

Guiding Documents Overview

Four sets of public recommendations are relevant to UASU's approach to Indigenization and decolonization:

- The 46 articles of the United Nations Declaration on the Rights of Indigenous Peoples, abbreviated here as UNDRIP.
- The 94 Calls to Action from the Truth and Reconciliation Commission, abbreviated here as C2A.
- The 231 Calls for Justice from the National Inquiry on Missing and Murdered Indigenous Women and Girls, abbreviated here as C4J.
- The 56 recommendations of UASU's Aboriginal Relations and Reconciliation Committee, abbreviated here as ARRC.

These sets of recommendations have a direct bearing on UASU's mandate and student advocacy in general. The recommendations reference or reinforce each other. At the request of Student Services staff, including the FNMI Initiatives Coordinator, this document attempts to compile pertinent recommendations as a resource and reference for future advocacy and operations. Due to the huge volume of material involved, this document is far from exhaustive. Topics are organized alphabetically.

Culturally-Informed Services

- "The Students' Union shall advocate to the University that all those organizations under the Dean of Students that provide campus services should offer programs or services in support of Aboriginal students." (ARRC, "Advocacy")
- "The Students' Union shall advocate for an increase in support for Aboriginal student services on all campuses, including services that are culturally supportive and trauma-informed." (ARRC, "Advocacy")
- "The Students' Union shall advocate that all faculties provide Aboriginal-specific advising positions." (ARRC, "Advocacy")
- "We call upon all levels of government to...Provide cultural competency training for all health-care professionals." (C2A 23)
- "We call upon all governments to provide adequate, stable, equitable, and ongoing funding for Indigenous-centred and community-based health and wellness services that are accessible and culturally appropriate, and meet the health and wellness needs of Indigenous women, girls, and 2SLGBTQQIA people." (C4J 3.2)
- "We call upon all governments and health service providers to ensure that health and wellness services for Indigenous Peoples include supports for healing from all forms of unresolved trauma, including intergenerational, multigenerational, and complex trauma. Health and wellness programs addressing trauma should be Indigenous-led, or in partnership with Indigenous communities, and should not be limited in time or approaches." (C4J 7.2)

- “We call upon all governments and health service providers to support Indigenous-led prevention initiatives in the areas of health and community awareness, including, but not limited to programming: For Indigenous men and boys; related to suicide prevention strategies for youth and adults; related to sexual trafficking awareness and no-barrier exiting; specific to safe and healthy relationships; specific to mental health awareness; related to 2SLGBTQQIA issues and sex positivity.” (C4J 7.3)
- “We call upon institutions and health service providers to ensure that all persons involved in the provision of health services to Indigenous Peoples receive ongoing training, education, and awareness in areas including, but not limited to: The history of colonialism in the oppression and genocide of Inuit, Métis, and First Nations Peoples; anti-bias and anti-racism; local language and culture; and local health and healing practices.” (C4J 7.6)
- “We call upon all governments and service providers to ensure that all programs and services have 2SLGBTQQIA front-line staff and management, that 2SLGBTQQIA people are provided with culturally specific support services, and that programs and spaces are co-designed to meet the needs of 2SLGBTQQIA clients in their communities.” (C4J 18.5)
- “We call upon all governments and service providers to educate service providers on the realities of 2SLGBTQQIA people and their distinctive needs, and to provide mandatory cultural competency training for all social service providers, including Indigenous studies, cultural awareness training, trauma-informed care, anti-oppression training, and training on 2SLGBTQQIA inclusion within an Indigenous context (including an understanding of 2SLGBTQQIA identities and Indigenous understandings of gender and sexual orientation). 2SLGBTQQIA people must be involved in the design and delivery of this training.” (C4J 18.18)

Distance Education

- “The Students’ Union shall advocate for increased accessible and online learning for off-campus students. For many Aboriginal Peoples living in rural and remote communities, distance from post-secondary institutions constitutes a major barrier to education...Moreover, in its 2016 Comprehensive Institutional Plan, the University of Alberta stated its dedication to building ‘relationships with Indigenous post-secondary providers in Alberta, to support rural and remote learners through IT supports.’” (ARRC, ‘Advocacy’)
- “As part of the National Action Plan, we call upon all governments to ensure that to ensure that equitable access to basic rights such as employment, housing, education, safety, and health care is recognized as a fundamental means of protecting Indigenous and human rights, resourced and supported as rights-based programs founded on substantive equality. All programs must be no-barrier, and must apply regardless of Status or location.” (C4J 1.1)
- “We call upon all governments to provide supports and resources for educational, training, and employment opportunities for all Indigenous women, girls, and 2SLGBTQQIA people. These programs must be available within all Indigenous communities.” (C4J 4.4)

- “We call upon Correctional Service Canada, in order to support reintegration, to increase opportunities for meaningful vocational training, secondary school graduation, and postsecondary education.” (C4J 14.9)
- “Given that reliable high-speed Internet services and telecommunications are necessary for Inuit to access government services and to engage in the Canadian economic, cultural, and political life, we call upon all governments with jurisdiction in Inuit Nunangat to invest in the infrastructure to ensure all Inuit have access to high-speed Internet.” (C4J 16.5)
- “We call upon all governments to establish more post-secondary options within Inuit Nunangat to build capacity and engagement in Inuit self-determination in research and academia. We call on all governments to invest in the establishment of an accredited university within Inuit Nunangat.” (C4J 16.26)

Employment and Training

- “The Students’ Union shall advocate for institutional commitments, at every level of the University, to develop financial, housing, and job opportunities for Aboriginal students.” (ARRC, “Advocacy”)
- “The Students’ Union shall strive to intentionally hire more people who identify as Aboriginal at all levels of the institution to achieve a diverse workforce as outlined in the 2016 Employment Equity Summary...In order to achieve a more diverse workforce, the Committee suggests the Students’ Union adopt the following three strategies suggested by the Business Development Bank of Canada: Reach out to specific communities; Adjust your training to meet different groups’ needs; and Rethink your recruitment process to eliminate unconscious bias.” (ARRC, “Operational”)
- “Indigenous individuals have the right not to be subjected to any discriminatory conditions of labour and, inter alia, employment or salary.” (UNDRIP 17.3)
- “Indigenous peoples have the right, without discrimination, to the improvement of their economic and social conditions, including, inter alia, in the areas of education, employment, vocational training and retraining, housing, sanitation, health and social security.” (UNDRIP 21.1)
- “We call upon all governments to recognize Indigenous Peoples’ right to self-determination in the pursuit of economic social development. All governments must support and resource economic and social progress and development on an equitable basis, as these measures are required to uphold the human dignity, life, liberty, and security of Indigenous women, girls, and 2SLGBTQQA people.” (C4J 4.2)
- “Ensure that Aboriginal peoples have equitable access to jobs, training, and education opportunities in the corporate sector.” (C2A 92)

Fairness and Misconduct Accusations

- UASU survey data shows that FNMI students, like many other underrepresented populations, are less comfortable accessing the Office of the Student Ombuds. Although framing these issues in a government context, C4J 1.7 affirms the value of culturally informed, independent, authoritative ombuds offices with “sufficient resources to fulfill their mandates.” Strengthening ombuds services,

and improving student access to those services, can benefit FNMI students and many others.

- Restorative justice is gaining traction within the post-secondary community and at UAlberta. Although framing these issues in a government context, C4J 5.11 and C4J 17.27 identify restorative justice as a culturally appropriate mechanism for misconduct.

Federal Support for FNMI Students

- "The Students' Union shall increase its advocacy towards the federal government on issues of Aboriginal post-secondary funding. As stated by the Assembly of First Nations, "Since 1996, the number of students funded through PSSSP has been capped at approximately 25,000 students, this is despite an increase in [the] First Nations population and increased high school graduation rates." Within the context of Treaty 6, where the University of Alberta is situated, this cap violates First Nations' treaty right to educational access. As a result, the Aboriginal Relations and Reconciliation Committee calls the Students' Union to increase its advocacy towards the federal government to fix this situation, as well as the lack of funding dedicated to Inuit and Metis peoples. Additionally, the Committee recommends that the Students' Union stress this point to advocacy partners, including the Canadian Alliance of Student Associations (CASA)." (ARRC, "Advocacy")
- "We call upon the federal government to develop with Aboriginal groups a joint strategy to eliminate educational and employment gaps between Aboriginal and non-Aboriginal Canadians." (C2A 7)
- "We call upon the federal government to prepare and publish annual reports comparing funding for the education of First Nations children on and off reserves, as well as educational and income attainments of Aboriginal peoples in Canada compared with non-Aboriginal people." (C2A 9)
- "We call on the federal government to draft new Aboriginal education legislation with the full participation and informed consent of Aboriginal peoples. The new legislation would include a commitment to sufficient funding and would incorporate the following principles: i. Providing sufficient funding to close identified educational achievement gaps within one generation. ii. Improving education attainment levels and success rates. iii. Developing culturally appropriate curricula. iv. Protecting the right to Aboriginal languages, including the teaching of Aboriginal languages as credit courses." (C2A 10)
- "We call upon the federal government to provide adequate funding to end the backlog of First Nations students seeking a post-secondary education." (C2A 11)
- "We call upon all governments to ensure equitable access to high-quality educational opportunities and outcomes from early childhood education to post-secondary education within Inuit communities." (C4J 16.21)

Funding for FNMI Representative Groups

- "The Students' Union shall aid Aboriginal Student Council in securing a sustainable funding model." (ARRC, "Advocacy")

- “The Students’ Union shall create two budget lines for Students’ Council to support Aboriginal initiatives. One budget line shall be added to the Council Administration Committee, while the other will be housed under the Aboriginal Relations and Reconciliation Committee.” (ARRC, “Students’ Council”)
- “Indigenous peoples, in exercising their right to self-determination, have the right to autonomy or self-government in matters relating to their internal and local affairs, as well as ways and means for financing their autonomous functions.” (UNDRIP 4)
- “We call upon all governments and service providers to increase support for existing successful grassroots initiatives, including consistent core funding.” (C4J 18.7)

Health, Safety, Sex, and Gender

- “We call upon all governments and health service providers to recognize that Indigenous Peoples – First Nations, Inuit, and Métis, including 2SLGBTQQIA people – are the experts in caring for and healing themselves, and that health and wellness services are most effective when they are designed and delivered by the Indigenous Peoples they are supposed to serve.” (C4J 7.1)
- “We call upon all governments and health service providers to support Indigenous-led prevention initiatives in the areas of health and community awareness, including, but not limited to programming...related to 2SLGBTQQIA issues and sex positivity.”(C4J 7.3)
- “We call upon all educational service providers to develop and implement awareness and education programs for Indigenous children and youth on the issue of grooming for exploitation and sexual exploitation.” (C4J 11.2)
- “We call upon all governments, service providers, industry, and institutions to accommodate non-binary gender identities in program and services design, and offer gender-neutral washrooms and change rooms in facilities.” (C4J 18.11)
- “We call upon all governments and health service providers to provide education for youth about 2SLGBTQQIA health.” (C4J 18.31)

Health Services and Traditional Healing

- “One such incorporation identified by the Aboriginal Relations and Reconciliation Committee is the inclusion of traditional healing/traditional healers into the University Health Centre.” (ARRC, “Advocacy”)
- “We call upon those who can effect change within the Canadian health-care system to recognize the value of Aboriginal healing practices and use them in the treatment of Aboriginal patients in collaboration with Aboriginal healers and Elders where requested by Aboriginal patients.” (C2A 22)
- “We call upon all governments and health service providers to recognize that Indigenous Peoples – First Nations, Inuit, and Métis, including 2SLGBTQQIA people – are the experts in caring for and healing themselves, and that health and wellness services are most effective when they are designed and delivered by the Indigenous Peoples they are supposed to serve.” (C4J 7.1)
- “Indigenous peoples have the right to their traditional medicines and to maintain their health practices, including the conservation of their vital medicinal

plants, animals and minerals. Indigenous individuals also have the right to access, without any discrimination, to all social and health services." (UNDRIP 24.1)

- "...ensure, as needed, that programmes for monitoring, maintaining and restoring the health of Indigenous peoples, as developed and implemented by the peoples affected...are duly implemented." (UNDRIP 29.3)

Homophobia, Racism, Transphobia

- "We call upon all governments and service providers to fund and support greater awareness of 2SLGBTQQIA issues, and to implement programs, services, and practical supports for 2SLGBTQQIA people that include distinctions-based approaches that take into account the unique challenges to safety for 2SLGBTQQIA individuals and groups." (C4J 18.1)
- "The Students' Union shall write an open letter stating its condemnation of racism and discrimination on campus and encourage university administration to sign the letter in support of the message. Furthermore, the Committee hopes that such a letter or declaration can be written in conjunction with the University of Alberta. Lastly, the Committee calls on the Students' Union to act more proactively in situations involving racism." (ARRC, "Advocacy")
- "States shall take effective measures, in consultation and cooperation with the indigenous peoples concerned, to combat prejudice and eliminate discrimination and to promote tolerance, understanding and good relations among indigenous peoples and all other segments of society." (UNDRIP 15.2)
- "Confront and speak out against racism, sexism, ignorance, homophobia, and transphobia, and teach or encourage others to do the same, wherever it occurs: in your home, in your workplace, or in social settings." (C4J 15.5)
- "We call upon all governments, service providers, and educators to fund and support the re-education of communities and individuals who have learned to reject 2SLGBTQQIA people, or who deny their important history and contemporary place within communities and in ceremony, and to address transphobia and homophobia in communities (for example, with anti-transphobia and anti-homophobia programs), to ensure cultural access for 2SLGBTQQIA people." (C4J 18.17)

Indigenous Knowledge and Academic Content

- "The Students' Union shall increase advocacy for the implementation of either a mandatory Native Studies course or the implementation of Aboriginal knowledges and pedagogies in classes." (ARRC, "Advocacy")
- "We call upon the federal, provincial, and territorial governments, in consultation and collaboration with Survivors, Aboriginal peoples, and educators, to...Provide the necessary funding to post-secondary institutions to educate teachers on how to integrate Indigenous knowledge and teaching methods into classrooms...Establish senior-level positions in government at the assistant deputy minister level or higher dedicated to Aboriginal content in education." (C2A 62)

- “We call upon all educators to ensure that the education system, from early childhood to post-secondary, reflects Inuit culture, language, and history. The impacts and history of colonialism and its legacy and effects must also be taught. Successful educational achievements are more likely to be attained and be more meaningful for Inuit when they reflect their socio-economic, political, and cultural reality and needs. Further, we call upon all governments with jurisdiction over education within the Inuit homeland to amend laws, policies, and practices to ensure that the education system reflects Inuit culture, language, and history.” (C4J 16.25)

Knowledge Gaps and Public Awareness

- “Decolonize by learning the true history of Canada and Indigenous history in your local area. Learn about and celebrate Indigenous Peoples’ history, cultures, pride, and diversity, acknowledging the land you live on and its importance to local Indigenous communities, both historically and today.” (C4J 15.2)
- “The Students’ Union shall advocate that plaques be placed around campus narrating the art that depicts racist and colonial violence, and supporting initiatives engaging the campus community in the implications of art...As stated by Justice Murray Sinclair, the chair of the 2015 Truth and Reconciliation Commission: “the problem I have with the overall approach to tearing down statues and buildings is that it is counterproductive to reconciliation because it almost smacks of revenge or smacks of anger.” ... Specifically, such plaques must be visible and accessible (i.e., in English, French, Cree, Braille, etc).” (ARRC, “Advocacy”)
- “The Students’ Union shall provide students the opportunity to learn about Aboriginal Peoples in Canada, either through presentations, the installation of plaques, or advertising Aboriginal initiatives on campuses. Specifically, the Students’ Union should provide such opportunities to students that allow for the debunking of myths and stereotypes surrounding Aboriginal Peoples.” (ARRC, “Education”)
- “The Students’ Union shall raise awareness, through public discourse and events, of positive Aboriginal student experiences.” (ARRC, “Education”)
- “The Students’ Union shall create an Aboriginal Awareness Week, modelled after the event of the same name at the University of Calgary.” (ARRC, “Operational”)
- “The Students’ Union shall increase its role/presence in events involving orientation and/or events between the University of Alberta and Aboriginal groups. These include the TAWOW event (orientation provided by First Peoples’ House), education events to different First Nations communities, etc.” (ARRC, “Students’ Council”)
- “We call upon all elementary, secondary, and post-secondary institutions and education authorities to educate and provide awareness to the public about missing and murdered Indigenous women, girls, and 2SLGBTQQIA people, and about the issues and root causes of violence they experience. All curriculum development and programming should be done in partnership with Indigenous Peoples, especially Indigenous women, girls, and 2SLGBTQQIA people. Such

education and awareness must include historical and current truths about the genocide against Indigenous Peoples through state laws, policies, and colonial practices. It should include, but not be limited to, teaching Indigenous history, law, and practices from Indigenous perspectives and the use of Their Voices Will Guide Us with children and youth." (C4J 11.1)

- "We call upon all governments and educators to fund and establish Métis-led programs and initiatives to address a lack of knowledge about the Métis people and culture within Canadian society, including education and advocacy that highlights the positive history and achievements of Métis people and increases the visibility, understanding, and appreciation of Métis people." (C4J 17.24)
- "We call upon all governments, service providers, and educators to educate the public on the history of non-gender binary people in Indigenous societies, and to use media, including social media, as a way to build awareness and understanding of 2SLGBTQQIA issues." (C4J 18.19)

Language

- "The Council Administration Committee should strike a language translation task force, similar to the 2016-2017 French Bylaw translation task force, to translate Bylaw 100 into Cree." (ARRC, "Students' Council")
- "We call upon post-secondary institutions to create university and college degree and diploma programs in Aboriginal languages." (C2A 16)
- "Indigenous individuals, particularly children, have the right to all levels and forms of education of the State without discrimination. States shall, in conjunction with indigenous peoples, take effective measures, in order for indigenous individuals, particularly children, including those living outside their communities, to have access, when possible, to an education in their own culture and provided in their own language." (UNDRIP 14.2-3)
- "We call upon all governments to acknowledge, recognize, and protect the rights of Indigenous Peoples to their cultures and languages as inherent rights,." (C4J 2.1)
- "All governments must make funds available to Indigenous Peoples to support the work required to revitalize and restore Indigenous cultures and languages." (C4J 2.2)
- "We call upon all governments to ensure that all Indigenous women, girls, and 2SLGBTQQIA people are provided with safe, no-barrier, permanent, and meaningful access to their cultures and languages in order to restore, reclaim, and revitalize their cultures and identities...All governments must ensure access to immersion programs for children from preschool into post-secondary education." (C4J 2.3)
- "We call upon governments, institutions, organizations, and essential and non-essential service providers to support and provide permanent and necessary resources for specialized intervention, healing and treatment programs, and services and initiatives offered in Indigenous languages." (C4J 7.5)
- "Given that the intergenerational transfer of Inuit knowledge, values, and language is a right that must be upheld, we call upon all governments to fund

and support the recording of Inuit knowledge about culture, laws, values, spirituality, and history prior to and since the start of colonization. Further, this knowledge must be accessible and taught to all Inuit, by Inuit. It is imperative that educational institutions prioritize the teaching of this knowledge to Inuit children and youth within all areas of the educational curriculum." (C4J 16.4)

- "Indigenous peoples have the right to revitalize, use, develop and transmit to future generations their histories, languages, oral traditions, philosophies, writing systems and literatures." (UNDRIP 13.1)

Mental Health

- "We call upon the federal government, in consultation with Aboriginal peoples, to establish measurable goals to identify and close the gaps in health outcomes between Aboriginal and non-Aboriginal communities, and to publish annual progress reports and assess long-term trends. Such efforts would focus on indicators such as...maternal health, suicide, mental health, addictions...and the availability of appropriate health services." (C2A 19)
- "We call upon all governments and health service providers to support Indigenous-led prevention initiatives in the areas of health and community awareness, including, but not limited to programming: For Indigenous men and boys; related to suicide prevention strategies for youth and adults; related to sexual trafficking awareness and no-barrier exiting; specific to safe and healthy relationships; specific to mental health awareness; related to 2SLGBTQQIA issues and sex positivity." (C4J 7.3)
- "We call upon all governments to take all measures required to implement the National Inuit Suicide Prevention Strategy with Inuit nationally and regionally, through Inuit Tapiriit Kanatami (ITK)." (C4J 16.13)
- "We call upon all governments to provide Métis-specific programs and services that address emotional, mental, physical, and spiritual dimensions of well-being, including coordinated or co-located services to offer holistic wraparound care, as well as increased mental health and healing and cultural supports." (C4J 17.23)
- "We call upon health service providers to provide mental health supports for 2SLGBTQQIA people, including wraparound services that take into account particular barriers to safety for 2SLGBTQQIA people." (C4J 18.27)

Nothing About Us Without Us

- "The Students' Union shall extend an invitation to Aboriginal stakeholders to any meeting in which Aboriginal students are discussed. At a minimum, the chair of the Aboriginal Relations and Reconciliation Committee must be present at any meeting in which Aboriginal students are discussed." (ARRC, "Operational")
- "Indigenous peoples have the right to participate in decision-making in matters which would affect their rights, through representatives chosen by themselves in accordance with their own procedures, as well as to maintain and develop their own indigenous decision making institutions." (UNDRIP 18)
- "States shall consult and cooperate in good faith with the indigenous peoples concerned through their own representative institutions in order to obtain their

free, prior and informed consent before adopting and implementing legislative or administrative measures that may affect them.” (UNDRIP 19)

- “We call upon all governments, and in particular Indigenous governments and Indigenous representative organizations, to take urgent and special measures to ensure that Indigenous women, girls, and 2SLGBTQQIA people are represented in governance and that their political rights are respected and upheld. We call upon all governments to equitably support and promote the role of Indigenous women, girls, and 2SLGBTQQIA people in governance and leadership. These efforts must include the development of policies and procedures to protect Indigenous women, girls, and 2SLGBTQQIA people against sexism, homophobia, transphobia, and racism within political life. ” (C4J 1.4)
- “We call upon governments and Inuit representative organizations to work with Inuit women, girls, and 2SLGBTQQIA people to identify barriers and to promote their equal representation within governance, and work to support and advance their social, economic, cultural, and political rights.” (C4J 16.41)
- “We call upon all governments to ensure equitable representation of Métis voices in policy development, funding, and service delivery, and to include Métis voices and perspectives in decision-making, including Métis 2SLGBTQQIA people and youth, and to implement self-determined and culturally specific solutions for Métis people.” (C4J 17.3)

Professional Development, Networking, and Community

- “The Students’ Union shall create a Reconciliation Coordinator position within its organizational structure. The role and scope of this position should include, but not be limited to, the following...Serve in leadership development functions.” (ARRC, “Operational”)
- “The Students’ Union shall explore the possibility of developing collaborative programming with Aboriginal community partners and student groups.” (ARRC, “Operational”)
- “The Students’ Union shall increase its level of programming targeted towards Aboriginal students, working especially with Faculty Associations whose faculties create an isolating experience for Aboriginal students.” (ARRC, “Operational”)
- “We call upon all governments to fund programs and initiatives that create greater access to cultural knowledge and foster a positive sense of cultural identity among Métis communities. These include initiatives that facilitate connections with family, land, community, and culture; culturally specific programming for Métis 2SLGBTQQIA people and youth; events that bring Métis Elders, Knowledge Keepers and youth together; and mentorship programs [emphasis added] that celebrate and highlight Métis role models.” (C4J 17.25)
- “We call upon all governments and service providers to support networking and community building for 2SLGBTQQIA people...and to increase opportunities for 2SLGBTQQIA networking, collaboration, and peer support.” (C4J 18.8)
- “We call upon all governments and educators to fund and support specific Knowledge Keeper gatherings on the topic of reclaiming and re-establishing space and community for 2SLGBTQQIA people.” (C4J 18.16)

Relationships with Local FNMI Communities

- "Create time and space for relationships based on respect as human beings, supporting and embracing differences with kindness, love, and respect. Learn about Indigenous principles of relationship specific to those Nations or communities in your local area and work, and put them into practice in all of your relationships with Indigenous Peoples." (C4J 15.7)
- "The Students' Union shall mandate that a KAIROS Blanket Exercise be an official, recurring part of Students' Council onboarding training. Moreover, a KAIROS Blanket Exercise should also be performed after by-elections." (ARRC, "Students' Council")
- "The Students' Union shall ensure adequate funding in the annual SU Budget Principles to allow for the inclusion of First Nations, Metis, and Inuit elders, as well as any relevant Oskapewsak (Elder Helper)." (ARRC, "Operational")
- "The Students' Union shall support relationship-building with surrounding Aboriginal communities through consultation and through support of current programs, such as recruitment and invitation to events." (ARRC, "Advocacy")
- "The Students' Union shall engage in meaningful consultation with surrounding First Nations communities. Aboriginal Peoples face the difficult decision of either staying in their home community or attending University. As a result, First Nations students may begin feeling isolated and removed from their culture...[The Students' Union should] engage surrounding First Nations on issues that affect the students of their community. As a result of fostering closer relationships with surrounding First Nations, it is the hope that the Students' Union will work collaboratively with First Nations to host events which bring their cultures to campus." (ARRC, "Advocacy")

Smudging

- "The Students' Union shall create a policy surrounding smudging in Students' Union buildings. Currently, the University of Alberta has a set of ceremonial (smudging) guidelines that sets out the parameters for smudging at the University of Alberta. However, as the Students' Union Building is operated by the Students' Union, it is not covered by these guidelines. Such a policy should be explanatory in nature and inform students about where to smudge in the building and the process of booking them." (ARRC, "Operational")
- "Indigenous peoples have the right to manifest, practise, develop and teach their spiritual and religious traditions, customs and ceremonies." (UNDRIP 12)

Students who Parent, Food Insecurity, Housing, and Homelessness

- "The Students' Union shall advocate for increased access to childcare services at the University of Alberta....across all campuses. Moreover, the Students' Union should engage Aboriginal students who parent (for example, by hosting a focus group) to better understand the intersectional barriers faced by Aboriginal students who parent." (ARRC, "Advocacy")

- “The Students’ Council shall create a Students who Parent Policy. The policy will specifically reference the disproportionate rate of Aboriginal students who parent.” (ARRC, “Students’ Council”)
- “The Students’ Union shall advocate for institutional commitments, at every level of the University, to develop financial, housing, and job opportunities for Aboriginal students...The closing of Michener Park represents a major concern for Aboriginal students who parent, whose numbers continue to grow at the University of Alberta. Moreover, although the University continues to increase the availability of Aboriginal-specific housing, this effort has not kept pace with the increase in the Aboriginal student population.” (ARRC, “Advocacy”)
- “Indigenous peoples have the right to be actively involved in developing and determining health, housing and other economic and social programmes affecting them and, as far as possible, to administer such programmes through their own institutions.” (UNDRIP 23)
- “We call upon all governments to...ensure that Indigenous women, girls, and 2SLGBTQQIA people have access to housing that is safe, appropriate to geographic and cultural needs, and available wherever they reside.” (C4J 4.6)
- “We call upon all governments to support the establishment and long-term sustainable funding of...services for Indigenous women, girls, and 2SLGBTQQIA people who are homeless, near homeless, dealing with food insecurity, or in poverty, and who are fleeing violence or have been subjected to sexualized violence and exploitation. All governments must ensure that...services are appropriate to cultural needs, and available wherever Indigenous women, girls, and 2SLGBTQQIA people reside.” (C4J 4.7)
- “We call upon all governments to immediately invest in safe, affordable, and culturally appropriate housing...for Inuit outside of their homelands, given the links between the housing crisis and violence, poor health...and suicide.” (C4J 16.18)
- “We call upon all governments to provide support for self-determined and culturally specific needs-based child welfare services...These services include culturally grounded parenting education and interventions that support the whole family...We also call upon all governments to provide long-term stable funding for wraparound services and exceptional programs aimed at keeping Métis families together.” (C4J 17.16)
- “We call upon all governments to address Métis unemployment and poverty as a way to prevent child apprehension.” (C4J 17.19)
- “We call upon all governments to address homelessness, poverty, and other socioeconomic barriers to equitable and substantive rights for 2SLGBTQQIA people.” (C4J 18.24)

Support for Students from Foster Care

- “We call upon all levels of government and child welfare services for a reform of laws and obligations with respect to youth “aging out” of the system, including ensuring a complete network of support from childhood into adulthood, based on capacity and needs, which includes opportunities for education, housing, and

related supports. This includes the provision of free post-secondary education for all children in care in Canada.” (C4J 12.11)

Supporting FNMI Students in Health Fields

- “We call upon all levels of government to...Increase the number of Aboriginal professionals working in the health-care field.” (C2A 23)
- “We call upon all governments, educational institutions, and health and wellness professional bodies to encourage, support, and equitably fund Indigenous people to train and work in the area of health and wellness.” (C4J 7.7)
- “We call upon all governments and health service providers to create effective and well-funded opportunities, and to provide socio-economic incentives, to encourage Indigenous people to work within the health and wellness field and within their communities.” (C4J 7.8)

Teaching Students in Specific Fields

- “We call upon medical and nursing schools in Canada to require all students to take a course dealing with Aboriginal health issues, including the history and legacy of residential schools, the United Nations Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, and Indigenous teachings and practices. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism.” (C2A 24)
 - Comparable recommendations cover students of law (C2A 28), journalism (C2A 86), and social work (C2A 1).

Territory Acknowledgements and Place

- “Indigenous peoples have the right to redress, by means that can include restitution or, when this is not possible, just, fair and equitable compensation, for the lands, territories and resources which they have traditionally owned or otherwise occupied or used, and which have been confiscated, taken, occupied, used or damaged without their free, prior and informed consent. Unless otherwise freely agreed upon by the peoples concerned, compensation shall take the form of lands, territories and resources equal in quality, size and legal status or of monetary compensation or other appropriate redress.” (UNDRIP 28)
- “The Students’ Union shall name a portion of rooms in SUB to reflect the diversity of students at the University of Alberta, as well as to acknowledge the ancestral space on which it sits.” (ARRC, “Operational”)
- “The Students’ Union shall, in collaboration with Aboriginal student groups and the Aboriginal Relations and Reconciliation Committee, maintain a unified Acknowledgement of Traditional Territory that will be universally used throughout the Students’ Union.” (ARRC, “Operational”)
- “The Students’ Union shall amend its Acknowledgement of Traditional Territories to reflect the traditional names of the Nations mentioned in the acknowledgement.” (ARRC, “Students’ Council”)
- “Students’ Council shall, in collaboration with the Aboriginal Relations and Reconciliation Committee, create a Territory Acknowledgement Guide to help

inform committees of the importance of the acknowledgement.” (ARRC, “Students’ Council”)

- “The Students’ Union shall edit its Acknowledgement of Traditional Territories to recognize that the University of Alberta is situated on unlawfully stolen and unceded Papaschase Cree territory.” (ARRC, “Students’ Council”)

Transportation

- “We call upon all governments to ensure that adequate plans and funding are put into place for safe and affordable transit and transportation services and infrastructure for Indigenous women, girls, and 2SLGBTQQIA people living in remote or rural communities. Transportation should be sufficient and readily available to Indigenous communities, and in towns and cities located in all of the provinces and territories in Canada. These plans and funding should take into consideration: Ways to increase safe public transit; ways to address the lack of commercial transit available; and special accommodations for fly-in, northern, and remote communities.” (C4J 4.8)
- “We call upon all governments to provide safe transportation options, particularly in rural, remote, and northern communities, including “safe rides” programs, and to monitor high recruitment areas where Métis women, girls, and 2SLGBTQQIA individuals may be more likely to be targeted.” (C4J 17.9)