



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

**Monday, February 26, 2018  
5:00pm  
SUB 0-55**

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-2017-18)**

- 2017-18/1     INTRODUCTION**
- 2017-18/1a    Call to Order**
- 2017-18/1b    Prayer/Smudging Ceremony**
- 2017-18/1c    Approval of Agenda**
- 2017-18/1d    Approval of Minutes**
- 2017-18/1e    Chair's Business**
- 2017-18/2     QUESTION/DISCUSSION PERIOD**
- 2017-18/2a    Standing Order(s) Finalization**
- 2017-18/3     COMMITTEE BUSINESS**
- 2017-18/4     INFORMATION ITEMS**
- 2017-18/4a    ARRC-2017-17 *Minutes* - February 5, 2017**  
  
See ARRC-2017-18.01.
- 2017-18/5     ADJOURNMENT**



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

**Monday, February 5, 2018  
 5:00pm  
 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, Sauleaux, Métis, Blackfoot, and Nakota Sioux territory; specifically the ancestral space of the Papaschase Cree. These Nations are our family, friends, faculty, staff, students, and peers. As members of the University of Alberta Students' Union we honour the nation-to-nation treaty relationship. We aspire for our learning, research, teaching, and governance to acknowledge and work towards the decolonization of Indigenous knowledges and traditions.

NAME	PRESENT	PROXY	SUBMISSION OF WRITTEN FEEDBACK (IF ABSENT)
Nathan Sunday (chair)	Y		
Ilya Ushakov	Y		
Shane Scott	Y		
James Thibaudeau	Y		
Mike Sandare			
Delane Howie	Y		
Brandon Christensen	Y		
Deirdra Cutarm (ASC Representative)	Y		
Katherine Belcourt (ASC Representative)	Y		
Megan Arcand (Student at Large)			
Rhiannon Arcand (Student at Large)	Y		
Haley Lefferson (Student at Large)			

Cassidy (ASC Representative)	Y		
Katy (ASC Representative)	Y		

**AGENDA (ARRC-2017-17)**

**2017-17/1 INTRODUCTION**

**2017-17/1a Call to Order**

Meeting called to order at 5:01 pm

**2017-17/1b Prayer/Smudging Ceremony**

**2017-17/1c Approval of Agenda**

Agenda is approved at 5:09 pm

8/0/0

**2017-17/1d Approval of Minutes**

Minutes is approved at 5:09 pm

6/0/0

**2017-17/1e Chair's Business**

Opening remarks by Chair with the content mainly focuses on the equality of Aboriginal folks.

**2017-17/2 QUESTION/DISCUSSION PERIOD**

**2017-17/2a Standing Order(s) Finalization**

Nathan says that they are just going to review the comments from the Standing Orders Final Draft document and deliberate on them for further review.

Link of the Document Being Referred To:

[https://docs.google.com/document/d/18GMnzzanp8i4MJWmDJN0Q6NjodPaBhGJzyGk\\_jkkoMM/edit](https://docs.google.com/document/d/18GMnzzanp8i4MJWmDJN0Q6NjodPaBhGJzyGk_jkkoMM/edit)

## Section 1: Standing Orders

Phrasing is discussed by the committee in the sentence about the context of the first action: 1a. The main discussion focuses on the role of the Student Council, and the role of advocacy within. The change is made to “Shall collaborate” in place of “Shall make recommendations”. Everyone is on board.

1B. Nathan suggests flipping 1b and 1d to make more sense. Shane argues that since they are saying the same thing, you can merge the two, or delete one. Everyone is on board. Ilya proposes to get rid of 1b with 1d replacing it in meaning. Everyone is in favour.

1F. There are several redundant points, and the meaning can be interpreted to restrict discussion, instead of its intended purpose of making it broader. Shane points out that the first issue is already stated in 1a. For the second problem with this statement, a consensus is reached to change the wording to broaden their discussion; “shall create space for discussion between the SU and Aboriginal Students....” is added to the point.

1H. The Committee moves on to this point while 1G is fixed by Ilya. Katy points out that just because the new amendment is public, this doesn't mean that it will be publicly accessible. Ilya mentions that if they do have a report, then they can have some marketing about the report to get the word out to more students. The amendment is now “Shall publish and widely disseminate a report” from just a “Shall make a public report”. This amendment is agreed to by everyone, and the meeting moves on. A change is also made from Student's Council to Student Union. Everyone is good on the changes.

1G. The matter of debate with this point differs on who should reports be made to. Should it be made to the Executive Committee, or something else? Nathan argues that the report should be produced AND presented to Student Council. Shane asks if 1G and 1H are the same things, and could be combined to reduce clutter. Several others agree on the matter, Nathan argues that they should be separate. James argues for separation, as since one is broader than another, they are not the same thing, and thus do not belong in the same point. Shane wonders if we should take 1G and put it into the Reports section below. Everyone is in agreement.

1I. This was an issue with the wording of the point. Nathan explains his vision and point made with the comment. Brandon wonders if 1I and 1J are supposed to be together since their points are really similar. He says that 1I does not sound quite right, and it is more of a grammatical issue. Katherina provides a wording change that is approved by everyone on the committee. Delanie asks if this Committee is okay with essentially forcing an Aboriginal Councillor on the

committee, even if it is against their will. This is later debated by the entire committee, and the wording is changed to someone whose “focus is Aboriginal interests”. Everyone agrees with the proposed changes.

1I. With the previous amendment, a section of 1J turns into 1H, and 1J is now a list of councils that are outlined in the Standing Orders. The question of debate is about whether this should be in the Standing Orders. Shane argues if we could make it into Memberships. Ilya proposes putting it in Appendices. Everyone agrees with the decision.

1J. The amendment is from “Shall ensure” to “Shall recommend” that cultural sensitivity training is provided to Students’ Council. Delanie wonders what is the mechanism in order to get the process started. The question is how to ensure that everyone undergoes this training. Katherine asks about other types of training that others go through, and the answer is that there is very few mandated training procedures that are true. Shane says that they should put the name of a specific committee in charge of this, and so that they can harp on them to get it done later on the year. Nathan points out this committee doesn’t have a budget, and since they can’t really force anyone to take this training. Shane points out a way to avoid this. Delanie points out a budget put in, and so that the money is there; it would not fall to this committee to pay for it. The wording is changed to “shall work with...”

1K. The comment is about changing “Holds authority” to “recommend”, and Delanie proposes “Shall propose” instead.

The committee will vote on the Standing Orders once they are completed, and then there will be a vote once there is a membership vote and an amendment to the Student Council schedule, as explained by Brandon.

The conversation has shifted to general expectations and status regarding the Standing Orders of the Document.

1L. The wording removed the word “relevant” from the sentence, just because relevant is such an subjective word. Brandon points out how arbitrary the word is, because the Students’ Union can still refer to ARRC. Shane points out how matters that ARRC thinks are relevant may not be shared by the Students’ Union as relevant. Katherine points out questions and problems with consultations with Elders, like which ones, and why and how. Shane points out how the importance of something will usually be conducted retroactively.

### Section 2 Meetings

2(7). One of the SU Staff had a philosophical concern with the “committee not being able to move new business without an elder present”. Ilya was asked for clarification, but did not know what concerns specifically were present. The wording was changed to “any business move without an elder present”. Everyone

agreed on this; Ilya expressed minor concern with circumstances surrounding scheduling an Elder. Cassidy asks what if the purpose of the Elder being present in these meetings. The relevancy of the Elder is what concerns her. The Elder would also work with the Students' Union as a whole. The main problem with the Elder would be that their time is being wasted with the majority of the matters on the tablet, argues Brandon.

The majority of the Committee agrees on this Elder issues, and finer details are discussed.

Ultimately, the decision is made to remove 2(7) since the Elder will not be there all the time, as it would be waste of their time. If there is an important topic of discussion, then the Elder must be invited.

Ending conversations.

**2017-17/3**      **COMMITTEE BUSINESS**

**2017-17/4**      **INFORMATION ITEMS**

**2017-17/4a**    *ARRC-2017-16 Minutes, January 22, 2017*

**2017-17/5**      **ADJOURNMENT**

Meeting adjourned at 6:56 pm