



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

**Monday, October 22, 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.

**AGENDA (ARRC-2018-12)**

**2018-12/1    INTRODUCTION**

**2018-12/1a    Call to Order**

**2018-12/1b    Prayer/Smudging Ceremony**

**2018-12/1c    Approval of Agenda**

**2018-12/1d    Approval of Minutes**

**2018-12/1e    Chair's Business**

**2018-12/2    QUESTION/DISCUSSION PERIOD**

**2018-12/3    COMMITTEE BUSINESS**

**2018-12/3a    ARRC Recommendations**

**2018-12/4    INFORMATION ITEMS**

**2018-12/4a    ARRC-2018-11, Meeting Minutes - October 11 2018.**

See ARRC-2018-12.01.

**2018-12/5    ADJOURNMENT**

**2018-12/5a    Next Meeting: Monday, November 5, 2018 @ 4:00PM in SUB 6-06.**



*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, Sauleaux, 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		N	
Andre Bourgeois		Y	
Mpoe Mogale		Y	
Ariyanna Callihoo		Y	
Heather Lindsey (NSSA VP Finance)		N	
Kimberley Fraser-Airhart (NSSA VP Academic)		N	
Reed Larsen		N	
Arcand Rhiannon		N	
Stephen Raitz		N	

Breanne Palmer		Y	
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**AGENDA (ARRC-2018-11)**

**2018-11/1      INTRODUCTION**

**2018-11/1a      **Call to Order****

Meeting, called to order at 4.12 pm by Chair Sunday.

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

**2018-11/1c      **Approval of Agenda****

Sunday

Additional item:

Discussion item by Councillor Palmer

CALLIHOO/PALMER MOVED to approve the agenda

6/0/0 CARRIED

**2018-11/1d      **Approval of Minutes****

Held off until the next meeting

**2018-11/1e      **Chair's Business****

ARRC's Town Hall

SUNDAY

As there is not enough time I will skip the report, but I will present the report the Council on Tuesday. I strong urge all to read the report;

In Town Hall a lot of feedback were about recommendations, in which there was a large push for culture on campus;

I am hoping to have a report on cost by the next meeting;

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

2018-11/3      **COMMITTEE BUSINESS**

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

PHILIPS (Trevor Philips):

RO- INDIGENOUS Recruitment

I have zero responsibility for numbers jumping as you can see, while the recruited student numbers are going up;

For purposes of this particular snapshot we are bringing in one-third of indigenous students every year;

Given this volume, the question is: how the faculties can support this number of students?

We are trying to bring the indigenous students at U of A on par with the national standards;

We are also working with PIRRA (Post-secondary Indigenous Recruitment Association of Alberta), and follow the model followed by national standard as well;

TRADITIONAL RECRUITMENT

We had partnerships with indigenous associations; and have hosted several visitors, and do that because we bring people from grass-roots levels; we had three major events for high-school students in spring, when we also brought in our faculties; In Fall we have lunch events, where we will bring indigenous students;

COMMUNITY ENGAGEMENT

We have identified 5 communities within 70 kilometers of the city as part of reconciliation drive;

Events are based on community-based approaches, and that supports students spiritually, physically, emotionally and in other ways;

PILOT PROJECTS

We are doing new things, e.g. pilot projects. That meets pressure point demands; we will make it critically and make it sustainable; We will sponsor graduates from remote communities, where it is toughest to reach, e.g. with bad roads;

We will go the youths in their communities than them coming to us;

PLAN 2018/19

We will make an audit of what we have done, and that's how our plans are designed; It is ambitious;

Articulation agreement dictates that we have better relationships, and

are working to strengthen our relationships; I work closely with ambassadors and brief them about our community development programs;

While having zero authority we have a lot of influence;

Building relationship:

We are better understanding the people and places in the communities where people go to;

We offer traditional food (being good host), gifts, etc. and that way expand boundaries in an unconventional manner;

We will have grassroots initiatives; When a community sees one of us, they see U of A in us, and that's how we send our message;

Barriers/True or False:

It is true that there are barriers; Example being high travel demands, and people going off-reserve to high schools and junior high schools; One of the biggest problems is band-funding model – it is another barrier for indigenous students for getting into university and finishing university;

Faculty Specific Student Support:

We want to see indigenous programs highlighted in your literature, and we do want to support grass-roots student engagements;

Orange Shirt Day 2018:

It is an inspiration;

BELCOURT

How do you find support in communities?

PHILIPS

It is not an exact science; We conduct coordinated events; It also depends on situations; Elders are usually not involved in the process;

PALMER

I am confused about the different funding types, i.e. federal, provincial and Band.

How are you applying for funding?

Another question is how do to bring about community learning and equal funding?

PHILIPS

Discrepancy is in funding for non-indigenous and indigenous students; Non-indigenous students get about \$17000 but indigenous students get about half of that; That's not how we fund at U of A though; At U of A we

do a pretty good job in funding indigenous students;  
Band funding model is a barrier to success, according research;  
According 20 years of data, and by considering dropouts, failures, etc.,  
the trend is that indigenous students who graduate are turning out to be  
young, female, and metis; Moreover, if you are a first-nation, and male  
then you are not going to graduate;  
Open study is where we run our transition year program;

PALMER

For non-indigenous students, it is a transition to a different model, for  
example CSL Office?

Is CSL office also for indigenous students? Are there are a large number  
of aboriginal students in different programs like these because they are  
difficult?

PHILIPS

Don't know

BOURGEOIS

In Faculty Specific Student Support slide, I am looking two  
recommendations that will involve the RO in collaboration. If we are to  
pursue this recommendation, how can this happen?

PHILIPS

That will require a more independent meeting; We can support  
independent efforts; Another way entails us supporting community  
development; We can always create different types of programs and  
events;

BOURGEOIS

I was wondering if it is the role of SU for extending the students' voice on  
that

PHILIPS

The intellectual pressure is on the SU;  
Most organizations will participate;  
If there is an event, then the SU must decide how it would participate in  
the event; The question is why we are going to these communities; The  
answer is that we want to connect to the indigenous students ballistically  
because we want to make things easy for the indigenous students. Our  
effort is supported by the provost's office;

SUNDAY

Is it something that you want the SU to be involved, with you?

PHILIPS

We want to support independent actions; We want to have partnerships and involve as many players as possible;

CALLIHOO

How are other organizations engaging with RO?

PHILIPS

Relationship is like a constellation of events and they are free to come; We often meet that way and work together; We want to directly get involved with those 5 communities; We need volunteers and need people always; We are also looking for support in research and new ideas on indigenous support and recruitment; If members of ARRC get involved that will highly welcome;

BELCOURT

For cultural students' workshop, who is in charge?  
Who can have access to resources?

PHILIPS

There is an Education Developer; Any student can have access to resources; Even if something is not in her mandate she will help;

BELCOURT

Do you get people from the university and assign them into different departments?

PHILIPS

We are working with schools with honours and curriculums; I advocate policies to bring down barriers in education; We can keep in reaching out students and subsidizing application fees, subsidizing travel; making sure that our language is accurate; be constitutionally responsible; For outside events we don't impact policy; The traditional model entails specifically designed rooms for indigenous learners, we give them a taste what U of A. However, we don't brand U of A.

BELCOURT

Do you offer any solutions for finding what to select to study?

PHILIPS

We support education workshops; On the spot the biggest issue is eligibility. For example, how do you go from being a carpenter to study at

U of A? We try to have on-the-spot conversation. Suppose we go to a grade 11 students, we tell what to study in grade 12.

BELCOURT

What would you state as your goal?

PHILIPS

Our goal is to have indigenous people go to U of A; Our intention to support our communities and see university as a place to go to; we are looking to bringing indigenous learners to U of A. Indigenous people wish to come to U of A, which is near to their communities, which is the indigenous model;

The closer you are to your community and language the more likely it is that you are going to seek higher learning;

MOGALE

Acknowledging the scope of the portfolio, what has been done to address the issue of completion and retention of indigenous students?

PHILIPS

Once students are registered they are handed over to MPH; For retention, I think for strategic initiative curve, you are looking subsidizing, hiring indigenous faculties, among other things; Last year, I worked at the University of Manitoba, where I address barriers to indigenous students' retention; We can have a look at registrar's office for data and make decisions.

MPOE

Do you see less pressure being put on indigenous faculties and staff? Are their more indigenous faculties being hired to evenly distribute the work?

PHILIPS

We are not hiring enough faculties; It depends to administrative authorities; There should indigenous job description and massive number of job postings, which is not the case now. It should be in the future;

BOURGEOIS

The you-school thing – is like SU, where we do something special?

PHILIPS

If you want to do a cultural showcase day, we support initiatives; There should be entities that support that process;



BOURGEOIS

Unless you are dues paying students, you can't be supported; how do we address that?

PHILIPS

I suggest that this sub-committee discuss about role of SU to help; Also, for outside entities to help and reaching out to the communities;

BOURGEOIS

We want the recommendations to go out this year as opposed to last year

PALMER

In our policy meeting we had a question about TRC; there were two research papers, and if have seen them. There is some good information on your slides; We are trying to get our facts and then our resolutions, and where can we do so?

PHILIPS

Some information come from Provost's office, and most of it come from Office of registrar, unit of involvement;  
Annual report comprises of how many aboriginal students have joined and graduated;

Native Studies have their own recruiter. If they reach out to me, they can contact the referrals as well;

I will send you the PowerPoint;

(Trevor left at 5.32 pm)

**2018-11/3b**

SUNDAY

Every member of council is a member of ARRC and Councillor Palmer is a member as well;

Asked if everybody got a chance to read to report;

**Palmer agenda item**

PALMER

Campus St-Johns' aboriginals students are trying to have a food drive for students in the high school;

Mentioned what she asked, and told them that they are looking into the food drive;

Mentioned that, at this time, she exactly did not understand the details;  
It is Saint Joseph's High School nearby, and also in Downtown Edmonton.

**2018-11/4** SUNDAY  
Asked Councillor Palmer to forward the email to all;

**2018-11/5** **INFORMATION ITEMS**

*ARRC-2018-10*, Meeting Minutes – September 19, 2018

**2018-11/5a** See ARRC-2018-11-01

**ADJOURNMENT**

Meeting was adjourned at 5.40 pm.

Next meeting Thursday, September 18, 2018

**SUMMARY OF MOTIONS**

<b>MOTION</b>	<b>VOTES</b>
<b>CALLIHOO/PALMER MOVED</b> to approve the agenda	6/0/0 CARRIED