



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

**Wednesday, January 16, 2019
 1:00PM
 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)
Standing Committee Members			
Nathan Sunday (Chair)		Y	
Katherine Belcourt		Y	
Akanksha Bhatnagar		Y	
Mpoe Mogale		Y	
Ariyanna Callihoo		Y	
Shuaa Rizvi		Y	
Andre Bourgeois	N	N	N
Colin Mulholland (Vice-President (External), NSSA)		Y	
Student-at-large Committee Members			
Brooke [Last Name, Unclear on Recording]		Y	
Jocelynn [Last Name, Unclear on Recording]		Y	

Kirsten Webster		Y	
Adam Brown		Y	

MINUTES (ARRC-2018-17)

2018-17/1 INTRODUCTION

2018-17/1a Call to Order

SUNDAY: Called the meeting to order at 1:00pm.

2018-17/1b Prayer/Smudging Ceremony

2018-17/1c Approval of Agenda

BELCOURT/CALLIHOO MOVED to approve the amended agenda.

11/0/0 - CARRIED

2018-17/1d Approval of Minutes

N/A.

2018-17/1e Chair's Business

SUNDAY: Item *2018-17/2a*, 'Mission, Vision and Values', will be replaced with the discussion regarding 'Acknowledgement of Traditional Territory'.

2018-17/2 QUESTION/DISCUSSION PERIOD

2018-17/2a Acknowledgement of Traditional Territory

SUNDAY: Wrote a preliminary version of a 'Acknowledgement of Traditional Territory', in collaboration with other individuals, which provides 'tips' and suggestions to increase Treaty acknowledgement. Required the Committee's feedback.

CALLIHOO: Offered to connect with individuals at Indigenous and Northern Affairs Canada [INAC], to access document(s) which discusses similar content and provide guidance on appropriate language. Unsure about whether the document was specifically for internal use.

SUNDAY: Discussed instituting a new system for ARRC, which is used by the General Faculty Council [GFC]. The 'system' would include a general form, that could be used to note and collect student feedback. SUNDAY stated that if ARRC found it useful in the trial-run, of this task, that more structured implementation would be explored for the future. Indicated that [he] would introduce this system, more formally, at a future meeting.

BHATNAGAR: Thanked SUNDAY and his collaborator(s) for their work in creating this document. Suggested creating a list of actualized recommendations. Noted

that this information could be provided to the Marketing Department, and run by Students' Council. In the future, this could be utilized as a resource to Faculty Associations [FA's].

MOGALE: Suggested that a section be included in the Document, to allow a reader to discuss and write how they are contributing to treaty acknowledgement.

BROWN: Proposed including the word learning, as it is not an explicit reference to academic courses. [SUNDAY and the Committee agreed; 'learning' was added back to the reference].

MULHOLLAND: Suggested adding a statement to emphasize an individual's responsibility to learn about the territory, which references the "depth" of Indigenous history.

SUNDAY: Believed that a "Tip-Sheet" could provide a useful addition to the territory, to cover the aforementioned suggestions.

WEBSTER: Suggested two versions of the Acknowledgement - one for public use, and a longer one for internal use.

SUNDAY: This idea was 'scrapped' by the Students' Council, as it was deemed to minimize the issues expressed in the acknowledgement.

2018-17/2b Indigenous Student Employment Challenges

SUNDAY: Allowed BROWN to introduce the aforementioned 'Discussion' item.

BROWN: Discussed [his] current work with Councillor BILAK, within the Policy Committee, on the 'Student Employment Political Policy'. The Policy Committee decided that both International and Indigenous student employment challenges' would file under this broader policy, instead of a separate one.

Requires ARRC's feedback and guidance, to ensure that the section pertaining to Indigenous student challenges is accurate and as nuanced as possible.

BELCOURT: Indicated that one of the largest barriers for a number of current FMNI students, is their lack of network in the Edmonton region, as many come from smaller, rural backgrounds. Discussed how non-FMNI students may have access to familial connections, or a better-developed network that can be leveraged in seeking employment. BELCOURT discussed [her] experience, from a family with fewer professionally employed individuals, and the challenges [she] experiences, in finding relevant opportunities to explore her professional interests.

Also discussed how this lack of network compounds in FMNI student's ability to seek-out advancing opportunities, that are afforded to individuals who have a

greater amount of relevant experience.

Listed the following issues as additional barriers: trauma, mental-health issues, physical illness, non-supportive family members, family emergencies.

SUNDAY: Added to BELCOURT's previous statement(s). Research suggests a general gap in rural and reserve-FMNI students experience and skills. Discussed the difference in reserve and city [Edmonton] structure and a lack of experience navigating this structure, can act as a barrier to 'breaking-in' to the regional employment sector.

Identified that these challenges are magnified for members of the Inuit community. Stated that the conception of time, and 'working a 9:00 to 5:00' job, contrasts with the aforementioned group's concept of daily work. Provided an anecdotal example, affirming this information, collected from SUNDAY's colleague.

MULHOLLAND: Inquired whether SUNDAY's information, could be used to reaffirm racial biases, and access to opportunities for networking/career growth.

BROWN: Attended the National Youth Employment Strategy [the Federal government's strategy to increase Youth employment]. The 'Strategy' is composed of three (3) sub-sections, with the first referring to 'funding to employers who provide opportunities for skill-development to students'. Inquired whether the Committee was familiar with this program.

JOCELYN: Indicated that [she] had heard about the program, and agreed that it was somewhat effective in reducing barriers, but that the framework itself included many barriers and lacked accessibility to Youth. Stated that the website, and language about the program, lacked consideration for user-interface.

MOGALE: Suggested that the Policy Committee look in to the work of current organizations who are working to address Indigenous employment barriers. This information could also be collected and disseminated to students. Discussed the International Student Work Study Program [ISWSP], which could be used as a model for an internal, Indigenous-student framework.

CALLIHOO: Indicated that the Arts Work Experience Program, was exploring the possibility of producing content for Indigenous students, but that this was in early stages.

MOGALE: Suggested that the Students' Union should also incorporate the Policy in to their own hiring framework.

SUNDAY: Agreed with MOGALE, and extended this sentiment to to include as many local community partners as possible. States that advocacy should go beyond local/provincial/federal government partners.

BELCOURT: Discussed a meeting [her] and MULHOLLAND had attended with a PhD candidate in the Faculty of Native Studies, who provided practical feedback about accessing and creating an improved framework for Indigenous students to access employment opportunities. During the meeting, discussed 'combat barriers' which include(s) housing, as many FMNI students return to rural communities when they are not in classes. Childcare and language, were also referenced.

WEBSTER: A number of positions for FMNI individual, are typically related to community-bridging [i.e. Indigenous Liaison]. Acknowledged the importance of those positions; however, an expansion of opportunities is also necessary.

BROWN: Thanked the Committee for their feedback, and expressed hope for a comprehensive and reflective Policy.

2018-16/3 **COMMITTEE BUSINESS**

2018-16/4 **INFORMATION ITEMS**

2018-16/5 **ADJOURNMENT**

SUNDAY: Adjourned the meeting at 1:41pm.

2018-16/5a **Next Meeting: TBA.**

SUMMARY OF MOTIONS

MOTION	VOTES
BELCOURT/CALLIHOO MOVED to approve the amended agenda.	11/0/0 - CARRIED