teleconference):** Lucinda Jenkins, (Director, University Transfer Department) shared that NLC has requested transfer for a new course that has been designed to support ATEP but may also transfer to other institutions as a Native Studies course.

**Yellowhead Tribal College:** Seaneen O'Rourke (Director & Dean of Programs) shared that in September 2014, YTC will be delivering a new Educational Assistant Program that has been designed to meet the needs of on-reserve schools. The college has also applied for funding for a 3-year environmental stewardship diploma program. Seaneen added that First Nations colleges are moving to increased transferability of courses between Indigenous institutions. Through the National Indigenous Accreditation Board (NAIB), institutions can apply for accreditation at both a program and an institutional level. YTC is currently brokering programs from sister colleges and Seaneen shared that this experience has created situations where the development of transfer agreements becomes both desirable and possible.

**University of Alberta:** Shana Dion (Director, Aboriginal Student Services Centre) shared that 46 students have been admitted into the Transition Year Program for Fall 2014. Efforts are being made to increase tutoring support for math and science programs. Indigenous students are experiencing challenges with the new university policy which requires all new students to pay a non-refundable \$500 tuition deposit before being eligible to enroll in courses. Shana also reported that Residence Services has expanded the number of family housing units that are dedicated for Indigenous students.

**University of Calgary:** Shawna Cunningham (Director, The Native Centre) shared that the provision of upgrading courses has been enhanced through a partnership between U of C and Bow Valley College for the ASAP Program. Shawna reported an overall increase in learner participation at the U of C, as well as a noted increase in the number FNMI who transfer into U of C from other institutions. The U of C student data is fairly reliable, but is not comprehensive as the data collection process is based on self-declaration. However, there is an increase in the number of students who are willing to self-identify when there is a direct benefit to doing so, such as the Aboriginal Admissions process and aboriginal specific awards, bursaries and scholarships, etc. Students who wish to access these specific FNMI services must be prepared to provide proof of Aboriginal ancestry. U of C has redesigned the Aboriginal Lynx website ([www.aboriginallynx.ca](http://www.aboriginallynx.ca)), which is a career portal, advertising a wide range of job opportunities and related resources for Aboriginal students in Post-secondary. The Werklund School of Education is in the process of revamping the teacher education curriculum to include an enhanced Indigenous focus. For example, a recent symposium featured the participation of Indigenous scholars including Gregory Cajete. Shawna attended a meeting of the U15 Group of Canadian Research Universities in Ottawa which featured a brainstorming session related to Aboriginal initiatives.

**Discussion:** Shauna invited people to raise any issues/questions related to the institutional updates. Ann Marie was interested in obtaining additional information regarding the U15 group.

- 4. Institution Update Templates:** Ann Marie Lyseng explained that the implementation of the new Institution Update templates will allow institutions to make note of any questions that they may have for ACAT – thereby allowing the ACAT Secretariat to be responsive to Institution needs and priorities.
- 5. Vice-Chair Terms:** This item will be tabled until the next meeting when Diana Steinhauer returns from sabbatical.
- 6. FNMI Update:** Ken Ealey provided information regarding announcements made by Aboriginal Relations Minister Oberly during the March 2014 Edmonton Truth and Reconciliation:
  - 1) New ADM for FNMI
  - 2) All Alberta students will learn about the history of treaty-making and the development and impact of the residential school era. The details re: implications for curriculum have not yet been determined. For example, content appropriate to teach at various grade levels will need to be identified, as well as other important factors such as ensuring that students are aware of the variety of FNMI cultures.

- 3) Through the Curriculum Development Prototyping Process, one of the draft standards states that curriculum across all subject areas must recognize and respect the diverse perspectives of FNMI peoples (in relation to historical and contemporary contexts).

Ken explained that the curriculum development tool (entitled *Guiding Voices*), which is designed to support the implementation of the above draft standard is not a checklist and instead requires educators to describe and evaluate the results of specific learning activities.

Ken spoke of the *Curriculum Redesign* initiative that came out of the *Inspiring Education* vision. Post-secondary institutions (with the exception of First Nations Colleges) are identified as partners in the various consortia groups. Under the Request for Proposal (RFP) process, for Curriculum Development Prototyping, a number of business/industry partners have been identified such as Cenovis and Syncrude.

7. **Aboriginal College Fund Program:** Iona Neumeier shared that she is currently working with First Nations colleges on the process of completing project reports for the Aboriginal College Fund. Seaneen O'Rourke commented that the fund has been a form of crucial assistance for the First Nations colleges – allowing colleges to offer new programs and provide additional supports for students.
8. **Share Point Implementation:** Anne Marie Lyseng reminded committee members that the ACAT SharePoint site will provide this committee with a set of new resources. Jim Samide and Eric Dohei are available to assist us as we become familiar with this new tool. Anne Marie invited members to provide any additional suggestions re: the use of the site – for example, Indigenous Institutions might want to use a portion of the site to highlight programs and institutions.

By facilitating the sharing of leadership roles with committees, the Share Point tool will provide the ACAT Secretariat with more time to devote to supporting the goals of committees such as the completion of research projects or the development of advocacy initiatives. ACAT is anticipating a growth in the number of committees and is forecasting that the redesign of the K-12 curriculum will impact post-secondary programs.

Committee members will soon be provided with PINs which will provide people with access to the main homepage. From the homepage, members will be able to organize and schedule meetings through the calendar function. In addition, documents may be posted on the site as a strategy for sharing resources and institutional news. The site offers a tutorial for new users.

Shawna shared that she had explored the Share Point site and that it appears to be intuitive and user-friendly. One of the challenges is planning for turnover in committee membership. It will be important to clarify our current membership list.

Anne Marie emphasized that the ACAT publication, *Spotlight*, is received by students and registrars and as a result is an excellent venue for sharing committee/institutional news.

Shawna reminded committee members that in addition to articulation committees, individual institutions are also invited to submit contributions to *Spotlight*. For example, the First Nations colleges may want to include information regarding the implications of the PSPP.

- 9. Closing Comments:** Shawna expressed appreciation to Eric Dohei, Anne Marie Lyseng, Jim Samide and other members of the ACAT Secretariat for the time and expertise they have contributed to supporting the work of the Aboriginal Education Articulation Committee.

Please see attached Institutional Update Templates submitted by:

- BQFNC
- Lakeland College
- Northern Lakes College
- Red Crow Community College
- University of Alberta
- Yellowhead Tribal College