



*University of Alberta Students' Union*  
**ABORIGINAL RELATIONS  
AND RECONCILIATION  
COMMITTEE**

**Thursday, October 11, 2018  
4:00pm  
SUB 0-48**

We would like to respectfully acknowledge that our University and our Students' Union are located on Treaty 6 Territory. We are grateful to be on Cree, Dene, Saulteaux, Métis, Blackfoot, and Nakota Sioux territory; specifically the ancestral space of the Papaschase Cree. These Nations are our family, friends, faculty, staff, students, and peers. As members of the University of Alberta Students' Union we honour the nation-to-nation treaty relationship. We aspire for our learning, research, teaching, and governance to acknowledge and work towards the decolonization of Indigenous knowledges and traditions.

**AGENDA (ARRC-2018-11)**

**2018-11/1     INTRODUCTION**

**2018-11/1a    Call to Order**

**2018-11/1b    Prayer/Smudging Ceremony**

**2018-11/1c    Approval of Agenda**

**2018-11/1d    Approval of Minutes**

**2018-11/1e    Chair's Business**

**2018-11/1f    ARRC Town Hall**

See ARRC-2018-11.02.

**2018-11/2     QUESTION/DISCUSSION PERIOD**

**2018-11/3     COMMITTEE BUSINESS**

**2018-11/3a    Trevor Phillips Presentation on Indigenous Recruitment**

**2018-11/4     INFORMATION ITEMS**

**2018-11/4a    ARRC-2018-10, Meeting Minutes - September 19 2018.**

See ARRC-2018-11.01.

**2018-11/4b    ARRC Town Hall - Report**

See ARRC-2018-11.01.

**2018-11/5**     **ADJOURNMENT**

**2018-11/5a**     **Next Meeting:** Monday, October 22, 2018 @ 4:00PM in SUB 6-06.



*University of Alberta Students' Union*  
**ABORIGINAL RELATIONS  
 AND RECONCILIATION  
 COMMITTEE**

**Monday, September 24, 2018**

**4:00pm**

**SUB 6-06**

We would like to respectfully acknowledge that our University and our Students' Union are located on Treaty 6 Territory. We are grateful to be on Cree, Dene, Saulteaux, Métis, Blackfoot, and Nakota Sioux territory; specifically the ancestral space of the Papaschase Cree. These Nations are our family, friends, faculty, staff, students, and peers. As members of the University of Alberta Students' Union we honour the nation-to-nation treaty relationship. We aspire for our learning, research, teaching, and governance to acknowledge and work towards the decolonization of Indigenous knowledges and traditions.

NAME	PROXY	PRESENT	SUBMISSION OF WRITTEN FEEDBACK (IF ABSENT)
Nathan Sunday (Chair)		Y	
Deirdra Cutarm		N	
Katherine Belcourt		Y	
Akanksha Bhatnagar		Y	
Andre Bourgeois		Y	
Mpoe Mogale		Y	
Ariyanna Callihoo		Y	
Heather Lindsey		N	
Kimberley Fraser-Airhart		Y	
Reed Larsen		N	
Arcand Rhiannon		N	
Stephen Raitz		N	
Breanna Palmer		Y	
Juan Vargas Alba		Y	

Tahra Haddouche		N	
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**AGENDA (ARRC-2018-10)**

**2018-10/1      INTRODUCTION**

Introduction took place, whereby everybody mentioned their names and their roles.

Cheryl Makokis (a traditional knowledge keeper) was an invitee, who was accompanied to the meeting by her daughter, Victoria Makokis

Adam Brown (VP External) also attended the meeting

**2018-10/1a      Call to Order**

Meeting, called to order at 4. 13 pm by Chair Sunday.

**2018-10/1b      Prayer/Smudging Ceremony**

MAKOKIS

Described about smudging and why it is important; Smudge will help the creator and will help people's family and children; it will clean yourself; it is good to start the meeting with it; it is in the culture to smudging;

(Bo agreed to smudge, and he smudged everybody; prayer also took place while smudging)

**2018-10/1c      Approval of Agenda**

BOURGEOIS

Pointed out that Town Hall is not included in the agenda

SUNDAY

Incorporated Town Hall in Chair's Business

**BOURGEOIS/BELCOURT MOVED** to approve the agenda

10/0/0 CARRIED

**2018-10/1d      Approval of Minutes**

**BHATNAGAR/CALLIHOO MOVED** to amend the minutes

9/0/1 CARRIED

(VP Brown abstained)

**2018-10/1**      **Chair's Business**  
**2018-10/1a**      **ARRC Town Hall**

SUNDAY

I want to mark out the schedule and what will exactly happen; there will be a greeter to greet and will clarify things; each table will be about one of the four categories in condensed version, for example, there will be a table for education;

(There were suggestions to have a White Board)

BOURGEOIS

We can print it in SUB Print; that will be cheaper than Dollarama;

CALLIHOO

Suggested sticky notes;

MAKOKIS

Agreed having sticky notes for people to use and have their answers

BELCOURT

Having paper will be better; for simplicity, we can put them on white-board; there are two white boards in the room; and we can have food in a far back corner and separate from white-board;

CALLIHOO

Suggested optional sign-up sheet;

BOURGEOIS

(Drew a diagram of the room to describe the arrangement)

FRASER-AIRHART

Suggested putting posters in the white-boards and tables in the center, and sticky notes for details;

BELCOURT

Suggested having a person for information, and having the papers written up ahead of time;

BOURGEOIS

In the flip-chart paper, we can write, for e.g. education; then can ask for their thoughts;

SUNDAY

Said he likes sticky notes;

BOURGEOIS

People get more things when they stand and that's why flip-chart paper along with Tables will be better;

(Different members give their ideas about how to place the food and Table so that attendees will be engaged and share their ideas)

MAKOKIS

What if you walk in and you are scared there and do not put anything off; I think you have to guide them and ask their feedback to specific questions;

SUNDAY

We have to have budget for things like water bottle or things; that way, in every Table we can have a draw item for people to go to; asked Fraser-Airhart for budget;

FRASER-AIRHART

If we don't have budget, we can have people do at least one question;

SUNDAY

I know that it is this Thursday and we are still planning; it is the first time we are doing it, but I have to donate a gift for this to happen;

BELCOURT

We can ask Makokis for anything, and may be, she can come, and we should probably ask her formally about this;

SUNDAY

Formally requested Makokis to come and deliver the opening prayer

MAKOKIS

Agreed to come with her great-grandson

SUNDAY

It will take about 30 minutes

BOURGEOIS

We could ask somebody to take photos and Gateway to come and take photos of the opening ceremony

CALLIHOO

Suggested that she can sing a morning song

BOURGEOIS

I do think that it is good idea that Makokis gave to tell people to what exactly to do

BELCOURT

I also agree and think that people will do that because of social pressure and obligation; that way we can have the food by the board;

SUNDAY

We can have poster paper and paste them to the board

BOURGEOIS

I can get four sheets of flip-chart paper tomorrow

SUNDAY

I think everybody is shared with our Facebook page and/or over Twitter

Suggested Makokis to meet by the parking lot at about 9.30 am

It will be role of the greeter to tell people to do; we will have a sign-up sheet; and we have people assigned for that; we will get a whole bunch of sticky notes and markers; Starting at 10.30 am, Makokis will do the opening with the smudge;

Asked if people are good with the plan;

MOGALE

While doing the ceremony, do we do other things to get the meeting going?

MAKOKIS

Suggested the prayer first and then morning song and thereafter the speech by Sunday;

SUNDAY

Agreed with Makokis;

BOURGEOIS

Are we expecting this to be a drop-in event?

MAKOKIS

Whenever when we do anything we start with a prayer; the morning song is a prayer for the day and the ceremony and also people's high energy;

SUNDAY

We can have it in our agenda that we will have the prayer exactly at 10 am; I will put that in the events page; from 10 to 10 am, there will be prayer, morning song and my introductory speech; thereafter people can go and do where they want; they is our first time and we wish to it as good as we want; everybody watch for Gateway tonight, there will be an article about Town Hall;

**2018-10/2**      **QUESTION/DISCUSSION PERIOD**

**2018-10/2a**      **PSE Facts on Indigenous Peoples**

BOURGEOIS

There are 27 facts that we want to inform in the new policy; Katherine and I met about it last Friday; We wanted to see what happened in a partnership - that was in QUAD; it is where we want to expand and grow and seek recommendation;

Political policy is where the SU is advocating for affordable and predictable tuition for all students

Breaching Political policy are legally binding documents

SU offered course contents on multiple aboriginal languages, and we are looking forward to broaden it and have our advocacy resolutions on;

If you have anything, please let us know if the facts are correct, and if you want to propose something please let us know and we can bring them up in the policy;

BELCOURT

We will work on it; we have not done a lot of policies like these;

SUNDAY

Broadly speaking what would we like to see in it?

We would like to have a broad discussion on what we wish to see

MOGALE

I think it is recruitment and the transition of students into the job market; I would like to see recruitment and things like that;

BELCOURT



We were doing resolutions and there we are doing internationalization policy; International students pay more tuition than domestic students - it is a fact; We want to collect facts and stats like these and I think it will be help doing that;

BHATNAGAR

It is a misconception that First Principles are policies; there are any general statement like facts on policies; so it is kind of confusing;

BOURGEOIS

We can do bullet points, for e.g. people in Canada do such and such things;

We can also say that resolutions tie to facts; We can say that U of A is trying to recruit more indigenous students; we can also say that it is trying increase even, and we can state facts and relate them to policies;

PALMER

Are students self-identified as aboriginals? I did not read anything about specific place and having advice from elders;

SUNDAY

Initially one of the things that I was talking about is having services available for people who need it; we can say something along the lines of "self-determination" kind of thing;

BELCOURT

By analyzing academic papers, can we pull items from there to determine policy?

SUNDAY

Yes, it will be better that way and we can be well balanced

PALMER

By "academic" we call it peer-review; if there is an indigenous scholar, it will be helpful to get his/her opinion

BELCOURT

I mean there is a lot of value in literature that may or may not be peer-reviewed

SUNDAY

It is not only important to include academic journals and things like that but students' experience is more important because people's stories is more important

BROWN

Having TRC in context, will be the best; saying like "TRC is this" and keeping it as relevant as possible will give it more legitimacy to the policy;

BOURGEOIS

Things that come out of the mouths of students will be really useful; We can projects involving surveys and have qualitative data that will have actual experience of people; it is important to involve things that come from non-academic sources that can be incorporated in code of students behavior for disciplinary measures, I know that because I took NS343; however, I don't know what we should be advocating;

PALMER

I did a project where people came up put their stories and it got peer reviewed and it became an artistic academic work; thing like that we may use;

BELCOURT

I know people feel a certain way, and I want to bring like what if indigenous people pay the same amount of tuition as non-indigenous people?

FRASER-AIRHART

It is a good point to talk about why we bring our facts; it is because our facts are agenda; we are stating our facts; it is like starting what we have and what our resolutions are looking like;  
Policy restricts people and there are barriers in policy and we should have some measures that should help them overcome those barriers as they have the knowledge and capabilities;

BOURGEOIS

About Kath's point, if there will some points like sexual violence; there will things like this is trash; it will be everybody on campus will say that it is nice;

SUNDAY

May be if there is an executive that does not like the points they may express them

BOURGEOIS

My believes are relevant

I am thinking of next steps for this; I thinking of including things TRC in the policy; I don't know what facts to include from academics - if somebody can help with that it will be helpful for Kath and I and we will bring those facts within First Principles; These facts are going to policy and First Principle will come when Kath and I finish them up and depends on our schedule;

(BHATNAGAR and BROWN left at this point, the time was 4.54 pm)

SUNDAY

Asked if anyone wanted to say anything about the policy  
Asked whether to keep "aboriginal" and to keep "indigenous"

FRASER-AIRHART

Indigenous is the correct Canadian word now and we can keep it for consistency

**2018-10/2b**

MAKOKIS

On terminology, on our status-card, it is called "Indian"  
Aboriginal is refused by a huge number of people in our communities;

SUNDAY

Terminology is something to think about carefully;

### **Trevor Phillips presentation on Indigenous recruitment**

BOURGEOIS

Trevor Phillips is the Manager of Indigenous Recruitment; they are going to communities in the province and they already went to 28 or so of them; there they heard things like we don't want to hear about you and about university, and they are working on it; we are thinking about what role students can play in things about it because they don't like students getting involved and telling stories; there can be indigenous students' open-house; I thought about ARRC and could invite them to our meeting;

SUNDAY

Agreed with Bourgeois

FRASER-AIRHART

Mention Frida in addition to Trevor

SUNDAY

It can be in a regular meeting but can be an additional item with their presentation

BOURGEOIS

I described about ARRC and who shows up here;

SUNDAY

We should tell how aboriginal organizations on-campus get involved; I know the Native Studies were involved last; and likewise we can involve the Aboriginal Students' Association to get involved;

MAKOKIS

We used to talk to our high school students; and it shows that it will work; Students talk to kids and they get the taste of it is like to be in an university; things like that help our native kids motivated;

BOURGEOIS

The team under Trevor has a specific person who is a student, who is he mentioned is going to a central location with surrounding communities; that way they reach out to many communities for promoting post-secondary education; do we invite him:

SUNDAY

Agreed with Bourgeois on the invitation

FRASER-AIRHART

In previous strategies, I know they were coming to open-house; and I didn't know what they were planning to do; they had relationships with alumni and they already know who to speak with, rather than we going to teaching them; I met a lot of people who had that experience in McEwan; he supported his friends there and made their connections; in this one they get a condensed version and taste in which they can envision themselves;

SUNDAY

In my experience I am the first one to go to university; and I came to learn what it is like to take lecture notes and I taught that to others;

CALLIHOO

I want to ask about what our strategies should be and which communities to reach out to;

MAKOKIS

I was listening to you; In cities, urban Indians, it is scary for urban Indians because it is scary for them; First Nations who got so much trauma in their life, it is a scary step to come to the universities; That's why they find it hard to graduate; they find it hard to think like you do; Creating an environment in which our students do not feel scared but feel confident is what you should strive for; Many of our students know that they are struggling; Some of the girls who end up in the universities get their children and own families as well, so they are pulled in so many directions; bringing those moms and dads and aunties and uncles and creating an environment for them to adapt is what must be done; we leave our families behind us and we do for our future generations;

BOURGEOIS

I just now sent an invite to Trevor; I was going through our Standing Orders and wanted to see if it is up-to-date;

SUNDAY

We have a newer version of Standing Orders

BOURGEOIS

Belcourt and I will work on the policy and come back if something else is needed

SUNDAY

If you have a draft ready, you can send it to me; then it will go to Policy Committee

BELCOURT

If we will reach out to people, I think it is better to do like one-on-one, which will be in a more personable manner; it might take a bit longer though;

BOURGEOIS

That's what I think as well; however, it is a matter of time, and will take a long time and it also depends on whoever comes next;

SUNDAY

If you want to meet in-person then you can schedule individual meetings

BELCOURT

I think it is much better to do that in-person

2018-10/3

**COMMITTEE BUSINESS**

**2018-10/4      INFORMATION ITEMS**

SUNDAY

October 8 is Thanksgiving Day, and therefore we need to reschedule the meeting;

**2018-10/5      ADJOURNMENT**

Meeting was adjourned at 5.55 pm.

**2018-10/5a**      Next meeting date to be decided

**SUMMARY OF MOTIONS**

<b>MOTION</b>	<b>VOTES</b>
<b>BOURGEOIS/BELCOURT MOVED</b> to approve the agenda	10/0/0 CARRIED
<b>BHATNAGAR/CALLIHOO MOVED</b> to amend the minutes	9/0/1 CARRIED (VP Brown abstained)



*University of Alberta Students' Union*  
**ABORIGINAL RELATIONS  
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COMMITTEE**

October 4, 2018

Aboriginal Relations and Reconciliation Committee  
University of Alberta Students Union  
Students' Union Building, University of Alberta  
8900 114 Street NW  
Edmonton AB, T6G 2J7

RE: Report on the ARRC Town Hall

Dear Aboriginal Relations and Reconciliation Committee,

I am writing as chair of the Committee to provide you with a report regarding the Town Hall, which was hosted on Thursday, September 27.

First and foremost, I would like to thank all of you who came out and participated in the Town Hall. Without you, as well as Students' Council, the Native Studies Students' Association, and Aboriginal Student Council, the event would not have been a success. Furthermore, I would like to extend my written thanks to traditional knowledge keeper Cheryl Makokis, who regaled us with personal stories and engaged students through the entirety of the Town Hall.

In regards to attendance, an estimated seventy (70) individuals participated, including Aboriginal and non-Aboriginal students, University of Alberta staff and faculty, and Students' Union employees. Together, they provided one hundred and forty-five (145) individual pieces of feedback.

Below is the interim report detailing the preliminary findings of the Town Hall. If you have any questions, comments, or concerns, please don't hesitate to ask me.

Thank you,

Nathan Sunday  
Chair, Aboriginal Relations and Reconciliation Committee



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## Interim Report on the ARRC Town Hall

### General Information

For the purposes of the Town Hall, the four (4) categories of recommendations were condensed into a few concise points. These points can be seen below:

#### Condensed Recommendation List

##### **Students' council.**

- The recommendations of ARRC surrounding Students' Council include:
  - The creation of a task force dealing with representation and diversity on Students' Council. This task force should be delegated the authority to review the current model of Students' Council-in relations to Council and student feedback, as well as other university models-and make recommendations on it.
  - Increase transparency in regards to its work and advocacy for students.
  - Expand the current Students' Union Truth and Reconciliation Political Policy.
  - Host Council-wide town halls semi-regularly.

##### **Operational.**

- The recommendations of ARRC surrounding operational include:
  - The Students' Union shall conduct an internal organization review focused on providing recommendations on future reconciliatory efforts;
  - Hire elders and traditional knowledge keepers;
  - The creation of an internal Department of Indigenous Relations and Reconciliation;



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- Incorporate Indigenous knowledge into undergraduate orientation events;
- Provide employment opportunities for Aboriginal students and people-of-colour;
- Create Aboriginal-specific Students' Union awards;
- Increase the prevalence of Aboriginal art within the Students' Union collection;
- Create a mural within SUB depicting the treaty relationship; and
- Create a stride-like program which focuses on race, Aboriginality, and ethnicity.

**Education.**

- The recommendations of ARRC surrounding education include:
  - High level management in the Students' Union (including executives) receive anti-oppression training; and
  - Create more opportunities for undergraduate students to learn about Aboriginal Peoples.

**Advocacy.**

- The recommendations of ARRC surrounding advocacy include:
  - Increasing access to child care;
  - Implementing Indigenous knowledge in the classroom;
  - Building the Maskwa House of Learning;
  - Engage with First Nations and First Nations communities;
  - Ensuring Aboriginal Students across North Campus, Augustana, and Campus St. Jean have access to culturally-relevant services; and
  - Aboriginal-specific academic advising positions.

## Town Hall Feedback

### Feedback by Recommendation Point (Specific Feedback)

In this section, the specific recommendation is in italics, while any feedback provided is listed numerically underneath.

#### **Advocacy.**

- *Increasing access to child care*
  - 1) Allowing children to come to class, especially breastfed babies.
  - 2) More places on Campus as designated places (everywhere should be a place, but some need express rooms)
- *Implementing Indigenous knowledge in the classroom;*
  - 1) Especially in the ENCS classes that deal with working on the land.
  - 2) Native Studies COurse requirement for all.
  - 3) ALES Faculty.
  - 4) Indigenous history as part of the curriculum (mandatory)
- *Building the Maskwa House of Learning;*
  - 1) Yes!
  - 2) Culture camps for field schools / CJSR!
- *Engage with First Nations and First Nations communities;*
  - 1) Collaborate with Acimowin + CJSR (Jodi went out to ALEXANDAR FN school for a radio camp + community outreach).
  - 2) Also Metis communities!
  - 3) & Metis & Inuit communities!
  - 4) Concerning what? Need more details on scope.
- *Ensuring Aboriginal Students across North Campus, Augustana, and Campus St. Jean have access to culturally-relevant services.*
  - 1) Yes! CSJ needs this!
  - 2) Let us smudge indoors!
  - 3) This is soooo important! Why can't we have a fire going when we have a ceremony?

- 4) U of A smudging policy is online.
- *Aboriginal-specific academic advising positions;*
  - 1) In all faculties! And Hire Indigenous Peoples to fill this role

### **Education.**

- *High level management in the Students' Union (including executives) receive anti-oppression training.*
  - 1) Yes! 100%
  - 2) Not only SU, but UNI at least.
  - 3) All people within SU should have to take this! AND complete the Indigenous Canada MOOC.
  - 4) YES!!
- *Create more opportunities for undergraduate students to learn about Aboriginal Peoples.*
  - 1) What does this actually look like? Tangible examples would be great
  - 2) Does this include supporting students? Like to hold these things?
  - 3) ...to learn from Aboriginal Peoples.
  - 4) Events, ceremonies, classes.

### **Operational.**

- *The Students' Union shall conduct an internal organization review focused on providing recommendations on future reconciliatory efforts.*
  - 1) In partnership with Aboriginal Student Council and Native Studies Students' Association.
  - 2) Why is it an internal review? Will there be an external review too?
  - 3) Engage other groups, not relying solely on FNs. Community recommendations.
- *Hire elders and traditional knowledge keepers.*
  - 1) Scope of the role?
  - 2) What would their job be like?

- 3) YES!
  - 4) Any youth? Community members of FNMI communities?
  - 5) How would this relate the the creation of an internal department?
- *The creation of an internal Department of Indigenous Relations and Reconciliation.*
    - 1) Scope of department? Events? Counselling services?
    - 2) Will students be included?
  - *Incorporate Indigenous knowledge into undergraduate orientation events*
    - 1) Into all undergrad/grad programs!
    - 2) And undergraduate program requirements.
      - a) I agree.
  - *Provide employment opportunities for Aboriginal students and people-of-colour.*
    - 1) Specific amount? Ration?
    - 2) So does this mean giving advantage?
  - *Create Aboriginal-specific Students' Union awards.*
    - 1) I like this!
  - *Increase the prevalence of Aboriginal art within the Students' Union collection.*
    - 1) Also to provide context for current art.
    - 2) Yay!
    - 3) More art around campus would greatly be beneficial! :).
  - *Create a mural within SUB depicting the treaty relationship.*
    - 1) Hire Indigenous artist.
    - 2) Work with Indigenous groups to determine how to best represent treaty relations.
    - 3) I like!
  - *Create a stride-like program which focuses on race, Aboriginality, and ethnicity.*
    - 1) Could it be incorporated into existing stride? An Indigenous cohort?
    - 2) Yes to this! SU is hella "colour blind".
    - 3) Culture Camps.

**Students' Council.**

- *The creation of a task force dealing with representation and diversity on Students' Council. This task force should be delegated the authority to review the current model of Students' Council-in relations to Council and student feedback, as well as other university models-and make recommendations on it.*
  - 1) What are the issues sparking this?
  - 2) Who decides who sits on this task force?
  - 3) Is it possible to make a task force without members of Council?  
Like no councillors on the Committee.
  - 4) Are you creating a task force other than ARRC or you referring to ARRC?
  - 5) Worried about a slippery slope.
  - 6) Will there be a representative for Indigenous students?
  - 7) How do we prioritize Indigenous voices on this task force?
- *Increase transparency in regards to its work and advocacy for students.*
  - 1) In what ways can the SU do this?
  - 2) How?
  - 3) Transparency is one thing, engagement in Council advocacy amongst students is another.
- *Expand the current Students' Union Truth and Reconciliation Political Policy.*
  - 1) Move beyond just the TRC.
- *Host Council-wide town halls semi-regularly.*
  - 1) What does this have to do with ARRC?
  - 2) What is the intent of future Town Halls?

### **Feedback by Recommendation Area (General Feedback)**

In this section, recommendations that were made at one of the four recommendation areas, but not tied to a specific recommendation, are below

#### **Advocacy.**

- Have a path in place for classes that are actually insensitive.
- Stronger access to land-based education (Wahkohtowin project?).
  - Yes yes yes!
- Advocacy against sponsorship caps (federal caps still exist?)
- Aboriginal-specific academic advising positions is brilliant.
- Will there be advocacy for transition to graduate studies? (Furthermore, what's the relation to the GSA? Opportunities).
- I think the faculty of law already has an Aboriginal-specific advisor. Their model could be good to build on for other faculties.
- Children are so important, we need to do this heavy work so our future generations are safe + successful.
- Why child care and in what ways would you foster implementing Indigenous knowledge in class room?
- Faculty Associations should be supporting their Indigenous students.
- Create a way for councillors to reach out to their Indigenous constituents, and get faculty-specific feedback.
- Indigenous board of governors representative.
- How will you include, reach out, support, or make Indigenous students aware of all this?
- Advocacy for FNMI students needs to happen with them. Ensure that advocacy efforts address this!
- Incorporating mental, spiritual, physical, and emotional components into all aspects of your body.
- Having elders available to Indigenous students in every Faculty.
- Indigenous students mental health supports and services!
- How can we work better with Indigenous groups? AFN? Others?

- Support for Indigenous students and education for non-Indigenous students.
- Programs for Indigenous men.

### **Education.**

- A hell of a lot more cultural events (i.e., drum making, ceremonies) would be so cool! :).
- More Indigenous events of Campus.
- Decolonial campus tour.
- Dwayne Donald's Tour.
- Nature Walk.
- Land-based education access.
- Not only an Indigenous 101 class, but also ties to Aboriginal culture in MOST classes. Find a relation between course material AND traditional knowledge.
- TRUTH before reconciliation. You have to acknowledge what happened and how we got here before we can move forward.
- OVERCOME SEPARATENESS + emphasize togetherness in reconciling.
- How do we get these people in high level management in the SU to acknowledge their oppressive traits?
  - Personal values assessment?
- Challenge discourses-not only in NS classes, but beyond.
- Education for all students on basics of Indigenous Peoples in Canada and dispel many myths + stereotypes.
- Culture Camps for field schools.
- Education and operation seem similar.
- How do we avoid tokenism?
- Having the SU executive undertake training such as taking the Indigenous Canada MOOC.
- MANDATORY INDIGENOUS COURSES PLES (IDC what your taking)
  - Will this just make people bitter?
  - AGREED!!!

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- YEAS!!!
- YES!!!
- Indigenous art on Campus?
- Treaty 6 territory - What does this mean to you? Do you know who Papaschase is? Laurent Garneau?
- Talk to APIRG for Anti-Oppression workshops.
- Mandatory courses for each program that have a focus on Indigenous knowledge.
- Student Representative Try (re: REcon @ GovCamp).
- How to incorporate Indigenous teachings/teach people how.
- What for the Events training executives partake in? Educate there!
- Indigenous language revitalization/renaming of things in Indigenous languages.
- Teach what is contained in treaties
- One Hunnid (keep it real).

**Operational.**

- Think these are all good ideas, hopefully we can see it come true soon?
- I truly believe that incorporating Indigenous knowledge into our daily lives is very important. This should be the norm.
- There are already a lot of experts on Indigenous relations on Campus. What is the utility of the SU trying to create new expertise rather than using existing services? What would a department of Indigenous relations actually do?
  - YAAS!!!
  - IS there a way to make this a gathering space/group for these existing orgs?
    - Maskwa house of learning was proposed 5+ years ago.
- Make sure the SU does business with inclusive + respectful businesses, to not only change the SU, but as well to change the community.
- I agree we can provide more to support students.



*University of Alberta Students' Union*  
**ABORIGINAL RELATIONS  
AND RECONCILIATION  
COMMITTEE**

- Stride is already planned to move in this direction! We need more/better data, and have only just begun collecting this data. More time is needed to realize this goal.
- I like the idea of incorporating Indigenous knowledge in orientation!
- Not only incorporating Indigenous knowledge, but ACCURATE info about Indigenous-Canada relations.
- Indigenous SU exec position.
- Indigenous staff, especially women, pay them equitably!
- Include elders, youth, drummers, etc. \
- Hire and pay equitably university staff and artists for Art pieces.
- Support the First Peoples House!!! They need funding, other departments should not be applying for/receiving Indigenous-based grants!!
- Having non-Indigenous support staff to help with the emotional labour.

**Students' Council.**

- I'm excited to see what recommendations on the Council model come forward!
- Define what transparency looks like.
- Do it with integrity, guided by elders, with ceremony so our ancestor's participate.
- Culture camp.
- Review the current model 100%!!!! REsearch traditional forms of communication that are more efficient.
- Less talk, more action.
- How do we prioritize Indigenous voices on this task force?
- Action-oriented task force, not just rep. On paper.
- Make SU more accessible for people who don't know about governance.
- Supports are needed.
- Incorporate Indigenous structures to consider these actions--less bureaucracy please.
- Educating people on the issues and why it's important to take action.