

BC Indigenous Articulation Committee
May 12th, 2017: 9 am to 3 pm MST
Aboriginal Gathering Place
College of the Rockies
Ktunaxa Nation Traditional Territory- Cranbrook BC

In Attendance:

Jessica Morin, Selkirk College; Robert Schuster, IAHLA; Jason Laroche, Native Education Center; Mike Winsemann, BCCAT; Tammy O'Hara, Selkirk College; Brock Enmay, KPU; Bruce Allen, College of New Caledonia; Darlene Willier, KPU; Todd Ormiston, Camosun; Bill Angelbeck, Douglas College; Jeannette Armstrong, UBC Okanagan; Theresa Southam, Selkirk College; Avery Hulbert, College of the Rockies; Ken Brealey, University of the Fraser Valley; Bill Cohen, Okanagan College

Guests: Raye Stensgaard, College of the Rockies; Herman Alpine, College of the Rockies

Appearing By Phone:

Aruna Gore, NVIT; Deb Canada, NVIT

Minutes taken By: Shaunee Murphy, College of the Rockies

Welcome to Traditional Ktunaxa Territory from Elder Herman Alpine and COTR's Dean of Articulation, Darrell Bethune

Welcome by IAC Chair, Ken Brealey

Review of previous action items

- still updating membership list
- still working on identifying all FNST/IS courses at institutions
- work being done on student mobility in IS

BCCAT Report- Mike Winsemann

- November 17th, of 2017, there will be a joint-annual meeting for BCCAT
 - Requests acknowledgments for those who have worked exceptionally hard in their field, as to acknowledge them appropriately.
- Update on K-12 curriculum reviews
 - There's been an increase in local school districts reaching out to the committee since new curriculums, thus there's a pressure to be responding to school districts to help with things such as traditional knowledge.
 - The committee notes that this is something that absolutely cannot be standardized, as it's a regional aspect as opposed to provincial. The committee notes that this has been a major "Criticism, or concern."
 - Discussed changes in K-12 final grades and testing, and how it ultimately affects post-secondary schools.

- It was recommended by Avery to connect with English departments and faculty, because they house the same concerns as those in this committee- tools aren't meeting expectations in post-secondary.
- New projects are underway, including:
 - Persistence of Indigenous Students
 - Gender Identification updates on enrollment forms
 - A common application for all undergrad programs in British Columbia by September 2018
 - The ability for all secondary schools to apply electronically to post-secondaries
- The committee is reminded that an Awareness Report was handed out for outstanding articulation requests from institutions. It is important to ensure that BCCAT has the requests going to the right person in your Institutions.
- The process of how courses are articulated and credit granted and what it looks like for our students in the BCCAT Transfer guide was demonstrated and reviewed.
 - Jessica suggests that secondary drop down menus in course selections may be helpful in online submissions to clarify indigenous courses to reduce the complexity that post-secondaries are facing now in this area.

Presentation- Dianne Biin, BC Campus via Skype

- Dianne discusses role of BC Campus, and about building resources with indigenous thought leaders across the province.
- Began with collaboration of leaders Janice Simcoe, Deb Hull, Marlene Erickson, Verna Billy, Lorne, Bill from OC, Jan Hare UBC, Colleen Hogson, Joe Crowna - Part of the focus is self-awareness of one's position within the education system, and working with indigenization on a multitude of levels pertaining to it.
- Her project is reviewing what is being done and sharing best practices
 - Teaching should be co-hosted with indigenous knowledge keepers (elders) to help promote safe spaces.
 - knowledge sharing and connecting, as to develop and communicate these resources and programs with one's respective colleagues and institutions.
- Focus is on working with teachers, faculty, advisors, and other frontline staff, including the clarification of what is expected whilst working within the confines of reconciliation.
- Web resources are available for other post-secondary institutions to use and customize for their areas and schools.
- Collaborative projects with BCCampus on indigenization to create open resources
- what is there for professional resources to learn about indigenization ?
 - Many different definitions
 - thinking about it in various levels- gain awareness of indigenous perspectives, histories and shared and being self aware of ones positionality in Education and creating a space for knowledge systems to come together and for us to
- 45-48 various training opportunities being offered and under development
 - speaking series
 - cultural competency based- learning about shared histories, what does it mean to decolonize, indigenize and reconciliation

- one MOOC reconciliation through Indigenous education
- only a few institutions do Indigenizing the curriculum
- gaps in training and not enough there for researchers, leaders, faculty, advisors, staff gaining general information but not how IE is unfolding in BC
- creating a framework on how to indigenize
- SOL*R will send links to us
- environmental scan results presented

Discussion: Indigenous Studies/Indigenous Education

- Discussion on what exactly constitutes an indigenous and non-indigenous course.
 - what are the standards and criteria?
 - how are these courses identified?
 - who is assessing them?
 - What about cross discipline postings (ex. Indigenous courses in Soci, Anth Literature)
- Jeannette poses that the committee has the potential to help set those standards. Thinks the committee should help set those parameters in articulation.
- Todd asks if BCCAT's role should be clarified.
- Jessica poses the question of making Indigenous Education its own discipline.
- In conversation between Jeanette and Avery the questions were posed as:
 - How do we enhance Indigenous Education in existing courses and also form new, more specifically honed courses with their own departments, faculty, and disciplines.
- Ken voiced his concern that Indigenous archive of knowledge is wider, broader- a knowledge system stemming into all disciplines.
- recommended we meet in the fall over to days to have a facilitated conversation to refine the role and scope of our committee and exploring what is Indigenous Education and Indigenous studies
 - Todd at Camosun offered to host with a cultural component as well.
- Mike (BCCAT) suggests that steps at individual institutions need to be taken to think through these questions, and then work collectively within this committee alongside other groups and ministries.
- Bill stated that diversity in indigenous education needs to be recognized, and not one sized. That policy needs to reflect regional diversity in an organic way. To recognize different pieces of knowledge and how to respect and include that.

Action Items: Clarify the guidelines and what is Indigenous Education

- identify the roles and priorities of our committee
- Overall, the committee agrees that Establishing guidelines, clarification leading to standard practices, and a look at options is needed
- focus on defining What is Indigenous Education for our next meeting
- Ken proposes the committee look across post-secondary landscapes for that discussion and feedback on the proposed questions.

Curriculum Review – Camosun College

- Todd shared the approved course outline for IST 250 QĆÁSET Cultural Camp
- Explained the processes that they went through to develop courses, and mentions that that included a fifteen page proposal. He explained course activities, assessments.
- Todd explains that colleges that are truly dedicated Truth and Reconciliation are going to have to front extra costs if they run courses of this nature.
- Tammy mentions the need to make courses of this nature electives for appropriate areas of studies for the appropriate credits.
- Theresa mentions intro + exit interviews to these courses to assess outcomes.
- Ken proposes that there should be help for indigenous learners to take these courses in their native regions.

Next meeting suggestions:

- The committee summarizes that they should contact Dianne for facilitation, and decide on Victoria (ie, finalize all the details).
- Jessica asked how this group works with other aboriginal education groups.
- Avery mentioned that perhaps the committee should invite the appropriate representative for the Ministry of Advanced Education to the next committee meeting that is proposed for Victoria.
- Ken [in reference to focuses of committee] mentions an increase in recruitment, completion, and timeliness is crucial
- Jessica adds in Support Services, and a focusing of topics to ensure success in meetings.
- Robert agrees to having a terms of reference for the next meeting, as there are so many topics.
- Avery suggests looking at other articulation committees to grade and measure this committee for a point of reference.
- Todd summarizes with the plan to strategize on a small sub-committee to figure out a plan for Dianne, then run the plans by the larger committee.
- Teleconference to take place over the "next couple of weeks" Proposed May 24-25, with Ken, Todd, and Jessica to discuss planning for the Fall meeting .

Institutional Reports

Jeanette Armstrong, UBC Okanagan

Want to set up a committee on campuses to Indigenize those campuses.

- Have committee work on indigenous curriculum.
 - Have faculty from different departments work with committee.
- Responded to a proposal to develop a degree in language fluency building.
- Working on developing a framework for the province
 - Could block transfer
 - Associates Degree a possibility.
- 4 indigenous studies faculty
- discipline indigenous content and Indigenous department faculty and involvement.
- Curriculum needs to be developed and articulated by the FNST department and faculty
- BA in Indigenous studies

- FNEC and IAHLA response for call for proposal to develop language proficiency and fluency and it was accepted and in process for bringing on framework for province for articulation for fluency building courses can be delivered by IAHLA or colleges and can be block transferred UBC Van, UNBC, WVN, NVIT, SFU, UVIC . once through process with 33 IAHLA's we are pushing for a block transfer for certificate or associate degree in FN language

Todd Ormiston, Camosun

Trying to build Indigenous capacity

- Offering a number of indigenous specialty courses
- Looking at Indigenization vs post-secondary expectations
- What does the community think/feel.
- Putting an Indigenous voice throughout curriculum.
- Objectives:
 - Transformational change
 - Integrate Indigenous perspectives into existing curriculum
 - Values embedded into communities
- 18 Indigenous faculty and staff in centre
- work with Dianne Biin and Janice Simcoe is centre director and she is advocating within leadership
- 3 courses – SW/Health prep; criminal justice
- Stensitolw – To walk or move forward – Aug 23- 25

Avery Hulbert, College of the Rockies

- Seeing higher numbers in enrollment.
- Operating in part out of the Aboriginal Gathering Place, which is community centered.
- More Indigenous support services are available.
- Paid positions for indigenous students.
- College is working with the regional Nation (Ktunaxa)
- Strong college presence at the Nation building, likewise with the Nation at the college
- New curriculum development – KTUN 100- Introduction to Ktunaxa Peoples
 - Developed by elders and Dr. Chris Horsethief
 - 27 elders on payroll
 - Available online and for staff and faculty as well as students.
- 11 disciplines have had elders in class or have requested elder presence
- Ktunaxa Language workshops are promising, and are even waitlisted.

Theresa Southam and Jessica Morin, Selkirk College

- Received \$75,000 in funding
- feature Co-teaching model
- Indigenization plan
- Relationship building with surrounding peoples
- Updating hiring processes to incorporate the multiple nations in their area.
- Indigenous course developments in progress.
- Keynote events hosted to promote connectivity.
- Advisory committees in place

- Exploring reconciliation projects with the Nations.

Bill Angelbeck, Douglas College

- Task force made of volunteers at Okanagan in effect, even the dean is involved.
- Started with the notion of knowledge sharing (ie, educating and learning).
 - Explaining "the whats" of colonization instead of just rephrasing words and then repeating behaviour.
- Educate leadership in the college through retreats and workshops.
- Incorporating regional traditional knowledge.
- Repair relationships and collaborate and connect with the traditional people.
- Working on how to implement a protocol to protect diversity.
- Food sovereignty projects- independence through teaching.

Ken Brealey University of the Fraser Valley

- New Bachelors of Indigenous Studies.
- Resident elders Program
- Placename tours in traditional territories.
- Witness blanket with speakers (course related).
- A focus on community health.
- Indigenous committees are active, and a culture committee was formed.
- New course approval forms asked to state indigenous considerations and pass through indigenous committee.
- Courses towards the Degree program taught at Bella Coola with Indigenous students. Next in Kitimat with Haisla students.

Robert Schuster, IAHLA

- In the process of moving into a new facility.
- Recently had fifty people from the community show up for a language program.
- Programs include experts, community members, elders.
- Large support from Nations.
- Indigenous programs and committees have been successful.

Jason Laroche, Native Education Center

- Been going through lots of transitions.
- Average student enrollment is at approximately 200 annually, with 95% indigenous.
- Diverse indigenous cultures.
- Working with surrounding Nations.
- Aboriginal tourism program is not doing well.
- Started a North West Coast Jewelry Arts program in January of 2017.
- Have done button blanket making with students.
- Doing an honouring feast on June 2nd.
- Celebrating its 50th anniversary.

Darlene Willier and Brock Enmay, KPU

- Started new Indigenous studies program in January.

- Acknowledge that they're a little behind in Indigenous education, but are trying to catch up.
- New campus is opening, and they're fighting for indigenous education and indigenous supports.
- Working on strategic plans to catch up in Indigenous education.

Bruce Allen, College of New Caledonia

- Their beginnings consisted of non-indigenous people teaching First Nations Studies from history books.
- New elder has been approved to co-teach.
- In the process of hiring additional aboriginal instructor.
- Have elder advisors.
- Conduct cultural gatherings.
- Cultural protocols are observed.
- Workshops for faculty available.

Billy Cohen, Okanagan College

- Process of what is colonization, outcomes of this and impacts
- Cant just use different terms need to evaluate processes and engage in change
- educate leadership in college- seminars, retreats, connections

Next meeting:

- Date to be set: October, 2017
- Camosun College, Victoria, BC

Action Items

- Committee members are asked to frequent the google group.
- Reach out to missing BC post-secondary institutions for committee membership.
- Recommend/ Nominate people for BCCAT's awards in articulation.
- Look at the challenges with standardized curriculum vs regional traditional knowledge.
- Plan next full committee meeting in Victoria.
 - Ministry of Advanced Ed?
 - Cultural Component
 - Facilitator for Fall meeting (Diane Biin?)
 - Possible Keynote- Jeanette?
 - Indigenous Education Pathways – Stephanie McGowen
- Sub-committee teleconference May. 24-25.
- Committee members should familiarize themselves with BCCAT and Articulation committee guidelines
- Committee members need to start having conversations in their Institutions about who reviews IS courses for articulation credit etc. and how decisions are being made
- Terms of Reference Draft by subcommittee and Ken and Avery to start discussions next meeting?