Promising Practices of Employers, Colleges and Universities

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Unique Model of Inclusion

- Department set up is a unique model of inclusion—Aboriginal Student Support & Community Relations is under the School of Indigenous Education not enrollment or student services which affords us the opportunity to use Wellness Counsellors, Liaison Advisors, respond to community needs/wishes instantly with Aboriginal leaders who understand and support...
Unique Model of Inclusion

- This team model focused on holistic support, not referrals across the institutions, we try to walk alongside the student to ease their adjustment, ease their access to someone not an organization (humanize the institution if you will), gain their trust, ease their comfort, represent the City as well for safety, offer encouragement and guidance in finding a “program fit” and confidence, cultural aspect to represent their roots
Liaison Advisor

- Move from Aboriginal Recruitment Officer to the role of the Liaison Advisor
- Build relationships with the community such as teachers, counselors, band offices, superintendents, employment consultants, chiefs, council members, principals, students and their families
- Take time to meet with potential students to find the right program for the student
- The same person whom you meet in the community is the same person who advises – Normally two separate people in a western approach
On – Campus Support

Create opportunities to unite students, acknowledge them as people not a student number, introduce them to the team “family” so they expand their support network – retention programs.

- Time-Out
- Keep Informed
- Family Fun Night
- Community Kitchen
- Welcome Circle
- Community Circle Program
- Student Recognition Program
- R-Crew(resource crew)

- Mentorship
- Internships
- Sample Sessions
- Tours
- Centre Events (bi-weekly)
- Come Home for Lunch
- Cultural Teachings
- Holiday celebrations

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On–Campus Support

- Elders and Cultural Teacher connects with student and staff/in-class presentations/work with senior management-involved not token
  - examples:
    - Elders are a part of the planning process, provide guidance and leadership on committees
    - Elders are involved in the hiring process of our new Dean. With the guidance of the Elders we started with a sharing circle for staff to provide input and a pipe ceremony will be conducted with the selection committee to start off the search in a good way
Relationship building

- Relationships with industry, alumni, community—all trying to support the student while recognizing the need for RRC to become involved in the fabric of our communities—community forums (so all voices are heard), Two Spirited Gathering, Remembering our Stolen Sisters, Alumni Mentoring program, research, events to welcome students on campus, Honoring our Women
Targeting presentations, working with academic departments to develop strategic plans, work with marketing to create Indigenous plan college wide

- Offering a two day workshop for staff on Working Effectively with Aboriginal People
- Departments are invited to join Liaison Advisor for community visits to build relationship in the Aboriginal Community and learn more about the community to better serve the students
- Work with the Marketing department to profile the successes and Alumni that are in the workforce
Strategic Initiatives

- In house programs to advance Indigenous staff's education for succession planning—key component
- Need to look at alumni as a stakeholder—support, role model not a business model or revenue stream—as many western models have and do—changing the education system takes an entire community—we need all the help we can get
- Working relationships with industry key to advancing the Aboriginal participation rates in both education and industry sectors
- Institutional support and shift to holistic education
Tracy Brant, Aboriginal Centre Coordinator

Aboriginal Student Support & Community Relations

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