



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

**Friday, November 23, 2018  
12:00pm  
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-2018-15)**

- 2018-15/1     INTRODUCTION**
- 2018-15/1a    Call to Order**
- 2018-15/1b    Prayer/Smudging Ceremony**
- 2018-15/1c    Approval of Agenda**
- 2018-15/1d    Approval of Minutes**
- 2018-15/1e    Chair's Business**
- 2018-15/2     QUESTION/DISCUSSION PERIOD**
- 2018-15/3     COMMITTEE BUSINESS**
- 2018-15/3a    ARRC Recommendations**
- 2018-15/4     INFORMATION ITEMS**
- 2018-15/4a    *ARRC-2018-14, Meeting Minutes - November 14, 2018.***  
  
**See ARRC-2018-15.01.**
- 2018-15/5     ADJOURNMENT**
- 2018-15/5a    **Next Meeting:** Friday, November 30, 2018 @ 12:00PM in SUB 6-06.**



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

**Wednesday, November 14, 2018**

**12:00pm**

**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		0.5	
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		N	

**AGENDA (ARRC-2018-14)**

**2018-14/1 INTRODUCTION**

**2018-14/1a Call to Order**

MEETING CALLED TO ORDER AT 12:10PM.

**2018-14/1b Prayer/Smudging Ceremony**

**2018-14/1c Approval of Agenda**

**CALLIHOO/MOGALE MOVE** to approve agenda.  
4/0/0. CARRIED.

**2018-14/1d Approval of Minutes**

**2018-14/1e Chair's Business**

**SUNDAY/BOURGEOIS MOVE** to approve the appointment of Colin Mulholland as the Native Studies Students Association Representative on the Aboriginal Relations and Reconciliation Committee.  
7/0/0. CARRIED.

**2018-14/2 QUESTION/DISCUSSION PERIOD**

**2018-14/2a Recommendations**

Number 5

SUNDAY:

Meeting with Trevor, in charge of Indigenous recruitment with RO. Working more with the University more rather than just the SU.

Intention - why would we be working with the University?

SU could help build the bridge between Indigenous students and the events hosted by the University.

In reference to talk with Trevor Phillips

SUNDAY

Instead of “shall engage” to “shall support” relationship building for point five?

Could we include something to see if surrounding Indigenous communities have anything that they would want to do?

Number 9: Advocacy

Mulholland: why was 5 years chosen?

Sunday: it was chosen at random

Belcourt: add a point about the survey and how it isn't easily accessible. Add something in support of partnering with the SU to analyze it.

Sunday: (fill from recording)

Kim: Regarding the yearly survey, it is a good idea but is there way to make it easier for people to fill out?

Mulholland: We could try handwritten ones because those are the ones that have the best return

Belcourt: Every year could be focused on a different topic to alleviate this problem?

Bourgeois: Yearly surveys that are less comprehensive, and a comprehensive survey every 5 years. SU is also revamping their survey.

Belcourt: Do different topics every year

Bourgeois: Engagement policy - talk to Kara about including accessibility in surveys

Burnout factor?

Bourgeois: Looping in to the SU survey for the demographic data could help with that

Sunday: summarized - Do smaller surveys every year and ask the university to do a big comprehensive one every five years

Number 11

Belcourt: Transition year program - admission is increasing, lots of enrollment. Maybe not make it very specific to Sciences (not a lot of support for Indigenous students)

Sunday: Recommendation from the indigenous academic success survey and Native Studies Associate Dean,

Belcourt: Nursing admission average through TYP has increased from 60's to the 80's.

Bourgeois: Don't know if it is specifically about admission into faculties, or about support available for students that get here.

Belcourt: disagrees -

Bourgeois: The outcome of this is that we would want every faculty to have appropriate numbers of Indigenous students?

Sunday: Outside the scope of the current recommendation. I don't believe there is any preferential treatment. For example, having indigenous scientists come in to speak. Other institutions have had programs similar to TYP

Belcourt: Background on TYP - enter a cohort with students, courses that you take help understand the university resources. Technically considered Open Studies. It would be great if the capacity of TYP could be increased. Gave an example.

Bourgeois: What if we advocated entry facilitation programs to be available for FNMI students across all faculties?

Sunday: Recommendation has weight. Will talk

BOURGEOIS/MULHOLLAND move to enter committee of the whole.  
7/0/0

Go back to 10: Mogale added a point to number 10

Bourgeois: Looked at a report regarding the disparity between indigenous and non-indigenous people across all sectors. AARC & EDI double advocacy. Made a note to add statistics from EDI group.

Bourgeois to give Jonathan edit privilege, he will highlight edits in yellow and we can approve.

Moving to 12: Creation of website for info pertinent to FNMI students

Bourgeois: This is an IST thing. We would be responsible for maintenance of the information rather than it be handled by the university directly

Belcourt: Could people be in control of only a part of the website?

Bourgeois: Based on my experience, people are given tier level administration access. Amount of control is exponential, you would control the entire page not just one section.

Sunday: Advocate for restructuring for easier navigation - too many links.

Bourgeois: Two things: 1) triage into relevant services, 2) chat box for an advisor

Belcourt: ASC tried to make a website. Idea to make a section to centralize ongoing events and networking opportunities. A section for aboriginal student groups.

Link to website design

Bourgeois: University should take responsibility for creating the website. SU can insert a link/connection to that website.

Sunday: Good with scrapping the first part of 12?

Bourgeois: Remove the words either, create?

Sunday: Some of the recommendations have grammar that is slightly off.

Moving to 13

Belcourt: No context for aboriginal paintings and monuments around the campus

Sunday: There is pressure to keep the art, rather than remove it

Belcourt: Gave an example for removal of art

Plaques should be accessible, visible, descriptive, English/French/Cree (different languages)

University student art in storage - should we put some up?

Include point about figures who perpetuated colonial violence

ASC point 14 should be striked or change to "secure sustainable funding"

Bhatnagar: We could say we need resources to do advocacy

Mogale: Would SU also be funding the resources or helping us acquire them?

DoDS

Sunday; ASC has First Peoples House as a mentor

Belcourt: Add points on. What is ASC? Why would ASC need funding?

Moving to 15 - very vague?

Make a list of categories for the student resources

Bhatnagar: Add a list of resources and research opportunities to the point

Sunday: fine with how it's worded now

Bourgeois: Talked with Katherine about jobs that relate to your studies. A good model for jobs would be if jobs relevant to studies are separated for jobs for financial need

Mogale: Jobs do not have to be administrative, gave example

Sunday: FNMI in rural communities might not have had a job before. It is hard to get a job with no experience. University should provide FNMI students opportunities to build that experience.

Mogale: Job matching?

Bourgeois: Policy on how support is provided to students

Belcourt: CSL learning, university is lacking in teaching how to apply skills

Bourgeois: Learning does not have to be through a job, can be experiential. We are not a job market.

Belcourt to talk to professor in Native Studies about indigenous economic development

Move back to 10

Sunday: Don't like the term ancestry. Infers blood quantum - that is not aboriginal.

Will leave 15, move to 16: advocacy for online learning

Belcourt: Barriers in course completion in limited time. Need more spring/summer options. Add points on what makes it inaccessible currently.

Move to 17: Creation of logo

Bhatnagar: Could we say visual identity (branding) instead of logo?

\*15 minute RECESS at 1:30 pm\*

\*Reconvening at 1:49 pm\*

Descriptors to add descriptors to point 18

Mogale: Emphasis of benchmarks

Sunday: At the bottom, there is a link to privy council. Mandate tracker. Updated quarterly.

Bourgeois: Good accountability measure for executives and the SU

Moving to 19:

Bourgeois: Change the wording. "We shall write the letters"

Mogale: After any racism, a follow-up letter should be issued?

Belcourt: Initial letter is good, though that is not a bad idea.

Sunday: It should be made clear that the SU condemns this.

Bourgeois:

Sunday: ARRC - we have reconciliation in our title. Hence the letter would be in our mandate.

Mogale: Could we also write that we call for statements? We should continually refer to the statement after every racist incident.

Mulholland: Are incidents tracked?

Bourgeois: UAPS does track incidents. Barriers in reporting incidents, hence any that are not reported are not tracked.

Mogale: Is racism even a serious issue for the University?

Bourgeois: What if we had an anonymous reporting service? Follow-up with you?

Bhatnagar: Everybody has an inherent bias. I have experienced racism every single day, how could they resolve an issue that is so widespread. The service is making people come forward. Students understand restorative justice model, University does not.

Mogale: We could include this.



Belcourt: Making a statement could give something more power than it deserves.

Mogale: That is false. It's all about how you frame it.

Sunday: I agree

Belcourt: I think this topic needs to be discussed further. We should add points about what we can do. How can we foster these discussions? With what resources?

Sunday: Conversations like those need to be facilitated in a certain way. We could have Cheryl do a talking circle for us - will contact her regarding this.

Mogale: Informal conversations help with the feelings that people have.

Mohallay: Circles have been beneficial for me as well

Tammy: We could have the SU facilitate as they would do a good job.

Sunday: I will flush this point out more but we can have the SU facilitate.

Moving to 6 under operations

Bourgeois: Incorporate indigenous programming to WOW, welcome session, [third point]

Sunday: Can the new student orientation contract not be changed?

Bourgeois: We cannot change orientation content without advocating for this change. The U of A owns the rights, SU organizes NSO but has to present ideas to the University for approval.

Bhatnagar: How many indigenous students actually register/apply to be a part of WOW?

Bourgeois: Week of Welcome is not actually inclusive.

[Insert Bourgeois]

Sunday:

Bourgeois: How do we find enough indigenous students to deliver presentations for the entire day? Would we have to get the ASC or FPH to

Belcourt: Personally, I would be more likely to lead informative sessions if I was told about what I would be doing. Other FNMI students would be keen as well.

Bourgeois: We could train students specifically to prepare for the session. Create an explicit position for Indigenous Facilitator?

Belcourt: I think offering an opportunity like that would be great.

Move to point 8

Sunday: Leave it broad, if the SU wants to do something then...

Mulholland: I don't feel like WOW does a good job at orienting.

Bourgeois: WOW has been considering putting on info sessions for a month after NSO.

Move to 10

Moving to 11

Sunday: There is a disproportionate number of Metis people getting awards instead of broadly aboriginal. Should we bring this up?

Belcourt: If we did that, how would we confirm ancestry?

Bourgeois: The details of the scholarship would be worked out by L&R

Sunday: I think there needs to be a broadening of what we use for proof of ancestry. For example, a letter from an FNMI elder.

Moving to 12

Sunday: What could be used in the place of framework?

Belcourt: What is the intention of this framework?

Bourgeois: In collaboration with campus stakeholders,

Moving to 13

Bourgeois: Brought up Pow-Wow trail. Could we add a point advocating for a Pow Wow?

Moving to 14

Bourgeois: Add comma and "may" to avoid generalizing the experience of FNMI.

Belcourt: There is a problem with how FNMI feel isolated even in the Faculty of Native Studies.

Mulholland: Could we say that the faculties have a deficiency?

Sunday: If we say 'all' faculties it lumps together all of them, including engineering.

Bourgeois: If we put 'may', that acknowledges that some FNMI students do not feel isolated.

Mogale: It would be great if the ESS had indigenous programming such as NSSA.

Grammar - remove comma

Mogale: I think Andre is saying we shouldn't generalize students, and I am saying we shouldn't generalize faculty associations.

Bourgeois: We have data that could help us allocate resources to faculties that need them the most.

Inconclusive shrap-all for including/removing "may"

Mogale: May and some minimize statements. They do not reflect the reality being that many FNMI students feel isolated.

Moving to 15

Mulholland: I really like the idea of a mural

Moving to 16

Bourgeois: "For the public good" Point 16, The university presents success stories ignoring the tribulations of so many other students.

Sunday: Seeing indigenous people highlighted could be very inspiring for FNMI students

Bourgeois: Add a bullet point for featuring indigenous people

Mogale: Humans of New York idea

Belcourt: Talking circles?

Moving to 17

Bourgeois: It would be good for the SU to proclaim that it specifically includes Indigenous student representation.

Mulholland: Should we put in [...]

Moving to 18

Bourgeois: I think 18 should be struck

Sunday: Disagrees - just because it [...] does not mean it should be removed

Moving to 19

Sunday: I don't want to erase the work of the people on these policies.

Bourgeois: I just think that if something has been completed, it is not a recommendation it is a celebration.

Belcourt: What if we included something about point 19 being up-to-date?

Bourgeois: What if it said maintained?

Mulholland: Could we acknowledge the people that have completed work on this

**2018-14/3**      **COMMITTEE BUSINESS**

**2018-14/4**      **INFORMATION ITEMS**

**2018-14/5**      **ADJOURNMENT**

Meeting adjourned at 3:34PM.

**2018-14/5a**      **Next Meeting:** Friday, November 16, 2018 @ 12:00 PM in SUB 6-06.

#### **SUMMARY OF MOTIONS**

<b>MOTION</b>	<b>VOTES</b>
<b>CALLIHOO, MOGALE MOVE</b> to approve the agenda.	4/0/0. CARRIED.
<b>SUNDAY, BOURGEOIS MOVE</b> to approve the appointment of Colin Mulholland as the Native Studies Students Association Representative on the Aboriginal Relations and Reconciliation Committee.	7/0/0. CARRIED.