



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

**Wednesday, March 6, 2019
1:00pm
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-2018-22)

- 2018-22/1 INTRODUCTION**
- 2018-22/1a Call to Order**
- 2018-22/1b Prayer/Smudging Ceremony**
- 2018-22/1c Approval of Agenda**
- 2018-22/1d Approval of Minutes**
- 2018-22/1e Chair's Business**
- 2018-22/2 QUESTION/DISCUSSION PERIOD**
- 2018-22/2a President's Update**
- 2018-22/2b SU Job Position: Specialist - First Nation, Metis, Inuit Initiatives**
- 2018-22/2c ARRC Recommendations**
- 2018-22/3 COMMITTEE BUSINESS**
- 2018-22/3a **SUNDAY MOVES** to recommend "ARRC Recommendations - Copy Edit", with the additions of the "Message from the Presidents" and "Message from the Chair" as the ARRC Recommendations to Students' Council, to be presented when a public version is completed.**
- 2018-22/4 INFORMATION ITEMS**
- 2018-22/4a *ARRC-2018-21, Meeting Minutes - March 6, 2019. Not available, as ARRC-2018-21, did not achieve quorum.***

ARRC-2018-20, Meeting Minutes - February 13, 2019.

See ARRC-2018-22.01.

2018-22/4b Message from the Presidents - ARRC Recommendations

See ARRC-2018-22.01.

2018-22/4c ARRC Recommendations - Copy Edit

See ARRC-2018-22.02.

2018-22/5 **ADJOURNMENT**

2018-22/5a **Next Meeting:** Wednesday, March 13, 2019 @ 1:00PM in SUB 6-06.



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

Wednesday, February 13, 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		Y	
Colin Mulholland (Vice-President (External), NSSA)		Y	
Deirdra Cutarm		Y	
Jocelynn Proulx, Student at Large		Y	

MINUTES (ARRC-2018-20)

2018-20/1 **INTRODUCTION**

2018-20/1a **Call to Order**

SUNDAY: Called the meeting to order at 1:02pm.

2018-20/1b **Prayer/Smudging Ceremony**

2018-20/1c **Approval of Agenda**

SUNDAY: Special ordered items *2018-20/2b and 2018-20/3a*.

BHATNAGAR/CALLIHOO MOVED to approve the agenda.

9/0/0 - CARRIED

2018-20/1d **Approval of Minutes**

BOURGEOIS/CALLIHOO MOVED to approve the minutes of *ARRC-2018-19-M*

8/0/1 - CARRIED

2018-20/1e **Chair's Business**

2018-20/2 **QUESTION/DISCUSSION PERIOD**

2018-20/2a Per the joint Policy // ARRC meeting, the TRC policy is headed for discussion at ARRC for potential amendments and considerations before heading to Policy committee.

See ARRC-2018-20.02.

BOURGEOIS: Established that, in drafting the Policy, he completed research, met with First People's House, and consulted resources such as the University's institutional strategic plan, the Canadian Public Opinion on Aboriginal Peoples, the Fact Sheet on First Nations Post Secondary Education, the Student Success Survey, and Statistics Canada data (related to student population, residency, health and wellness, and financial assistance). Noted that he and Cutarm developed the thirteen resolutions.

SUNDAY: Confirmed that the Policy will receive further consideration at a meeting of the chairs. Proposed that Fact 8 include contextual information on the Treaty Promise for education.

BOURGEOIS: Inquired into whether there should be a Resolution related to committing the Students' Union to advancing the ARRC Recommendations.

SUNDAY: Responded in the affirmative.

BELCOURT: Inquired into whether the Policy need account for possible changes to the ARRC Recommendations in future.

BHATNAGAR: Responded that the provision could be broad so as not requiring regular updates. Proposed “that the Students’ Union shall work to implement the ARRC Recommendations”. Noted that the Committee can review the Policy at any time. Considered that the Policy could include a note that the Recommendations are a living document.

SUNDAY: Proposed that, if Resolution 2 advances that more Indigenous people should be hired within the University, then there should be a provision that binds the Students’ Union to the same goal. Noted that the Policy would be hypocritical to hold the University to a different standard than the Students’ Union.

BELCOURT: Inquired into whether persons who self-identify as Indigenous are required to present proof to confirm their claim.

SUNDAY: Responded in the negative.

BOURGEOIS: Proposed that the Policy also recognize that the Students’ Union will follow the Employment Equity Summary.

2018-20/2b ARRC Recommendations (Feedback from Students’ Council);

SUNDAY: Established that there were no substantive changes to the Recommendations since last meeting. Suggested that the Committee approve the Recommendations within an email vote in the next 24 hours.

BHATNAGAR: Confirmed that she has submit the Recommendations’ design request to Marketing. Expressed concern that there are duplicate headings within the Recommendations.

SUNDAY: Determined to correct the headings.

BROWN: Proposed that Point 16 suggest that the Students’ Union work with the Alumni Association to create an alumni network of self-identifying aboriginal students.

SUNDAY: Clarified that there is currently an association such as Brown outlines.

CUTARM: Expressed concern that the association may have collapsed.

BROWN: Noted that the Alumni Association website lists no such association.

2018-20/3 **COMMITTEE BUSINESS**

2018-20/3a **SUNDAY/CUTARM MOVED** to approve the CAUS recommendation letter.

SUNDAY: Commended the work done by Bhatnagar on the Letter.

BROWN: Proposed amending the first paragraph to read “given the delegated authority from Students’ Council to advance and promote reconciliation within the Students’ Union.” to add greater specificity. Expressed concern that paragraph two generalises when it reads “In fact, it felt tokenistic to our Students’ Council” as it seems to speak behalf of all of Council, regardless of what each member believes.

BHATNAGAR: Suggested that every councillor did and should have felt concerned at the tokenism of the CAUS presentation. Suggested not removing the sentence.

SUNDAY: Supported Bhatnagar. Considered that all councillors were able to attend meetings of the Committee to provide feedback on the Letter and that, because they did not, the Committee may present a view of a unified Council.

BELCOURT: Expressed concern that using the phrase ‘some members’ to prevent this generalisation would weaken the paragraph.

BOURGEOIS: Supported Bhatnagar.

BHATNAGAR: Proposed using the phrase ‘excessively’ instead of ‘to death’ in ‘Indigenous Peoples globally have been researched to death’ in the fourth paragraph.

SUNDAY: Expressed concern that the fourth paragraph implies that non-indigenous people cannot understand the lived experiences of Indigenous people. Proposed that the sentence read ‘only Indigenous peoples understand their own lived experiences.’

MULHOLLAND: Proposed that the sentence read ‘only Indigenous peoples fully understand their own lived experiences.’

RIZVI: Proposed that the sentence read “CAUS should strive to hire a self-identifying Indigenous person” in the fourth paragraph.

BROWN: Noted that the Letter can support having preference given to an Indigenous researcher but that one cannot hire someone or reject someone on only that basis.

BOURGEOIS: Proposed that the sentence end with “Indigenous research and policy creations and should demonstrate intentionality in their recruitment for the position”

BROWN: Considered that CAUS can engage in active and targeted recruitment. Emphasised that CAUS has limited resources and does not currently have an executive director.

SUNDAY: Suggested that CAUS should not attempt the Indigenisation Initiative if

it cannot fund the researcher position. Supported compensating those involved in the research process.

BROWN: Suggested that, rather than the organisation itself, CAUS's members would be the ones to undertake engagement and consultation.

BHATNAGAR: Clarified that the researcher would be an official of CAUS.

BELCOURT: Emphasised that the engagement as part of the Indigenisation Initiative must remain respectful.

BROWN: Clarified that CAUS cannot bind its members to the manner in which they complete consultations.

BELCOURT: Inquired into how the organisations composing CAUS are held accountable for their consultations.

BROWN: Responded that the students that compose the different CAUS students' unions will keep their executives accountable.

BHATNAGAR: Inquired into what is meant by "CAUS should de-centre its power over Indigenous students as a provincial organization and allow for the centring of Indigenous understandings and experiences" in the sixth paragraph. Proposed using the term 'decentralise'.

SUNDAY: Determined to use 'de-centre'. Expressed concern that Resolution 3 is hypocritical insofar as it advances that CAUS offer mandatory training programmes when the Students' Union does not itself require its researchers and executive members to undergo such training.

BHATNAGAR: Suggested not amending the Resolution as the UASU is striving to change. Proposed including a recognition of the LGBTQ2S+ community and historically disadvantaged groups in Resolution 3.

SUNDAY: Proposed adding the sentence "moreover, to compensate Indigenous students for their time and in exchange for the sharing of their knowledge, an honorarium of some sort must be given." to Resolution 4.

BROWN MOVED to amend the motion to read that the Committee moves to "approve the CAUS recommendation letter and direct the UASU Vice-President External to present its content to the CAUS membership.
Carried as friendly.

10/0/0 - CARRIED

2018-20/4a *ARRC-2018-19, Meeting Minutes - February 6, 2019.*

See ARRC-2018-20.01.

2018-20/4b Indigenous Policy - First Principles.

See ARRC-2018-20.02.

2018-19/5 **ADJOURNMENT**

SUNDAY: Adjourned the meeting at 1:58pm.

2018-19/5a **Next Meeting:** Wednesday, February 20, 2019 @ 1:00PM in SUB 6-06.

SUMMARY OF MOTIONS

MOTION	VOTES
BHATNAGAR/CALLIHOO MOVED to approve the agenda.	9/0/0 - CARRIED
BOURGEOIS/CALLIHOO MOVED to approve the minutes of <i>ARRC-2018-19-M</i>	8/0/1 - CARRIED
SUNDAY/CUTARM MOVED to approve the CAUS recommendation letter and direct the UASU Vice-President External to present its content to the CAUS membership.	10/0/0 - CARRIED

Date: XXX

The following document and recommendations represent a commitment from the University of Alberta Students' Union to implementation on the Truth and Reconciliation Commission's Calls to Action, as well as, the needs of indigenous students and treaty people.

This document is the culmination of many years of effort and thanks must go out to the members of the Aboriginal Relations and Reconciliation Committee for their ongoing engagement, passion, and dedication to its creation. Further, the engagement from our community, Aboriginal Students Council, and University of Alberta stakeholders have enriched the process throughout and challenged the University of Alberta Students' Union to do what's right, not what's easy.

By recognizing these recommendations, the University of Alberta Students' Union will help to develop a lasting strategy to cultivate relationships, empower students, create space for discussion, understanding, and vulnerability, actualize change, and educate our community in regards to the reality of indigenous peoples and impacts of colonization. It also creates a framework for other activities at the Students' Union to continue work in developing a meaningful, reciprocal, and sustainable response to the Truth and Reconciliation Calls to Action.

We hope that this document is the first step in actualizing a more welcoming campus, rooted in mutually-beneficial relationships that cultivate the sharing of diverse knowledge amongst and beyond the campus community. Further, we hope that our advocacy, students' council, education, and operations can begin to reflect the needs of indigenous students, and, policies surrounding such be developed in partnership with representatives of indigenous students on campus.

Again, we would like to thank everyone who joined together in the creation of these recommendations, and as active participants in reconciliation. Together with our Indigenous community partners, Aboriginal Relations and Reconciliation Committee, and Students' Council, we can continue to move forward on the path of reconciliation.

Sincerely,

University of Alberta Students Union
President
Reed Larsen

Aboriginal Students Council
President
Katherine Belcourt

Recommendation Outline:

1. Preamble
 - a. Message from the President (maybe a joint statement from SU & ASC Presidents?).
 - b. Message from the Chair.
 - c. Committee membership list (both past and present)
2. Mission, Vision, and Values
3. Terminology
 - a. How the Students' Union works
 - b. What is Bylaw?
 - c. What is Political Policy?
2. Recommendation list

Committee membership list (both past and present)

The following individuals, through their contributions to the Aboriginal Relations and Reconciliation Committee and Aboriginal Relations and Reconciliation ad hoc committee, have aided in the creation of the recommendations. Without their involvement, none of this would be possible:

Current membership

- Nathan Sunday, Chair
- Katherine Belcourt, Aboriginal Student Council President
- Ariyanna Callihoo, Aboriginal Student Council Vice President
- Reed Larsen, Students' Union President
- Akanksha Bhatnagar, Students' Union Vice President Academic
- Andre Bourgeois, Students' Union Vice President Student Life
- Mpoe Mogale, Students' Union Arts Councillor
- Shuaa Rizvi, Students' Union Science Councillor
- Colin Mulholland, Native Students Students' Association Vice President

Past membership

- Kimberley Fraser-Airhart, Native Studies Students' Association Vice President
- Heather Lindsay, Native Studies Students' Association Vice President
- Rhiannon Arcand, Native Studies Students' Association President
- Deirdra Cutarm, Students' Union Arts Councillor/Student at large
- Brooke VanderKooi, Student at large
- Jocelynn Proulx, Student at large
- Megan Arcand, Student at large
- Brandon Christensen, Students' Union Medicine & Dentistry Councillor
- Delane Howie, Students' Union Campus Saint-Jean Councillor
- Haley Lefferson, Students' Union ALES Councillor
- Ilya Ushakov, Students' Union Vice President Student Life
- James Thibaudeau, Students' Union Education Councillor
- Shane Scott, Students' Union Vice President Academic
- Michael Sandare, Undergraduate Board of Governors Representative
- Emily Howell, Students' Union Education Councillor
- Manpreet Grewal, Students' Council Administrative Assistant
- Rebecca Taylor, Manager of Discover Governance
- Breanna Palmer, Students' Union Open Studies Councillor
- Cassidy Halcrow, Student at large

Mission

Our mission is to empower and amplify First Nations, Métis, and Inuit voices to positively impact the lives of all students.

Pillars

The Five (5) pillars which support our mission are:

1. We cultivate relationships;
2. We empower students to take action;

3. We create space for discussion, understanding, and vulnerability;
4. We actualize change; and
5. We educate our community.

Vision

Our vision is a welcoming campus, rooted in mutually-beneficial relationships that cultivate the sharing of diverse knowledges amongst and beyond the campus community.

Values

Our values are rooted in the Seven Gifts or Seven Grandfather Teachings, which include:

1. **Embrace truth** in histories and stories.
2. **Respect** all knowledges.
3. **Embody honesty** always.
4. **Demonstrate comfort in humility.**
5. **Seek wisdom.**
6. **Show bravery** in adversity.
7. **Love** all peoples

Terminology

How the Students' Union works.

The University of Alberta Students' Union (hereafter, "SU") is the official body that represents all undergraduate students; acting as a strong advocate for students at the university and to all levels of government. The SU is an official body recognized under the Alberta Post Secondary Learning Act to represent the needs of undergraduate students.

The Su operates a variety of businesses intended to appeal to students (from bars and a deli, to a convenience store and a full service print shop), and provide access to a wide range of student services designed to meet the needs of all of our members. Also, the SU operates - and owns - the Students' Union Building, and run a budget of more than \$14 million, with more than 200 staff.

The SU is a student-centric organization that is run by students for students, and prides itself on being a proactive organization that is sensitive to the needs of individuals and the student body as a whole.

Below is the organizational chart of the SU:

https://www.su.ualberta.ca/media/uploads/591/201602_SU_OrgChart_Web.pdf

What is Bylaw?

Bylaws are the primary legislation of the Students' Union and set out the basic legal structure and operational parameters of the Students' Union. Any internally created rule not in accordance with the bylaws is of no force and effect so far as there is a conflict.

The bylaws are concerned with major governance issues such as the structure of the legislative, executive and judicial branches of the Students' Union as well as its finances. Elections, referenda, faculty associations and access to information are some additional areas in which Council has legislated. The process by which bylaws are amended can be found in the Standing Orders of Students' Council.

What is Political Policy?

Political Policies are statements of principle set out by the Students' Council that direct the Executive Committee in their advocacy efforts. They set out the formal position of the Students' Union on the political issues of the day. It then becomes the job of the Executive Committee to implement the political policies as they best see fit.

ARRC RECOMMENDATIONS (2018 - 2019)

Advocacy:

1. The Students' Union shall advocate for increased access to child care services at the University of Alberta.

According to the Students' Union 2017 Student Survey, Aboriginal students are nearly four times more likely to be a student who parent than non-Aboriginal students. As Aboriginal students already face barriers to enrollment, Aboriginal students with children face even more.

The Aboriginal Relations and Reconciliation Committee calls on the Students' Union to increase its advocacy towards increasing access to child care services 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 Aboriginal students who parent face.

1. The Students' Union shall increase advocacy to the University of Alberta towards the implementation of either a mandatory Native Studies course or the implementation of Indigenous knowledges and pedagogies in classes.

Recently, universities and colleges across Canada have included mandatory Native Studies courses into its teaching. At the University of Alberta, a group of Aboriginal students and allies have been pushing the University of Alberta to adopt this practice. Moreover, this has become even more prevalent in recent years with the adoption of mandatory Indigenous content making its way into a number of Students' Union executive platforms.

The Aboriginal Relations and Reconciliation Committee calls the Students' Union to increase its advocate to the University of Alberta on the matter of mandatory Indigenous content. Such advocacy should be informed through discussions with Aboriginal students and University faculty and staff.

1. The Students' Union shall continue to advocate towards the building of the Maskwa House of Learning.

According to the University of Alberta's strategic institutional plan, "For the Public Good," the University of Alberta is committed to building the Maskwa House of Learning. A project since 2005, the Maskwa House of Learning is meant to be:

A place of understanding, welcome, and cultural connection, where Indigenous and non-Indigenous students together can grow and celebrate the unique and proud histories of Indigenous peoples, and where Indigenous students can access social, cultural, and spiritual supports that enable their academic success.

As the project has yet to make any progress, the Students' Union must increase its advocacy on this front. Only by increasing pressure on the University will the thirteen (13) year project be completed.

The Aboriginal Relations and Reconciliation Committee calls on the Students' Union to increase advocacy towards the University of Alberta for the building of the Maskwa House of Learning.

1. The Students' Union shall engage in meaningful consultation with surrounding First Nations communities.

For First Nations peoples, they are left with the difficult decision of either staying in their home community or attending University. As a result, First Nations student may begin feeling isolated and removed from their culture.

To alleviate this, the Aboriginal Relations and Reconciliation Committee calls on the Students' Union to 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 collaborative work with First Nations to host events which bring their cultures to Campus.

1. The Students' Union shall support relationship building with surrounding Indigenous communities through consultation and supporting of current programs such as:

- a) Recruitment; and
- b) Invitation to events,

Currently, the University of Alberta maintains and builds relationships with First Nations, Metis, and Inuit groups across Alberta to better support Indigenous students. However, although the Students' Union has begun strengthening relationships with Indigenous groups from across the University, it has yet to venture out and build connections with First Nations and external Indigenous organizations.

As such, the Aboriginal Relations and Reconciliation Committee calls on the Students' Union support ongoing efforts by the University of Alberta in regards to community engagement and relationship building. Such relationship building may include, but is not limited to, offering support at Open House, involvement in TAWOW, helping the University of Alberta connect with Indigenous student leaders, or aiding community engagement efforts by University of Alberta Indigenous Student Recruiters.

Such support should be solely based on a genuine commitment by the Students' Union to meaningfully engage and work with First Nations and Indigenous organizations. Also, it is important, in the spirit of positive relationship building, that the Students' Union not only invite surrounding First Nations and Indigenous organizations to relevant events, but to also attend events initiated by Indigenous communities and in which the Union has received an invitation

1. The Students' Union shall advocate for an increase in support for Aboriginal student services on all campuses, including services which are culturally-supportive and trauma-informed.

In order to ensure the safety of Aboriginal students at the University, it is important that services which are accessed by Aboriginal students--especially mental health supports--are culturally safe. Cultural safety, as defined by the Mental Health Commission of Canada, "is grounded in indigenous knowledge and experience, and is based on the recognition of cultural diversity and the influence that social inequalities and imbalances of power have on relationships between the service provider and service user." Specifically, it is important that mental health supports are trauma-informed and culturally-safe, so as not to re-traumatize Aboriginal students seeking help.

The Aboriginal Relations and Reconciliation Committee calls on the Students' Union to advocate towards the University of Alberta, as well as all levels of government, that culturally-relevant and trauma informed services be available to Aboriginal students across all University campuses.

1. The Students' Union shall advocate for the creation of a dedicated Aboriginal Student gathering space at Campus Saint-Jean..

Currently Aboriginal students at Campus Saint-Jean do not have campus access to an Aboriginal gathering space. Should a student wish to access Aboriginal services, they are forced to use the shuttle to North Campus.

As access to cultural resources is a students' right, the Aboriginal Relations and Reconciliation Committee calls the Students' Union to advocate for the creation of an Aboriginal student office and/or cultural centre at Campus Saint Jean.

1. 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 [Post-Secondary Student Support Program] 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 violates First Nations' treaty right to education.

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 to the Canadian Alliance of Student Associations (CASA).

1. The Students' Union shall encourage the University of Alberta to conduct an Aboriginal Student Success Survey, parallel to that of the 2014 survey. Moreover, the Students' Union should encourage that a report be made on the survey's findings, including both a stand-alone analysis and a comparative analysis with the 2014 survey, and that this report be made public. The Aboriginal Student Success Survey should be completed every 5 years.

The Aboriginal Student Success Survey, a survey of Aboriginal students at the University of Alberta, was commissioned by the Office of the Provost and completed in 2015. The purpose of the survey was, "to get a better sense of the demographics of the Aboriginal student population on UofA campuses, as well as the satisfaction students receive from their post-secondary institution." The survey findings, as well as the final report to the Office of the Provost (Enhancing Aboriginal achievement at the UofA:

From "lifting the whole people" to learning "to lift each other up") provided information on the Aboriginal student experience and listed a number of recommendations.

Due to the importance of data on policy and administrative decisions, the Aboriginal Relations and Reconciliation Committee calls on the Students' Union to encourage the University to continue the Aboriginal Student Success Survey. Also, the findings of the Survey should be accessible to the public and completed every five (5) years.

The Aboriginal Relations and Reconciliation Committee also recommends that the Students' Union include an FNMI portion to its annual student survey. The FNMI portion should be similar, but less comprehensive, to the Aboriginal Student Success Survey and done yearly. The inclusion of an FNMI portion to the

Students' Union annual student survey should be done in collaboration with Aboriginal stakeholders at the University of Alberta.

1. The Students' Union shall advocate that all faculties provide Aboriginal specific advising positions.

Currently, not all faculties at the University of Alberta have Aboriginal-specific advising positions. During the 2017-2018 academic year, the proportion of Aboriginal students increased to 4.0%, with the number of Aboriginal students at the University of Alberta expecting to increase every year.

Through engagement with students, the Aboriginal Relations and Reconciliation Committee has begun to understand the important role Aboriginal advisors play in the academic success of Aboriginal students. The overall feedback received at the September 27, 2018 town hall regarding Aboriginal-specific advisors was positive. However, only Augustana Campus and the Faculty of Arts have an Aboriginal-specific advising positions.

The Aboriginal Relations and Reconciliation Committee calls on the Students' Union--specifically, the Vice President Academic--to work with the University of Alberta and its faculties to increase the number of faculty-specific Aboriginal advising positions.

1. The Students' Union shall advocate for a centralized website that deals exclusively with Aboriginal programming and content at the University OR to restructure the Aboriginal/Indigenous Index of Web Links so as to centralize it to include all information pertinent to Aboriginal students.

Currently, the University of Alberta has an Aboriginal/Indigenous Index of Web Links that, "serves the public by providing a directory of links to University of Alberta initiatives, activities, partnerships, and programs related to Indigenous and Aboriginal communities." Although an important initiative, the website is not user-friendly or updated regularly.

To better enable Aboriginal and non-Aboriginal students to better access Aboriginal initiatives/activities at the University of Alberta, the Aboriginal Relations and Reconciliation Committee calls on the Students' Union to advocate for a redesign of the website. Such advocacy should be centred around, and include, the following:

- a. *Centralizing all information regarding Aboriginal students at the University of Alberta;*
- b. *Including a section or page for Aboriginal student groups at the University of Alberta;*
- c. *Employ an Indigenous-centric web design; and*

d. Having a “what are you looking for/ask us” chat box on the page that is staffed during university hours. The chat box should be similar to that found at the University of Alberta Libraries and should enable people to ask questions regarding Aboriginal services, programs, scholarships, etc.

1. 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.

Throughout its engagement with students, it has come to the attention of the Aboriginal Relations and Reconciliation Commission that there are a number of works showcased at the University of Alberta which illustrates a purely colonial narrative. Examples of such art include:

- *The Glyde mural in Rutherford Library; and*
- *The Trade and Commerce: A History of Edmonton mural in HUB.*

Although this is clear, the answer of how to deal with such depictions of art is less so. 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.”

In adopting this approach, the Aboriginal Relations and Reconciliation Committee calls on the Students’ Union to advocate for the creation and placement of plaques near colonial/racist art which provides viewers with additional context to the art. Specifically, such plaques must be visible and accessible (i.e., in English, French, Cree, Braille, etc).

1. The Students’ Union shall aid Aboriginal Student Council in securing a sustainable funding model.

Aboriginal Student Council, originally called the Native Student Club, has been an association at the University for over 25 years. The overall goal of the Aboriginal Student Council is to:

Improve the lives and studies of Aboriginal students and foster healthy relationships both inside and outside of the Indigenous community. ASC seeks to create a safe and welcoming space to reaffirm and foster balance in spiritual, mental, physical, and emotional health through the promotion of culture, politics, academics, athletics, and other interpersonal interests.

As both a registered student group and under the umbrella of the Dean of Students, Aboriginal Student Council advocates and hosts a suit of programming for both undergraduate and graduate students. In order to complete its work, Aboriginal Student Council requires the resources necessary to effectively engage both students and the University. Students’ Union, on the other hand, has a number of

resources but lacks the knowledge, expertise, and connections to facilitate Aboriginal programming.

The Aboriginal Relations and Reconciliation Committee calls on the Students' Union to aid the Aboriginal Student Council in securing resources to complete its mandate. Such a collaboration should be done with the full autonomy of both the Students' Union and Aboriginal Student Council in mind; and directed based on the directive of Aboriginal Student Council. Moreover, the Students' Union is to act in a supportive capacity in such a collaboration, and only with the expressed consent of Aboriginal Student Council.

1. The Students' Union shall advocate for institutional commitments, at every level of the University, to develop financial, housing, and job opportunities for Aboriginal Students.

Financial

According to the Canadian Alliance of Student Associations' Policy Statement on Improving Access for Indigenous Peoples, "the federal government provides funding to Indigenous peoples with status through the Post-Secondary Student Support Program (PSSSP). For the last two decades, the PSSSP has not provide adequate support to meet the demand of potential students."

For non-status Indians, this situation is even worse; being eligible for the PSSSP and other Indigenous post-secondary funding which is often directed towards status Indians and Inuit peoples. This is further compacted by that fact that, of awards available to Indigenous students at the University of Alberta:

66 per cent (\$2.4M) was awarded to students who self-declared as Metis, followed by Status First Nations at 24 per cent (\$879,722). These rates are not consistent with enrolment rates of Indigenous students, which saw 53 per cent identified as Metis and 37 per cent identified as Status First Nations.

The Aboriginal Relations and Reconciliation calls on the Students' Union to increase advocacy towards reducing financial barriers for First Nations (status and non-status), Metis, and Inuit students.

Housing

Currently, the following options are the Aboriginal-specific housing options available to Aboriginal Students:

- *Belcourt Brosseau House: Six (6) bedroom co-ed home with preference given to mature single Aboriginal students. As of 2018, rental rates range from \$546.00 to \$653.00 per month.*
- *Aboriginal House: A four bedroom home reserve for single Aboriginal students and located near East Campus Village. As of 2018, the rental rate is \$655.00 per month.*

- *Marge's House: Six (6) bedroom home located in the East Campus Village. As of 2018, the rental price for the four (4) bedroom unit is \$627.00 per month and the two (2) bedroom unit is \$821.00 per month.*
- *HUB: Located on North Campus, the HUB residence is made up of either two (2) bedroom furnished units or four (4) bedroom furnished units. As of 2018, the two (2) bedroom furnished unit is \$6694.00 on an eight (8) month contract and the four (4) bedroom furnished unit is \$4912.00 on an eight (8) month contract.*

According to the Students' Union 2017 Annual Survey, Aboriginal students are three (3) times more likely than the broader student population to identify themselves as a student-who-parents. Due to escalating maintenance costs, the University of Alberta is slated to close Michener Park, the only residence for students-who-parent, in 2020. 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 has not kept pace with the increase in the Aboriginal student population. According to the Annual Report of Undergraduate Enrolment 2017/18, "the overall proportion of Aboriginal students in total headcount hit a new high of 3.4 per cent in 2017/18." This increase has led to a total of 1,081 Aboriginal undergraduate students enrolled in the 2017/18 academic year. As the Aboriginal student population continues to increase, demand for Aboriginal-specific student housing likewise increases. The lack of Aboriginal-specific housing at the University of Alberta acts as one barrier to rural and on-reserve Aboriginal enrolment. As of 2014, less than 9% of Aboriginal Peoples in Alberta aged 25 to 64 living off-reserve have completed a university degree. According to research conducted by Wallace et al. (2014), "housing was found to be the second most important factor (behind finances) for influencing the completion of students' studies with holistic factors including access to housing choice [...], family matters, cultural relationships, and community relationships" (p. 25).

Due to the anecdotal and academic evidence supporting the connection between Aboriginal-specific housing and academic success, the Aboriginal Relations and Reconciliation Committee calls on the Students' Union to advocate towards the University of Alberta increased availability of Aboriginal-specific housing.

1. The Students' Union shall advocate for increased accessible and online-learning for off Campus students.

For many Indigenous Peoples living in rural and remote communities, distance from post-secondary institutions constitutes a major barrier to education. Research conducted by Simon, Burton, Lockhart, and O'Donnell (2014) shows that post-secondary distance education:

Can mitigate the destructive effects of government policies designed to remove remote and rural First Nations people from their lands. Distance education [...] allows First Nations to assert their sovereignty over their lands and resources and develop their communities with residents staying local.

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.” Due to the role distance education can play in mitigating some of the barriers for Indigenous learners, the Aboriginal Relations and Reconciliation Committee calls on the Students’ Union to advocate for increased distance learning opportunities.

1. The Students’ Union shall advocate to the University of Alberta for the creation of a visual identity specifically for First Nations students and alumni, similar to the work done at St. Thomas University.

As stated by Shauneen Pete, Indigenization can be understood as, “the transformation of the existing academy by including Indigenous knowledges, voices, critiques, scholars, students and materials as well as the establishment of physical and epistemic spaces.”

In an effort to Indigenize the University of Alberta and the positive inclusion of Aboriginal Peoples in the branding of the University, the Aboriginal Relations and Reconciliation Committee calls the Students’ Union to advocate for the creation of a visual identity specifically for First Nations students and alumni.

Done in collaboration with Aboriginal students, student groups, and the University, such a visual identity should include, but is not limited to, the creation of an alternative logo similar to that done at [St. Thomas University](#).

1. The Students’ Union shall advocate towards the University of Alberta the creation and implementation of an Aboriginal Achievement strategic plan.

According to the University of Alberta Students’ Union, “strategic planning helps to define direction and priorities, and should be a fundamental activity of any organization.” A strategic plan results in the defining of a strategy or strategies and how an organization will allocate its resources to achieve its strategy.

Indigenous-specific strategic plans have begun to take root at many post-secondary institutions, including the University of Manitoba and Mount Royal University. For example, in its Indigenous strategic plan Mount Royal University states that it is, “committed to the academic and personal success of students by meeting the educational needs of all Indigenous Peoples.”

Due to the direction a strategic plan can give to an organization, the Aboriginal Relations and Reconciliation Committee calls on the Students’ Union to advocate

to the University of Alberta the creation of an Aboriginal achievement strategic plan. The strategic plan should be drafted by a steering committee with equal membership divided amongst students and University faculty and staff. Any such Indigenous-specific strategic plan should include implementation and accountability measures, such as benchmarks and timelines, to ensure its realization.

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.

As defined by the Students' Union, "the University of Alberta Students' Union (the SU) is the official body that represents all undergraduate students [...] The SU is a student-centric organization [...] that is sensitive to the needs of individuals and the student body as a whole."

As the representative body for undergraduate students, it is imperative that the Students' Union help create a welcoming and safe environment for all students; especially Indigenous and minority groups. As stated by third-year undergraduate student Tiffany Johnson, "I've slowly become disenchanted with being able to celebrate my culture at the U of A. There's so much covert racism as well as over racism."

Through its engagement with students, the Aboriginal Relations and Reconciliation Committee has come to understand the role the Students' Union can play in creating a safer and welcoming campus for all students.

The Aboriginal Relations and Reconciliation Committee calls on the Students' Union to author a public letter or declaration condemning racism and discrimination on campus. 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.

1. The Student's Union shall advocate to the University that all those organizations under the Dean of Students giving campus services should have programs or services in support of Aboriginal students.

Currently, services offered under the Dean of Students include:

1. *Academic Success Centre;*
2. *Augustana Student and Residence Services;*
3. *Campus Saint-Jean;*
4. *Career Centre;*
5. *Centre for Writers;*
6. *Community Social Work Team;*
7. *Counselling and Clinical Services;*
8. *First Peoples' House;*

9. *Healthy Campus Unit;*
10. *Math and Applied Sciences Centre;*
11. *Office of the Student Ombuds;*
12. *Residence Life;*
13. *Sexual Assault Centre;*
14. *Student Accessibility Services;*
15. *Undergraduate Research Initiative;*
16. *University Health Centre;*
17. *University Health Centre Pharmacy; and*
18. *Women in Scholarship, Engineering, Science & Technology.*

Improving the health and wellness of Aboriginal students on Campus involves the incorporation of Aboriginal worldviews and concepts into student services. One such incorporation identified by the Aboriginal Relations and Reconciliation Committee is the inclusion of traditional healing/traditional healers into the University Health Centre.

As defined by the First Nations Health Authority, traditional healing is, “health practices, approaches, knowledge and beliefs incorporating First Nations healing and wellness using ceremonies; plant, animal, or mineral-based medicines; energetic therapies; or physical/hands-on techniques” (<http://www.fnha.ca/what-we-do/traditional-healing>). Furthermore, numerous studies have been conducted which illustrate that the incorporation of traditional healing and wellness into health services improves the health of Aboriginal Peoples.

As such, the Aboriginal Relations and Reconciliation Committee calls on the Students’ Union to begin advocacy on the incorporation of Aboriginal knowledge into programs offered by the Dean of Students, be they health-based or otherwise.

1. The Students’ Union shall advocate that the University of Alberta Residence Services hire only Aboriginal students for Aboriginal Programmer positions.

Aboriginal student groups across the University of Alberta articulated to the Committee the need for Aboriginal Programmers to be Aboriginal. Specifically, non-Aboriginal Aboriginal Programmers oftentimes rely heavily on Aboriginal student groups, whom they expected to help them in a moments notice.

As Aboriginal student groups are already overburdened, the Aboriginal Relations and Reconciliation Committee calls on the Students’ Union to work with Residence Services to ensure that only Aboriginal Peoples fill the role of Aboriginal Programmers.

Education:

1. The Students' Union shall *encourage* members of the Executive Committee to receive training on Aboriginal Peoples of Canada, as well as the complex relationship Aboriginal Peoples have with Canada.

The Students' Union is an organization, given power by the Post-Secondary Learning Act, to act as a collective body for undergraduate students at the University of Alberta. The Students' Union is led by Students' Council, a representative student body which is the highest legislative body of the Students' Union. At the top of this is the Executive Committee, which is regulated by Students' Council and is made up of the following elected, paid positions: President, Vice President Academic, Vice President External, Vice President Finance, and Vice President Student Life. As the heads of the organization, the Executive is tasked with advocating on the behalf of undergraduate students at the University of Alberta.

The Aboriginal Relation and Reconciliation Committee calls on the Students' Union to make mandatory Indigenous/cultural safety training to all newly-elected Executives as part of its onboarding procedures. Such training will better enable the Executive Committee to better represent the needs and perspectives of Aboriginal Undergraduates. One such option is enrolling in the free Faculty of Native Studies MOOC NS 201 Indigenous Canada.

1. The Students' Union should register its current and future senior staff, including the Executive and General Manager, in the Alberta School of Business' *Indigenous Partnership Development Program (IPDP)*.

The Students' Union, as a 14 million dollar organization, employs a number of staff to ensure its mandate is fulfilled. At the top of this organization hierarchy is the General Manager, who is responsible for overseeing the operations of the Union. Under the general manager are core managers which too work towards the mandate of the Students' Union. As the senior staff plays a large role in Students' Union programming, as well as influence the Executive, ARRC believes it is imperative that they receive appropriate training.

One such option is the joint Faculty of Native Studies and School of Business Indigenous Partnership Development Program (IPDP), which was developed to, "help non-Indigenous business and public sector employees work more effectively alongside Indigenous communities with greater understanding." This University-run program will empower SU Staff and Executive with the essential understandings that will promote the development of a healthy, strong reconciliatory relationship between SU leadership and the Aboriginal student body.

1. The Students' Union shall provide students the opportunity to learn about Aboriginal Peoples in Canada, either through presentations, the installation of plaques, or through advertising Aboriginal initiatives on campuses. Specifically, the Students' Union

should provide such opportunity to students that allow for the debunking of myths and stereotypes surrounding Aboriginal Peoples.

The Student's Union is a leadership body in our local community. Under the initiatives to take up the issues facing the student body falls the goal of reconciliation. Currently, the majority of students do not have the opportunity to learn about the Aboriginal Peoples in Canada while completing their studies. Accessing accurate knowledge about the Aboriginal Peoples in Canada currently is limited for University students to the taking of the MOOC and/or a significant investment of time, finances, and study into discovering who the Aboriginal Peoples are. By not making this knowledge more accessible, students at the University of Alberta miss out on the opportunity the relationship of Canadians and Aboriginal Peoples remains a sub-cultural relationship that not all Canadians know they are responsible for.

The Student's Union can play an essential role in opening the accessibility of this knowledge and furthering a culture of reconciliation at the University of Alberta by posting plaques and partnering in the sharing of Aboriginal initiatives on campus. There are a variety of opportunities to partner with Aboriginal student groups on campus in this process, which in itself would be an action of reconciliation.

1. The Students' Union shall raise awareness, through public discourse and events, of positive Aboriginal student experiences.

The power in the voice of the Student's Union on campus is undeniable. The leadership has been well developed and these recommendations would like to continue to empower the leadership of the SU.

The Aboriginal Relations and Reconciliation Committee calls the Students' Union to demonstrate their position of reconciliation and empowerment by sharing the positive experiences of Aboriginal students with the Students' Union and the University community. Promoting the stories that Aboriginal students share of their own experiences will contribute to the deconstruction of negative stereotypes, promote the voice of Indigenous students on campus, and facilitate a welcoming, empowered University culture for Aboriginal (and other non-dominant-culture) students.

Operational

1. The Students' Union shall hire an Indigenous-based expert to conduct an internal organizational review of the Students' Union, and to provide recommendations for future reconciliatory actions.

For the Students' Union to work towards reconciliation, the organization as a whole needs to look inward at its practices and processes. Specifically, such a review

should be done by an individual with a background in reconciliation and Indigenous Peoples in order to determine where efforts are being made, where it can be improved, and most importantly how it can be improved.

As a result, the Aboriginal Relations and Reconciliation Committee calls on the Students' Union to commit to such a review. Moreover, it is suggested that a third-party be hired, which has the necessary knowledge and cultural background, so as to provide an unbiased perspective.

1. 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).

Peoples of First Nations, Metis, and Inuit descent rely on Elders for cultural teachings as well as Elder Helpers (Oskapewsak) to pass on teachings from generation to generation. As stated in the University of Alberta's Elder Protocol and Guidelines, "an oskapew (Elder apprentice) assists the Elder in the preparation of a ceremony. If the Elder has their own oskapew, please ensure this person is fairly compensated."

As such, the Aboriginal Relations and Reconciliation Committee calls on the Students' Union to continue to provide the funds needed to supply honorariums for Elders and Oskapewsak. Such funds should be a recurring part of the Students' Union annual budget by way of the Budget Principles brought forward to Students' Council each year.

1. 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 that acknowledge the ancestral space of which it sits.

The University of Alberta, and by extension the Students' Union, sits on Papaschase Cree land in Treaty 6 territory. As it is situated on this land, the Students' Union has an obligation to acknowledge the Papaschase Cree and Treaty 6 territory.

The Aboriginal Relations and Reconciliation Committee calls on the Students' Union to rename a portion of the rooms in the Students' Union Building to reflect the rich history of Treaty 6 territory. Such rooms should not only represent a symbolic gesture, but should be spaces for learning; with plaques detailing the context of each room's name.

1. The Students' Union shall create an accessible and transparent webpage on its official website dedicated to tracking its progress on these recommendations.

The recommendations housed in this report are expected to take year to complete; with some recommendations taking longer than others. As these recommendations, and their completion, are of interest to all undergraduate students at the University of

Alberta, it is important that students are given the opportunity to evaluate the progress of the Students' Union.

The Aboriginal Relations and Reconciliation Committee calls on the Students' Union to create an open and transparent web page by which students can be kept informed of the completion of these recommendations. Specifically, the Committee suggest that this webpage be mirrored exactly after the Office of the Privy Council's ['Mandate Letter Tracker'](#)

1. The Students' Union shall create a Reconciliation Coordinator position within its organizations structure. The role and scope of this position should include, but not limited to, the following:

- a) Planning orientation and other events throughout the year;
- b) Assist the Students' Union with ongoing and future consultations with Aboriginal students, organizations, and communities;
- c) Act as a liaison between Aboriginal Student Council and the Students' Union;
- d) Arranging for elders and/or traditional knowledge keepers;
- e) Involvement in policy development;
- f) Supporting the Aboriginal Relations and Reconciliation Committee;
- g) Arranging or providing training for Students' Council; and
- h) Leadership development.

With the number of Aboriginal undergraduates at the University of Alberta increasing exponentially, the Students' Union is under increasing pressure to represent and provide services to this growing population. Moreover, as the Students' Union continues to focus on reconciliation and positive relationship building with Aboriginal students and groups, the need grows to increase its institutional capacity.

The Aboriginal Relations and Reconciliation Committee calls on the Students' Union to create a 'reconciliation coordinator' within the organization. Such a position should have embedded within it a direct line of communication with the General Manager and President. Furthermore, the Committee must be involved in the creation of the job description, as well as have a role on the hiring board for the position. Lastly, growth must be built into the position to allow for the creation of a team or directorate, should the need arise.

1. The Students' Union should increase transparency in regards to its work and advocacy for students.

Through consultation with students, the Aboriginal Relations and Reconciliation has highlighted an urgent need for the Students' Union to increase transparency; specifically, in terms of changes in policy, funding, student rights, academics, and leadership. Trust is an essential element in the relationship between undergraduate students and the Students' Union. By incorporating an

organizational approach to transparency, the Students' Union is poised to increase student involvement in the organization.

The Aboriginal Relations and Reconciliation Committee calls on the Students' Union to undertake a study, either conducted by Students' Council or organizationally, on how the Union can increase its transparency. At the forefront, the voices of undergraduate students should act as the foundations of any such study and provide the Students' Union with practical recommendations on how its can increase its transparency toward students.

1. The Students' Union shall advocate for the inclusion of a session that educates new students on Aboriginal Peoples at New Student Orientation, Eastern Assent, and Basecamp. The purpose of such an event should be to challenge misconceptions and stereotypes about Aboriginal Peoples.

The mission of New Student Orientation is, "to create a positive educational and personal experience for new University of Alberta students." The Students' Union runs New Student Orientation as a contract with the University of Alberta and together, both organizations seek to successfully aid in the transition of new students into university life.

As the University of Alberta and the Students' Union sits on the unceded territory of the Papaschase Cree, it has an obligation to inform students of the historic and continuing histories of Aboriginal Peoples. Furthermore, as an educational event, New Student Orientation is the perfect venue to inform new students of the history of Aboriginal Peoples on this land, both past and present.

The Aboriginal Relations and Reconciliation Committee calls on the Students' Union to advocate for the inclusion of Aboriginal content within New Student Orientation. Such content should be informed and led by Aboriginal students and faculty at the University of Alberta.

1. The Students' Union shall incorporate Aboriginal programming into the Week of Welcome schedule each year.

Each year, the Students' Union organizes the Week of Welcome, a week long event which provides students with social opportunities and events. Through consultation with students, the Aboriginal Relations and Reconciliation Committee has identified the lack of Aboriginal content during the Week of Welcome.

The Aboriginal Relations and Reconciliation Committee calls on the Students' Union to incorporate Aboriginal programming into the Week of Welcome. Specifically, the Committee calls on the Students' Union to direct its WOW talent agent to include local Aboriginal musicians and performers in its line-up.

1. 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.

Research shows that companies who employ an ethnically diverse workforce financially outperform those with a more homogeneous workforce. Moreover, studies also suggest that diverse teams work more effectively, produce higher quality work, and have deeper company engagement.

As part of its commitment to diversity, the University of Alberta develops annual an Employment Equity Census to, "develop annual statistics as one way of measuring our progress in achieving and retaining a diverse workforce." On the part of the Students' Union, it offers a number of career opportunities for undergraduates and recently graduated people. It advertises the following areas as reasons for working for the Students' Union:

- *Gain valuable work experience;*
- *Develop leadership skills;*
- *Contribute to the campus community;*
- *Flexible hours;*
- *On-Campus;*
- *Office space; and*
- *Staff discounts.*

In keeping with the commitments of the University, the Aboriginal Relations and Reconciliation Committee calls on the Students' Union to commit to employing a diverse workforce. In order to achieve a more diverse workforce, the Committee suggests the Students' Union adopt the following three (3) strategies suggested by the Business Development Bank of Canada:

1. *Reach out to specific communities;*
2. *Adjust your training to meet different groups' needs; and*
3. *Rethink your recruitment process to eliminate unconscious bias.*

1. The Students' Union shall create an Aboriginal Student Success Award, with a minimum value of \$1,000, that is eligible only to Aboriginal Students. The availability of such an award should be set at 4 awards per year.

According to the 2017 Identity Matters Report, Indigenous students are the least represented group in student governance (Faculty Associations, Students' Council, Students' Union executive) at the University of Alberta. Furthermore, preliminary research shows that there has never been an Indigenous person on the Students' Union Executive Committee.

According to the University of Alberta, "Indigenous learners face unique financial challenges and barriers, so dedicated and robust financial support programs are required." One way identified by the Aboriginal Relations and Reconciliation Committee to both increase the financial support available and increase

Aboriginal student leadership is the creation of an Aboriginal Student Success Award. As stated by the Students' Union, "the Students' Union Awards strive to recognize outstanding leadership and involvement of University of Alberta undergraduate students in the community."

The Aboriginal Relations and Reconciliation Committee calls on the Students' Union to create an Aboriginal undergraduate student award that acknowledges the hard work and leadership of Aboriginal students. Specifically, this award should be accessed at a minimum of \$1,000.00 per award, with four (4) awards being given yearly.

1. The Students' Union shall, in collaboration with campus stakeholders, create and incorporate a public framework around Aboriginal student and community consultation.

As stated by the National Centre for First Nations Governance, consultation is of critical importance to First Nations. Among other considerations, consultation with Aboriginal Peoples signals, "a longer term commitment to build a sustainable relationship and reconcile ongoing issues originating from the past."

Through engagement with Aboriginal students, and particularly Aboriginal student groups, the Aboriginal Relations and Reconciliation Committee has come to understand the importance of meaningful engagement and consultation. Although the Student Participation Handbook, co-developed by the University of Alberta and the Students' Union, is the formal consultation guide of the Union, the Committee does not feel that it fully reflects the cultural and community realities of Aboriginal Peoples.

The Aboriginal Relations and Reconciliation Committee calls on the Students' Union to create, in meaningful consultation with Aboriginal students and student groups, a framework for the Students' Union to follow when engaging with Aboriginal students and student groups.

1. The Students' Union shall explore the possibility of developing collaborative programming with Aboriginal community partners and student groups.

Due to the increasing importance of reconciliation within the past 10 years, the Students' Union has the opportunity to connect with Aboriginal groups - both within and outside the University - to co-host events or programs. Such opportunities are a great way for both Aboriginal and non-Aboriginal students to come together and create spaces for dialogue and learning.

The Aboriginal Relations and Reconciliation Committee calls on the Students' Union to reach out to Aboriginal groups, both internal and external to the University, in the hopes of co-developing programming/events. Such collaborative programming or events must be determined and decided together.

1. The Students' Union shall increase its level of programming directed towards Aboriginal students; especially working with Faculty Associations whose faculties create an isolating experience for Aboriginal students.

According to the Aboriginal Student Success Survey:

For some Aboriginal students, being inadequately represented on their campus or in their program can be a very isolating feeling [...] The minority of student who do not feel they are in a culturally supportive environment emphasized their sense of isolation, especially if they are the only Aboriginal student in their faculty, department, or even a course.

Throughout its engagement with students, the Aboriginal Relations and Reconciliation Committee has come to recognize the role isolation within one's faculty can play on one's health and completion of a University program. Specifically, faculties without a large Aboriginal presence or Aboriginal-specific student group - such as the Faculty of Engineering, Faculty of Science, and Campus Saint-Jean - can become isolating for Aboriginal students.

The Aboriginal Relations and Reconciliation Committee calls on the Students' Union to work with Faculty Associations and Aboriginal student groups to create programming that is faculty- and Aboriginal-specific.

1. The Students' Union shall increase the prevalence of Aboriginal art within its collection. Moreover, a mural, done by an Aboriginal artist(s), should be erected in SUB depicting the treaty relationship between Aboriginal and non-Aboriginal Peoples in Treaty 6.

Call to Action #83 of the TRC states:

We call upon the Canada Council for the Arts to establish, as a funding priority, a strategy for Indigenous and non-Indigenous artists to undertake collaborative projects and produce works that contribute to the reconciliation process.

Although not specific to the Students' Union, the Aboriginal Relations and Reconciliation Committee recognizes the importance such a collaboration between Aboriginal and non-Aboriginal artists can make towards reconciliation. At the September 27, 2018 ARRC Town Hall, participants were excited to see this recommendation realized and believed in its importance.

The Aboriginal Relations and Reconciliation Committee calls on the Students' Union to increase the number of Aboriginal art pieces within its art collection. Moreover, the Committee calls on the Students' Union to hire artists to erect a mural within the Students' Union Building that depicts the Treaty-making process and relationship.

1. The Students' Union shall raise awareness, through public discourse and events, of positive Aboriginal student experiences.

It is important for all student to have positive role models who they can aspire to be. Oftentimes, the media portrays Aboriginal Peoples and issues in a negative light, rarely portraying positive stories.

The Aboriginal Relations and Reconciliation Committee calls on the Students' Union to increase diversity in its front-facing advertising to better represent the wide variety of students at the University of Alberta. In regards to Aboriginal students, the Students' Union shall advertise the experiences of Aboriginal students and include Aboriginal representation in its outward media. Any such campaign done by the Students' Union must be done at the approval of the Aboriginal Relations and Reconciliation Committee.

1. The Students' Union shall make an informal agreement, via proclamation, with Aboriginal students outlining the Students' Union promise to represent them.

Under the Post-Secondary Learning Act, the Students' Union is obligated to represent all undergraduate students. However, in recent years, Aboriginal students and student issues have been underrepresented.

The Aboriginal Relations and Reconciliation Committee calls on the Students' Union to make an informal agreement with Aboriginal students outlining how they will be represented. Such an agreement, although non-binding, represents a symbolic gesture that will aid the Students' Union in its reconciliatory efforts.

1. 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.

The importance of acknowledging the traditional and ongoing territory of Aboriginal Peoples who land on which we sit cannot be understated. Land itself is not just a space, but a cornucopia of Aboriginal histories, cultures, relationships, and traditions. As stated by the Laurier Students' Public Interest Research Group (LSPiRG):

To recognize the land is an expression of gratitude and appreciation to those whose territory you reside on, and a way of honouring the Indigenous people who have been living and working on the land from time immemorial. It is important to understand the long standing history that has brought you to reside on the land, and to seek to understand your place within that history. Land acknowledgements do not exist in a past tense, or historical context: colonialism is a current ongoing process, and we need to build

our mindfulness of our present participation. It is also worth noting that acknowledging the land is Indigenous protocol.

Recognizing the importance of territory acknowledgements, the Aboriginal Relations and Reconciliation Committee calls on the Students' Union to continuously develop a unified territory acknowledgement within its organization. Such an acknowledgement should be a collaborative project by the Students' Union, the Council Administration Committee, and the Aboriginal Relations and Reconciliation Committee.

1. The Students' Union shall create an *Aboriginal Awareness Week*, modelled after the event of the same name at the University of Calgary.

Currently, the University of Calgary hosts an Indigenous Awareness Week, which is, "an annual student-led showcase of Indigenous culture that promotes teachings, collaboration, and sharing of knowledge, and celebrates Canadian Indigeneity." Throughout its engagement with both Aboriginal and non-Aboriginal students, the Aboriginal Reconciliation Committee has come to realize the important role public education and discourse plays in reconciliation and increased understanding.

The Aboriginal Relations and Reconciliation Committee calls on the Students' Union to collaboratively host an Aboriginal Awareness Week, modeled after the event at the University of Calgary. The focus of such an event should be bringing students together to learn more about Aboriginal Peoples in Canada.

1. 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.

As part of its mandate, the Students' Union - and particularly members of the Executive Committee - meet regularly with the University to discuss issues pertaining to Aboriginal students. Unfortunately, however, there has yet to be a self-identifying member of the Executive Committee. Moreover, communication between the Students' Union Executive and Aboriginal students is sometimes lacking, leaving students in the dark as to how their Students' Union is advocating for them.

To promote the streamlining of information to Aboriginal students, the Aboriginal Relations and Reconciliation Committee calls on the Students' Union to invite Aboriginal stakeholders from around the University of Alberta to participate in meetings where Aboriginal issues are discussed. At minimum, an invitation to such meetings must be given to the chair of the Aboriginal Relations and Reconciliation Committee.

1. 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.

The Aboriginal Relations and Reconciliation Committee calls on the Students' Union to create guidelines around smudging in the Students' Union Building. Such a policy should be explanatory in nature and inform students about where to smudge in the building and the process of booking them.

1. The Students' Union shall collaborate with Aboriginal elders on all relevant matters.

Within Aboriginal communities, it is the elders who hold the knowledge and wisdom of the generations. No two elders are alike and each holds distinct knowledges and teachings that enrich the lives of people who listen.

The Aboriginal Relations and Reconciliation Committee calls on the Students' Union to collaborate with elders and traditional knowledge keepers on all matters deemed relevant by the Aboriginal Relations and Reconciliation Committee.

1. The Students' Union shall conduct comprehensive research regarding the role that race, ethnicity, and Aboriginality play in involvement and leadership in student governance at the University of Alberta.

- a) Upon the completion of such research, the Students' Union shall create a STRIDE-like program specifically targeting people of colour and Aboriginal undergraduate students at the University of Alberta.

In September 2018, the Students' Union released the report, "Identity Matters! A Study of Undergraduate Involvement and Leadership in Student Governance at UAlberta." The purpose of the study was to take an intersectional approach, with an emphasis on gender, in order to identify barriers to undergraduate involvement in student governance.

Although the study included aspects of race and ethnicity in its study, its main focus was on gender identity. As a result, issues of race, ethnicity, and Aboriginality were secondary in the study.

In reviewing the literature on the role race and ethnicity play in people's involvement in politics, the Committee believes it pertinent for the Students' Union to undertake a student governance-specific study on the role race, ethnicity, and Aboriginality play in students' involvement in governance at the University of Alberta.

The Aboriginal Relations and Reconciliation Committee calls on the Students' Union to undertake a study on the role race, ethnicity, and Aboriginality play in leadership and student governance at the University of Alberta. Moreover, the Committee calls on the Students' Union to create a leadership program, similar to Stride, that focuses on fostering leadership among Black, Indigenous, and people of colour at the University of Alberta.

Students' Council

1. Students' Council shall create a task force to delve into the structure of Students' Council representation. 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.
 - a) The purpose of such a task force would be to delve into the issues of marginalization among certain cohorts of students, as well as looking into the feasibility of changing Students' Council's structure to allow for an Aboriginal Student Councillor (this point is not just limited to an Aboriginal Student Councillor, but could be broadened to include an International Student Councillor, etc.)

Currently, representation on Students' Council is based on representation by faculty. As a result, faculties are given a certain number of Councillors (minimum of one (1), with additional Council seats per 999 undergraduate students). However, this is not the only governance model used by Students' Unions across Canada. For example, the University of Saskatchewan has both faculty-specific and representational (i.e., Aboriginal student Councillor, LGBTQ2S Councillor, etc.) council seats.

The Aboriginal Relations and Reconciliation Committee calls Students' Council to create a task force which will look into other governance models, with specific emphasis being placed on diverse student representation.

1. The Students' Union shall increase transparency in regards to its work and advocacy for students.

The Committee heard from students who are either unaware of Students' Council or are apathetic to its work. In regard to both answers, one of the core issues revolves around transparency. Specifically, many Aboriginal students are unaware of the current advocacy and work of both the Executive Committee and Students; Council as a whole.

As a result, the Aboriginal Relations and Reconciliation Committee calls both Students' Council and the Students' Union to increase their transparency efforts and better connect with students.

1. 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.

At the University of Alberta, Aboriginal-specific events such as TAWOW garner the most attendance of Aboriginal undergraduate students. In order to better reach out to Aboriginal students, Students' Council must seek out such engagement opportunities.

The Aboriginal Relations and Reconciliation Committee calls Students' Council--specifically, the Council Administration Committee--to specify TAWOW as a yearly Students' Council engagement event to which it participates.

1. The Students' Union shall expand the current *Truth and Reconciliation Commission* Political Policy to include issues outside the TRC's Calls to Action, as well as set targeted goals on the implementation of the TRC.

Although comprehensive, the final report of the Truth and Reconciliation Commission is tailored to Canada as a whole. It is important that any political policy dealing with Aboriginal students is not constrained by such generalizations. Moreover, to ensure that progress is being made, any such political policy must include targeted measures, so as to inform students about what is being done.

The Aboriginal Relations and Reconciliation Committee calls on Students' Council--specifically, Bylaw Committee--to create a new political policy titled, "Aboriginal Students & Reconciliation." Such a political policy must mention the TRC's Calls to Action.

1. The Students' Union shall create a framework around Aboriginal student and community consultation, and ensure that this framework is made public and adhered to.

Formal consultation done by the Students' Union is guided by the University of Alberta Student Participation Process Handbook. The Handbook, created in partnership between the University of Alberta, Students' Union, and Graduate Students' Association, "is one tool that contains a participation process and delineates a methodical approach to student engagement, which can range from simple information sharing to active responsibility for a decision" (p. 4). Although a great starting point, the Handbook does not centre Aboriginal notions of consultation and engagement.

The Aboriginal Relations and Reconciliation Committee calls the Students' Union

to create a framework for consultation regarding Aboriginal students; informed by Aboriginal students. Such a framework should be followed whenever the Students' Union seeks to formally engage Aboriginal students.

1. The Council Administration Committee should strike a language translation task force, similar to 2016-2017 French Bylaw translation task force, to translate Bylaw 100 into Cree.

The University of Alberta Students' Union sits on the traditional lands of the Papaschase Cree in Treaty 6 territory. Therefore, it is important that Students' Council acknowledge and respect the language of the Papaschase Cree (i.e., Plains Cree). As Bylaw 100 is the premier piece of legislation regarding Students' Union, translating it into Plains Cree can be viewed as a step in the right direction.

The Aboriginal Relations and Reconciliation Committee calls the Council Administration Committee to create a Plains Cree Language Task Force to translate Bylaw 100 into Cree. Any changes to the English version of Bylaw 100 should also be reflected in the Plains Cree translation.

1. 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.

As stated by KAIROS Canada, a blanket exercise is, "a unique, participatory history lesson – developed in collaboration with Indigenous Elders, knowledge keepers and educators – that fosters truth, understanding, respect and reconciliation among Indigenous and non-Indigenous peoples." Developed as a response to the Report of the Royal Commission on Aboriginal Peoples (1996), the blanket exercise, "covers more than 500 years [of history] in a 90-minute experiential workshop that aims to foster understanding about our shared history as Indigenous and non-Indigenous peoples."

For the first time, Students' Council participated in a blanket exercise at the beginning of the Council term on the request of the Aboriginal Relations and Reconciliation Committee. Due, in part, to the positive feedback received from Councillors, the Committee believes there is value in mandating a blanket exercise as part of regular Students' Council training.

Similarly, the Committee believes there is value in having a blanket exercise at the Council of Faculty Associations (COFA). COFA is a student governance body that is made up of Faculty Associations, faculty-specific associations that are mandated to act on behalf of and for the constituents in their faculty. As Faculty Associations can play a major role in the academic and extracurricular lives of undergraduate students (e.g., hosting events, advocating for students, collaborating with other groups, etc.), the Committee believes it is pertinent for

Faculty Association executives to undertake a blanket exercise as a first step in understanding their Aboriginal constituents.

The Aboriginal Relations and Reconciliation Committee calls on the Students' Union to mandate that Students' Council participate in a blanket exercise yearly. Specifically, the Committee mandates that the Council Administration Committee review and make changes to sections 19 and 20 of Students' Council Standing Orders to ensure the mandatory participation in the exercise. Moreover, the Aboriginal Relations and Reconciliation Committee request that the Vice President Academic, in their role as chair of COSA, provide Faculty Associations, Department Associations, and Residence Associations the opportunity to participate in a blanket exercise.

1. The Students' Union shall create two budget lines for Students' Council to support Indigenous 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.
 - i. ARRC Budget
 - ii. Honorariums to elders.
 - b. Ceremonial materials
 - i. CAC Budget
 - ii. Honorariums to elders.
 - iii. Ceremonial Materials
 - iv. TAWOW
 - v. Indigenous Advocacy Town Hall

Throughout the 2018/2019 year, Students' Council has begun to undertake the implementation of Indigenous practices and teachings within its meetings. Specifically, this year saw Students' Council legislate the inclusion of a smudging ceremony prior to every meeting, as well as participate in a Council-wide talking circle facilitated by knowledge keeper Cheryl Makokis.

Upon hearing positive feedback from the majority of Students' Council, the Aboriginal Relations and Reconciliation Committee is confident that the continued inclusion of ceremony will have constructive outcomes. In order to ensure the continued viability of such practices into the future, the Committee believes that the creation of two separate budgets – one for the Aboriginal Relations and Reconciliation Committee and one for the Council Administration Committee – will ensure that both Students' Council and the Committee will have ongoing access to cultural/ceremonial initiatives and the knowledge of elders.

The Aboriginal Relations and Reconciliation Committee calls on the Students' Union to create two separate budget lines for Students' Council to support Indigenous Initiatives. The Aboriginal Relations and Reconciliation Committee is to have its

own budget specific to its internal affairs, while the Council Administration Committee is to oversee the second budget on behalf of Students' Council.

1. 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.

In August of 1877, the Papaschase Band signed an adhesion to Treaty 6 and received more than 60 square kilometres of reserve land in what is now southeast Edmonton. According to Chief Calvin Bruneau, Papaschase chief, the Papaschase Cree occupied what is not the Rossdale Flats and River Valley area prior to the signing of treaty.

Founding the Edmonton areas first newspaper in 1880, Frank Oliver utilized the Edmonton Bulletin to enforce a negative and racialized narrative of the Papaschase. As published in the Bulletin, Oliver writes:

It is well known that an Indian reserve located near a town is a cause of trouble and general demoralization to both whites and Indians [...] Now is the time for the Government to declare the Reserve open and show whether this country is to be run in the interests of settlers or the Indian.

The continued "us vs. them" narrative espoused by the Edmonton Bulletin was one factor that led to the eventual illegal surrender of the Papaschase Reserve in 1894.

According to Chief Bruneau, recognition of the Papaschase Cree is of central importance to not only the band, but to the true history of the City of Edmonton.

The Aboriginal Relations and Reconciliation Committee calls on the Students' Union – and particularly Students' Council – to edit the Acknowledgement of Traditional Territories to recognize the historic and contemporary realities of the Papaschase Cree. Specifically, the edits must acknowledge that the University of Alberta and the Students' Union are situated on unlawfully stolen and unceded Papaschase Cree territory.

1. The Students' Union shall amend its Acknowledgement of Traditional Territories to reflect the traditional names of the Nations mentioned in the acknowledgement.

Today, Canada's first peoples go by a number of names: "Aboriginal," "Indigenous," "First Nation," "Inuit," "Métis," to name a few. What these all have in common is that they are name created by non-Aboriginal people and settler governments to categorize/identify Aboriginal Peoples.

The Aboriginal Relations and Reconciliation Committee calls on the Students' Union to amend its Acknowledgement of Traditional Territories to reflect that traditional names, used by the Nations, mentioned in the acknowledgement.

1. 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.
 - a. Committees of Students' Council are encouraged to speak the Territory Acknowledgement at the opening of every meeting.

Although acknowledging traditional territory is a good first step in showing recognition and respect to Aboriginal Peoples, such statements often lack the context necessary to fully understand them. The inclusion of such context would make the Acknowledgement of Traditional Territories too long to be read out at every Students' Council meeting and would change the nature of the acknowledgement.

Upon hearing from both Councillors and undergraduate students, the Committee sees value in creating a guide for the Acknowledgement of Traditional Territories. Such a guide would be educational in nature and allow people to better understand the Acknowledgement and its intent.

The Aboriginal Relations and Reconciliation Committee calls on Students' Council to create a Territory Acknowledgement Guide to help Council and its committees better understand the acknowledgement. Specifically, such a guide should contextualize the Territory Acknowledgement and be specific to the territory on which the Students' Union resides.

1. Students' Council shall amend Bylaw 1500, so as to broaden the mandate of DIE Board to include reference/abstract questions and allow the Board to provide advisory opinions (DIE Board Ruling 2017-01).

In Canada, legislative bodies (such as provincial legislatures and the federal government) can ask the courts "reference questions." According to the Parliament of Canada, reference questions, "allow for the determination of important legal questions, including those concerning the scope of Parliament's legislative authority and the constitutionality of proposed legislation, absent a traditional legal dispute." Put another way, the Students' Union Discipline, Interpretation, and Enforcement (DIE) Board classifies a reference question (or "abstract review") as, "a submission by either the Federal or a provincial government to the Supreme Court of Canada or appellate court, asking for an advisory opinion on a major legal issue, usually involving the constitutionality (legality) of legislation, including proposed legislation."

In its judicial decision in Sunday v. Students' Union (SU) Council, the DIE Board references a number of advantages to allowing a students' union judiciary to comment on proposed legislation. Moreover, the DIE Board stated that:

If Students' Union Council intends for DIE Board to be able to provide opinions on the hypothetical results of motions which are not yet legislation, then Bylaw

1500 would have to be amended and such specific functions be explicitly added to section 2 Page 2 of 3 “Mandate” and section 3 “Scope of Cases”.

The Aboriginal Relations and Reconciliation Committee calls on Students’ Council to amend Bylaw 1500 to allow DIE Board to provide advisory opinions on reference/abstract questions.

1. The Students’ Council shall create a *Students who Parent* Policy.
- a. The policy will specifically reference the disproportionate rate of Indigenous students who parent compared to domestic and international students who parents.

According to the Students’ Union 2017 Student Survey, Aboriginal students are nearly four times more likely to be a student who parent than non-Aboriginal students. As Aboriginal students already face barriers to enrolment, Aboriginal students with children face even more.

The purpose of a political policy is to “direct the Executive Committee in their advocacy efforts. They set out the formal position of the Students’ Union on the political issues of the day.” As the members of the Executive Committee – the President and Vice Presidents – are the main actors of the Students’ Union in regard to external advocacy, political policies set out how and what the Executive Committee advocates for/on.

The Aboriginal Relations and Reconciliation calls on Students’ Council to create a ‘Students who Parent’ political policy. Specifically, emphasis should be placed in the political policy on the disproportional rates of Indigenous students who parent.