

Indigenous Language Path – Engagement Report

# Emory University

## Indigenous Language Path Engagement Report

April 6–7, 2022

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## Executive Summary

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Building on the work underway since Fall 2021 with relationship-building and dialogue with the Muscogee Nation, the Emory University Indigenous Language Path (ILP) Working Group engaged Kauffman & Associates, Inc. (KAI), a Native-led consulting firm, to conduct campus engagement sessions at Emory in order to broaden the Emory community's understanding of the ILP initiative and to gather insights, input, and feedback to be used in the development of the RFP for the Language Path. The stated outcomes of the campus engagement sessions were:



*Figure 1. Key takeaways from the April ILP listening sessions*

1. Members of Emory community will start their own journeys to cultural literacy around Native/Indigenous experience.
2. Members of the Emory community will imagine themselves as part of supporting Native/Indigenous concerns.
3. Members of the Emory community will have input into how they want to change the landscape of Emory's Oxford and Atlanta campuses to recognize Muscogee relationships and language.

Over two days, April 6-7, 2022, Emory hosted two consultants from KAI: Dr. Iris PrettyPaint (primary) and Mikayla Holm (assisting). The two consultants toured both campuses, hosted 4 group engagement sessions, and held 3 key stakeholder interviews. The key sessions and interviews included:

1. Session with OSRL Staff and Religious Life Affiliates
2. Interview with a Native student
3. Interview with Carlos Museum staff
4. Interview with NAISI faculty and staff
5. Session with Oxford campus students, faculty, and staff
6. Session with ILP Working Group
7. Session with Atlanta campus students, faculty, and staff

Altogether there were **7 sessions and interviews** that hosted a **total of 123 participants**.

Each session or interview asked participants to envision the ILP initiative, potential roadblocks, and key considerations. In the listening sessions, participants were asked to visualize and draw a representation of how they imagined the path.

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The main common threads that emerged from listening session discussions were that the ILP should:

1. Honor the Muscogee Nation
2. Build relationships through the land
3. Plan for permanent campus education and engagement

**Honoring the Muscogee Nation** included history, culture, and language. It is crucial to continue to build relationships with the Muscogee and secure their input for each phase of planning as Emory will need to lean on their guidance throughout the process. It is likely that a small advisory committee could emerge to help with these relations.

**Building relationships through the land** honored the importance of the land itself to Muscogee experiences which was expressed when delegations from the Nation visited campus and also on the Emory delegation visit to Oklahoma. The land provides a key resource for sharing culture and knowledge in both physical and metaphorical forms. Visual, physical representation is important, but the path is also a path of relationship building.

**Planning for permanency** means not allowing the path to become an end in itself but a launchpad and springboard for continued relationship, education, learning, research, community building programs, etc.

**Next Steps:** A second campus engagement visit by KAI to Emory is scheduled for October 2022. Two goals for the October engagement will be to bring the Muscogee perspectives and the Emory perspectives back together, and to shape the input gathered into a concrete request for proposal (RFP) that could be released in December 2022. It will be important to begin to shape the input received from the spring listening sessions to inform an RFP. Figure 2 shows important next steps to prepare for autumn.

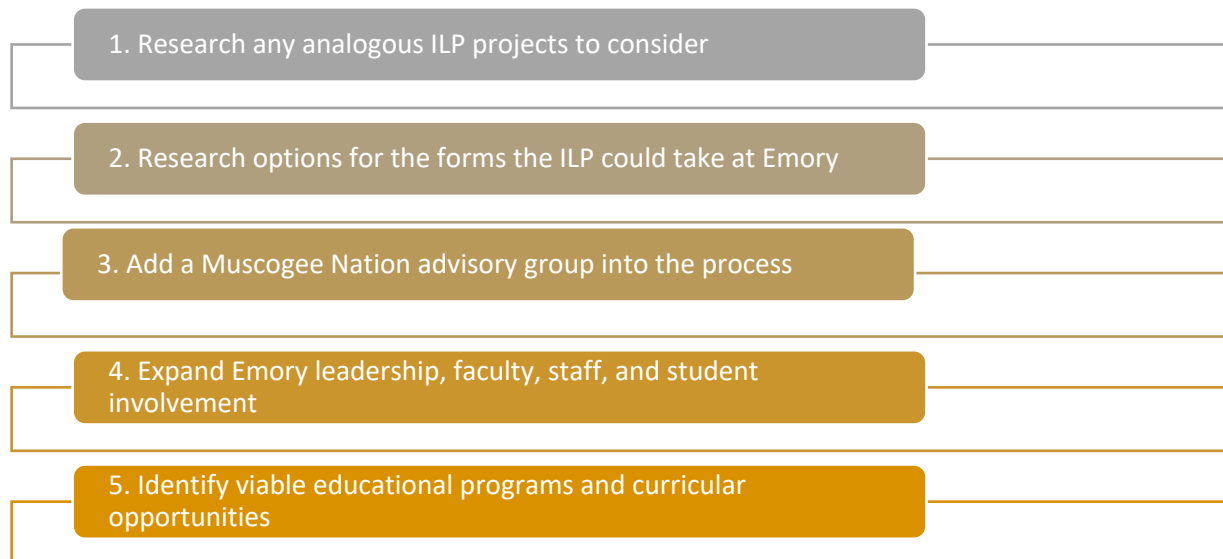


Figure 2. Next steps in preparation of an October 2022 ILP campus engagement

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In the October engagement, KAI should present options from other locations and specifically for Emory to provide feedback and input to help refine the RFP. Continued engagement with the Muscogee Nation by Emory throughout the process is also critical. The October engagement can be structured to ensure the inclusion of key stakeholders and groups as well as open sessions for feedback.

### **Key Ideas Brainstormed Through the Engagement:**

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- Continue to build the relationship with Muscogee Nation
- Continue to raise awareness in the Emory University community
- Further highlight the university's Land Acknowledgement statement
- Add physical visual reminders of Muscogee language and culture to the campus
- Develop a more prominent Muscogee collection exhibit at the Carlos Museum
- Develop a part of the language path that is an online website or phone application
- Include education about the Muscogee relationship in new student orientations
- Develop annual events that highlight Emory's Muscogee relationship, such as around Indigenous Peoples' Day and Native American Heritage Month
- Designate a campus space where members of the Muscogee can return for rituals, etc.
- Further develop the Native studies curriculum
- Further increase the enrollment of Native students with scholarships, etc.
- Further develop campus support resources for Native students

## Background to the Project and Timeline

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In the summer of 2020, Emory University President Gregory Fenves reestablished the Task Force on Untold Stories and Disenfranchised Populations to review opportunities for recognizing, observing, and memorializing the underrecognized contributions of enslaved persons with ties to Emory and the Indigenous people on whose land Emory's campuses were built.

This work is intended to improve the Emory experience and embody the university's values of creating an environment of belonging and shared purpose for each member of the student body, staff, and faculty. The Task Force was given a renewed charge for advisory recommendations that address:

- Honoring the labor of enslaved persons, including recommendations for memorializing the enslaved persons who built the Oxford campus.
- Developing criteria and processes for awarding scholarships for descendants of enslaved persons with ties to Emory.
- Acknowledging the contributions of Indigenous peoples.
- Developing select educational and experiential opportunities.

In April 2021, the Task Force report proposed a number of recommendations to acknowledge the contributions of Indigenous peoples, including an Emory land acknowledgement and “physical reminders and remembrance rituals on campus.” The recommendations were shaped by members of the Emory Native American and Indigenous Studies Initiative (NAISI). The Task Force subcommittee tasked with the recommendations regarding Indigenous peoples included Professor of English Craig Womack (Muscogee) and Professor of Art History Megan O'Neil, both NAISI members.

In September 2021, in response to these recommendations, the Emory Board of Trustees adopted a Land Acknowledgement Statement for Emory University that states:

Emory University acknowledges the Muscogee (Creek) people who lived, worked, produced knowledge on, and nurtured the land where Emory's Oxford and Atlanta campuses are now located. In 1821, fifteen years before Emory's founding, the Muscogee were forced to relinquish this land. We recognize the sustained oppression, land dispossession, and involuntary removals of the Muscogee and Cherokee peoples from Georgia and the Southeast. Emory seeks to honor the Muscogee Nation and other Indigenous caretakers of this land by humbly seeking knowledge of their histories and committing to respectful stewardship of the land.

Also in September 2021, Emory held a symposium called “In the Wake of Slavery and Dispossession” in which members of the Muscogee Nation were invited to come to campus and speak, leading to new and deepening relationships with the university.

In November 2021, Emory received a visit by a delegation of elected officials and ceremonial leaders from the Muscogee Nation to officially acknowledge the Emory

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Board of Trustee's adoption of a land acknowledgement statement. As part of that visit, the Task Force on Untold Stories recommendation to develop an indigenous language path on campus was discussed with the Muscogee Nation leaders.

Also in November 2021, President Gregory Fenves created and charged the Indigenous Language Path Working Group, which began meeting in December 2021.

The goal of the Working Group is to address some of the recommendations related to acknowledging the contributions of Indigenous peoples and developing relevant educational and experiential opportunities. The President charged the Working Group to:

- Draft a Request for Proposals for landscape and other artists to design physical reminders on the Oxford and Atlanta campuses that highlight Muscogee land and knowledge in relation to the land and history, and places for sharing knowledge.
- Develop plans for facilitating community input on the design proposals.
- Conduct research about Emory's history and its relations to Native American and Indigenous peoples that is relevant for the development of this project and sharing that research with the Emory Libraries to build on archives and materials.
- Identify opportunities for future academic and community collaborations to foster a pedagogy of place and proposing ways to orient the campus communities through the physical reminders and educate the community about their significance through continued engagement with Indigenous communities, annual events, campus-wide programming, and orientations for new students to the Oxford and Atlanta campuses.

The ILPWG is co-chaired by Dr. Malinda Maynor Lowery, Cahoon Family Professor of American History in Emory College, and the Rev. Dr. Gregory W. McGonigle, Emory University dean of religious life and university chaplain. Other Task Force members include students, faculty, staff, alumni, and a Muscogee emissary.

The ILPWG adopted a Vision for the ILP project whereby Emory University will provide a physical and virtual orientation to the landscape of Emory's campuses through the Muscogee Nation's history, culture, and language, and an infrastructure to support the movement to keep the Muscogee language alive through efforts to teach and learn the first language of this land. The ILPWG's guiding principles are to acknowledge, repair, initiate healing, and create alignment with Muscogee values of education and language stewardship and preservation.

In March 2022, the Muscogee Nation invited a delegation of Emory students, faculty, and staff to visit the present-day territory of the Muscogee Nation in Ocmulgee, Oklahoma, and surrounding communities. The five-day trip included the sharing of diverse perspectives from the Muscogee Nation, including visits to the Muscogee Nation government offices, the Muscogee Language Program, the College of the Muscogee Nation, the Muscogee Youth Council, Muscogee church leaders, and participants at Muscogee ceremonial grounds. It also included visits to the First Americans Museum in Oklahoma City and the Greenwood Rising Museum in Tulsa.

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Following the visit to Oklahoma, in April 2022, the Working Group engaged KAI—an Indigenous-owned consulting firm nationally recognized for over 30 years—to provide culturally sensitive and focused engagement to identify recommendations for an RFP for an Indigenous Language Path that would:

- identify opportunities to reengage with the Muscogee Nation,
- offer meaningful recognition of the land where Emory University is located,
- educate regarding the Indigenous peoples of the land, and
- provide opportunities to make this visible.

April 6-7, 2022, KAI facilitated two days of engagement with faculty, staff, and students at both Emory University campuses.

The following sections summarize the campus engagement listening sessions and interviews. Each summary includes the number of participants who attended, and a discussion of the outcomes related to the ILP vision, challenges, obstacles, and strategic directions.



## Session and Interview Summaries

The Indigenous Language Path Working Group hosted a series of campus listening sessions and interviews (in person and with online options) on both the Atlanta and Oxford campuses over a 2-day period April 6-7, 2022. The design of the listening sessions and interviews was to seek input from various campus stakeholders, including faculty, staff, and students, to inform the planning and design of the ILP. Table 1 lists the groups, dates, and locations of the sessions and shows the overall agenda.

*Table 1. Emory University listening sessions and interviews*

Session or Interview	Date	Location
Atlanta Campus Tour	April 6, 2022	Atlanta Campus
Office of Spiritual and Religious Life Staff and Affiliates Session		Atlanta Campus
Native Student Interview		Atlanta Campus
Carlos Museum Interview		Atlanta Campus
NAISI Faculty, Staff, Student Interview		Atlanta Campus
Oxford Campus Tour	April 7, 2022	Oxford Campus
Oxford Faculty, Staff and Student Session		Oxford Campus
ILP Working Group Session		Atlanta Campus
Atlanta Faculty, Staff and Student Session		Atlanta Campus

The listening session summary topics included:

- ILP initiative vision,
- ILP initiative challenges and obstacles, and
- ILP initiative strategic directions.

This report summarizes the discussion and outcomes from each listening session or interview, which focused on feedback about the Indigenous Language Path initiative.

## Office of Spiritual and Religious Life Staff and Affiliates Listening Session

The Office of Spiritual and Religious Life (OSRL) Staff and Affiliates Listening Session gathered staff and affiliates who support Emory's religious and philosophical diversity.

### *Participants*

In total, 19 people attended the listening session in person, 2 people attended via Zoom, with a total of 21 participants. Participants included representatives of faculty, staff, and affiliates with a combined experience of working at Emory for 120 years.

### *Session Takeaways*

The start of the listening session began with the group exploring a vision for the ILP initiative. In small groups, participants responded to a prompt and drew a picture of what their vision would look like without using words. Overall, several concepts emerged from the discussion.

Participants discussed connecting the past with the present through visuals around campus, including the land acknowledgment statement, structures, or even keeping pieces of land in their original state. Creating a sense of awareness and understanding about the history of Emory and those that came before the campus was another takeaway from the group discussion. Participants noted that by recognizing history, it can shape the future and create a sense of interconnectedness and unity among students. Emory has the capacity to create that environment of connection both physically and spiritually.

Another concept that emerged from discussion was about relationship building. This focused around building long-term relationships with and among Indigenous students on the Emory campus and the Muscogee Nation. The sense of relationship building among students focused on building a community or a place that would help Indigenous students feel at home. In regard to relationship building with Muscogee Nation, the ILP's recent trip to Oklahoma to visit the tribe highlights an example of cultivating a relationship with the tribe. To continue relationship building activities, mentorship, access to education, and increased Indigenous representation were identified as potential areas of opportunity.

The listening session then pivoted toward identifying potential roadblocks to the ILP initiative and the visions shared by participants. Several challenges and obstacles related to the ILP initiative were identified. Three primary challenges emerged:

- Campus investment in the ILP vision,
- Evaluation of the initiative, and
- Balancing competing priorities and commitments.

Participants recognized this work will require more than a vision, but a path toward implementation that balances competing campus priorities. Additionally, while participants immediately recognized a role for evaluation, it was noted this presents

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*Office of Spiritual and Religious Life Staff and Affiliates pose for a group photo April 6, 2022. Photo credit: Mikayla Holm*

another set of challenges in determining how to quantify a cultural shift and establish milestones and markers. While the participants are hopeful about the initiative there was recognition that this work will require ongoing engagement across the campus among students, faculty, and staff.

In consideration of the vision and challenges, the group began to identify potential strategic directions toward implementation planning. Three strategic directions surfaced throughout the discussion. These directions include:

- Initiative planning
- Campus engagement
- Future orientation

Initiative planning is about developing this initiative in a way that positively impacts the student body and moves beyond just a vision. This includes identifying measures to know the initiative is connecting with students across the campus while meeting initiative goals. Campus engagement is about integrating the goals of the ILP initiative within campus culture with institutional buy-in, including elements of the initiative within curriculum, and allocating resources to support successful implementation. Future orientation is considering how this initiative and the subsequent outcomes will resonate with future generations.

## Native Student Interview

The Native Students interview intended to gather students from the Atlanta campus that identify as Native American or Indigenous to discuss the ILP initiative.

### Participants

In total, one student, a citizen of the Choctaw Nation who is also Muscogee, participated in the interview. The student was in their first year of university.

### Session Takeaways

This interview allowed for a focused discussion between the facilitator and student. The start of the discussion began with an exploration of a vision for the ILP. Overall, several concepts emerged from the discussion. The student said honoring student perspectives and the Muscogee Nation are important parts of the ILP initiative. This means allowing the history of the university and its truth be part of the initiative vision. To support this, creating spaces around campus is important to learn Muscogee culture and language through land use, as well as community events. Another important part of the ILP vision is increasing Indigenous representation through the number of Indigenous students and grow the Indigenous student body cohort.

Next, obstacles and challenges were discussed for developing an Indigenous student cohort and community events. For developing an Indigenous student cohort, challenges include limited Indigenous faculty and staff, the campus location in relation to their tribal communities, and limited cultural community events.

For community events, challenges include limited resource capacity to plan, host, and maintain scheduling for events. Another complex challenge identified is related to the relationship the Muscogee Nation has with their traditional homelands. The student

noted that there are tribal ancestral homelands at Emory, but the tribe continues to live and keep their culture and language in a different space. Additionally, many tribal members have not seen some of the ceremonial sites located near Emory.

In consideration of the vision and challenges, the student began to identify potential strategic directions



*Dr. Iris PrettyPaint, facilitator, and Emory student discuss the ILP initiative April 6, 2022. Photo credit: Mikayla Holm*

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toward implementation planning. One strategic direction surfaced throughout discussion: the integration of Muscogee culture across campus.

The overall initiative planning direction from the student focused on inclusion of the Muscogee Nation. This starts with recognition and presentation of the campus history with the tribe. In addition, it is important to create visibility and connection on campus that includes Muscogee culture, like community events for students and Muscogee people to gather.

## Carlos Museum Interview

The Carlos Museum visit allowed KAI to see some of the collection of Muscogee art and artifacts in custody at the Carlos, control of which was recently transferred to the tribe under NAGPRA. This was also an opportunity for input from faculty and staff from the museum to share feedback about the ILP initiative, which is significant because the museum is one place where Muscogee and other Native art and experience is visible and interpreted on campus.

### *Purpose*

The objectives of the Carlos Museum visit were to:

- explore the Carlos Museum Mississippian/Muscogee collections, and
- explore the vision for the ILP

### *Participants*

In total, 3 Emory staff members participated in the Carlos Museum visit along with KAI facilitators.

### *Session Takeaways*

Staff from the museum have been updating the interpretation of Mississippian collections including expanding Indigenous voices through storytelling platforms. The museum has been seeking to build relationships with Indigenous communities that may include campus visits, exhibits, and programs. The museum has also been seeking to increase access to its collections by way of adding virtual tours, partnering with Indigenous artists, and adding more related programming.

Participants noted that potential barriers might be leadership buy-in, and limitations related to the museum space itself. Another challenge might be the current placement of the Muscogee collections and interpretive materials at the back of the museum's first floor. However, overall, the museum offers an opportunity to support the ILP initiative and offer a space for historical and cultural preservation and storytelling. Advancements in technology can help bridge physical barriers for those outside of the Emory community and region to access information. The group discussed how art has the power to connect people and amplify voices and should be an important part of the ILP initiative.



### **Native American and Indigenous Studies Initiative Dinner with Faculty, Staff and Students Interview**

The Native American and Indigenous Studies Initiative (NAISI) held a public campus lecture on the first day of KAI's engagement on campus. The dinner with the speaker following this lecture became an opportunity for interviewing NAISI and Native students, faculty, and staff.

#### *Participants*

In total, eight attendees participated in the interview. Participants included two faculty, three staff, and three students.

#### *Session Takeaways*

For this listening session, participants responded to a prompt asking about the vision of the ILP initiative. Overall, several goals emerged from the participants, which include:

1. Support for Native students,
2. Physical reminders on campus,
3. Indigenous studies offerings, and
4. Muscogee and Indigenous celebrations and events.

A first goal that emerged from this conversation was an emphasis on supporting Native students on campus. This was related to the path project, because the group felt it did not make sense to remember the history and its impacts without addressing present-day needs as well. Better supporting Native students included the idea of a dedicated space for Native students to gather and seek academic support, cultural and community resources, and even spiritual support. Another related concept that emerged was the need for academic and career support for Native students both current and incoming in the form of scholarships, career development support, and mentorship.

A second goal identified was installing physical reminders across campus representative of Muscogee history and culture, including language, to increase visibility.

A third goal was the further development of an Indigenous and language studies curriculum at the university, to allow for educating Native and non-Native students, faculty and staff on Indigenous histories, experiences, and concerns.

And a final goal was coordinating celebrations with the Muscogee Nation that would occur annually on campus and include tribal members and students. Specific ideas were including Muscogee history as part of university orientations and also celebrating Indigenous Peoples' Day and Native American Heritage Month more broadly, which might include a Muscogee Day, and as well as other Indigenous festival days.

## Oxford Campus Faculty, Staff, and Students Session

On April 7, 2022, KAI visited the Oxford campus to engage with faculty, staff, and students.

### *Participants*

In total, 27 attendees participated in the listening session. Participants included a combination of staff and students in person and several connected via Zoom. In total participants had 123 years of Emory experience.

### *Session Takeaways*

For this listening session, participants responded to a prompt asking about the vision of the ILP initiative. Overall, several concepts emerged from the participants, which included:

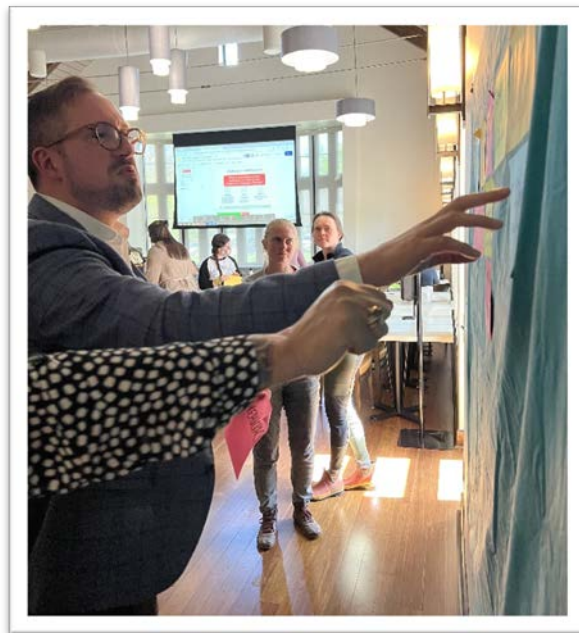
- Historians on the campus,
- Additional people to teach discovery seminars,
- Muscogee truth and history, and
- Gathering and connecting communities.

The concepts are inspired by an Indigenous land perspective and understanding the land as a sacred host of relationships across the campus for those now and in the future. This includes spiritual and physical methods, such as the university land acknowledgement, and nurturing plants important to the Muscogee on campus.

A celebration of Native life equivalent to other groups recognized on campus through months, weeks, or days was expressed.

Education was a principal component of discussion with a recognition that Muscogee history and culture is unknown at Emory, but there is a desire to learn from many across the campus.

One participant recommended establishing discovery seminars focusing on Muscogee history and culture during new student orientation and inviting speakers to campus from the Nation. Overall, the group recognized that the land is a living, non-human being that will continue to have a significant role in how the Muscogee people are honored and guide relationship building. The group further



*Oxford campus participant engage in a brainstorm activity about the ILP initiative April 7, 2022. Photo credit: Mikayla Holm*



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stressed the importance of integrating education and learning through each step of the initiative.

In consideration of the vision, the group began to identify obstacles that could create roadblocks toward implementing the vision. Overarching challenges that emerged include:

- Prioritize resources needed for implementation,
- Long-term initiative development, and
- Overcome fear and skepticism.

Considerations about the challenges related to the ILP initiative focused on prioritizing the resources needed for implementation, including defining priorities, dedicating time, budget, and other resources.

Another area of concern was the longevity of such an initiative and addressing issues like staff and faculty turnover, maintaining relationships, and limited access to Indigenous knowledge sources.

Aside from institutional capacity and access to Indigenous knowledge, addressing fear and skepticism was a prominent issue. Participants identified that there is a need to secure initiative buy-in and overcome sentiments of fear, bias, or skepticism, not unlike the process of addressing other historically marginalized identities and experiences.

Despite the challenges, participants stated that next steps should include building bridges between the partners, strengthening the relationship with land, and designating space across the campuses to support the ILP initiative and its institutional charge.



*Oxford campus faculty, staff and students engage in discussion about the ILP initiative April 7, 2022. Photo credit: Mikayla Holm*

## Indigenous Language Path Working Group Session

The ILPWG listening session gathered members of the ILPWG to engage in a similar process to that engaged by the other group sessions.

### *Participants*

In total, 13 attendees participated in the listening session. Participants included faculty, staff, students, alumni, and a Muscogee emissary. Twelve participants attended in person and one participant joined via Zoom.

### *Session Takeaways*

For this listening session, participants responded to a prompt asking about the vision of the ILP initiative. Overall, several concepts emerged from the participants, which included:

1. Sustainability and collaboration,
2. Learning and reflection, and
3. Building connection through land and language.

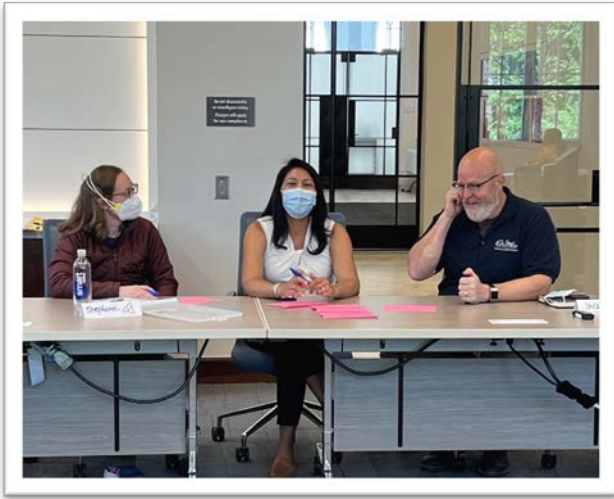
The discussion expressed a desire for a long-term, sustainable collaboration between Emory University and the Muscogee Nation. Additionally, a relationship with the Nation should guide and ground Emory's efforts throughout the implementation process.

This group saw an intent of the path being to preserve a natural space for the Muscogee community to use on Emory's campus. This would be healing for the Nation and for Emory and help to solidify the relationship.



*ILPWG participants engage in discussion about the ILP initiative April 7, 2022. Photo credit: Mikayla Holm*

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*ILPWG members engage in a brainstorm activity about the ILP initiative April 7, 2022. Photo credit: Mikayla Holm*

It was further discussed that Emory should identify a way to support Muscogee language revitalization as an identified priority and challenge of the tribe. Once first example of this could be the opportunity for Emory and Muscogee to come together and create immersion through physical land markers.

Some of the challenges identified were balancing short-term solutions and long-term institutional support. Related challenges identified could be faculty and staff turnover, time constraints, approval processes, and potentially limited resources.

Another area of concern was recognition that the physical distance between Emory and the Muscogee Nation might have an impact to planning, as well as the actual time needed for relationship-building. And knowledge sharing. Perhaps a longer-term, phased institutional plan would help to anchor this work as a long-term initiative.

Overall, the ILPWG noted that despite the identified challenges, there have been successful initiatives carried out at Emory that can inform the ILP process. The most critical piece to this work for successful outcomes is to continue building a relationship with the Muscogee Nation, through continued engagement and visits in both directions. The group recognized that a lot of progress has already occurred over the past year in support of this effort, and Emory leadership has been crucial to advancing the initiative.

## Atlanta Campus Faculty, Staff, and Students Session

The Atlanta campus faculty, staff and student dinner session gathered faculty, staff, and students from the Atlanta campus.

### *Participants*

In total, 50 attendees participated in the listening session. Participants included faculty, staff, students, and a Muscogee emissary. Overall, there was more than 300 years of combined Emory experience among participants.

### *Session Takeaways*

For the Atlanta campus dinner listening session, participants were able to reflect and share ideas about the ILP initiative. Central concepts began to emerge as participants presented their visualizations of the path initiative.

These concepts include integration of Muscogee and other Indigenous perspectives throughout planning and design, using the land to represent literal and metaphorical representation of history and the connection between Emory and the Muscogee Nation, and integrating this initiative throughout Emory to see a lasting impact.

Some specific ideas shared included:

- Develop monuments around Emory’s campuses, including a twin monument.
- Add signage around the campuses signifying historical landmarks and stories.
- Create a Muscogee introductory exhibit at the Carlos Museum.
- Use technology to expand reach of the initiative, including websites and a path that might be available as a phone application.



*Atlanta Campus faculty, staff and students are welcomed to the dinner session April 7, 2022. Photo credit: Mikayla Holm*



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- Use the path project as an entry point to engage communities beyond Emory campus.
- Align other current Emory initiatives with the ILP to leverage resources and integrate concerns.
- Further develop a Native American studies curriculum.
- Increase the size of the Native student body.

The overall sentiment from the larger Atlanta campus session was to continue to learn and integrate more perspectives into the development of this initiative.

The group stressed the importance of seeing the impact of the initiative be permanent and integrated into each Emory department through continuous education. There was a desire for people beyond Emory to see this partnership as a model. The group indicated that this level of impact requires resources and commitment from the entire campus community.



*Atlanta Campus faculty, staff and students participate in visioning exercise for the ILP initiative April 7, 2022. Photo credit: Mikayla Holm*

## Conclusion

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The April 6-7, 2022, KAI listening sessions and interviews set a pace for Emory to continue building a path with the Muscogee Nation dedicated to reflection and learning. Through this process, Emory, working with the Muscogee Nation, will seek to create campus spaces that invoke a sense of awareness, which can lead to interconnection, healing, and constructive futures. The spaces developed should reflect the insights of both the Muscogee Nation and Emory. The ILP initiative is an opportunity to develop a sustainable future relationship that honors the Muscogee Nation and other Indigenous peoples as a part of Emory's educational mission and commitment to serving humanity.

## Appendix A: April Engagement Agenda

Day 1 - Wednesday, April 6, 2022 – Eastern Time Emory University Atlanta Campus		Location
<b>8:30-9:30 a.m.</b>	Atlanta Campus Tour <i>Welcome: James Johnson, University Landscape Architect</i>	Convocation Hall
<b>10:00-11:30 a.m.</b>	Office of Spiritual and Religious Life Staff and Affiliates Monthly Meeting Session <i>Welcome: The Reverend Dr. Gregory McGonigle, Dean of Religious Life</i> <i>Dr. Iris PrettyPaint and Mikayla Holm, Kauffman &amp; Associates, Inc.</i>	Cannon Chapel
<b>Noon-1:30 p.m.</b>	Native Students Lunch Interview <i>Welcome: Dr. Malinda Lowery, Cahoon Family Professor of American History</i> <i>Dr. Iris PrettyPaint and Mikayla Holm, Kauffman &amp; Associates, Inc.</i>	Cannon Chapel
<b>2:00-3:30 p.m.</b>	Carlos Museum Interview <i>Welcome: Dr. Megan O’Neil, Assistant Professor of Art History</i>	Carlos Museum
<b>3:30-4:30 p.m.</b>	Break	
<b>4:30-5:30 p.m.</b>	[Supplemental event: Indigenous Teachings and Public Health Lecture with Dr. Victoria O’Keeffe <i>Welcome: Dr. Malinda Lowery, Cahoon Family Professor of American History</i> ]	ESC Multi 5-6
<b>6:30-8:00 p.m.</b>	NAISI Faculty, Staff, Students Dinner Interview <i>Welcome: Beth Michel, Associate Dean of Admissions, Admissions Lead for Native American Affairs</i>	White Bull Restaurant Decatur
Day 2, Thursday, April 7, 2022 – Eastern Time Emory University Oxford Campus		Location
<b>8:30-10:00 a.m.</b>	Oxford Campus Tour <i>Welcome: James Johnson, University Landscape Architect</i>	Seney Hall
<b>Noon-1:30 p.m.</b>	Oxford Campus Faculty, Staff and Student Lunch Session <i>Welcome: Rev. Alex Miller-Knaack, Oxford College Assistant Chaplain</i>	Dean’s Dining Room

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	<p><i>Rev. Chebon Kernell, Executive Secretary of Native American and Indigenous Ministries for the General Board of Global Ministries of the United Methodist Church</i></p> <p><i>Dr. Iris PrettyPaint and Mikayla Holm, Kauffman &amp; Associates, Inc.</i></p>	
<b>1:30-2:30 p.m.</b>	Travel to Atlanta Campus	
<b>3:00-4:30 p.m.</b>	<p>ILP Working Group Session</p> <p><i>Welcome: Dr. Malinda Lowery, Cahoon Family Professor of American History; The Reverend Dr. Gregory McGonigle, Dean of Religious Life</i></p> <p><i>Dr. Iris PrettyPaint and Mikayla Holm, Kauffman &amp; Associates, Inc.</i></p>	Convocation Hall 204
<b>4:30-5:30 p.m.</b>	Break	
<b>5:30-7:00 p.m.</b>	<p>Atlanta Campus Faculty, Staff and Student Dinner Session</p> <p><i>Welcome: Dr. Malinda Lowery, Cahoon Family Professor of American History. Rev. Chebon Kernell, Executive Secretary of Native American and Indigenous Ministries for the General Board of Global Ministries of the United Methodist Church.</i></p> <p><i>Dr. Iris PrettyPaint and Mikayla Holm, Kauffman &amp; Associates, Inc.</i></p>	Convocation Hall 210

## Appendix B. Atlanta and Oxford Campus Tours

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On each morning of the onsite visit, KAI toured Emory's Atlanta and Oxford campuses, respectively. The campus tours offered an opportunity to see the physical landscape and placement of buildings where university life takes place, as well as to learn information about relevant history in order to consider options for the path placement.

### Emory Atlanta Campus Tour

In the early 1900s, Emory established an Atlanta campus surrounded by trees and built on three ridges, located near downtown Atlanta. This design represents Emory's support of spiritual, academic, and community missions. The central quad, has white, grey, and Georgia pink marble buildings with clay tile roofs in an Italianate style.

There are about 5,700 students enrolled at Emory College and student life is an important aspect for Emory College. Students live on campus for their first two years. Emory's goal is to make the campus feel like home, creating close community, connection, and active student engagement. This includes Tuesday farmers' markets, student gardens, Wonderful Wednesdays, and Dooley's Week, in honor of Emory's unofficial mascot. Much of campus life is centered on the "third ridge" of the Emory campus, which includes dining halls, the student center, and PE Center.

A key land feature of Emory's Atlanta campus is the Lullwater Preserve which includes the President's home. It is one of the least developed areas of campus and provides a connection to how the campus may have looked in the 1800s, including native plants. Atlanta campus is also home to Emory's seven graduate and professional schools.



*Left: Dooley sculpture, the unofficial Emory mascot at Atlanta campus. Right: Quad at Atlanta campus Photo credit: Mikayla Holm*

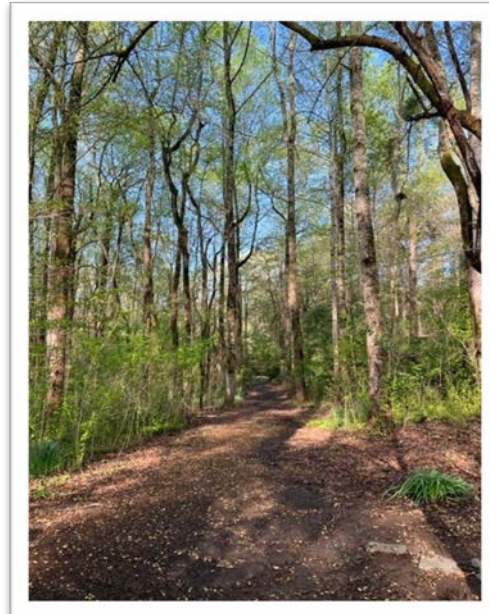


## Emory Oxford Campus Tour

The Oxford campus is located on Emory University's original campus in Oxford, Georgia, founded in 1836. Emory University's oldest buildings are at the Oxford campus, all carefully renovated. Recently the campus has added a new science building, dining hall, and resident halls. Other buildings that have been updated include the library and some classroom spaces.

There are about 990 students enrolled at Oxford. It is a residential college consisting of first- and second-year students. Most Emory students move to the Atlanta Campus after their first two years. Oxford College is a close-knit campus. Faculty, staff, and students all eat together in the dining hall. Oxford has a nature area with trails and the campus footprint includes a Confederate Civil War Cemetery. Several of the buildings were built by enslaved persons and many early leaders at Oxford campus owned slaves, which is being further explored by Emory's Twin Memorials Working Group.

The campus tours provided insight into campus history, land, architecture, and university life. The campus tours showed the land where the Muscogee Nation once lived. The knowledge of the land will help the ILP initiative understand the land history and ownership and how it might make sense to make Muscogee connections visible.



*Left image: Student Garden plot at Oxford campus. Right image: Walking path at Oxford campus. Photo credit: Mikayla*