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**Tuesday, April 9, 2019  
6:00PM  
Council Chambers, University Hall**

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.

**LATE ADDITIONS (SC-2018-25)**

**2018-25/0**      **SMUDGING CEREMONY**

**2018-25/1**      **SPEAKERS BUSINESS**

**2018-25/1a**      Announcements - The next meeting of the Students' Council will take place on **Tuesday, April 9, 2019** at 6:00PM in **Council Chambers**, at University Hall.

**2018-25/2**      **PRESENTATIONS**

**2018-25/2a**      **RIPKA MOVES** to allow the presentation of "Studentcare & The Health & Dental Plan"

**Abstract:** Studentcare will present an overview of our Health and Dental plan as well as any changes to be aware of.

**Presenters:**

- Colten Yamagishi

See SC-2018-25.08.

**2018-25/3**      **EXECUTIVE COMMITTEE REPORT**

**2018-25/4**      **BOARD AND COMMITTEE REPORT**

**2018-25/5**      **OPEN FORUM**

**2018-25/6**      **QUESTION PERIOD**

**2018-25/7**      **BOARD AND COMMITTEE BUSINESS**

**2018-25/8**      **GENERAL ORDERS**

**2018-25/8a** **FLAMAN MOVES** to ratify the appointment of James Thibaudeau to the position of Chief Returning Officer for the 2019-2020 academic year.

**2018-25/9** **INFORMATION ITEMS**

**2018-25/9a** President - Report.

See SC-2018-25.01.

**2018-25/9b** Executive Committee - Report.

See SC-2018-25.02.

**2018-25/9c** Vice-President (Student-Life) - Report.

See SC-2018-25.03.

**2018-25/9d** Bylaw Committee - Report.

See SC-2018-25.04.

**2018-25/9e** Finance Committee - Report.

See SC-2018-25.05.

**2018-25/9f** Finance Committee - Transition Report.

See SC-2018-25.06.

**2018-25/9g** Policy Committee - Report.

See SC-2018-25.07.

**2018-25/9h** Studentcare & The Health & Dental Plan - Presentation.

See SC-2018-25.08.

**2018-25/9i** ARRC - Report.

See SC-2018-25.09.

Date: 05/04/2019

To: Students' Union Council

Re: President 2018/19 Report

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Dear Council,

My last council meeting! I am so excited to share it all with you, get some amazing work done, and finish out a strong year. I won't lie, the closer I get to the end of my term the more sentimental I get, however, I am getting jazzed for the next chapter in my life.

## Muslim Student Association (MSA) March

I was in attendance on March 29th for the Muslim Student Associations prayer and march in remembrance of the victims of Christchurch. There were hundreds of people who attended both the prayer and the march and it was a large showing of the campus communities support for Muslim students, staff, and academics. For me, it really highlighted the love and compassion within the community. The MSA was also in attendance for a PAW Centre Strategic Operating Committee to ensure that there is a plan to accommodate the growing number of Muslims on campus.



MSA March - March 29th

## Block A Celebration

A few executives and I attended the Block A Celebration, which is an award given to students who have shown immense dedication to the sports and athletics of the university. An amazing event every year, as the University also retroactively recognizes amazing women who were left out of these celebrations in the early history of the university.

## Council of Alberta University Students (CAUS)

CAUS has hired a new executive director! Confirmed on 1st via teleconference, we are thrilled to see the organization back to full capacity and I am looking forward to transitioning in VP Bhatnagar to the organization. Of importance is that CAUS is looking at the entirety of how it creates, manages, and promotes its political policies and the work should be completed in the new year.

## Elections Forum & GOTV

There will be an elections forum on campus this coming Monday from 5-7 PM! We have confirmed attendance from the New Democrat Party and the Alberta Party. As well, Councillor Raitz continues to kill it at GOTV and really looking forward to the wildness that will be advanced polls on campus. I cannot stress enough how large of an effort it has been to put together one of the largest ongoing campaigns the Students' Union has ever done and Stephen truly deserves a medal.

### To Note:

- The transition is ongoing and on schedule. VP Bhatnagar and I have spent a few hours now going over the role and its responsibilities.
- I took a wellness day on March 27th for mental health and personal reasons and unfortunately missed a Academic Planning Committee meeting.
- I attended a World Health Day breakfast and award ceremony for champions of wellness on campus on the 4th.
- Congratulations to Councillor Belcourt for her reelection as Aboriginal Students Council President!
- I attended the political science undergraduate association elections on April 2nd and am looking forward to being represented by such amazing folks! Congrats to Councillor Bilak on his position!
- The Board Governance committee met today and went over some of the recommended terms of reference for the new board structure. I will be transitioning all of my work on this file, as it will fall to the next BoG representative and President.
- My final board commitment as President will be attending the Board Finance and Property Committee, where I will be facilitating a learning moment on the value of student associations on campuses.

Cheers,  
UASU President  
Reed Larsen

Date: 05/04/2019  
To: Students' Union Council  
Re: Executive Committee Final Written Report

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Dear Council,

The following document is to fulfill the reporting mandate for committee chairs. I will also be supplementing with a year-end address to council.

## Reporting

For the activities of this committee, please see the meeting minutes as posted online [here](#). For detailed breakdowns, it is best to refer to the bi-weekly reports that executive provide to council.

The most recent activities include approvals for job descriptions, project allocations for GOTV, Muslim Student Associations March, Mental Health Rally, and discussions in regards to social media policy, residence rates, tuition and fees, and several other topics of importance.

## Transition

The Executive Committee, composed of the President, the four Vice-Presidents, and the General Manager (non-voting), is responsible for managing the day-to-day operations of the Students' Union and coordinating its longer-term strategy. The Executive Committee can make of recommendation to Students' Council, and may act in place of other committees should the other committee not be able to do so.

The general responsibilities of the Char of the committee (the president) are to ensure that the committee functions, that its members are fulfilling their duties, and that action item, motions, and discussions are followed up on.

The committee is behold to the strategic plan, executive goals document, operating policy, political policy, bylaw, and will of Students' Council.

The only advice I would have here is to remember to stay true to yourself, make your own power, keep the student heartbeat, and do what's right, not what is easy.

Date: 08/04/2019

To: Students' Union Council

Re: Report to Students' Council

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Hi everyone!

Hard to believe this will be my final report to council! It's been such an amazing experience working with all of you, and I'm proud of all of the work we've accomplished together this year. Here's some closing projects and updates that will hopefully carry on into next year.

#### 1. Open Friday Service & Prayer

Thank you to the Muslim Students' Association for hosting the Open Friday Prayer on March 29th. Working with their executive team was a wonderful experience, and I was thrilled to see so many UAlberta students standing up against hate and racism. In other good news, discussions have begun with University administration regarding providing a larger space for Muslim students to pray on Fridays, as well as revisiting and identifying any issues with existing prayer space accommodations on campus such as the HUB Prayer Space.

#### 2. Joint Executive Training

The Residence Associations (HUB, Lister, Newton Place, East Campus, and Residence Saint Jean) are nearly finished electing their executive teams, and we had our first meet up and transition orientation alongside the Residence Life team. There are a ton of amazing ideas floating around, and hopefully we'll get to see the residences making a push for RezFest 2019 in September.

#### 3. HUB Safety & Security

We have received confirmation from the University and the Consultant for HUB that Access Control (locks, ONEcard scanners, unsecured doors) are priority number one moving forward with HUB. We can anticipate a lot of progress being made on this file from now until September, but I think we can feel confident leaving this project with Jared for 2019/20.

#### 4. Residence Advisory Committee

We received a file from Ancillary Services that seeks to grant delegated authority to RAC to make decisions on rent and meal plan increases up to a predetermined limit. It seems as though this change would provide a lot more opportunity for students and

student staff to provide input on increases to rent and meal plan rates, and I'm excited to discuss further at the RAC meeting this week.

#### 5. Closing

This year has been transformative for me in ways I could not have begun to imagine. Thank you for challenging me to be a better person, supporting me throughout everything we went through, and being a rock solid Students' Council. I hope that all of you continue to give back to your communities and shape the world as leaders into the future.

Best,



Andre Bourgeois  
VP Student Life



*University of Alberta Students' Union*

## **BYLAW COMMITTEE**

*Report #3*

April 4th 2019

To: Students' Council

University of Alberta Students' Union

From: Michelle Kim, Chair of Bylaw Committee 2018-2019

### **Dear Students' Council,**

I can't believe this is our final students' council meeting of the year! It was my pleasure to serve as the chair of bylaw committee for this year. There was a lot of learning, hard work and passion that was involved in this committee this year. I cannot thank enough to our Bylaw Committee members this year for their hard work. We wouldn't have achieved all of our goals without all of your hard work! Bylaw Committee had total of 16 meetings this year.

Written below is my written report, in accordance to Students' Council Standing order (9.3) and Bylaw 100 section (16), stating that chairs of standing committees shall draft and submit written reports outlining the activity of the committee before the last meeting of each trimester.

#### **1. Activities of committee**

- a. The bylaw committee have discussed and shared goals individuals councillors have in bylaw committee and reviewed current bylaws and timeline in our initial meetings
- b. Bill #1, Bylaw 600 respecting Students' Union Bilingualism was initially drafted before the DIE board ruling.
  - i. The DIE Board Ruling on June 19, 2018 required immediate implementation of initial translation to be performed and development of sustainable method of translation. Therefore Bill #1 was tabled indefinitely and bylaw will revisit Bill #1 in the fall after further discussion on sustainable method of translation for Bylaw and Political Policy.
- c. Bill#2: Bylaw 100 attendance regulation
  - i. Established that, in August 2017, the previous Speaker referred a question to Discipline, Interpretation, and Enforcement Board concerning attendance regulations in Bylaw 100; namely whether the first meeting, if it occurs prior to the term, is to count in attendance

calculation. Identified that the ruling states that attendance is not to be counted in all meetings before May 1. Noted that this Bill incorporates this ruling into Bylaw 100.

- ii. Bylaw committee decided to present it to the Students' Council to get feedbacks on September 18th 2018
- iii. First Principles of Bill #2 passed Students' Council on October 2nd 2018
- iv. Second Principles of Bill #2 approved by the Bylaw Committee on October 11th 2018
- v. Second Principles of Bill #2 passed Students' Council on October 16th 2018
- d. Bill#3: Bylaw 100 Students' council committee regulations
  - i. Bill #3 was regarding amendment to replace legislative committees and oversights committees with Standing Committees.
  - ii. The first principles for Bill#3 on Bylaw 100 Students' Council Committee Regulations has passed.
  - iii. Second Principles of Bill #3 passed on August 21st 2018
- e. Bill#4: Bylaw 100 Students' council committee chairs' training
  - i. The first principles fro Bill #4 Bylaw 100 Students' Council committee chairs' training passed in bylaw committee and it was submitted to the Students' council to be discussed on August 21st 2018, Students' council meeting
  - ii. The first principles did not pass at council since it was believed to not belong in Bylaw committee and rather recommended to put into each committees Standing Orders.
- f. Bill #5: Bilingualism
  - i. In accordance to DIE Board Ruling 2018-02 (Bilingualism Bylaw Interpretation), the Students' Union shall develop a sustainable method of translation for its Political Policies and Bylaws.
  - ii. First Principles of Bill #5 has been approved by the Bylaw Committee on September 27th 2018
  - iii. First principles passed by council October 2nd 2018
  - iv. Second Principles for Bill #5 is submitted to Bylaw Committee and reviewed on December 6th 2018
  - v. Bylaw Committee believed there needs to be more consultation regarding structure of translation committee
- g. Plebiscite question for First alberta Campus Radio Association
  - i. Reviewed by the Bylaw Committee on November 22nd 2018
  - ii. Approved by the Bylaw Committee on November 25th 2018
  - iii. Ratified by Council on November 27th 2018
- h. Plebiscite question for Student Legal Services
  - i. Reviewed by the Bylaw Committee on November 22nd 2018
  - ii. Approved by the Bylaw Committee on November 25th 2018
  - iii. Ratified by Council on November 27th 2018
- i. Aboriginal Student Council's Dedicated Fee Unit proposal

- i. Approved by the Bylaw Committee on November 22nd 2018
- ii. Referendum question for Aboriginal Student Council submitted and approved by the Bylaw committee on November 22nd 2018
- iii. Aboriginal Student council Referendum question under review for Students' Council meeting on December 11th 2018 as item 7e
- j. Bill #6
  - i. Changes to Students' Union Student Group Oversight
  - ii. The Students' Union is responsible for student affairs under the Post Secondary Learning Act and The University of Alberta is the one of the only Universities in Canada where student group oversight is not conducted primarily by the Students Union.
  - iii. The Students' Union must establish a fair, consistent, and robust process for student group recognition and oversight
  - iv. First Principles passed bylaw committee on January 15 2019
  - v. Second Principles passed bylaw committee on March 15 2019
  - vi. Passed Students' Council on March 26th
- k. Bill #7
  - i. Changes to the Students' Council Standing Orders Amendment Process
  - ii. The Discipline, Interpretation, and Enforcement Board, recommend that the standing order amendment process be simplified ensure clarity in approved amendments.
  - iii. First principles passed bylaw committee on Feb 13 2019
  - iv. Second principles passed bylaw committee on March 15 2019
  - v. Passed Students' Council on March 26th

## 2. Summary of Decisions, Recommendations and Motions

BYLAW COMMITTEE Spring Motions	
2018-00/1b	THIBAudeau/HADDOUCHE MOVE to approve the agenda.
2018-00/3a	KIM is appointed as the Chair of Bylaw Committee.
2018-00/3b	RAITZ/THIBAudeau MOVE to approve to the Standing Orders.
2018-01/3b	LEY/RAITZ MOVE to approve the summer/spring schedule of the biweekly Bylaw Meetings to Wednesdays 5:00PM.
2018-02/1d	KIM/SUNDAY MOVE to amend the Standing Order to have the Question and Discussion Period after the Committee Business
2018-02/3a	SUNDAY/PRESIDENT LARSEN MOVES to table item 3a until the DIE board hearing is resolved.
2018-03/3b	THIBAudeau/RAITZ MOVES TO table Bill#1

	indefinitely and revisit it in September.
2018-03/3c	THIBAUDEAU/VP RIPKA MOVES to adopt the DIE Board Ruling and not count meeting 00 within attendance.
2018-04/3b	SUNDAY/RIPKA MOVES to amend and approve the First Principles of Bill #3: Bylaw 100 Students' Council committee regulations.
2018-05/1d	KIM/RAITZ MOVE TO approve amended editorial changes to Bylaw 2300 as proposed by Councillor Raitz.
2018-05/3a	RIPKA/THIBAUDEAU MOVE to retable item 05.3a to the next meeting.
2018-05/3b	KIM/LEY MOVE to table this for next meeting after this discussion.
2018-06/3a	KIM/LEY MOVE to have Bill #2 tabled for next meeting.
2018-06/3c	SUNDAY/KIM MOVES to approve Second principles of Bill #3. For recommended amendments.
2018-07/1c	RIPKA/KIM MOVE to amend the minutes to correct the minutes for the previous minutes.
2018-07/3b	RIPKA/THIBAUDEAU MOVE to table Bill #4: Bylaw 100 indefinitely.

<b>MOTION Thursday, August 29th 2018</b>	<b>VOTES</b>
THIBAUDEAU/RIPKA MOVE to approve the Agenda.	4/0/0 CARRIED
RIPKA/KIM MOVE to amend the minutes to correct the minutes for the previous minutes.	4/0/0 CARRIED
RIPKA/THIBAUDEAU MOVE to table Bill #4: Bylaw 100 indefinitely.	4/0/0 CARRIED

<b>MOTION Thursday, September 27, 2018</b>	<b>VOTES</b>
<b>LARSEN/THIBAUDEAU MOVED</b> to approve the agenda	6/0/0 CARRIED
<b>FLAMAM/RIPKA MOVED</b> to approve the minutes	6/0/0 CARRIED

<b>KIM/LEY MOVED</b> to conduct Bylaw Committee meetings on non-council Thursdays at 4 pm	5/0/1 CARRIED
<b>REED/FLAMAN MOVED</b> to amend the First Principles of Bill#5: First Principles of Bilingualism.	7/0/0 CARRIED
<b>KIM/FLAMAN MOVED</b> to approve First Principles of Bill #2: Bylaw 10, Attendance Regulations	6/0/0 CARRIED
<b>KIM/FLAMAN MOVED</b> to approve Bill#5: First Principles of Bilingualism	6/0/0 CARRIED
<b>KIM/FLAMAN MOVED</b> to approve Bill #2: Bylaw 10, Attendance Regulations	6/0/0 CARRIED

<b>MOTION Thursday, October 11, 2018</b>	<b>VOTES</b>
KIM/HADDOUCHE MOVED to amend the title of items <i>2018-09/3a</i> , <i>2018-09/3b</i> , and <i>2018-09/4b</i> to substitute the phrase "First Principles" with "Second Principles" and approve the agenda.	4/0/0 - CARRIED
BILAK/KIM MOVED to approve the minutes of <i>BC-2018-08</i> . 4/0/0 - CARRIED	4/0/0 - CARRIED
KIM/BILAK MOVED to table item <i>2018-09/3a</i> to the next meeting.	4/0/0 - CARRIED
KIM/BILAK MOVED to approve Second Principles of Bill #2: Bylaw 10, Attendance Regulations.	4/0/0 - CARRIED

<b>MOTION Thursday, November 8, 2018</b>	<b>VOTES</b>
BOURGEOIS/LEY MOVED to approve the agenda.	6/0/0 - CARRIED.
BILAK/LEY MOVED to approve the minutes of <i>BC-2018-09-M</i> .	5/0/1 - CARRIED.

<b>MOTION Thursday, November 22, 2018</b>	<b>VOTES</b>
SUNDAY/KIM MOVED to amend the agenda by rearranging items <i>2018-11/3a</i> and <i>2018-11/3b</i> in reverse order.	6/0/0 - CARRIED.
LEY/RIPKA MOVED to approve the agenda as amended.	6/0/0 - CARRIED.
LEY/BILAK MOVED to approve the minutes of <i>BC-2018-10-M</i> with corrections to the incorrectly listed Committee membership.	5/0/1 - CARRIED.
KIM/RIPKA MOVED to approve the Aboriginal Student Council's Dedicated Fee Unit model proposal.	5/0/1 - CARRIED.
KIM/SUNDAY MOVED to table the item <i>2018-11/3b</i> for an online vote.	6/0/0 - CARRIED.

<b>MOTION January 15, 2019</b>	<b>VOTES</b>
<b>BOSE/BILAK MOVED</b> to approve the agenda.	4/0/0 - CARRIED.
<b>BILAK/BOSE MOVED</b> to approve the minutes of <i>BC-2018-12-M</i> .	4/0/0 - CARRIED.
<b>KIM/BILAK MOVED</b> to approve First Principles of Bill 6: Changes to SU Student Group Oversight First Principles as amended.	4/0/0 - CARRIED.
<b>RIPKA/BILAK MOVED</b> to approve the Student Spaces Levy Referendum Question as presented and as amended.	4/0/0 - CARRIED.

<b>MOTION 02,13,2019</b>	<b>VOTES</b>
<b>KIM MOVED</b> to remove <i>2018-14/2a</i> (as it is duplicated in <i>2018-14/3c</i> ) and correct <i>2018-14/3c</i> to remove the phrase 'First Principles' in the final sentence of the motion.	7/0/0 - CARRIED.
<b>SUNDAY/STATT MOVED</b> to approve the agenda as amended.	7/0/0 - CARRIED.

<b>RIPKA/BOSE MOVED</b> to approve the minutes of <i>BC-2018-13-M.</i>	4/0/2 - CARRIED.
<b>KIM/LEY MOVED</b> to review Second Principles of Bill #5: Translation Committee as amended.	7/0/0 - CARRIED.
<b>SUNDAY MOVED</b> to add a definitional provision that " Discipline, Interpretation, and Enforcement Board (DIE Board) is the judiciary board of the Students' Union"	Carried as friendly.
<b>BILAK/STATT MOVED</b> to approve the First Principles of Bill #7: Changes to Students Council Standing Orders amendment process.	7/0/0 - CARRIED.

<b>MOTION 03,15,2019</b>	<b>VOTES</b>
<b>BILAK/BOSE MOVED</b> to approve the agenda.	4/0/0 - CARRIED
<b>STATT/RIPKA MOVED</b> to approve the minutes of <i>BC-2018-14-M.</i>	4/0/0 - CARRIED.
<b>KIM/RIPKA MOVED</b> to approve the Second Principles of Bill #6: Changes to SU SG Oversight as amended.	5/0/0 - CARRIED.
<b>BILAK MOVED</b> to add Bylaw 100 Section 12.10 reading that "The chair of the Student Group Committee shall be a member of the Students' Council."	Carried as friendly.
<b>BILAK MOVED</b> to amend Bylaw 5100 4.6(c) to read "Requests for reconsideration must be received within four months in which the approval or denial took place"	Carried as friendly.
<b>BILAK/BOSE MOVED</b> to approve the Second Principles of Bill #7.	5/0/0 - CARRIED.

**\*Minutes for meeting #16 is not available yet**

**3. Presumptive Schedule for the coming semester**

- a. The Bylaw Committee no longer have meeting for school year 2018-2019

**4. An outline of the committee structure and function of Bylaw Committee**

- a. The Bylaw Committee is the steward of the Students' Union's bylaws. They are responsible for reviewing bylaws regularly, overseeing the writing of new bylaws or updating of current ones, and writing referenda and plebiscite questions as necessary. Bylaw Committee's duties are outlined in its Standing Orders and in Bylaw, and they're summarized
- b. Bylaw committee functions to:
  - i. Draft Referendum and Plebiscite Questions
    - 1. Proposals may be received from the Chief Returning Officer or from Students' Council for referendum or plebiscite questions. Bylaw Committee is responsible for drafting the question that will be seen on the ballot. If the referendum is being initiated by a petition, Bylaw Committee must also draft the petition question within 14 days of receiving the intent of the question. Referendum and plebiscite questions must reflect the original intent of the proposal, and may be challenged or sent back for re-drafting if they do not. Upon receiving a referendum or plebiscite proposal or petition, Bylaw Committee must draft, approve, and forward to Council a petition question within 14 days.
- c. Draft Bylaws
  - i. When new bylaws are to be introduced, or major changes are to be made to existing bylaws, Bylaw Committee will draft a first principles bill to send to Council. First principles explains the intent of the bylaw or the changes to be made.
  - ii. Once Council has approved the first principles, Bylaw Committee then appoints one of its members to draft the bylaw or changes, and then sends a draft to Council for approval. The bylaw may then go back and forth between Council several times should Council require many edits before approving it. Bylaw Committee sometimes creates bylaw

drafts in conjunction with SU staff, Executives, or other committees as needed. The full process is found in Standing Orders.

- d. Make Recommendations to Council on Bylaws
  - i. Bylaw Committee is responsible for reading and understanding all bylaws, and may discover recommendations on those bylaws that should be forwarded to Council for consideration.
- e. Make Editorial Amendments to Bylaws
  - i. Bylaw Committee may make small editorial changes (like correcting spelling, punctuation, grammar, formatting, etc) provided those changes do not alter the meaning of the bylaw.
- f. Report Activities to Students' Council
  - i. This report should follow each meeting, and should consist of a summary of proceedings, a list of motions, and an appendix of documents voted on. This report is usually handled by the Chair, and may be compiled with the help of Discover Governance if necessary.

## **5. The general responsibilities of the Chair**

- a. Generally, your duties as the Chair involve making sure that the duties of Bylaw Committee are fulfilled. This can mean handling them yourself, delegating them to other Councillors or SU staff, or facilitating the entire committee in carrying them out, depending on the situation
- b. . However you get things done, everything should be discussed and approved at Bylaw Committee first.
- c. In addition to making sure Bylaw Committee fulfills its mandate, the Chair also has some more specific duties outlined under the Standing Orders:
  - i. 1. Preside over debate at meetings of the Bylaw Committee.
  - ii. 2. Submit report to Students' Council.
  - iii. 3. Assign tasks to committee members engaged in drafting bylaws.
  - iv. 4. Work with Speaker and SU staff to ensure the logistical needs of Bylaw Committee are met.

- v. 5. Recommend to Students' Council the removal of any member who is not fulfilling their responsibilities to the Bylaw Committee.
- vi. 6. Designating an alternate Chair should they be unable to attend.
- d. Being a Chair can be stressful and time-consuming, so don't be afraid to ask for support from SU administrative staff, Discover Governance, fellow Councillors, SU Executives or me!

**6. Future tasks or objectives that should be considered by the incoming committee**

- a. Check DIE Board ruling 2018-10 to find the discrepancies in Bylaw 6100, to fix it and make the petition and DFU creation process more clear.
- b. Check out meeting minutes for meeting #13. There is recommendations to make changes to Bylaw 6100 and 2200 as well as other recommendations provided by all of the bylaw committee member!

**7. Advice to the incoming chair.**

- a. Ensure your agenda is strategic.
  - i. Know areas that need to have more discussion, and which are contentious. Usually you want to deal with the less important items first.
- b. Put tentative times by each item.
  - i. That way every one knows how much time they have to formulate their ideas. Always go into the meeting with an outcome or goal in mind. Have a plan to ensure that the committee will have resolved X, formed a group to discuss Y, etc.
- c. Try to have action items and delegate work.
  - i. People like ownership of items and having a tangible way to contribute to the committee. Ensure they can report back their accomplishments and that the group will respect their contributions.
- d. Move the committee in a positive direction. Thank them, then ask if others have an opinion.

- e. Your role as a chair is not to direct the team the way you want it to be. Rather you are the person facilitating, listening and assisting the discussion.

I know that being a chair requires a steep curve, quite stressful and hard. However, at the end of the day it will be a very worthwhile experience! Finally, make sure to read all of our previous meetings and then plan a timeline. I also recommend you to always come back to your timeline to have the bylaw committee more structured and meet all of your goals!

**Thank you so much for again to everyone in the Bylaw Committee! I hope you had a great year and learned a lot. If you are planning to join bylaw committee next year, feel free to ask me any questions!**



**(2018-2019 Bylaw Committee. Not in the picture: Councillor Suday and Cuncillor Ley)**

**Regards,**

**Michelle Kim**

Date: 8/04/2019

To: Students' Union Council

Re: Finance Committee Final Report & Transition Manual

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Dear Council,

Finance Committee had a great year and has been working hard to set the foundation for next year so that improvements can be made. Here are some of the accomplishments we had throughout our 11 meetings, as well as the projects and recommendations that should be continued next year.

### Dedicated Fee Unit (DFU) Approvals

One of the main functions of the Finance Committee is to oversee the DFUs. We approved most of them when they were presented to us, but also requested more information from some of them before approving them, as outlined in Bylaw 6200. All went well on this front, however, we did notice that the guidelines for DFU reporting that are outlined in 6200 are not very clear, so we have made some recommendations on how to fix them, which are attached to this document in appendix A. We believe that these changes will help make the process easier for our DFU partners. We will be forwarding this on to next years Finance Committee where they will create first principles for Bylaw Committee and then be approved at Council.

### Awards & CREF

Finance Committee also oversees the SU Awards, and the Campus Recreation Enhancement Fund allocations. Leadership and Recognition came and gave a presentation to the Finance Committee about the state of their Awards program, which is going well. We also approved all of the awards for this year, including 3 new awards. Ps- applications are open now, so apply! Furthermore, we approved the allocations for this years' Campus Recreation Enhancement Fund

### Campaign & Advocacy Reserve

Finance Committee is the body that oversees any withdrawals from the Campaign and Advocacy Reserve. During the summer President Larsen came to us with a proposal to use the funds for our Get out the Vote efforts. We approved \$50,000 worth of funds, which has shown a great return as we have over 4000 pledges to vote already, and [the](#)

[marketing](#) is looking awesome! Shameless reminder to get the word out to all of your friends!

The Future of Finance Committee

In addition to the Bylaw changes mentioned above, as Chair, I am also going to recommend that next years' Finance Committee be used as a sounding board for each operation of the SU. Essentially, each core manager would come to a meeting at some point throughout the year and present their strategic plan, and goals for the next couple of years. This would both provide an opportunity for each department to gain feedback on their direction, but also give FinCom members deeper insight into the organization in preparation for the budget season.

Thank you

I'd like to extend the warmest thank you to all of our hard-working members on Finance Committee. Numbers can be daunting, but you all showed a lot of dedication by always showing up, facing the challenges, and learning throughout the semester. I hope you stay on the Finance Committee next year if you're still on Council, they will have lots of work to do!

Kind regards,

*Emma Ripka*

UASU VP Operations & Finance  
Emma Ripka

# APPENDIX A

## 2018/19 Transition Report

### Finance Committee Transition Report

Special thanks to the previous Chair of Finance, Emma Ripka, for her hard work on this committee and her contributions to this transition report.

To contact the previous Chair, please request their contact information from Discover Governance.

#### Advice

##### *Top things the previous committee spent time on*

1. Dedicated Fee Unit reporting.

##### *Don't forget these committee duties*

Being involved with the DFUs that need to have their fee renewed.

##### *The most difficult things about the committee...*

Lack of details on the scope of the committee and how each duty must be performed.

##### *Three pieces of advice:*

1. Learn Roberts' Rules of Order.
2. Plan for the year by noting all dates in Bylaw and Standing Orders.
3. Talk to the General Manager to get ideas about what Finance Committee should be doing.

### 2018/19 Overview

#### *Committee Failures/Difficulties*

Lack of a clear plan and an understanding of the committee's duties.

### Unfinished Business

Bylaw changes to DFU oversight. They are outlined but the first principles need to be sent to Bylaw Committee.

## 4 Reporting

---

1. All Operational Dedicated Fee Units shall provide an annual report of their finances to the Finance Committee within six months of the end of their fiscal year.
2. This report shall include:
  - a. A budget illustrating how funds received from the Students' Union reserve will be spent during the coming year;
  - b. Its audited financial statements from the previous fiscal year;
  - c. Evidence of compliance with all contracts with the Students' Union such as but not limited to;
    - i. Lease agreements with the Students' Union
    - ii. Operating Agreements with the Students' Union
    - iii. Loan agreements with the Student's Union
  - d. Evidence that they are fulfilling their mandate as described under this bylaw such as
    - i. An annual report
    - ii. A strategic plan
    - iii. Minutes from an Annual General Meeting ; and
    - e. Evidence that they are communicating their value to students such as but not limited to;
      - i. Social media reports
      - ii. Usage rates of the DFU's service
    - f. Such other information as may be required by the Finance Committee to determine whether it is fulfilling its mandate under this bylaw.
3. Budgeted Fee Unit funds not spent in their entirety shall remain available in future year(s) for related purchases as originally deemed.
4. Reserve funds carried over shall be accurately and openly presented on the audited financial statements.
5. Operational Dedicated Fee Units must have their yearly audited financial statements, and board meeting minutes posted publicly online

There is room for greater connection between the SU staff and Council by having managers periodically attend Finance Committee to explain what they're doing and answer questions. This is something that could be implemented in the 2019/20 year.

## Final Word of Advice

Plan the year holistically then try to stay with it. DFUs take a lot to coordinate with.

April 7th, 2019

RE: Policy Committee Chair's Report

Dear Students' Council,

This report includes an overview of policy committees' work completed over the winter semester. Our last meeting was held on April 2nd, 2019. Over the course of the winter semester, we held 5 meetings (compared to 8 over the summer and 7 in the fall semester). With the presentation of the EDI as well as the Assessment and Grading Policy for second reading at this council meeting, the policy committee has almost finished its mandate. The renewed Indigenous Policy (previously Truth and Reconciliation Policy), has been brought to a first reading status and will be ready to be covered by the next policy committee in May 2019. I'll now summarize our activities and motions below.

### **Policy Committee's Activities during the Summer Semester**

- Policy Breakdown
  - 10 policies were completely renewed
    - Residence (carried forward from 2017/18)
    - Internationalization (carried forward from 2017/18, however, was not up for renewal)
    - Capital Projects
    - Students in Governance
    - Quality Instruction
    - Experiential Learning
    - Engagement
    - Campus St. Jean - formerly Linguistic Accessibility (carried forward from 2017/18)
    - Student Employment
    - Food (carried forward from 2017/18)
  - 1 new policy was introduced and passed
    - Non-partisan
  - 2 policies passed first reading and are now on second reading
    - Assessment and Grading, - was not originally captured in the initial scan of policy work this year, was flagged in February and fast-tracked
    - EDI (Equity Diversity and Inclusivity) - formerly Gender
  - 1 policy was brought to the first reading ready status
    - Indigenous - formerly the Truth and Reconciliation. A vast amount of work was undertaken collaboratively with ARRC to facilitate this policy renewal process. Thank you to all those involved so far with the renewal of this policy. Moving forward, next year's policy committee and ARRC will work on this policy based on the understanding outlined in the ARRC + PC Joint Meeting on the Monday, July 30th, 2018.

A big thank you to everyone who has been involved with this committee over the past year. Members of the committee have done a superb job of working on the larger than normal workload of this committee (in all 14 policies). To my understanding next years committee has only 6 policies to renew (plus the Indigenous Policy), so it will be exciting to see the additional policies they'll have time to create or further review.

Following this is the summary of committee decisions, recommendations, and motions (but, like last time, I'll conclude here since that's all governance gobbledygook). Please let me know if you have questions and reach out to me at [raitz@ualberta.ca](mailto:raitz@ualberta.ca) !

Stephen Raitz  
UASU Arts Councillor  
Policy Committee Chair

### Summary of decision, recommendations, and motions

ITEM	MOTION	RESULT	VOTES
<b>Motions - Jan 15 - Fifteenth Meeting</b>			
<b>2018-15/1b</b>	BHATNAGAR/BROWN MOVED to add items 2018-15/3c and 2018-15/3d and carry the agenda as amended.	CARRIED	7/0/1
<b>2018-15/1c</b>	BHATNAGAR/BILAK MOVED to approve the minutes of PC-2018-14-M.	CARRIED	7/0/1
<b>2018-15/3a</b>	RAITZ/BROWN MOVED to approve First Reading of the Engagement Political Policy.	CARRIED	8/0/0
<b>2018-15/3b</b>	BILAK/BHATNAGAR MOVED to approve the Second Reading of the Experiential Learning Political Policy.	CARRIED	8/0/0
<b>2018-15/3c</b>	BHATNAGAR/BOURGEOIS MOVED to approve second readings of the Students in Governance Political Policy.	CARRIED	7/0/0
<b>2018-15/3d</b>	BHATNAGAR/CUTARM MOVED to approve second readings of the Quality Instruction Political Policy.	CARRIED	8/0/0
<b>Motions - Jan 29 - Sixteenth Meeting</b>			
<b>2018-16/1b</b>	BROWN/BOURGEOIS MOVED to amend and approve the agenda with the addition of item 2018-16/3b.	CARRIED	8/0/0
<b>2018-16/1c</b>	LEY/BROWN MOVED to approve the minutes of PC-2018-16-M	CARRIED	7/0/1
<b>2018-16/3a</b>	LEY/BHATNAGAR MOVED to approve the First Reading of the Food Policy.	CARRIED	8/0/0
<b>2018-16/3b</b>	BROWN/BOURGEOIS MOVED to approve the First Reading to the Student Employment Policy.	CARRIED	8/0/0

<b>Motions - Feb 12 - Seventeenth Meeting</b>			
<b>2018-17/1b</b>	BROWN/BOURGEOIS MOVED to amend the agenda by adding items 2018-17/3b and 2018-17/3d.	CARRIED	7/0/0
<b>2018-17/1b</b>	BOURGEOIS/BROWN MOVED to amend the agenda by adding item 2018-17/3c	CARRIED	7/0/0
<b>2018-17/1b</b>	RAITZ/BILAK MOVED to amend the agenda by adding item 2018-17/2a.	CARRIED	7/0/0
<b>2018-17/1b</b>	RAITZ/BILAK MOVED to approve the agenda as amended.	CARRIED	7/0/0
<b>2018-17/1c</b>	BROWN/LEY MOVED to approve the minutes of PC-2018-16-M	CARRIED	7/0/0
<b>2018-17/3a</b>	RAITZ/BOURGEOIS MOVES to approve the Second Reading of the Engagement Political Policy.	CARRIED	7/0/0
<b>2018-17/3b</b>	BROWN/LEY MOVED to approve the First Reading of the Campus Saint-Jean Policy.	CARRIED	7/0/0
<b>2018-17/3b</b>	BROWN/BOURGEOIS MOVED to approve the Second Reading to Student Employment Policy.	CARRIED	7/0/0
<b>Motions - Mar 12 - Eighteenth Meeting</b>			
<b>2018-18/1b</b>	LEY/BROWN MOVED to amend and approve the agenda with the addition of item	CARRIED	4/0/0
<b>2018-18/1c</b>	RAITZ MOVED to approve the minutes of PC-2018-18-A.	CARRIED	3/0/1
<b>2018-18/3a</b>	LEY/BROWN MOVED to approve Second Reading of the Food Policy.	CARRIED	4/0/0
<b>2018-18/3b</b>	LEY MOVED that Resolution 1 read “the Students’ Union shall recognise a continuing legitimacy”	CARRIED	Friendly
<b>2018-18/3b</b>	BROWN/LEY MOVED to approve the Second Reading of the Campus Saint-Jean Policy.	CARRIED	4/0/0
<b>Motions - Mar 19 - Nineteenth Meeting</b>			
<b>2018-18/1b</b>	BILAK/MOGALE MOVED to approve the agenda	CARRIED	6/0/0
<b>2018-18/1c</b>	BHATNAGAR/BILAK MOVED to approve the minutes of PC-2018-18-M.	CARRIED	5/0/1
<b>2018-18/3a</b>	BHATNAGAR/LEY MOVED to approve the First Reading of the Assessment and Grading Policy	CARRIED	6/0/0
<b>2018-18/3a</b>	RAITZ MOVED to remove Resolution 25.	CARRIED	Friendly
<b>2018-18/3a</b>	RAITZ MOVED that Resolution 11 read “The Students’ Union shall continue to advocate for sustained support and	CARRIED	Friendly

	funding of programs that promote the involvement of members of the communities who are underrepresented in student governance as indicated by ongoing research focused on equity, diversity, and inclusivity”		
<b>2018-18/3a</b>	MOGALE MOVED to approve the First Reading of the Equity, Diversity, and Inclusivity Policy.	CARRIED	6/0/0
<b>Motions - Apr 2 - Twentieth Meeting</b>			
<b>Meeting minutes not presently available</b>			
To summate, we moved to approve the second reading of the Equity, Diversity, and Inclusivity Policy as well as the Assessment and Grading Policy.			



# STUDENTCARE & THE SU H&D PLAN



PRESENTED BY COLTEN YAMAGISHI

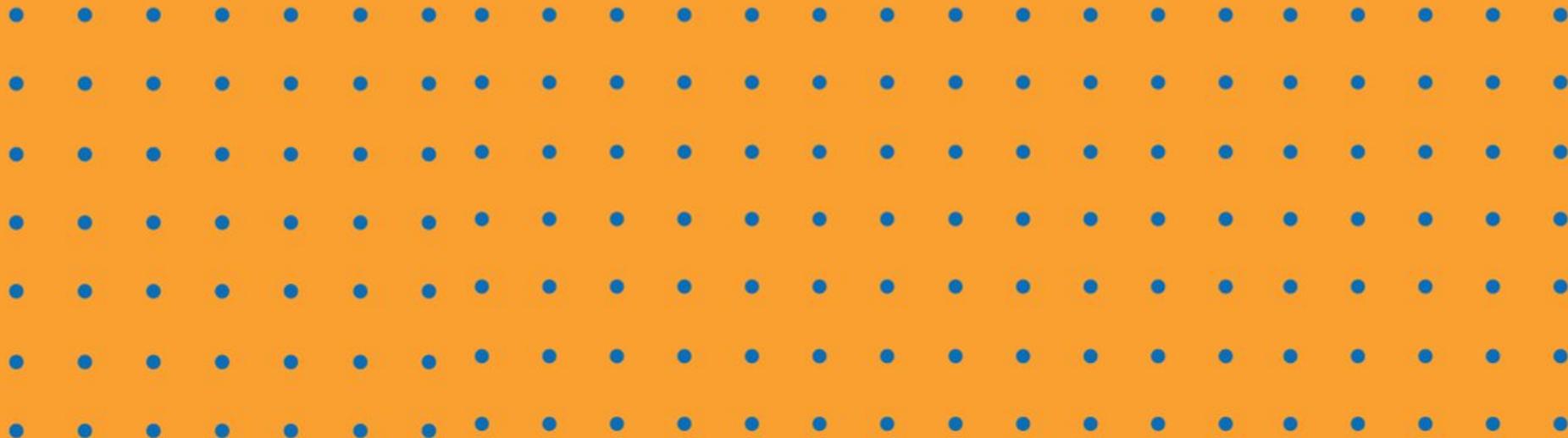


# AGENDA

- ◆ 1. Our Story
  - ◆ 2. Our Relationship
  - ◆ 3. Our Services
    - ◆ A. Member Services
    - ◆ B. Communications
    - ◆ C. Reporting
    - ◆ D. Networks
  - ◆ 4. Looking Forward
- 

# OUR STORY

1



Changing the  
Face of  
Student  
Health

For Students  
With Students  
By Students

From Startup  
to Market  
Leader

# YOUR STUDENTCARE SUPPORT TEAM



**Kristin Foster**

Director, Partnership & Development



**Del Pereira**

Director, Partnership & Development



**Sophia Haque**

Director, Partnership & Development



**Lev Bukhman**  
President & CEO



**Alex Golovko**

Program Manager



**Bahareh Jokar**

Program Manager



**Azim Wazeer**

Program Manager



**Kirsten Le Moyne**

Chief Privacy Officer  
Director, Data & Integration



**Diana Alves**

Director, Marketing



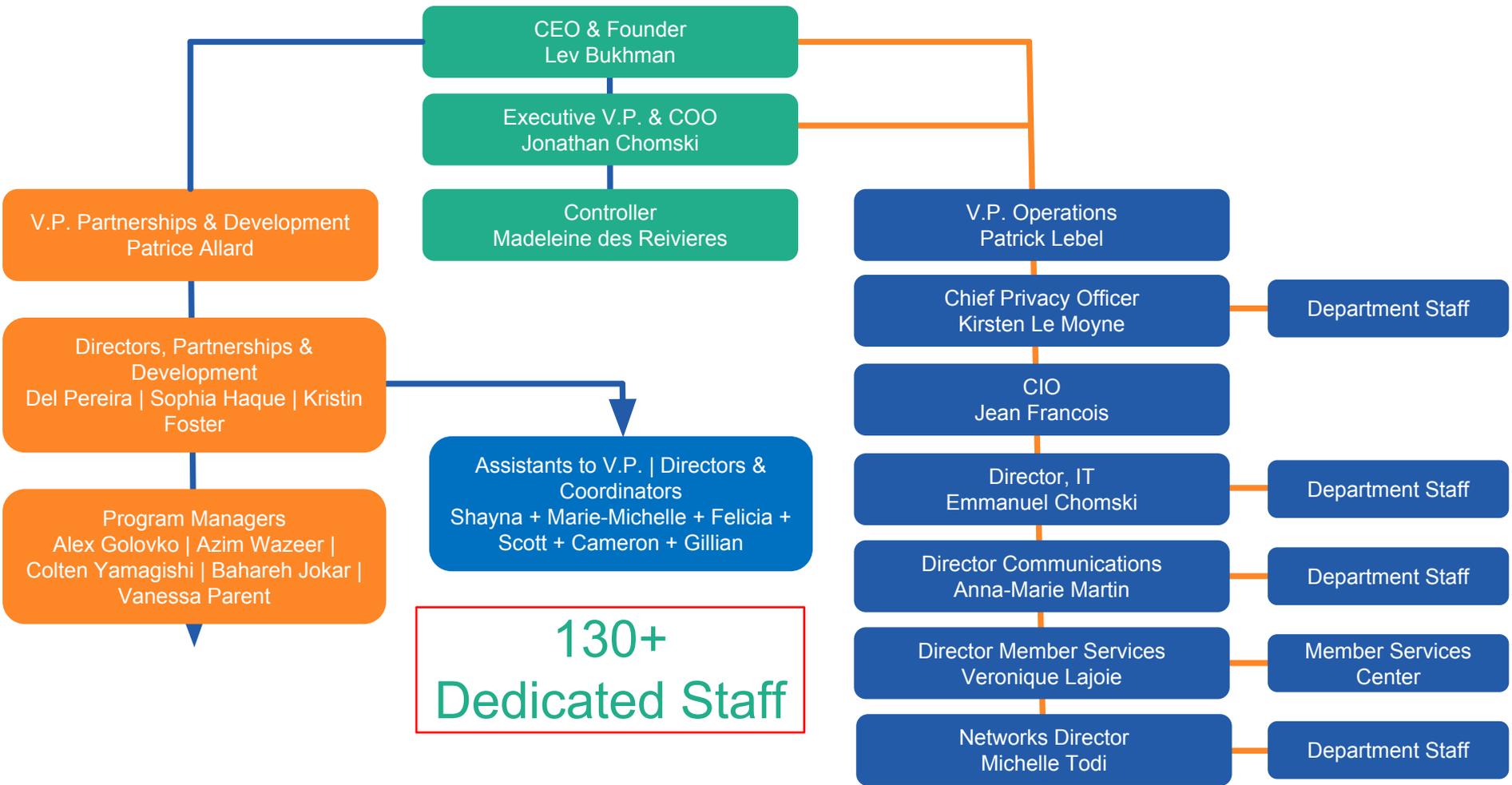
**Colten Yamagishi**

Program Manager



**Vanessa Parent**

Program Manager



130+  
Dedicated Staff

# Studentcare: Quick Facts



Years  
Experience

Founded in 1996, we are the **leading provider** of student health plan in Canada.



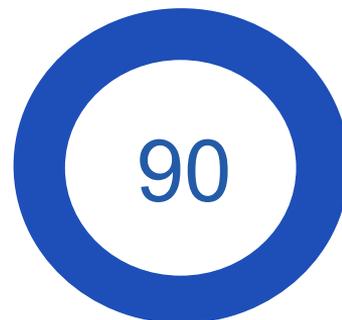
Partner  
Institutions

We are well respected amongst your peers. We partner with **75 institutions** & **90 associations** across Canada.



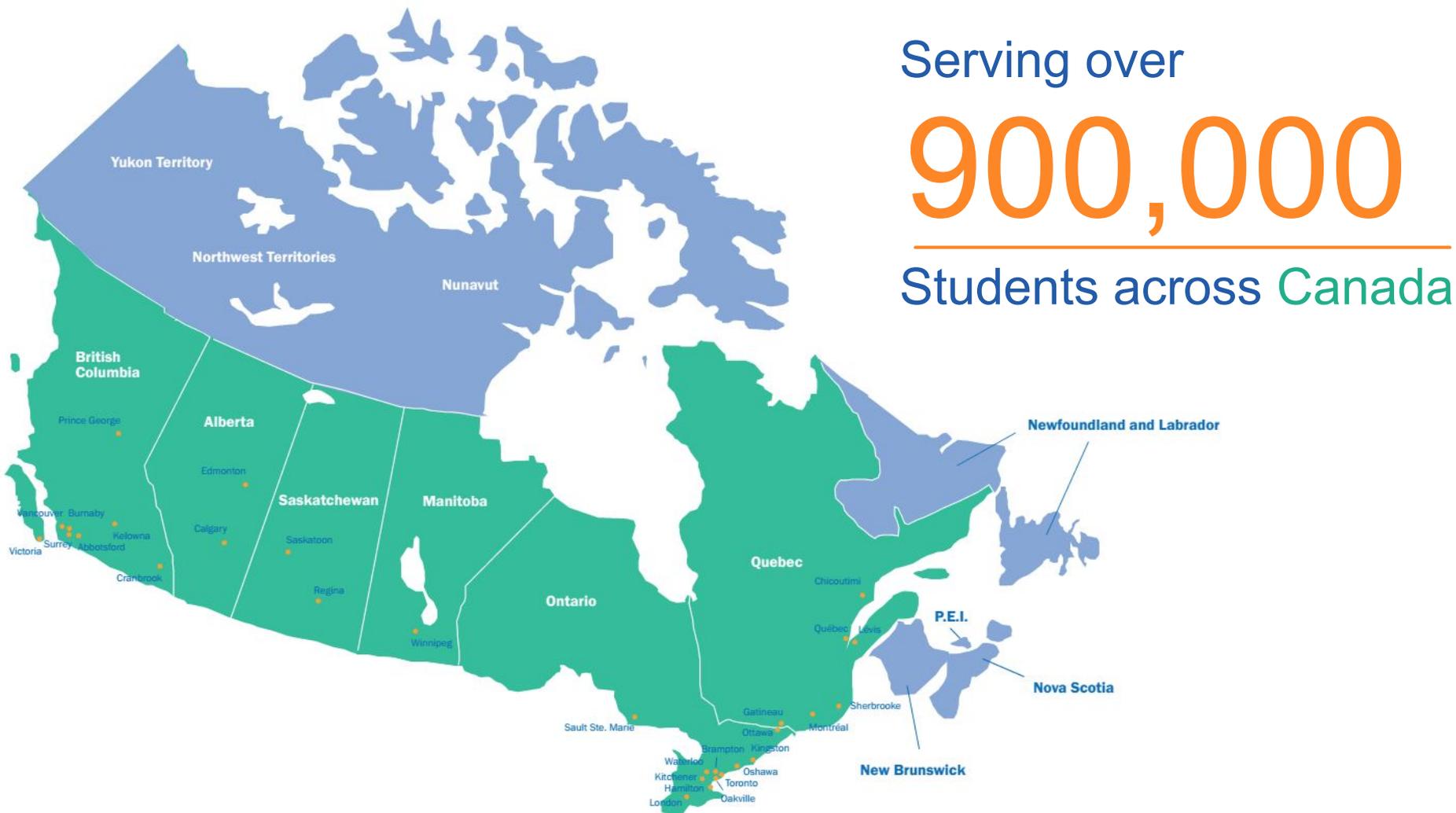
Network  
Savings

We saved our members **\$15 Million Dollars** annually through our exclusive network.



Partner  
Associations

We continued to be a trusted partner. Over **100,000+** new members joined Studentcare in 2016-2017 alone.



## Experience

Understanding  
Student Specific  
Issues

## Track Record

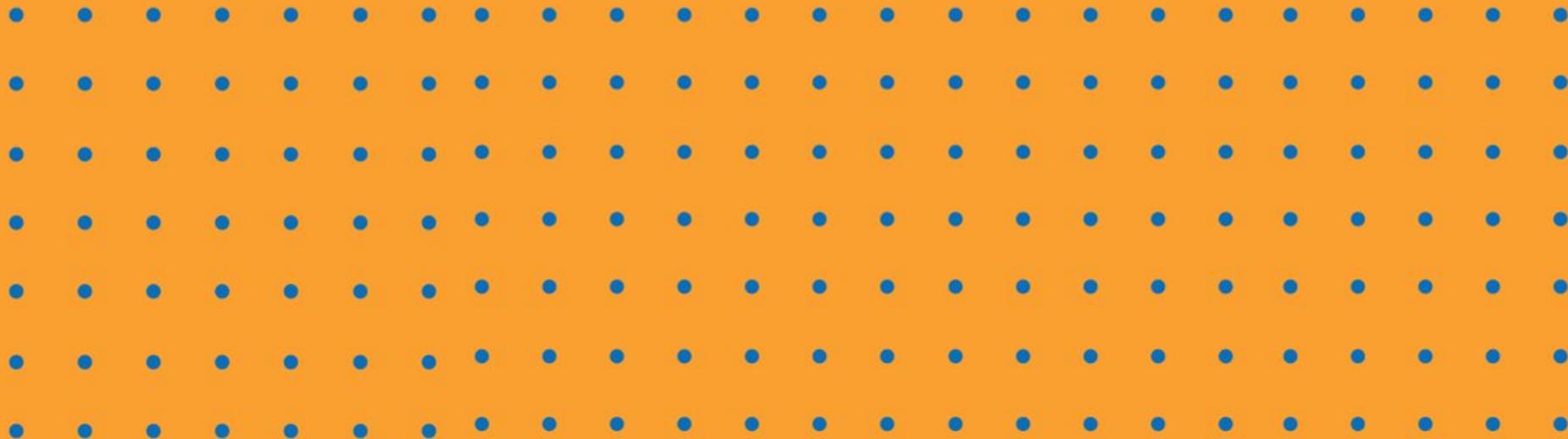
Supporting  
Initiatives  
(ASLS, Antifreeze)

## Results

The Preferred  
Choice for Student  
Associations  
Across Canada

# OUR RELATIONSHIP

2



**2009**

Plan Launch: 1st Universal Opt-Out in Western Canada

---

**2012**

Insurer Marketing Process saves students over \$1 million

---

**2014**

Studentcare contributes to SUB Renovation and Bill Smith Room

---

**2015**

Studentcare and the SU partner to increase Mental Health Coverage

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**2016**

Increase of Dental Network Discount from 20% to 30%

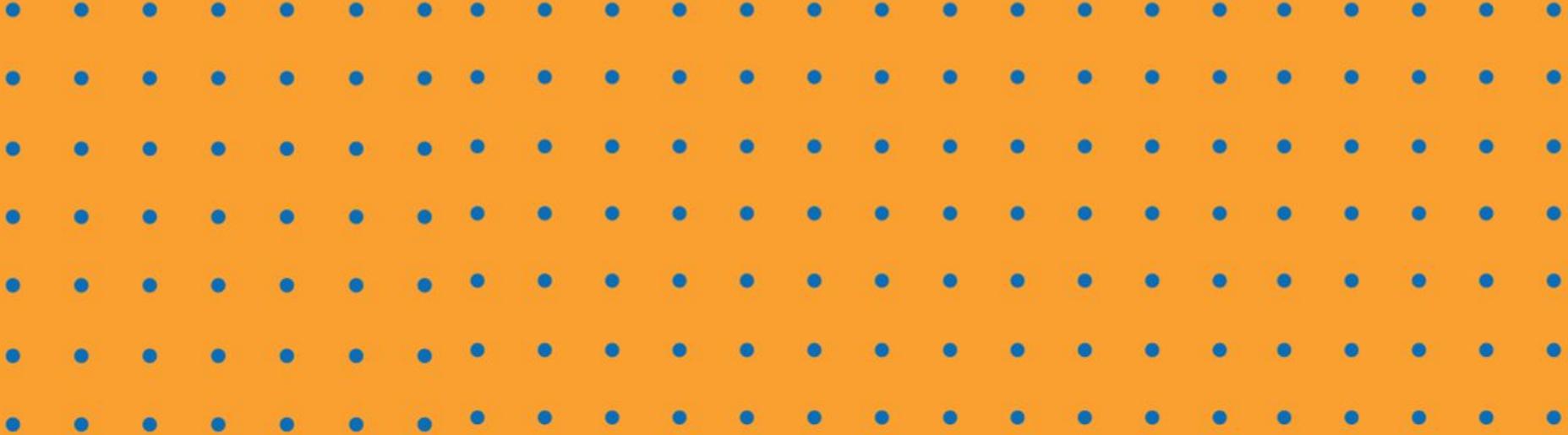
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**2017**

Studentcare becomes title sponsor of Alberta Student Leadership Summit

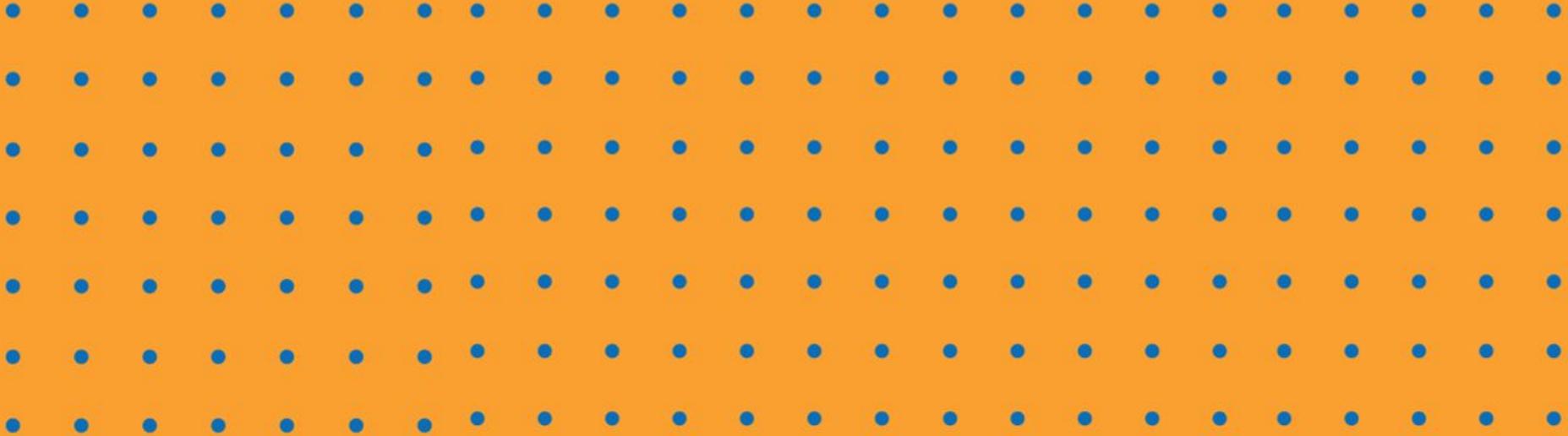
# OUR SERVICES

3



# MEMBER SERVICES

3A



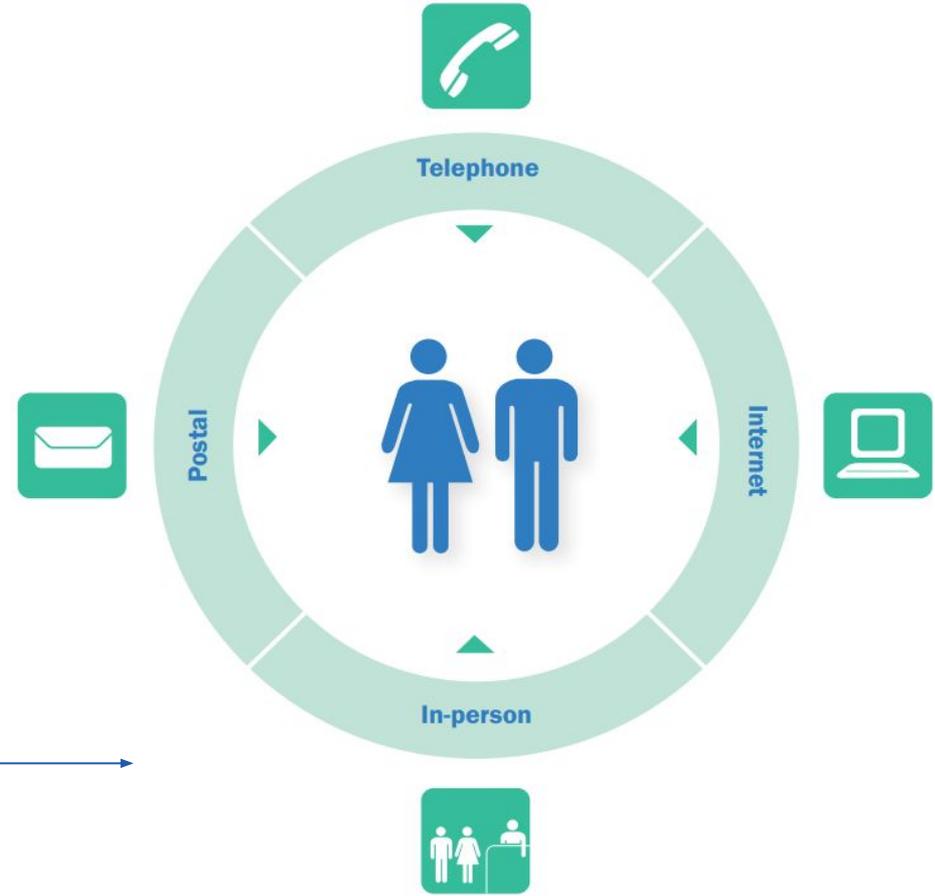


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We manage the  
Health and Dental Plan  
Student Experience



Serving **SU**  
**members** in the  
medium of their  
choice



# A Seamless Service Experience



**MEMBER SERVICES CENTRE** – Open 9am-5pm to address student questions and concerns



**INTEGRATED SOLUTIONS** – CRM system helps track all interactions with students



**REAL-TIME OPT-OUT & ENROLMENT** – Available during the change-of-coverage period

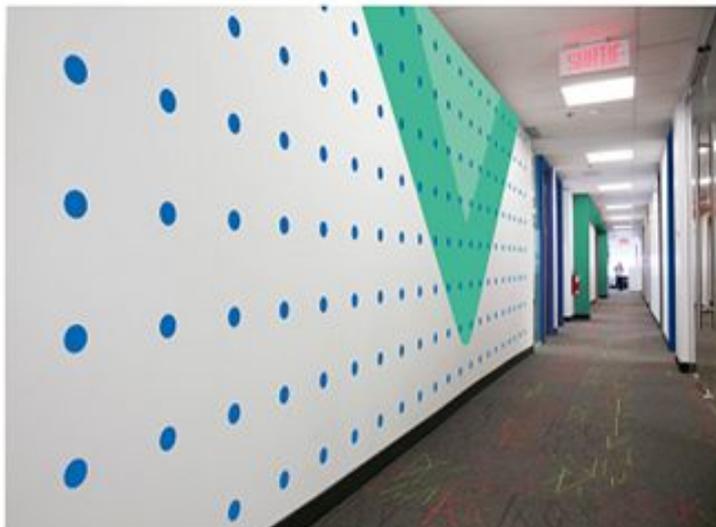


**MOBILE APP** – Easy claiming & Plan information



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Only provider to have a  
Dedicated Call Centre  
With customized service for  
SU Members



# Fully INTEGRATED SAGE CRM System

- ✓ All **interactions**, regardless of source, are logged. This includes phone calls, emails, live chats, etc.
- ✓ Cases are **automatically assigned** to the individual student's file, which permits seamless integration of service platforms.
- ✓ Each interaction generates a new **open case**, or **resets the case marker** and reopens an existing case if the inquiry is relevant to a previous inquiry.



## Privacy & Data Protection

- Only provider reviewed positively by Provincial Privacy Commissioners
- All data encrypted and stored in on-site servers at our Montreal office

Over **130,000**  
claims processed  
through the  
**Studentcare app**

## DOWNLOAD THE APP

Search **studentcare mobile**  
to download now!



[mobile.studentcare.ca](https://mobile.studentcare.ca)



## MAIN FEATURES

### Quick Claiming & Reimbursement

Take pictures of your receipts, submit your claim, have your claim quickly processed, and receive a refund by direct deposit.



### Claim History

Never wonder about past claims or reimbursement details again. Your personal history is located in one handy, secure place.



### Coverage

Access a quick summary of your Plan's coverage.



### Electronic Pay-Direct Card

Use the electronic Pay-Direct Card when visiting a pharmacist or health practitioner that offers the pay-direct service; the pharmacist or health practitioner will be able to process your claim automatically.



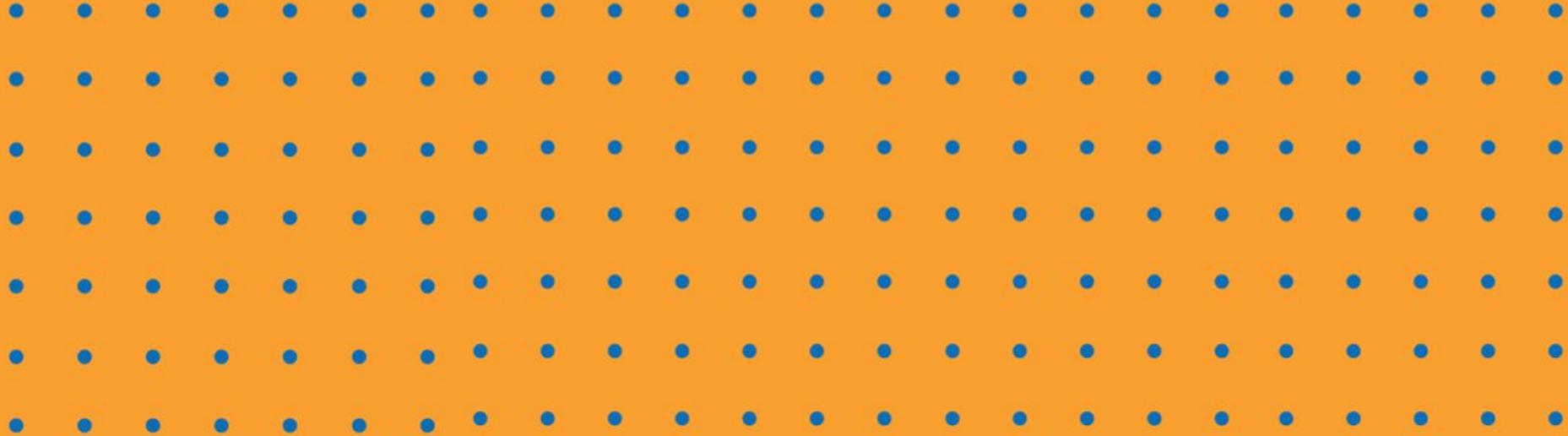
### Travel Emergency

Don't worry about misplacing or forgetting your emergency travel contact information while abroad. This app stores it for you!

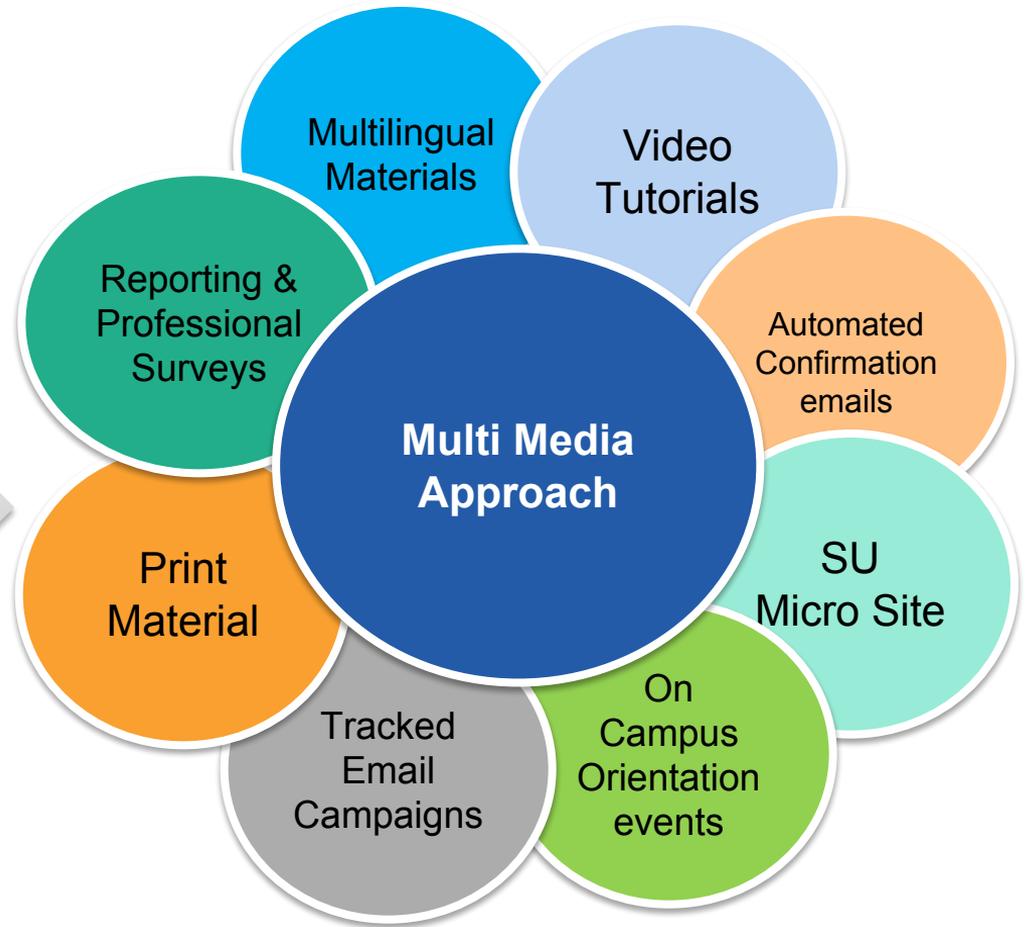


# COMMUNICATIONS

3B



# In-House Communications Team



**DOWNLOAD THE APP**  
Search *studentcare mobile* to download now!

Available on the **App Store**

Available on **Google Play**

- Vaccinations
- Psychologists
- Physiotherapists and more...

#### Dental Benefits

- Checkups
- Cleanings
- Fillings
- Root canals
- Extractions and more...

#### Network Advantage

Get additional savings when visiting Dental, Vision, Physiotherapy, Chiropractic, and Physical Therapy Network members.

#### WHO'S COVERED?

All undergraduate students registered for more than 3 credits for the applicable semester(s) and paying tuition fees at either the Canadian or Quebec rates are automatically covered.

**NON-QUEBEC RESIDENTS:** Details this section and use this card in conjunction with your student ID card to claim for prescription drugs covered by your Plan.

Visit [studentcare.ca](http://studentcare.ca) for a complete list of benefits

- Eyeglasses and contact lenses
- Laser eye surgery and more...

#### ADD ONE DEPENDENT

**+\$1 \$24**  
\*Family enrolment of 1 member sponsored via COVERED BY

#### CHANGE-OF-ADDRESS

Opt outs and for Fall semester SEPT. 6 - 23

**NON-QUEBEC RESIDENTS:** Details this section and use this card in conjunction with your student ID card to claim for prescription drugs covered by your Plan.

#### STUDENTCARE

**CONCORDIA UNIVERSITY**  
CSI HEALTH & DENTAL PLAN

Center: 12 Group Number: Q1102

Studentcare: 2200 McGill College Avenue Suite 2200 Montreal, QC H3B 4G7 Tel: (514) 789-8790 Toll-Free: 1 866 795-4437

#### STUDENTCARE

Student's Name (Please PRINT): \_\_\_\_\_

Student's Signature: \_\_\_\_\_

**NATIONAL HEALTHCARE PROFESSIONAL NETWORKS**  
THERE ARE OVER 2,000 PROFESSIONALS ACROSS CANADA

TAKE ADVANTAGE OF EXCLUSIVE OFFERS IN YOUR AREA

Map area 02016 Quebec

Make the most out of it

# HEALTH & DENTAL PLAN

**HEALTH**

Prescription Drugs  
Dental  
Vision  
Chiropractic  
Physiotherapy  
Psychology

**VISION**

Prescription Drugs  
Dental  
Health & Dental Plan

**TRAVEL**

Prescription Drugs  
Dental  
Health & Dental Plan

**DENTAL**

Prescription Drugs  
Health & Dental Plan

For a complete list of benefits, visit [studentcare.ca](http://studentcare.ca)

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#### STUDENTCARE

Student's Name (Please PRINT): \_\_\_\_\_

Student's Signature: \_\_\_\_\_

## 发现您的新健康福利: UTSU旅行计划和意外身故和残疾

UTSU已针对本学年的下半年(2016年1月1日至9月31日)对保险覆盖范围进行了变更, 以此来参保人员就意外身故和残疾提供福利和保障。

### 新旅行计划: 安全旅行和保险

#### ALL YOU NEED TO KNOW ABOUT COVERAGE CHANGES

- WHAT IF I'M ALREADY COVERED?**
- 3 reasons to stick with your student Plan:**
- 1 Your group's insurance plan could stop covering you completely if you're a part-time student over 23 or a full-time student over 25.
  - 2 Travel plans don't offer coverage for evacuations, travel or return, but your Student Plan covers those benefits and far much more. Your Student Plan's travel coverage alone is a great deal.
  - 3 You can combine plans to maximize your overall coverage up to 300%.

#### FAMILY ENROLLMENTS

You can enroll your family (spouse and/or dependent children) each year for an additional fee, use and share your fee as a member of the Plan. Certain fee and someone couples are eligible. Visit [www.studentcare.ca](http://www.studentcare.ca) for more details.

**+1 ADD ONE DEPENDENT FOR \$285.00 FOR FULL-YEAR COVERAGE**

**∞ ADD UNLIMITED DEPENDENTS FOR \$570.00 FOR FULL-YEAR COVERAGE**

\*Monthly enrollment fees for coverage from Aug. 1, Aug. 31, 2017 plus your Student Plan health and dental coverage from Aug. 1 - Aug. 31, 2017 (for non-Quebec residents)

#### HEALTH & D

#### HEALTH - MORE T

#### OPTING OUT

- 1 Use this secure online opt-out processing system at [www.studentcare.ca](http://www.studentcare.ca)
- 2 Upload proof of your alternative health and dental coverage from a copy of your benefits card or a letter from your insurance provider or an employer
- 3 Receive a full refund for the amount of the Plan shortly after the Change-of-Coverage Form

#### WHEN CAN I CHANGE MY COVERAGE?

Full Term enrollments and opt-outs: **Aug. 30 - SEPT. 23, 2016**

Short Term enrollments and opt-outs for new students only: **JAN. 4 - 25, 2017**

Spring Term enrollments and opt-outs for new students only: **May 6 - 29, 2017**

#### PSYCHIATRY

#### PHYSICIAN SERVICES

#### 在紧急医疗事故中我应该做些什么?

在寻求医疗处理之前使用免费电话 1866 601-2583 或致电 电话 0-204-775-2583 联系支持中心, 这样他们就能了解您的情况, 帮助您在您的区域内找到一家合适的医疗处理提供者, 并建立一个医疗案件并监控的情况。

转发紧急医疗事故的实时无法联系到支持中心, 请立即在最近的医疗机构寻求医疗处理, 并尽快让您的旅行同伴或医疗机构工作人员代表您联系支持中心。

在您来电时, 支持中心将要求您提供基本信息, 包括您的姓名、团体保险号码 (97180)、您的紧急医疗事故的性质

#### THE EASE OF CLAIMING AT YOUR FINGERTIPS

#### QUICK CLAIMING & REIMBURSEMENT

#### Five Easy Steps:

- 1 CREATE A PROFILE.
- 2 TAKE A PICTURE OF YOUR RECEIPT WITH YOUR DEVICE.
- 3 SEND IT TO YOUR INSURER VIA THE APPLICATION.
- 4 WAIT FOR YOUR CLAIM TO BE QUICKLY PROCESSED.
- 5 RECEIVE A REFUND BY DIRECT DEPOSIT.

#### SAVE MORE MONEY!

Your Plan Coverage is now covered for the insured portion of your Plan regardless of the health provider you use (shows)

By using the Studentcare Network. By choosing a Network provider, you'll save additional savings.

70% 30% 100% 100%

#### EXCLUSIVE SAVINGS FROM NETWORK PARTNERS

#### LAKE & LAK

\$50 OFF SEE US ON STANDARD LAKE

\$200 OFF SEE US ON ADVANCED CROWN

clearly

UP TO 20% OFF ON ADVANCED CONTACT LENSES

NEW! 20% OFF ON CONTACT LENSES

AND MORE!

RECALL NEW! UP TO 20% OFF ON ADVANCED CONTACT LENSES

RECALL NEW! UP TO 20% OFF ON ADVANCED CONTACT LENSES

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RECALL NEW! UP TO 20% OFF ON ADVANCED CONTACT LENSES

#### STUDENTCARE

2016-2017

#### YOUR SSU STUDENT PLAN

Enjoy it while

#### SSU

STUDENTCARE

Fair PharmaCare

CHAT NOW!

LIVE CHAT

ONE **CLICK** NAVIGATION

**EASY** Access to Locate Network Practitioners

**CLAIMING** MADE EASY

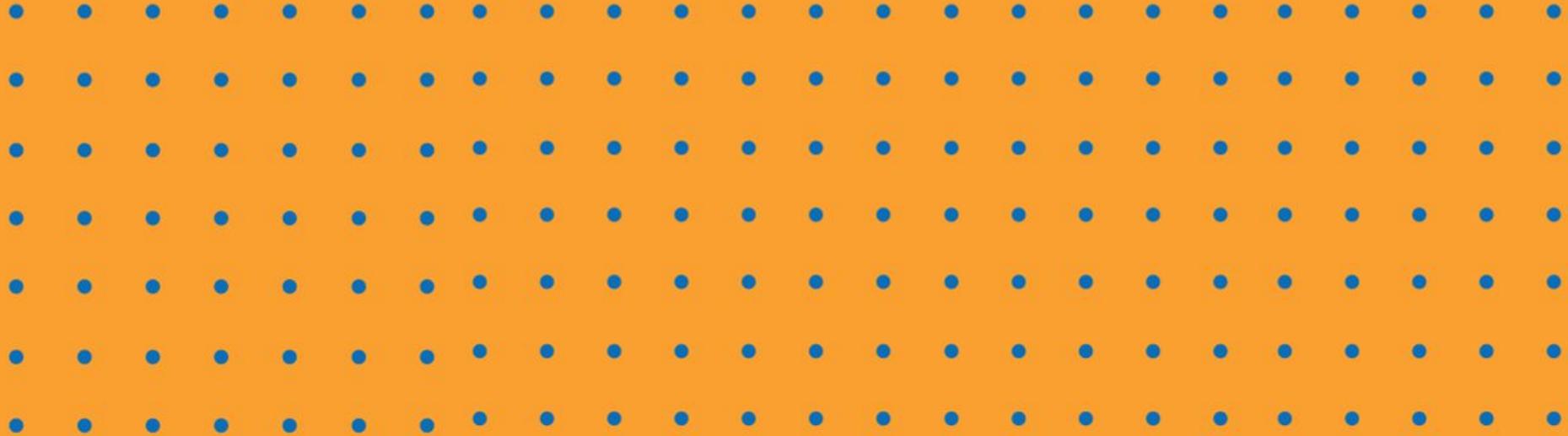
**Live Online** Opt-Out

**ALL** DOCUMENTS IN ONE PLACE

**RICH MEDIA**

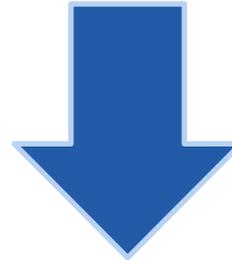
VIDEO TUTORIALS TO GUIDE STUDENTS

# REPORTING & CONSULTING



# Reporting & Surveys

- Accurate & transparent
  - Macro-level analysis of healthcare trends
- Ability to forecast and set long-term direction using student feedback
- Provides an evaluation of our student services and communications



**ACCOUNTABILITY**

# Studentcare National Mental Health Survey

---

“More counselling hours, more advertising of resources.”

**SURVEY REPORT**  
SURVEY ON THE STIGMATIZATION OF MENTAL  
ILLNESS IN THE STUDENT COMMUNITY

MAR - 2016



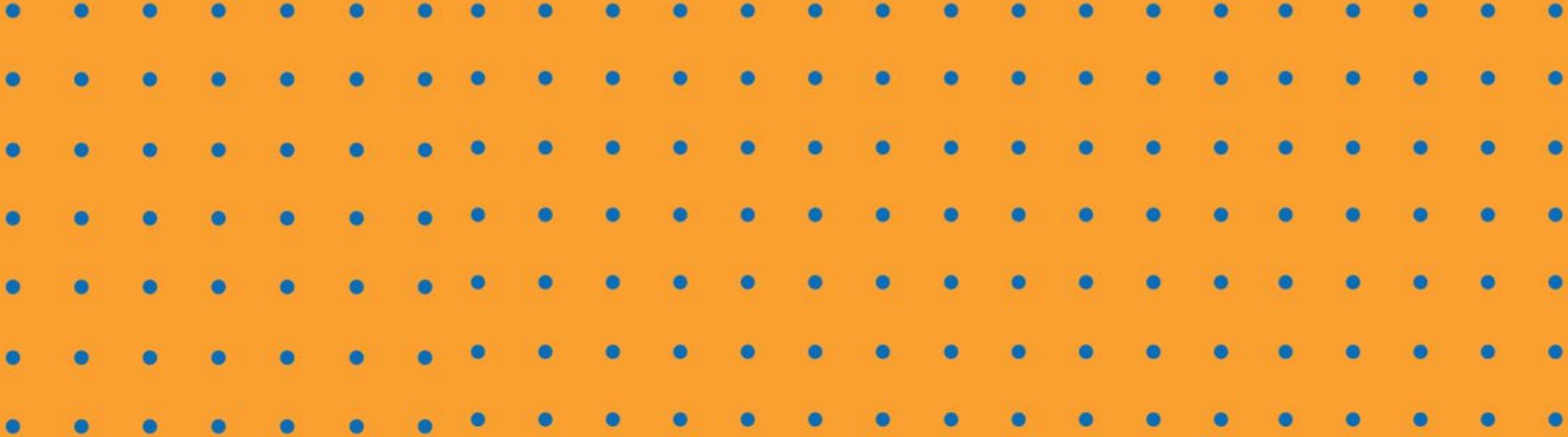
“More qualified counsellors”

“More advertising throughout the year”

“Increased peer acceptance of those who need support”

# NETWORKS

3D



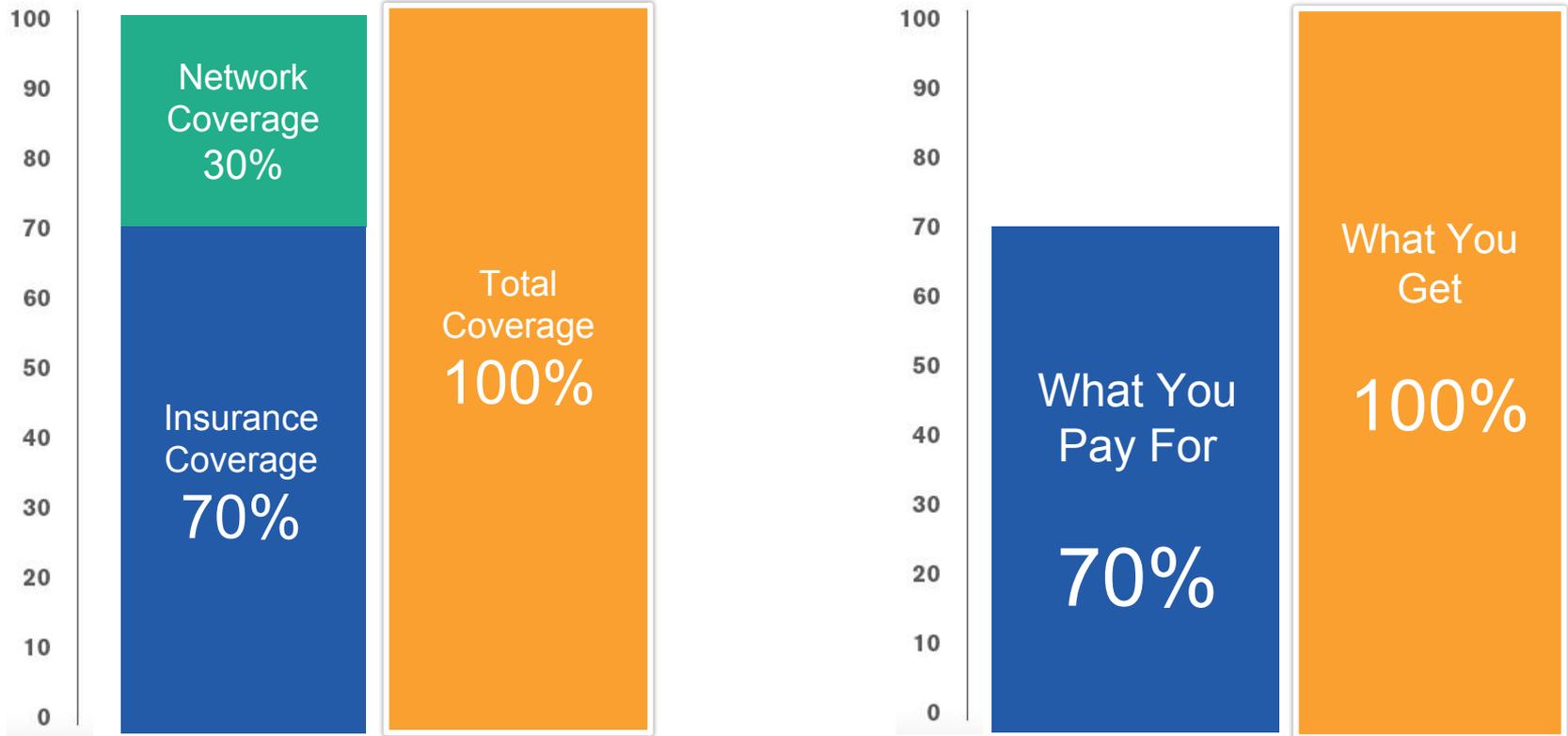


# NETWORKS - SAVING STUDENTS MONEY

- We **PIONEERED** this concept for student Health & Dental Plans
- Proprietary Program, with informed practitioners
- **4,000** across Canada, \$15 million in annual savings nationwide



# Dental Network in Action: Preventative Services



# Pharmacy Network



## REXALL'S EXCLUSIVE SAVINGS FOR STUDENTS

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**10%  
off**

**10% off your prescription drug costs (up to a maximum of \$40)**

Simply present a copy of your Pay-Direct Card to your Rexall pharmacy and your pharmacist will process your claim immediately.

**20%  
off**

**20% off on regularly priced Rexall brand products**

Includes Be Better, KIT, Nosh & Co., Rose & Robin, and Savvy Home, when you present your Rexall Exclusive Savings Card and your valid Student ID card at time of purchase.\*

# Our **EXCLUSIVE** Psychology Network

in partnership with  **PSYVITALITI**

## Access a **PSYCHOLOGIST ONLINE**

with the new  Studentcare Psychology Network

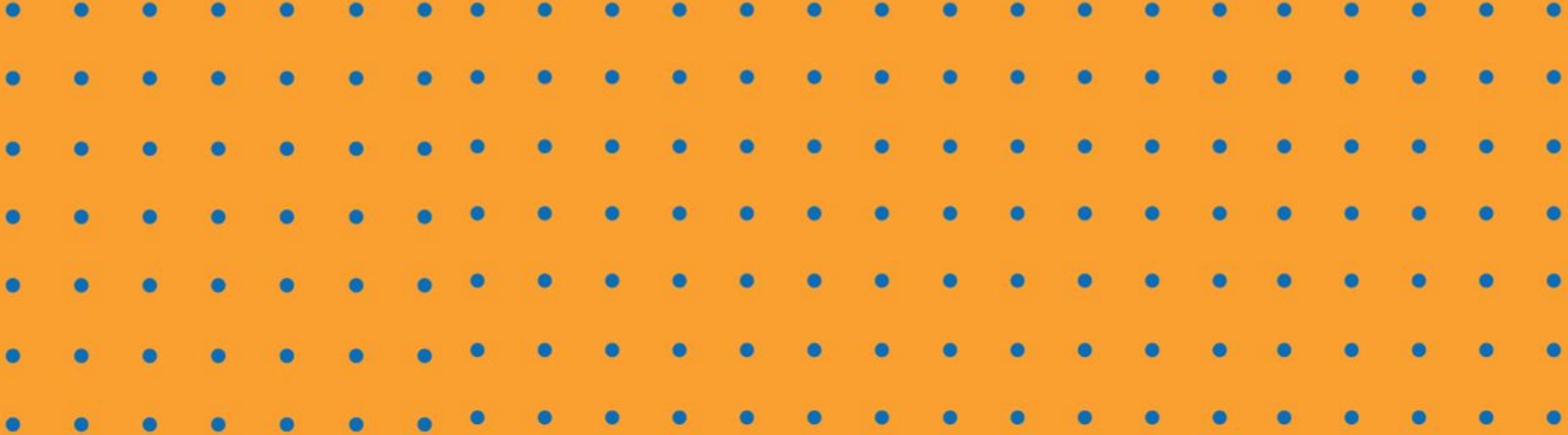
See a licensed psychologist online with PsyVitaliti. You can connect from the comfort of your own home via secure video conferencing on your computer, smartphone or tablet.

[Get started](#)



# LOOKING FORWARD

4





# EMPOWER ME

BY STUDENTCARE

24/7 accessible, confidential counselling services to empower students to thrive

# WHAT IS IT?

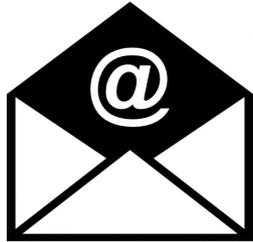
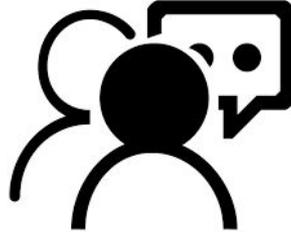
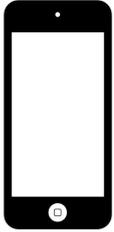
Offers psychological counselling and academic-life services on topics including:

- relationships • family care • pressure & stress
- depression & anxiety • financial • educational conflict
- nutrition • addictions

---

Designed to complement existing on and off campus resources and fill the gap during currently under-serviced times – ex. Evenings, weekends, & holidays. Provides opportunity for integration with campus resources.

# MULTIPLE CARE OPTIONS



- Students decide how they wish to seek support
- One format isn't encouraged over another unless there is a more clinically appropriate option (ex. substance abuse)

# MEDICAL MARIJUANA

- Studentcare, one of the first to negotiate coverage for this medication (covered by Waterloo since 2013)
- At the forefront of developing policies for Medical Marijuana as part of student health plans
- Experienced and customized case management
- Respectful and understanding process
- Compliance with all regulations, both federal and provincial



# Inclusive Employers Stand Out

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At Pride at Work Canada we believe that your sexual orientation, gender identity or gender expression shouldn't hold you back from getting a job or succeeding in the workplace. That's why we're proud to work with our 70 National and Regional partners that share our vision of a nation where LGBT Canadians can achieve their full potential at work.

Our partners maintain access to a unique range of benchmarking, training and employee engagement services that help support positive environments for LGBT workers and their allies. For information about how we can support your LGBT inclusion efforts visit [prideatwork.ca](http://prideatwork.ca) or email [info@prideatwork.ca](mailto:info@prideatwork.ca)

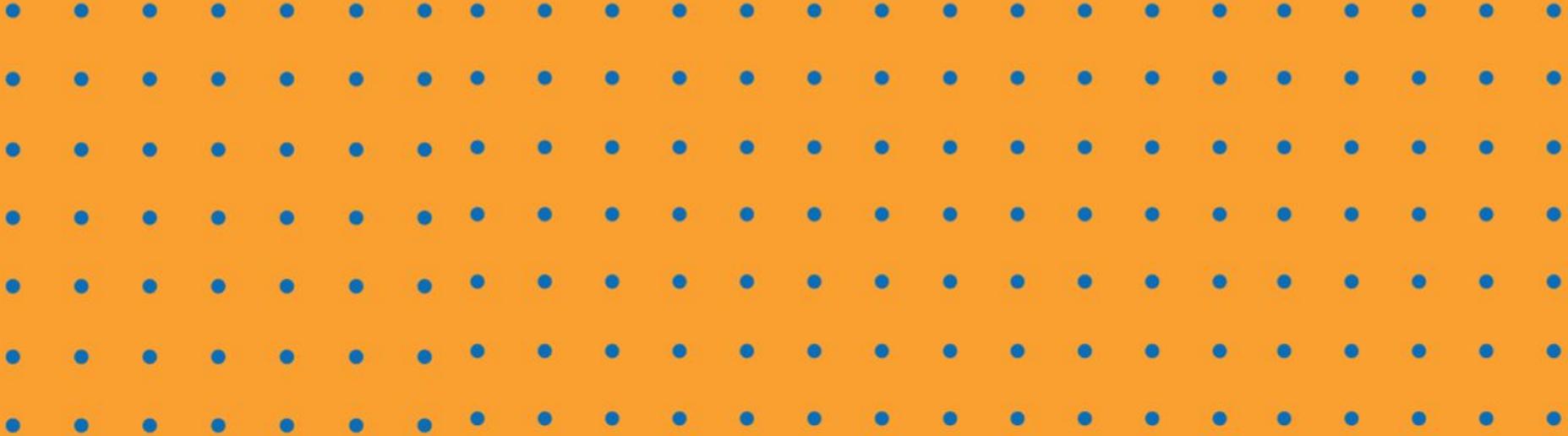
# LGBTQ+ INCLUSION

- Created a Coordinator of Social Strategies to oversee approach to workplace diversity and LGBTQ+ inclusion
- Introduced gender-neutral communications
- Internal system to track students' chosen names
- Recognized by Pride at Work, a non-profit organization that helps develop workplaces where LGBTQ+ employees feel safe, comfortable, and able to realize their full potential

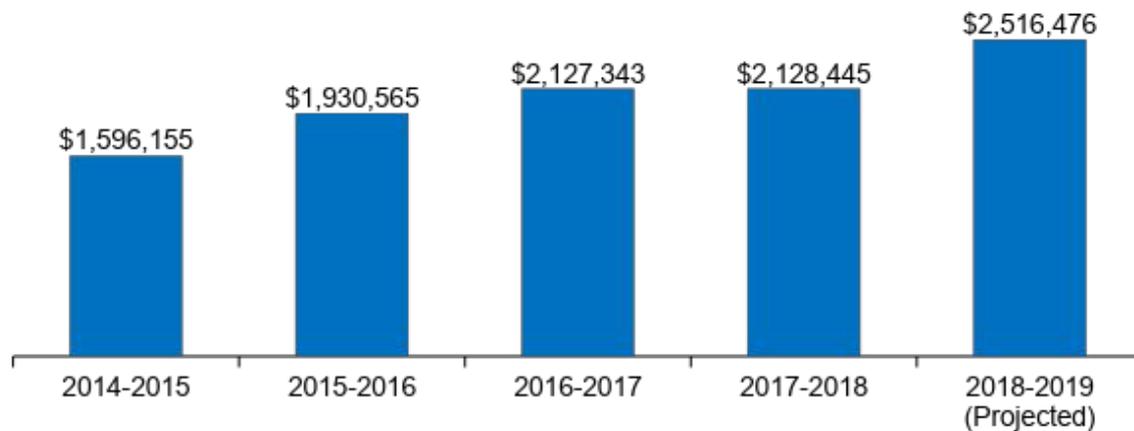


# CLAIMS

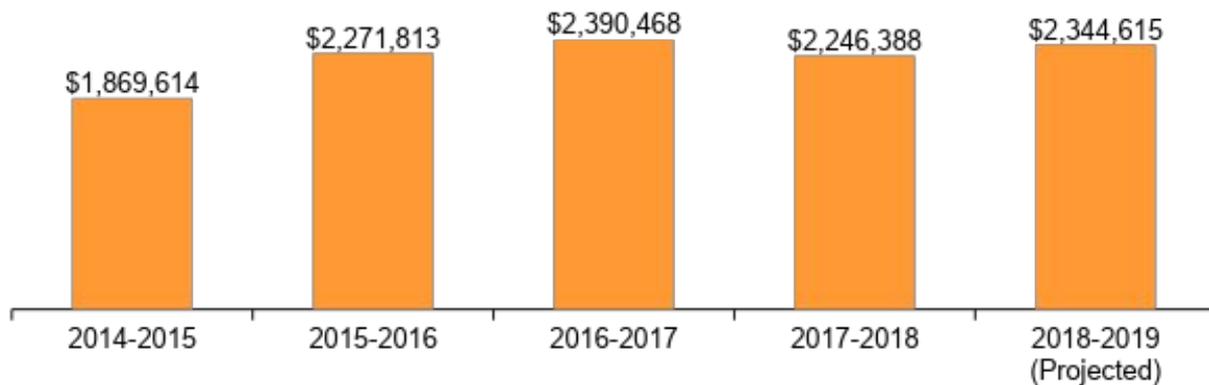
5



### Total Claims - Health



### Total Claims - Dental



## Per Capita Claims - Health



## Per Capita Claims - Dental



Plan Year	Plan Premium	Plan Fee
2018-19	\$288.49	\$283.70
2017-18	\$287.19	\$283.70
2016-17	\$252.96	\$257.95
2015-16	\$228.84	\$234.50
2014-15	\$227.40	\$234.50

**PLAN FEE ANALYSIS**

	<b>Health</b>	<b>Dental</b>	<b>Total</b>
Premium Guarantee (2019-2020)	\$131.99	\$156.50	\$288.49
University Admin Fee (0.25% of Plan Fee)	\$0.34	\$0.37	\$0.71
<b>Plan Cost (2019-2020)</b>	<b>\$132.33</b>	<b>\$156.87</b>	<b>\$289.20</b>
<b>Current Plan Fee (2018-2019)</b>	<b>\$136.50</b>	<b>\$147.20</b>	<b>\$283.70</b>
Difference between Plan Cost & Current Plan Fee	(\$4.17)	\$9.67	\$5.50
<b>% Difference</b>	<b>-3%</b>	<b>7%</b>	<b>2%</b>

	Health	Dental	Total
<b>Option 1) Plan Fees with 1% Increase</b>	\$137.87	\$148.67	\$286.54
<b>Plan Cost</b>	\$132.33	\$156.87	\$289.20
<b>Difference required from Reserve Fund per member</b>	\$5.53	-\$8.20	-\$2.66
<b>Option 2) Plan Fees with 2% Increase</b>	\$139.23	\$150.14	\$289.37
<b>Plan Cost</b>	\$132.33	\$156.87	\$289.20
<b>Difference contributed to Reserve Fund per member</b>	\$6.90	-\$6.72	\$0.17
<b>Option 3) Plan Fees with 3% Increase</b>	\$140.60	\$151.62	\$292.21
<b>Plan Cost</b>	\$132.33	\$156.87	\$289.20
<b>Difference contributed to Reserve Fund per member</b>	\$8.26	-\$5.25	\$3.01

# Questions & Comments



9 April 2019

Students' Council  
University of Alberta Students Union  
Students' Union Building, University of Alberta  
8900 114 Street NW  
Edmonton AB, T6G 2J7

RE: ARRC Chair's Report

Dear Students' Council:

In accordance with Section 9(5) of the Students' Council Standings Orders, the following report has been submitted, on time, to the University of Alberta Students' Union. As chair of the Aboriginal Relations and Reconciliation Committee (hereafter, "ARRC"), this report has also been reviewed and approved by members of the Committee pursuant to Section 10(5) of ARRC's Standing Orders.

As this will be my last Chair's Report of the year, I would like to thank everyone who has attended ARRC over the year.

## **1) Activities of the Aboriginal Relations and Reconciliation Committee**

### **Completed Projects**

#### **Aboriginal Relations and Reconciliation Committee Recommendations**

After over two years, I am proud to bring forward the recommendations from the Aboriginal Relations and Reconciliation Committee. These recommendations are the fruits of the labour of countless people, all dedicated to the Committee's vision of a, "welcoming campus, rooted in mutually-beneficial relationships that cultivate the sharing of diverse knowledges among and beyond the campus community."

These recommendations, which will last years to come, illustrates the Students' Union's commitment to better relations with Aboriginal students; as well as the commitment of Aboriginal student groups to foster better relations with the Students' Union. Together in partnership, the actualization of these recommendations will lead the Students' Union

(and possibly the University-at-large) into a new era of cooperation and relationship-building. It was a privilege to be a part of this journey and I thank you all for allowing me to grow as the Committee's chair.

In terms of logistics, these recommendations fulfil the reporting requirements of ARRC set out in section 8(3)(a) of the Committee's Standing Orders. The final report with the recommendations is item SC-2018.25.17., on the April 9, 2019 Students' Council Order Papers.

### **Specialist - FNMI Initiatives Position**

Although the recommendations had yet to be officially published, the Students' Union demonstrated its commitment to fulfilling them by creating the 'Specialist -FNMI Initiatives' position. This position, once filled, will be tasked with creating an Indigenous leadership program; similar to the Emerging Leaders Program and Stride. In addition to creating this brand new program, this position will also work with other departments of the SU, and ARRC, on topics regarding the Indigenous community on Campus.

At our March 27, 2019 meeting the Committee met in-camera to discuss the optics of the position. At this same meeting, I was nominated by ASC Vice President Ariyanna Callihoo to sit on the hiring board for this position. I am grateful for the opportunity and have gained valuable experience in my role on the board.

I would like to thank both Michaela Mann and Katie Allan for making the process so comfortable and walking me through the steps.

### **ARRC Transition Manual**

On March 27, 2019, Rebecca Taylor (Discover Governance Manager) sent me the ARRC Transition Manual. For the first time, ARRC will have a manual which described the Committee's processes and rules, thus being a great tool to onboard new Committee members. I would like to thank Rebecca and Discover Governance for all their support throughout the year, as well as for their authorship of the manual.

A copy of the ARRC Transition Manual can be found in Annex A of this report.

**Recommendation Letter to the Council of Alberta University Students (CAUS)**

In response to its January 22, 2019 presentation to Students' Council, ARRC penned a letter to CAUS voicing Council's displeasure about its 'Indigenization' policy. In the letter, ARRC made a number of recommendations regarding the implementation, if there is to be one, of such a policy; as well as the right steps that are needed to be taken.

On behalf of ARRC, both President Larsen and Vice President Brown presented the recommendation letter to CAUS. Although we have yet to receive an official response, ARRC is confident that it will soon receive a reply.

A copy of the CAUS recommendation letter can be found in Annex B of this report.

**Recommendation Letter to the Students' Union Executive Committee**

On July 27, 2018, ARRC penned a letter to the Students' Union Executive Committee regarding its 2018/2019 Executive goals. The purpose of this letter was as follows:

The Aboriginal Relations and Reconciliation Committee recommends to the Executive Committee the creation of a fifth goal, independent and not a sub-category, titled *Reconciliation*.

After a series of positive and productive talks, the Executive Committee accepted the recommendation from ARRC and created an addition *Reconciliation* goal. I would like to thank the Executive Committee for their willingness to listen and work on this important issue.

The recommendation letter to the Executive Committee can be found in Annex C of this report.

**Bilateral ARRC/Policy Approval Process: Truth and Reconciliation Commission**

Policy Committee and ARRC met on June 30, 2018 to discuss a way forward regarding the approval of the Truth and Reconciliation Commission Political Policy. As it was

determined by both committees that the policy needed substantial work, President Larsen was asked to chair a joint meeting.

As a result of the joint meeting, the following framework was agreed to:

1. Agreed consultative process between ARRC + Policy
  - a. Including agreed upon Draft Persons (Recommend 2, one from each committee).
2. First Principles Drafted
  - a. Present to ARRC Committee
  - b. Present to Policy Committee
  - c. Joint meeting with Chairs.
  - d. Present to Council.
3. 2nd Principles
  - a. Draft Persons for initial principles
  - b. Present to ARRC Committee
  - c. Present to Policy Committee
  - d. Agreed Upon Consultative Process
  - e. Joint meeting of ARRC + Policy
  - f. Present to council
4. Political Policy

I would like to thank both President Larsen and Policy Committee chair Councillor Raitz for their continued willingness to work together on this issue. As well, I would like to thank Councillor Cutarm and Vice President Bourgeois, who were the principal authors of this policy. Although the important changes they made will not be brought forward to this Council, I cannot wait to see the policy changes they worked so diligently on to come to fruition for the next Council.

### **ARRC Town Hall**

On September 7, 2018, ARRC held its first town hall to solicit feedback on its recommendations, as well as to ask participants the question, “what does reconciliation mean to you?” Overall, the town hall was a success, with over 70 students, staff, and faculty attending the event.

For more information on the town hall, please see Annex D of this report.

### **Next Steps**

#### **Acknowledgement of Traditional Territory Guide**

In partnership with Discover Governance, ARRC has begun creating a guide for the Acknowledgement of Traditional Territory (which is on every Council/Committee agenda). The guide is meant to provide insight and to increase knowledge surrounding the importance of the acknowledgement.

Although the guide is currently underway, it will not be finished by the end of this Council term. As a result, I will be forwarding all of our work to the next iteration of ARRC, so that it can continue on this file.

#### **Treaty 6/Métis Flag Raising**

Although it was the intention to raise the Treaty 6 and Métis flags in the Students' Union Building, those involved (President Larsen, ASC President Belcourt, and I) have come to realize how long of a process this is. It is important that an event as important as a flag raising is done in the right way, in accordance with community protocols and procedures. It is not something that can be rushed.

Although this was not accomplished this year, I am confident that the foundation is there and that it will be done within the coming year. I would like to thank both President Larsen and ASC President Belcourt, who both showed immense dedication and passion on this file.

#### **Report on Executive Committee Advocacy**

As per ARRC Standing Orders, the Committee was expected to produce a report on the Executive Committee's advocacy regarding Aboriginal students. However, due to the already excessive workload of the Committee, this report was not completed.

## **2) Recommendations of the Aboriginal Relations and Reconciliation Committee**

Although not a recommendation of the Committee, I would like to make a recommendation to the Committee. Specifically, I would suggest that next year's Committee take a critical look at its Standing Orders and try to remove some of the work placed on ARRC.

## **3) Aboriginal Relations and Reconciliation Committee Standing Orders**

The following are the most up-to-date ARRC Standing Orders:

### **1 Mandate**

- 
1. In accordance with Bylaw 100 of the University of Alberta Students' Union, the Aboriginal Relations and Reconciliation Committee:
    - a. Shall make recommendations to Students' Council on the implementation of the Truth and Reconciliation Commission's Calls to Action;
    - b. Shall assist, after discussion, Students' Council in identifying Aboriginal student priorities;
    - c. Shall write a yearly report to Students' Council detailing Aboriginal student priorities;
    - d. Shall ensure adequate discussion, as defined by this committee in section (7), is completed by the Students' Union in identifying Aboriginal student priorities;
    - e. Shall develop strategies for the respectful implementation of Aboriginal knowledges and teachings;
    - f. Shall foster collaboration between the Students' Union and Aboriginal students;
    - g. Shall work with Students' Council committees in implementing the Truth and Reconciliation Commission's Calls to Action, and representing and hosting discussion with Aboriginal students;
    - h. Shall request reports from the Students' Union Executive Committee on its advocacy for and with Aboriginal students;
    - i. Shall periodically produce reports on the Executive Committee of the Students' Union in relation to the Truth and Reconciliation Commission's Calls to Action, the Truth and Reconciliation Commission Political Policy, the Aboriginal student priorities defined by this committee, and its overall advocacy and representation of Aboriginal students;

- j. Shall compile a public report on the representation of and collaboration with Aboriginal students, as well as all relevant advocacy work, done by Students' Council;
- k. Shall recommend to the Students' Council, representatives to sit on committees, councils, etc., both internal and external, whose main focus is Aboriginal students.
- l. Holds the authority to determine the criteria and application process for student-at-large and de facto representative positions on this committee;
- m. Shall ensure that cultural sensitivity training is provided to Students' Council;
- n. Holds the authority to make alterations to the Acknowledgement of Traditional Territories;
- o. Holds the authority to make alterations and renew the Students' Union Political Policy on the Truth and Reconciliation Commission Political; and
- p. Shall ensure the Students' Union collaborates with Aboriginal elders on all relevant matters; with relevant being defined by this Committee.

## **2 Meetings**

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1. Quorum of the Aboriginal Relations and Reconciliation Committee shall be six (6) permanent voting members.
2. The Aboriginal Relations and Reconciliation Committee shall hold a meeting, coordinated through the Speaker of Students' Council, before the first meeting of its Students' Council in order to:
  - a. elect a chair from within its permanent voting membership,
  - b. set initial standing orders; and
  - c. adopt a meeting schedule for its first trimester.
3. The Aboriginal Relations and Reconciliation Committee shall establish a meeting schedule on a trimester basis, in advance, with the trimesters being:
  - a. May to August,
  - b. September to December, and
  - c. January to April.
4. Additional meetings of the Aboriginal Relations and Reconciliation Committee may be called by either the Chair or six (6) permanent voting members of the Committee, with the exception of Standing Orders 5(1)(a), and provided that:
  - a. every permanent member has received at least seventy-two (72) hours' notice of the meeting, or
  - b. every permanent member consents to the meeting taking place.
5. Meetings of the Aboriginal Relations and Reconciliation Committee may be cancelled by:
  - a. a simple majority vote of the Committee to amend the meeting schedule,
  - b. the unanimous consent of all permanent members to the cancellation, or

- c. if there are no items present on the Committee's agenda.
6. Meetings of the Aboriginal Relations and Reconciliation Committee are open to the public, unless the Committee moves in camera.
7. Should a meeting occur without an elder present, the committee may not move any new business. They may move to approve the agenda, minutes, discussion, and adjournment only.

### **3 Membership**

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1. Permanent membership of this Committee is eleven (11):
  - a. Three (3) members of Students' Council;
  - b. Two (2) members of the Executive Committee;
  - c. Two (2) members of the Aboriginal Student Council, as appointed by the Aboriginal Student Council and ratified at Students' Council;
  - d. Three (3) Aboriginal Students-at-Large, ratified by Students' Council;
  - e. One (1) elder, as chosen by the Committee, as a non-voting member.
2. Should a vacancy on the Aboriginal Relations and Reconciliation Committee occur, then the Committee shall recommend the nomination of additional member(s) as per section 3(1)..
3. All thirty-eight (38) Student Council voting Members shall be voting members of the Aboriginal Relations and Reconciliation Committee.
  - a. those councillors must provide the Chair of the Aboriginal Relations and Reconciliation Committee a minimum of forty-eight (48) hours notice
4. Up to thirty-nine (39) self-identifying Aboriginal undergraduate students currently enrolled at the University of Alberta, shall be voting members of the Aboriginal Relations and Reconciliation Committee, provided that:
  - a. those students must provide the Chair of the Aboriginal Relations and Reconciliation Committee a minimum of forty-eight (48) hours notice;
  - b. those students provide proof that they have self-identified as Aboriginal at the University of Alberta; and
  - c. those students would not include self-identifying Aboriginal members of Student's Council.
5. For the purposes of this Committee, 'self-identifying Aboriginal students' are those who have either registered as such with the University of Alberta or are those who identify as Indian, Inuit, or Métis under Section 35 of the *Constitution Act, 1982*.
6. Selection of the elder shall be the responsibility of the preceding years' committee.

### **4 Chair's Responsibilities and Duties**

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1. The Chair of the Aboriginal Relations and Reconciliation Committee shall be a permanent voting member.
2. The Chair of the Aboriginal Relations and Reconciliation Committee shall not be a member of the Students' Council Executive Committee.
3. The Chair of the Aboriginal Relations and Reconciliation Committee shall be selected by the following process:
  - a. The first round of nomination shall be open to only permanent self-identifying Aboriginal members of the committee
  - b. In the event that no permanent self-identifying Aboriginal member of the committee is nominated, the second round of nomination shall be open to all permanent members of the committee.
  - c. Upon the election of the Chair, notice of the appointment must be sent to all relevant Aboriginal student groups on Campus, as outlined in 1(l).
  - d. In the event that no appropriate chair is found, the elder will become the interim Chair with the administrative support of Discover Governance until a suitable candidate is selected among other members of the committee, not including those priorly removed.
4. The Chair of the Aboriginal Relations and Reconciliation Committee shall:
  - a. arrange for the booking of a meeting room, when necessary, for meetings of the Committee;
  - b. arrange for the preparation and distribution of the Committee agenda;
  - c. moderate debate at meetings of the Committee;
  - d. respond to the questions of members of the Committee in a timely fashion;
  - e. assign duties to members of the Committee, such duties pertaining to the fulfilment of the mandate of the Committee;
  - f. schedule an annual KAIROS Blanket Exercise for Students' Council following the Council by-election;
  - g. present, or arrange for a presentation, to non-Students' Council members of the Committee an outline of governance at the Students' Union, with specific emphasis placed on bylaws and political policies;
  - h. maintain the Standing Orders of the Committee;
  - i. ensure suitable traditional medicines are available for use during the smudging ceremony portion of meetings;
  - j. submit reports to Students' Council, as required;
  - k. submit reports to Aboriginal groups on campus as listed in 1(1)(l) on a trimesterly basis (or as requested) of the progress and direction of the Committee.
5. Should the Chair of the Aboriginal Relations and Reconciliation Committee be absent from a meeting of the Committee, the Committee shall then elect an interim chair from within its permanent voting membership for the duration of the meeting.

6. The Chair of the Aboriginal Relations and Reconciliation Committee may be removed from the post of chair by a simple majority vote of the Committee, whereupon a new chair shall be elected from within the permanent voting membership of the Committee.
7. The Chair shall work with the Speaker and Administrative Assistant to ensure the logistical needs of the Aboriginal Relations and Reconciliation Committee are met.

## **5 Member Responsibilities and Duties**

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1. The Aboriginal Relations and Reconciliation Committee may recommend to Students' Council, by a simple majority vote, the removal of any permanent standing member who is not carrying out their duties in contributing to the fulfillment of the mandate of the committee or harbours views which contradict the purpose of the Committee.
  - a. In the event that a committee member is found to be harbouring views which contradict the purpose of the committee, the Chair and Elder shall be notified
  - b. Upon notification of such behaviour, the Chair and Elder of the committee shall;
    - i. Meet with the accused committee member to discuss their behaviour
    - ii. Decide if the issue was deliberate or ongoing, and if a meeting of the Aboriginal Relations and Reconciliation committee shall be called to discuss the conduct and continued membership of the member at hand.
  - c. In the event the Chair and Elder determine the actions of the accused member are deliberate or ongoing, the Chair will call an additional meeting of the committee to debate the continued membership of the member at hand. This meeting will include:
    - i. A closed session of the committee without the accused member in attendance to discuss the conduct of the accused
      1. No motions shall be considered in this portion
    - ii. An additional closed session of the committee with the accused member to discuss the conduct of the accused and to decide if a recommendation should be made to council for the removal of the accused member who is not carrying out their duties in contributing to the fulfillment of the mandate of the Committee or is harbouring views which contradict the purpose of the Committee.
      1. A motion of this type need only be passed by a simple majority
  - d. In the event that a standing member is removed from the committee they shall be replaced by someone from the same classification
  - e. "harbours views which contradict the purpose of the Committee" are defined as those:
    - i. that are inherently racist;
    - ii. promote hate speech;

- iii. with malicious intent, actively contradict the stated purpose of the Committee.
2. Permanent members are required to attend all meetings of the Aboriginal Relations and Reconciliation Committee.
  - a. Failure to attend or send an appropriate proxy to 50% of the meetings in a trimester will result in immediate removal from the Aboriginal Relations and Reconciliation Committee.
3. Members shall be considered present should an appropriate proxy be appointed and attend, or by sending in their written thoughts on all agenda items to the chair.
4. Any member of the Executive Committee who fails to fulfil the reporting requirements as outlined in Standing Orders 13(1) may be reported to Students' Council, by a simple majority vote.
5. Permanent members are responsible for carrying out tasks assigned to them by the Aboriginal Relations and Reconciliation Committee or Chair.

## **6 Elder Protocol**

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1. The selection of an elder is to be the responsibility of the preceding year's Committee.
2. The Chair, in partnership with the rest of the Committee, the Indigenous Advisory Office, and the Students' Union Vice-President Finance, will select an Elder whose appointment mandate is for the following year.
3. In selecting an elder, the Chair, along with the rest of the Committee, will work in partnership with the following individuals/organizations:
  - a. Indigenous Advisory Office;
  - b. Aboriginal Student Services Centre;
  - c. Advisory Committee on Elders, Protocol, and Teachings; and
  - d. Students' Union Vice-President Finance.
4. The elder selection process will follow the University of Alberta's Elder Protocol document and the four tenants of the Elders Leadership and Resource Council Working Paper.
5. The purpose of the elder is to provide guidance for the committee and to ensure that it acts in the spirit of reconciliation and cooperation. In addition, the elder will aid the committee in the completion of its mandate; specifically, that outlined in Section 7.
6. In the event that no appropriate chair is found under Section 4(3), the elder will become the interim Chair with the administrative support of Discover Governance until a suitable candidate is selected among other members of the committee, not including those priorly removed.
7. Should an elder be seen as harbouring views which contradict the mandate of the Committee, or are viewed to be in abuse of power, the Committee will convene in

camera to discuss said issues. Such discussion are to be done in with the elder and in accordance with the organizations outlines in Section 16(3).

8. In the event that Section 16(7) occurs, the removal of an elder requires a simple majority vote.

## **7 Proxies/Guests**

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1. To appoint a proxy to the Aboriginal Relations and Reconciliation Committee, the member thereof must provide a notice to that effect to the Chair of the Committee.
  - a. stating the name and e-mail address of the eligible member who will serve as proxy,
  - b. indicating the duration of the appointment, and
  - c. that is signed by the appointing member of the Committee or e-mailed to the Chair of the Committee no later than two (2) hours prior to the Committee meeting.

## **8 Discussion and Reports**

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1. As per Standing Orders 1(d), the Aboriginal Relations and Reconciliation Committee will create a annual Aboriginal Collaboration Framework which will define the parameters of 'adequate collaboration' through meetings with various Aboriginal stakeholders.
  - a. This is to occur before the second trimester of Students' Council.
2. Once the Aboriginal Relations and Reconciliation Committee has created the Aboriginal Collaboration Framework defined, it will present its findings to both the Students' Union and Students' Council.
3. In addition to an Aboriginal student Collaboration Framework, the Aboriginal Relations and Reconciliation Committee is responsible for the creation of three annual (3) reports:
  - a. Report on Aboriginal Priorities
    - i. The purpose of this report is to fulfil the Aboriginal Relations and Reconciliation Committee's mandate, as set out in Standing Orders 1(c).
    - ii. This report is to be completed no later than April 30th of any given year.
    - iii. The findings of this report is meant to have a proactive capacity; meaning that the details of the report are to be followed by the next session of both Students' Council and the Aboriginal Relations and Reconciliation Committee.
    - iv. This report, once reviewed by Students' Council, will both guide the Executive Committee's advocacy on Aboriginal issues and ensure adequate Aboriginal Student collaboration is completed.
  - b. Report on Executive Committee Advocacy

- i. The purpose of this report is to fulfil the Aboriginal Relations and Reconciliation Committee's mandate, as set out in Standing Orders 1(i).
    - ii. This report is to be published twice a year, with the publication dates being no later than, respectively, November 10th and April 10th.
  - c. Report on Students' Council Aboriginal Representation
    - i. The purpose of this report is to fulfil the Aboriginal Relations and Reconciliation Committee's mandate, as set out in Standing Orders 1(j).
    - ii. This report is to be completed no later than January 30th.
4. Reporting by the Aboriginal Relations and Reconciliation Committee is to follow Aboriginal Student Collaboration Framework created by the Committee.

## **9 Administrative Assistant Duties**

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1. The Administrative Assistant of the Students' Union will:
  - a. Book meeting rooms for meeting of the Committee.
  - b. Book Minute Takers for each meeting of the Committee.
  - c. Structure agendas for each meeting based on the Orders of the Day submitted by members of the Committee and any referrals from Students' Council.
  - d. Notify the Committee of meetings through the agenda.
  - e. Distribute the agenda and minutes to each member of the Committee.
  - f. Ensure paper copies of the agenda are printed for the Chair to bring to each meeting.

## **10 Records**

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1. The Chair of the Aboriginal Relations and Reconciliation Committee shall ensure attendance is taken at each meeting of the Committee
2. In the event that a Minute Taker is not present at a meeting of the Aboriginal Relations and Reconciliation Committee, the Chair shall assign the task of recording the minutes of the meeting to one of the members of the committee.
3. Members of the Aboriginal Relations and Reconciliation Committee may amend their comments in the minutes to better reflect the recording when the minutes are being approved by the Committee.
4. The Chair of the Aboriginal Relations and Reconciliation Committee shall, after each meeting of the Committee, submit to Students' Council a report including:
  - a. any decisions made by the Committee acting under the authority delegated to it by Students' Council;
  - b. any recommendations made by the Committee to Students' Council;
  - c. any standing orders adopted by the Committee; and
  - d. the last approved Minutes of the Committee.

5. The trimesterly Chair's Report shall be approved by the Committee prior to its inclusion onto the Students' Council Order Papers.

## **11 Rules of Order**

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1. The Chair of the Aboriginal Relations and Reconciliation Committee will use their discretion in administering an informal style of Robert's Rules of Order to conduct the business of the meeting.

## **12 Orders of the Day**

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1. Right of Submission by Committee Members
  - a. Any voting member of the Aboriginal Relations and Reconciliation Committee may submit Orders of the Day to be considered by the Committee.
2. Order of Business for the Aboriginal Relations and Reconciliation Committee shall be:
  - a. Introduction.
    - i. Call to Order.
    - ii. Prayer/Smudging Ceremony
    - iii. Approval of Agenda.
    - iv. Approval of Minutes.
    - v. Chair's Business.
  - b. Old Business.
  - c. New Business.
  - d. Discussion.
  - e. Confirmation of Next Meeting Date.
  - f. Adjournment.
3. Deadline for Submission
  - a. Orders of the Day must be submitted to the Chair of the Aboriginal Relations and Reconciliation Committee and the Administrative Assistant to the Students' Council two (2) business days prior to the Committee meeting.
4. Publishing
  - a. The agenda package for the Aboriginal Relations and Reconciliation Committee will be published in the following manner:
    - i. an electronic copy will be e-mailed to the Committee members two (2) days prior to the meeting, and
    - ii. paper copies will be provided at the Committee meeting upon request.
5. Special Orders

- a. The Order of Business notwithstanding, the Chair may designate any Order of the Day a Special Order.

### **13 Presentations**

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1. The Students' Union Executive shall provide:
  - a. a comprehensive presentation to the Aboriginal Relations and Reconciliation Committee of all goals relevant to the mandate of the Committee by June 30.

### **14 Executive Committee Reports**

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1. Each member of the Executive Committee shall provide, upon request, a written report to the Aboriginal Relations and Reconciliation Committee on their advocacy activities and those of the entire Executive Committee, as they relate to Aboriginal Students.
  - a. An oral report may be provided in lieu of a written report.

### **15 Standing Orders**

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1. The Standing Orders of the Aboriginal Relations and Reconciliation Committee may be amended by a simple majority vote of the Committee, with such changes being reported to Students' Council.
2. The Standing Orders of the Aboriginal Relations and Reconciliation Committee do not expire, but shall be reintroduced at the Committee's first meeting.

### **16 Confidentiality**

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1. All members shall ensure the security and confidentiality of sensitive information that comes into their possession by virtue of their membership on the Aboriginal Relations and Reconciliation Committee.

### **17 Appendix 1: Groups Identified in Standing Orders**

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1. Such groups as outlined in Standing Orders include, but are not limited to, the following:
  - a. Council on Aboriginal Initiatives.
  - b. Aboriginal Student Services Centre.
  - c. Aboriginal Student Council.
  - d. Native Studies Students' Association.
  - e. Aboriginal Focus Group.
  - f. Faculty of Native Studies.
  - g. Indigenous Law Students' Society.

- h. University of Alberta Indigenous Affairs Office.
- i. Alberta Public Interest Research Group.
- j. Native Studies Course Requirement.
- k. Aboriginal Students Office at Augustana Campus

#### **4) Summary of Motions**

A summary of motions made by ARRC can be found via the following link:

<https://docs.google.com/spreadsheets/d/1CtZ7lhMVQ3EcppwLbvgUckq9BtPCfJ5tRvAlxOtoMr0/edit?usp=sharing>

Please note that the document is not a comprehensive list of all motions.

Thank you all for the time it took to read my report, as well as the opportunity to act as Chair for the Committee. Furthermore, I would like to relay my utmost thanks to members of the Committee, who have been great compatriots throughout this term. Without each member working together, ARRC would not have gotten as much done this year as it did. If you have any questions, please do not hesitate to ask me.

Thank you,  
Nathan Sunday  
Chair, Aboriginal Relations and Reconciliation Committee  
University of Alberta Students' Union

(Submitted electronically)

**ANNEXES**

Annex A: ARRC Transition Manual

Annex B: Recommendation Letter to the Council of Alberta University Students (CAUS)

Annex C: Recommendation Letter to the Students' Union Executive Committee

Annex D: ARRC Town Hall Report

# Aboriginal Relations and Reconciliation Committee **Handbook**



## Table of Contents

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<b>3</b>	<b>What is ARRC?</b>
<b>4</b>	<b>ARRC Annual Timeline</b>
<b>5</b>	<b>Appointing Non-Councillor Members</b>
<b>7</b>	<b>Selecting an Elder</b>
<b>9</b>	<b>Drafting Political Policy</b>
<b>13</b>	<b>Consultation Best Practices</b>
<b>14</b>	<b>Tips for the Chair</b>
<b>16</b>	<b>Consensus-Based Decision-Making</b>
<b>18</b>	<b>Roberts' Rules of Order</b>
<b>20</b>	<b>In-Camera FAQ</b>
<b>23</b>	<b>Appendices</b>
	Appendix A: ARRC Standing Orders
	Appendix B: 2018/19 Transition Report

Where this transition manual deviates from Standing Orders or Bylaw, the Standing Orders or Bylaw will be taken as correct. You should always read them in addition to this manual in case information in the manual has become out-of-date.

## What is ARRC?

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The Aboriginal Relations and Reconciliation Committee is composed of nine voting members from Students' Council and the Aboriginal Students' Council, as well as other important stakeholders in aboriginal relations at the U of A. It acts as a link between Students' Council and Aboriginal students, and assists in the SU's implementation of the Truth and Reconciliation Commission's Calls to Action.

ARRC's duties are outlined in its Standing Orders and in Bylaw, and they're summarized here so they'll be more readily accessible to you:

### Act as a Link Between Aboriginal Students and Council

ARRC exists to provide a stronger link between Aboriginal students and Students' Council in the spirit of reconciliation. This involves discussion with Aboriginal students to identify priorities and concerns, as well as reporting back to Aboriginal students about what the SU is doing to address their priorities and concerns. It is also responsible for recommending Aboriginal students for committee or other representative seats where Aboriginal issues are going to be discussed.

One of the most important ways ARRC acts as a link to the SU for Aboriginal students is in its membership. At any given meeting, up to thirty-nine self-identified Aboriginal students may sign up to attend as a voting member, giving them direct access to decision-making processes that involve Aboriginal issues at the SU.

### Assist the SU in Implementing Aboriginal Priorities and the TRC Calls to Action

ARRC is also mandated to act as a resource and guide on reconciliation for the SU. This involves producing recommendations on the implementation of the Truth and Reconciliation Commission's Calls to Action, developing strategies for the implementation of Aboriginal knowledges and teachings, and producing reports on the priorities of Aboriginal students at the U of A.

### Be the Steward of the Political Policy on the TRC Calls to Action

The SU has a political policy on the TRC Calls to Action. Since the creation of ARRC, the stewardship of this particular political policy has been moved from Policy Committee into ARRC. This gives ARRC the ability to make proposals to Council to change, renew, or rescind the policy, and also requires that changes proposed by other committees or individual Councillors be reviewed by ARRC before being voted on by Council.

# ARRC Annual Timeline

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## Spring/Summer

May	August
<ul style="list-style-type: none"><li>• Create a strategic plan for ARRC</li><li>• Appoint non-Council members</li></ul>	<ul style="list-style-type: none"><li>• Aboriginal Collaboration Framework is due</li></ul>

## Fall

November	
<ul style="list-style-type: none"><li>• Report on Executive Committee Advocacy is due</li></ul>	

## Winter

January	April
<ul style="list-style-type: none"><li>• Check committee progress to ensure all business will be finished by the end of the year</li><li>• Report on Students' Council Aboriginal Representation is due</li></ul>	<ul style="list-style-type: none"><li>• Select Elder for next year</li><li>• Prepare transition for next ARRC</li><li>• Report on Aboriginal Priorities is due</li><li>• Report on Executive Committee Advocacy is due</li></ul>

# Appointing Non-Councillor Members

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In addition to the three Councillors who are appointed by Council as per the process with all committees, ARRC has eight members who are not chosen by and from Students' Council directly. These are the Executive members, the members from Aboriginal Students' Council, Aboriginal students-at-large, and the Elder.

## Process

### *Executive Committee*

The Executive Committee members will be voted on, and their names forwarded to the Chair and the Administrative Assistant by the Executive Committee.

### *Aboriginal Students' Council*

The ASC members are appointed in the same way. Discover Governance will send a request to the ASC for their delegates to ARRC, and the ASC will vote on and forward the names of those chosen to sit on ARRC.

### *Students-At-Large*

The students-at-large may be selected by the sitting members of ARRC, or by the Nominating Committee, and their names forwarded to Council for ratification. At the first meeting of ARRC, the committee should decide how they want to solicit applications and choose their students-at-large, and then initiate their chosen process as soon as possible. Discover Governance can help collect applications or nominations if requested by the Chair.

Once chosen, the names will appear on the following Order Papers of Council to be ratified. As soon as Council has voted yes to the ratification of those students, they will officially be members of ARRC.

## Selecting An Elder

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ARRC is responsible for selecting their elder according to the Elder Protocol in the Standing Orders (see appendix 1), the U of A Elder Protocol, and the four tenants of the Elders Leadership and Resource Council Working Paper.

### U of A Elder Protocol

1. Extending an invitation
  - a. Some elders accept tobacco, but not all, so be sure to ask first.
  - b. Be specific in what you are asking them to do.
2. Gift of Appreciation
  - a. The elder should be provided with an honorarium when they attend a meeting to help the Committee.
  - b. Speak to Discover Governance about the available budget for ARRC for the year so that you can plan elder visits and their payment accordingly.
  - c. Cheques for the elder honorarium should be requested from Discover Governance at least two weeks before the meeting whenever possible, so that there is time to get the cheque ready to be given to the elder at the meeting.
3. Travel
  - a. At minimum, their parking at the U of A should be covered by the committee.
  - b. You can request a parking pass from Discover Governance, pay for the parking yourself and get a reimbursement, or have the elder pay and then reimburse them later.
4. Helpers and Attendants
  - a. If an elder is bringing an attendant, they should also receive an honorarium.
  - b. If they are not bringing an attendant, be sure that someone at the meeting is willing to provide them with assistance in any ceremony or other work they may do at the meeting.

### Four Tenets of the Elders Leadership and Resource Council Working Paper

1. Do not romanticize Indigenous Elders or disconnect them from their history, society, or experiences. Elders today, and for generations, have experienced the brunt of colonialism. To treat Elders otherwise is to create unrealistic expectations and set them up for failure.
2. Appreciate that Indigenous Elders are political and, further, they are human beings. “Elderdom” is a political construct born of the complex dynamics of leadership, identity, disagreement, and changes in Indigenous societies—and, as such, generates contested political currencies in Indigenous discourse.

3. Elders are, as such, within their societal processes of accountability (i.e., Cree, Gitksan, Dunne'zaa, and so on), and care should be taken not to disconnect Elders from those societal systems of accountability and legitimacy.
4. Elders have different strengths, skills, experiences, and knowledge. There is no "one size fits all" Elder.

## Process for Selecting an Elder

The Committee should work in collaboration with the following people:

1. Indigenous Advisory Office
2. Aboriginal Student Services Centre
3. Advisory Committee on Elders, Protocol, and Teachings
4. SU VP Operations and Finance

Send an email to the first three, with the SU VP Ops/Fi Cc'd, requesting that they recommend an elder to the committee. Be sure to include a little bit about the committee mandate and the expected role of the elder at the committee.

Once the committee has one or more names of elders to consider, they can decide, with the help of the VP Ops/Fi, which elder will be the best fit for the committee. Once an elder has been chosen, be sure to forward their contact information to Discover Governance so that they can set up the necessary tax forms and properly prepare cheques in the future.

# Drafting Political Policy

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## Overview

Political policies are documents that Council uses to direct the day-to-day advocacy work done by the Executive Committee. Because ARRC is responsible for the political policy on the TRC Calls to Action, it's important to know the legislative process for making changes to a policy. In general, the policy process is conducted as follows:



The Second Reading may go back and forth between Council and ARRC several times until ARRC gets the wording right, or it might be edited extensively in Council.

## First Principles

### *What is a first principles document?*

The first principles of a policy is generally a list of facts about the issue at hand, and why you want a policy to be enacted. It will be worked into the final policy document as a sort of introduction to the policy. When voting on first principles, Council is not voting to enact the policy, but rather is voting on whether they agree or disagree with the facts presented, and that the policy should exist at all.

### *Drafting*

First principles can be drafted and brought to Council by any member or committee of Council. More often than not, they start with an Executive, staff member, or Committee chair, and are brought directly to Council without going to Policy Committee or ARRC first. However, in the case of the TRC Policy, it will likely begin in ARRC.

### *Submitting to Council*

First principles may be submitted to Council by the member of Council who wrote it, or by the ARRC Chair. E-mail them to [council.submissions@su.ualberta.ca](mailto:council.submissions@su.ualberta.ca) with the motion and complete text of the first principles.

Motions should be worded something like this:

*"NAME MOVES to approve the first reading of the TRC Calls to Action Political Policy:"*

*Example:*

## 1 Facts

---

1. The University of Alberta has declared the importance of student involvement in building a great university.
2. The Students' Union defines that student engagement includes, but is not limited to, students participating in the community in multiple senses, including but not limited to:
  - a. Students getting involved in campus life through student groups and activities; and
  - b. Students having opportunities for input in shaping their community.
3. A comprehensive and holistic student experience is one where students can balance academics, extracurricular opportunities, and mental wellbeing.
4. Involvement opportunities can lead to improvements in the mental, physical, and social health on campus and the larger community.
5. Community and campus involvement actively develops the leadership qualities of students on campus.
6. The University of Alberta Student Participation Process Handbook (UASPPH)<sup>1</sup> is a tool that was created conjointly by University administration, the Students' Union (SU) and the Graduate Students' Association (GSA) in 2015. This document sets out guiding principles, a continuum of student participation, and process with regards to engaging students on campus about changes and issues.

## Second Principles

### *What is a second principles document?*

The second principles is the policy as it will be enacted. When voting on second principles, Council is voting to enact a policy.

### *Drafting*

Second principles of the TRC Policy must be drafted, approved, and brought to Council by ARRC.

Usually the Chair will assign an individual committee member to write the first draft of the policy, which will then be debated and edited by the whole committee.

This is the policy that will be enacted as passed at ARRC, and may receive minimal editing at the Council level, so make sure that there are no mistakes and that the intent of the policy is clear in how it's written.

### *Submitting to Council*

Second principles may be submitted to Council by the member of ARRC who wrote it, or by the Chair. E-mail them to [council.submissions@su.ualberta.ca](mailto:council.submissions@su.ualberta.ca) with the motion and the complete text of the second principles as an attached information item.

Motions should be worded something like this:

*"NAME MOVES to approve the second reading of the TRC Policy."*

The administrative assistant will attach the entire second principles as an information item and put a reference to it underneath your motion in the Order Papers.

***Example:***

**RAITZ MOVES, on behalf of the Policy Committee, to approve the First Reading of the Campus St. Jean Policy.**

See SC-2018.22.08.

## 1 Facts

---

1. The University of Alberta has declared the importance of student involvement in building a great university.
2. The Students' Union defines that student engagement includes, but is not limited to, students participating in the community in multiple senses, including but not limited to:
  - a. Students getting involved in campus life through student groups and activities; and
  - b. Students having opportunities for input in shaping their community.
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## 2 Resolutions

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1. The Students' Union shall encourage the University to actively foster campus community and student involvement by investing in initiatives and opportunities that promote engagement.
2. The Students' Union shall advocate that the University identify and reward the contributions of students who actively strive to improve their campus and the larger community.
3. The Students' Union shall set an exceptional standard within the University community through engaging students on projects, policies, or processes that impact students on campus in an effective and influential manner.
4. The Students' Union shall encourage the University to engage students on projects, policies, or processes that impact students on campus in a way that acknowledges how student feedback impacts decision making.
5. The Students' Union shall use the UASPPH where procedurally and situationally appropriate in its own engagement processes.
6. The Students' Union may advocate for the review and renewal of the UASPPH when this is both necessary and logistically possible.

# Consultation Best Practices

Because ARRC’s primary mandate is to connect with and determine the priorities of Aboriginal students, consultation and active engagement with those constituents is key to the committee’s work.

ARRC is free to create and follow its own methods of consultation, engagement, and research, but the SU has some useful guides to act as a starting point if the committee is unsure of what to do.

## Student Participation Protocol

This protocol was designed by the SU, GSA, and University in collaboration, and is meant to be a guide on how to adequately engage with stakeholders on key issues. See Appendix D for the full guide.

### *The Continuum of Public Participation*

STAGES	INFORMATION SHARING	INVOLVEMENT		ACTIVE PARTICIPATION	
	INFORM	CONSULT	ENGAGE	COLLABORATE	EMPOWER
INTENTIONS	To build awareness	To build knowledge	To build commitment	To build ownership	To build responsibility
PURPOSE	To share information with your public about issues that may affect them.	Testing ideas or concepts; providing information and obtaining feedback on alternatives, or analysis of proposed decisions; and provide feedback on how input influenced the decision.	Involving stakeholders throughout the process—ensuring relevant concerns and aspirations are understood and considered; co-developing solutions.	Sharing decision making by partnering with stakeholders in aspects of decision making, including developing alternatives and/or recommendations.	Delegating the decision making wherein stakeholders have responsibility for the decision.

# Tips For The Chair

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## Duties of the Chair

Generally, your duties as the Chair involve making sure that the duties of ARRC are fulfilled. This can mean handling them yourself, delegating them to others, or facilitating the entire committee in carrying them out, depending on the situation.

In addition to making sure ARRC fulfills its mandate, the Chair also has some more specific duties outlined under the Standing Orders:

1. Preside over debate at meetings of the ARRC.
2. Submit reports to Students' Council.
3. Submit reports to Aboriginal groups on campus.
4. Ensure there is an agenda for each meeting.
5. Work with Speaker and SU staff to ensure the logistical needs of ARRC are met.
6. Schedule an annual KAIROS Blanket Exercise for Council.
7. Train non-Council members of the Committee on SU governance and processes.
8. Ensure suitable traditional medicines are available for use during the smudging ceremony.

Being a Chair can be stressful and time-consuming, so don't be afraid to ask for support from SU administrative staff, Discover Governance, fellow Councillors, or SU Executives.

## So, you've just become ARRC Chair...

If you're starting at the beginning of the year, your first meeting as Chair should include some kind of strategic planning and goal-setting session to keep the Committee on track during the year. Your plan/goals should reflect your mandate, the broader goals of Council, and the SU's strategic plan.

If you've taken this position in the middle of the year, you should read the Standing Orders to better understand the committee and check up on the following:

1. Does ARRC have a strategic plan for the year and, if so, what is its progress? If it doesn't, consider creating one at your first meeting as Chair.
2. Who is your recording secretary, and have all minutes been received, approved, and updated on the committee page of the SU website? Discover Governance should be able to help you with this.
3. Has ARRC missed any important deadlines, and have all time-sensitive duties of ARRC been fulfilled up to the current date? Check the timeline for important dates and deadlines.

What projects has ARRC been working on, and what's the progress so far? Ask other committee members, or check past meeting minutes.

## Other Tips

### ***Ensure your agenda is strategic.***

Know areas that need to have more discussion, and which are contentious. Usually you want to deal with the less important items first.

### ***Put tentative times by each item.***

That way every one knows how much time they have to formulate their ideas.

### ***Always go into the meeting with an outcome or goal in mind.***

Have a plan to ensure that the committee will have resolved X, formed a group to discuss Y, etc. Having a focused approach keeps every one working. You do not need to share this with the group.

### ***After each agenda item, summarize what was said.***

It keeps members involved. It also helps keep people organized and following along with the agenda.

### ***At the end of the meeting, summarize the key points.***

This means you need to jot down notes so you can do the high level summary at the end.

### ***Try to have action items and delegate work.***

People like ownership of items and having a tangible way to contribute to the committee. Ensure they can report back their accomplishments and that the group will respect their contributions.

### ***If there is conflict, welcome it.***

This means you will get better discussion, ideas, and energy. The Chair's job is to get the best thinking out of the group.

### ***Some members like to dominate. You have to let them have the floor, but then you have to move them off their soapbox.***

You may have to interrupt or they will take over the meeting. It's okay if you're doing it with a view to moving the committee in a positive direction. Thank them, then ask if others have an opinion.

### ***As Chair, do not take sides. Your job is to facilitate.***

Make sure all sides of an issue have equal speaking time at the meeting, and do your best to keep your role as the chair and your role as a voting committee member separate.

### ***If there is a hot issue, have a pre-meeting or post-meeting.***

Your goal is to try to get more information. It's important for you to get clarity on why something is contentious and also to support members.

# Consensus-Based Decision-Making

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Although most committees of Council use Roberts' Rules of Order to conduct their meeting business, ARRC may choose to use consensus-based decision-making instead.

## Principles of Consensus

*Collaborative* – all contribute

*Inclusive* – as many as possible contribute

*Egalitarian* – equal participation from all

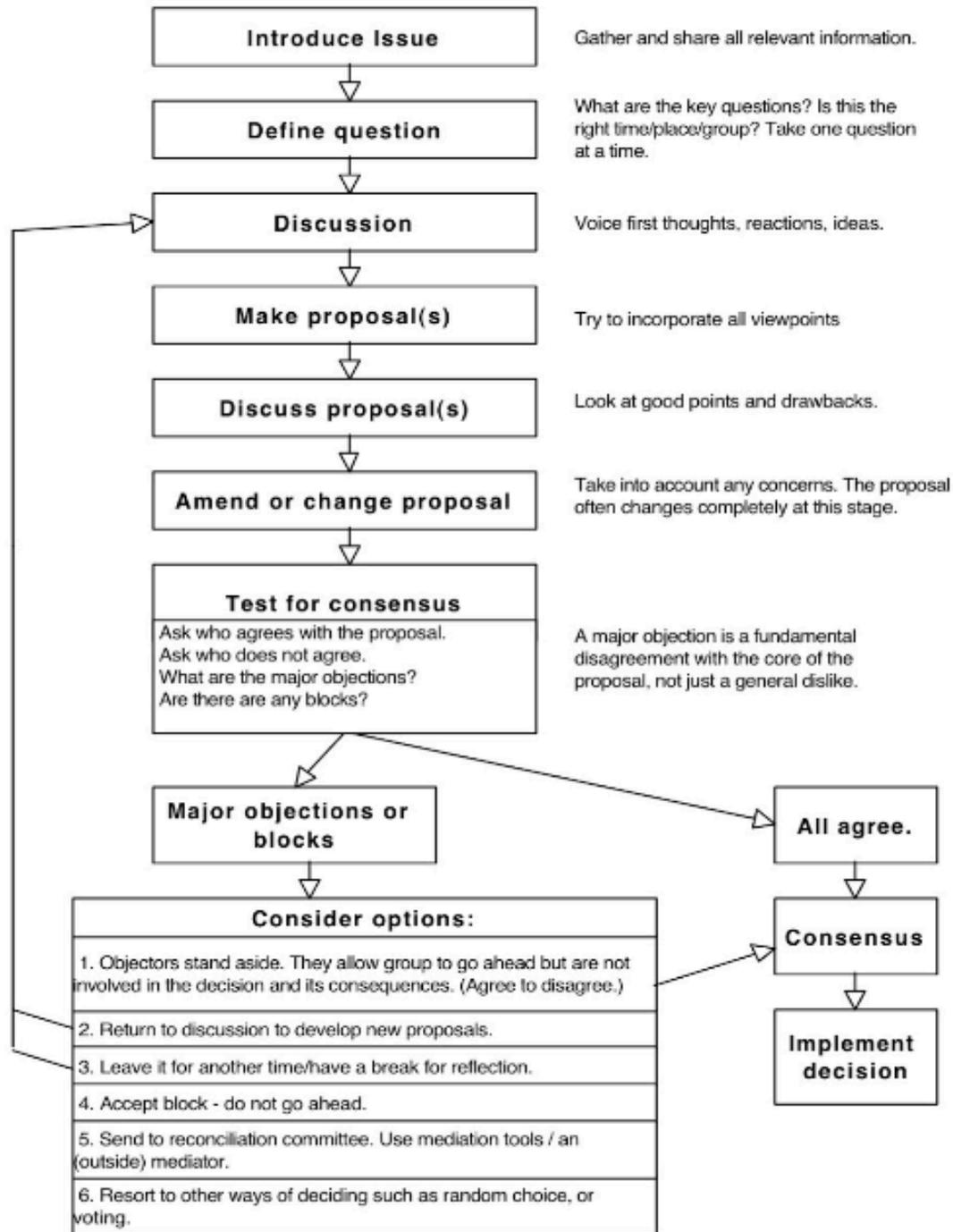
*Participatory* – engages everyone in the decision

*Cooperative* – put aside personal preference

## Process

1. The background information is provided for the agenda item or idea.
2. A proposal about the agenda is put forward.
3. Facilitator calls for discussion of the proposal.
4. People discuss their thoughts, ideas, feelings, etc. and if need be an amended proposal is put through.
5. This process can be repeated as many times as necessary.
6. To test for consensus, the facilitator or chair asks the following questions:
  - a. Are there any blocks?  
A block means a decision can't go through because someone feels so strongly against it. This is a signal to restart consensus.
  - b. Are there any stand asides?  
A stand aside means there is a conflicting reason that someone cannot vote.
  - c. Do we have consensus?

# Consensus Decision-Making Flowchart



Seeds for Change

www.seedsforchange.org.uk hello@seedsforchange.org.uk  
0845 330 7583 @nti-copywrite - copy + distribute

# Roberts' Rules Of Order

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## Simplified Glossary

***MOTION: the 'unit of business' debated by an assembly***

Main Motions: must be seconded and are debatable, amendable, and reconsiderable. They are the motions to which all other motions react.

All Other Motions: There are 86 kinds of motion that can be made under Roberts' Rules of Order. They act on the business of the assembly in different ways. See the summary chart examples.

***DEBATE: a structured discussion about a motion***

A member must be recognized by the chair as "having the floor". They have a limited time to speak, and must stay on topic and respect decorum. Debate proceeds until the motion is put to a vote.

***AMENDMENT: a formal process used to propose changes to motions***

Only certain types of motions can be amended. See the summary chart for more information.

***VOTE: how an assembly decides whether to support a proposed motion***

When put to a vote, motions pass or fail. A motion that passes has a majority (as defined in the organization's bylaws) in favour, and is carried or adopted. A motion that fails does not have a majority in favour, and is not acted upon.

***CHAIR: the person responsible for ensuring that the rules are observed***

A chair may be voting or nonvoting. It is their primary responsibility to facilitate the meeting by enforcing the rules, so they must be impartial.

***DECORUM: debating in a respectable and orderly manner***

Debate is confined to the merits of the motion before the assembly. Members refer to one another respectfully, do not attack motives, do not interrupt, and do not speak against their own motions.

***POINTS: allows a member to ask a question or interrupt debate***

Point of information: a member asks a question of another member. Cannot interrupt a speaker.

Point of order: a member believes procedure is not being followed and brings it to the chair's attention. Cannot interrupt a speaker, but must be raised as soon as possible.

Point of parliamentary inquiry: a member asks a question related to procedure. Cannot interrupt a speaker.

Point of privilege: something is preventing a member from participating. Can interrupt a speaker.

## Summary Chart of Important Terms

	Undeatable	Opens main question to debate	Cannot be amended	Cannot be reconsidered	Requires a 2/3 majority vote	Must be Seconded	Can interrupt a speaker
Adjourn	✓	-	✓	✓	-	✓	-
Adjourn, Fix the Time to which to	✓	-	-	-	-	✓	-
Amend	-	-	-	-	-	✓	-
Amend an Amendment	-	-	✓	-	-	✓	-
Amend the Rules	-	-	-	-	✓	✓	-
Appeal, relating to indecorum	✓	-	✓	-	-	✓	✓
Appeal, in all other areas	-	-	✓	-	-	✓	✓
Call to Order	✓	-	✓	-	-	-	✓
Close Debate, motion to	✓	-	-	-	✓	✓	-
Commit to Refer	-	✓	-	-	-	✓	-
Extend the Limits of Debate, motion to	✓	-	-	-	✓	✓	-
Fix the Time of which to Adjourn	✓	-	-	-	-	✓	-
Continue Speaking after indecorum	✓	-	✓	-	-	✓	-
Lay on the Table	✓	-	✓	✓	-	✓	-
Limit Debate, motion to	✓	-	-	-	✓	✓	-
Objection to Consideration of a Question	✓	-	✓	-	✓	-	✓
Orders of the Day, motion for the	✓	-	✓	-	-	-	✓
Postpone to a Certain Time	✓	-	-	-	-	✓	-
Postpone Indefinitely	-	✓	✓	-	-	✓	-
Previous Question	✓	-	✓	-	✓	✓	-
Priority of Business, questions relating to	✓	-	-	-	-	✓	-
Privilege, Question of	-	-	-	-	-	✓	-
Reading Papers	✓	-	✓	-	-	✓	-
Reconsider a Debatable Questions	-	✓	✓	✓	-	✓	✓
Reconsider an Undeatable Question	✓	-	✓	✓	-	✓	-
Refer (same as commit)	-	✓	-	-	-	✓	-
Rescind	-	✓	-	-	-	✓	-
Rise (in Committee equals Adjourn)	✓	-	✓	✓	-	✓	-
Special Order, to make a	-	-	-	-	✓	✓	-
Substitute (same as Amend)	-	-	-	-	-	✓	-
Suspend the Rules	✓	-	✓	✓	✓	-	-
Take from the Table	✓	-	✓	-	✓	✓	-
Take up a Question out of its Proper Order	✓	-	✓	-	✓	-	-
Withdrawal if a Motion	✓	-	✓	-	-	✓	-

## In Camera FAQ

---

This FAQ is meant to help student representatives get a sense of the basics of navigating in-camera proceedings on elected bodies that use Roberts' Rules of Order.

### What does it mean to 'go in camera?'

'In camera' is Latin for "in chambers," and it means to go into a confidential or secret session. Whatever is discussed cannot leave the room.

### How do you make a meeting go in camera?

A motion to go in camera is undebatable, is in order as long as you don't interrupt someone who already has the floor, and requires a simple majority to pass. To go out of camera is the same motion except that you move out of camera instead of into it.

### What, exactly, is covered by the confidentiality of in camera proceedings?

Every single thing that happened in the meeting after you moved in camera is confidential. This often includes the topic of the discussion itself, and always includes every thing that every person in the room said. For groups that don't automatically make motions public, it also includes the text of motions and the results of votes.

#### ***What in camera doesn't cover:***

- Things that were already public.  
For example, if you discussed the results of the 1967 World Series while in camera, the fact that the Red Sox lost doesn't suddenly become confidential. What you can't discuss outside the room is the fact that you talked about the 1967 World Series while in camera, or what anyone in the room said about it.
- Your opinion.  
If you think that The Empire Strikes Back is the best of the Star Wars films and say so in camera, the fact that you believe that doesn't become a secret. However, you can't disclose that you shared this opinion while in camera. Opinions that you hold that are directly and obviously related to, or informed by, the business of your group should be kept to yourself.
- The behavior of people who aren't in the room.
- If your group is in camera discussing negotiations with a third party organization and that organization discloses things about your in camera proceedings, that doesn't automatically mean they did anything wrong. Most importantly with this point, if someone else spills your group's secrets, that does not necessarily mean that you are now free to discuss in camera proceedings publicly as well. You will need to consult your organization's rules.

## Should we take minutes when we're in camera?

Yes. In camera minutes should be stored separately from your public minutes and should only be accessible to members who were privy to the in camera session.

## Can a body move motions in camera?

Only if the motion will only affect people who are privy to the secret proceedings.

Exception: all motions made by the Students' Council of the University of Alberta Students' Union are public. Although a motion may be made in camera at one of these meetings, the motion itself will be published with the minutes. This is due to the fact that the organization's rules stipulate that all motions are automatically public.

## Can I discuss in camera proceedings with people outside of the meeting?

Only if they're a member or they were specifically authorized to hear about the in camera proceedings. In other words, you can talk to people who were present during the in camera discussion or had the right to be present either because they're a member of the group or because the group explicitly authorized them to be there. You cannot talk to anyone else about what was discussed.

## Is it bad for a democratic body to do things in secret?

No. All organizations will occasionally need to have private discussions. Certain issues, such as intra-group conflicts, member discipline, private personal information related to group business (e.g. executive health, academic, or family issues), discussions about ongoing legal proceedings, or other kinds of sensitive negotiations require more candid, confidential conversations. Robert's Rules places no limits on the content of in camera discussion except suggesting that some things must always be handled in executive session (e.g. member discipline).

However, in camera session, like any tool, is open to abuse. The decision to move your group in camera should always be made carefully. In camera should not be the default setting for your group's discussions.

## Can in camera proceedings be retroactively made public?

Yes. For either minutes or motions, the easiest way to make things retroactively public is to move a new motion specifying which motion or which part of the in-camera proceedings you would like to see made public. That motion is handled the same as any other main motion. However, making proceedings that are not recorded in the minutes public may not be possible. You should consult with your own organizational rules before trying to retroactively publicize proceedings.

## What happens if I disclose in camera proceedings?

You can face disciplinary action. Depending on the severity of the breach that could include anything from censure to fines to expulsion. You may even be sued or charged with a criminal offence. You also breach the trust of your organization and the other members of your group, which almost always severely damages its ability to operate effectively. You may also cause other kinds of damage, such as opening your organization to being sued or causing resignations of other members who feel like they've been professionally compromised by your actions.

**Don't breach confidentiality. It's a bad idea.**

# APPENDICES

## APPENDIX A

### ARRC Standing Orders

[https://www.su.ualberta.ca/legislation/wiki/Aboriginal\\_Relations\\_and\\_Reconciliation\\_Committee:Standing\\_Orders](https://www.su.ualberta.ca/legislation/wiki/Aboriginal_Relations_and_Reconciliation_Committee:Standing_Orders)

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## APPENDIX B

### 2018/19 Transition Report

## APPENDIX C

### 2018/19 Motion Summary

## APPENDIX D

### Student Participation Protocol

# Aboriginal Relations and Reconciliation Committee Standing Orders

## Contents

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- 1\_Mandate
- 2\_Meetings
- 3\_Membership
- 4\_Chair's Responsibilities and Duties
- 5\_Member Responsibilities and Duties
- 6\_Elder Protocol
- 7\_Proxies/Guests
- 8\_Discussion and Reports
- 9\_Administrative Assistant Duties
- 10\_Records
- 11\_Rules of Order
- 12\_Orders of the Day
- 13\_Presentations
- 14\_Executive Committee Reports
- 15\_Standing Orders
- 16\_Confidentiality

## 1 Mandate

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1. In accordance with Bylaw 100 of the University of Alberta Students' Union, the Aboriginal Relations and Reconciliation Committee:
  - a. Shall make recommendations to Students' Council on the implementation of the Truth and Reconciliation Commission's Calls to Action;
  - b. Shall assist, after discussion, Students' Council in identifying Aboriginal student priorities;
  - c. Shall write a yearly report to Students' Council detailing Aboriginal student priorities;
  - d. Shall ensure adequate discussion, as defined by this committee in section (7), is completed by the Students' Union in identifying Aboriginal student priorities;
  - e. Shall develop strategies for the respectful implementation of Aboriginal knowledges and teachings;

- f. Shall foster collaboration between the Students' Union and Aboriginal students;
- g. Shall work with Students' Council committees in implementing the Truth and Reconciliation Commission's Calls to Action, and representing and hosting discussion with Aboriginal students;
- h. Shall request reports from the Students' Union Executive Committee on its advocacy for and with Aboriginal students;
- i. Shall periodically produce reports on the Executive Committee of the Students' Union in relation to the Truth and Reconciliation Commission's Calls to Action, the Truth and Reconciliation Commission Political Policy, the Aboriginal student priorities defined by this committee, and its overall advocacy and representation of Aboriginal students;
- j. Shall compile a public report on the representation of and collaboration with Aboriginal students, as well as all relevant advocacy work, done by Students' Council;
- k. Shall recommend to the Students' Council, representatives to sit on committees, councils, etc., both internal and external, whose main focus is Aboriginal students.
- l. Such groups as outlined in Standing Orders include, but are not limited to, the following:
  - i. Council on Aboriginal Initiatives.
  - ii. Aboriginal Student Services Centre.
  - iii. Aboriginal Student Council.
  - iv. Native Studies Students' Association.
  - v. Aboriginal Focus Group.
  - vi. Faculty of Native Studies.
  - vii. Indigenous Law Students' Society.
  - viii. University of Alberta Indigenous Affairs Office.
  - ix. Alberta Public Interest Research Group.
  - x. Native Studies Course Requirement.
  - xi. Aboriginal Students Office at Augustana Campus
- m. Holds the authority to determine the criteria and application process for student-at-large and de facto representative positions on this committee;
- n. Shall ensure that cultural sensitivity training is provided to Students' Council;
- o. Holds the authority to make alterations to the Acknowledgement of Traditional Territories;
- p. Holds the authority to make alterations and renew the Students' Union Political Policy on the Truth and Reconciliation Commission Political; and
- q. Shall ensure the Students' Union collaborates with Aboriginal elders on all relevant matters; with relevant being defined by this Committee.

## 2 Meetings

---

1. 1. Quorum of the Aboriginal Relations and Reconciliation Committee shall be six (6) permanent voting members.
2. The Aboriginal Relations and Reconciliation Committee shall hold a meeting, coordinated through the Speaker of Students' Council, before the first meeting of its Students' Council in order to:
  - a. elect a chair from within its permanent voting membership,
  - b. set initial standing orders; and
  - c. adopt a meeting schedule for its first trimester.
3. The Aboriginal Relations and Reconciliation Committee shall establish a meeting schedule on a trimester basis, in advance, with the trimesters being:
  - a. May to August,
  - b. September to December, and
  - c. January to April.
4. Additional meetings of the Aboriginal Relations and Reconciliation Committee may be called by either the Chair or six (6) permanent voting members of the Committee, with the exception of Standing Orders 5(1)(a), and provided that:
  - a. every permanent member has received at least seventy-two (72) hours' notice of the meeting, or
  - b. every permanent member consents to the meeting taking place.
5. Meetings of the Aboriginal Relations and Reconciliation Committee may be cancelled by:
  - a. a simple majority vote of the Committee to amend the meeting schedule,
  - b. the unanimous consent of all permanent members to the cancellation, or
  - c. if there are no items present on the Committee's agenda.
6. Meetings of the Aboriginal Relations and Reconciliation Committee are open to the public, unless the Committee moves in camera.
7. Should a meeting occur without an elder present, the committee may not move any new business. They may move to approve the agenda, minutes, discussion, and adjournment only.

## 3 Membership

---

1. Permanent membership of this Committee is eleven (11):
  - a. Three (3) members of Students' Council;
  - b. Two (2) members of the Executive Committee;

- c. Two (2) members of the Aboriginal Student Council, as appointed by the Aboriginal Student Council and ratified at Students' Council;
  - d. Three (3) Aboriginal Students-at-Large, ratified by Students' Council;
  - e. One (1) elder, as chosen by the Committee, as a non-voting member.
2. Should a vacancy on the Aboriginal Relations and Reconciliation Committee occur, then the Committee shall recommend the nomination of additional member(s) as per section 3(1)..
  3. All Students' Council voting Members shall be voting members of the Aboriginal Relations and Reconciliation Committee.
    - a. those councillors must provide the Chair of the Aboriginal Relations and Reconciliation Committee a minimum of forty-eight (48) hours notice
  4. Up to thirty-nine (39) self-identifying Aboriginal undergraduate students currently enrolled at the University of Alberta, shall be voting members of the Aboriginal Relations and Reconciliation Committee, provided that:
    - a. those students must provide the Chair of the Aboriginal Relations and Reconciliation Committee a minimum of forty-eight (48) hours notice;
    - b. those students provide proof that they have self-identified as Aboriginal at the University of Alberta; and
    - c. those students would not include self-identifying Aboriginal members of Student's Council.
  5. For the purposes of this Committee, 'self-identifying Aboriginal students' are those who have either registered as such with the University of Alberta or are those who identify as Indian, Inuit, or Métis under Section 35 of the Constitution Act, 1982.
  6. Selection of the elder shall be the responsibility of the preceding years' committee.

## 4 Chair's Responsibilities and Duties

---

1. The Chair of the Aboriginal Relations and Reconciliation Committee shall be a permanent voting member.
2. The Chair of the Aboriginal Relations and Reconciliation Committee shall not be a member of the Students' Council Executive Committee.
3. The Chair of the Aboriginal Relations and Reconciliation Committee shall be selected by the following process:
  - a. The first round of nomination shall be open to only permanent self-identifying Aboriginal members of the committee
  - b. In the event that no permanent self-identifying Aboriginal member of the committee is nominated, the second round of nomination shall be open to all permanent members of the committee.

- c. Upon the election of the Chair, notice of the appointment must be sent to all relevant Aboriginal student groups on Campus, as outlined in 1(l).
  - d. In the event that no appropriate chair is found, the elder will become the interim Chair with the administrative support of Discover Governance until a suitable candidate is selected among other members of the committee, not including those priorly removed.
4. The Chair of the Aboriginal Relations and Reconciliation Committee shall:
- a. arrange for the booking of a meeting room, when necessary, for meetings of the Committee;
  - b. arrange for the preparation and distribution of the Committee agenda;
  - c. moderate debate at meetings of the Committee;
  - d. respond to the questions of members of the Committee in a timely fashion;
  - e. assign duties to members of the Committee, such duties pertaining to the fulfilment of the mandate of the Committee;
  - f. schedule an annual KAIROS Blanket Exercise for Students' Council following the Council by-election;
  - g. present, or arrange for a presentation, to non-Students' Council members of the Committee an outline of governance at the Students' Union, with specific emphasis placed on bylaws and political policies;
  - h. maintain the Standing Orders of the Committee;
  - i. ensure suitable traditional medicines are available for use during the smudging ceremony portion of meetings;
  - j. submit reports to Students' Council, as required;
  - k. submit reports to Aboriginal groups on campus as listed in 1(1)(l) on a trimesterly basis (or as requested) of the progress and direction of the Committee.
5. Should the Chair of the Aboriginal Relations and Reconciliation Committee be absent from a meeting of the Committee, the Committee shall then elect an interim chair from within its permanent voting membership for the duration of the meeting.
6. The Chair of the Aboriginal Relations and Reconciliation Committee may be removed from the post of chair by a simple majority vote of the Committee, whereupon a new chair shall be elected from within the permanent voting membership of the Committee.
7. The Chair shall work with the Speaker and Administrative Assistant to ensure the logistical needs of the Aboriginal Relations and Reconciliation Committee are met.

## 5 Member Responsibilities and Duties

---

1. The Aboriginal Relations and Reconciliation Committee may recommend to Students' Council, by a simple majority vote, the removal of any permanent standing member who is not carrying out their duties in contributing to the fulfillment of the mandate of the committee or harbours views which contradict the purpose of the Committee.
  - a. In the event that a committee member is found to be harbouring views which contradict the purpose of the committee, the Chair and Elder shall be notified
  - b. Upon notification of such behaviour, the Chair and Elder of the committee shall;
    - i. Meet with the accused committee member to discuss their behaviour
    - ii. Decide if the issue was deliberate or ongoing, and if a meeting of the Aboriginal Relations and Reconciliation committee shall be called to discuss the conduct and continued membership of the member at hand.
  - c. In the event the Chair and Elder determine the actions of the accused member are deliberate or ongoing, the Chair will call an additional meeting of the committee to debate the continued membership of the member at hand. This meeting will include:
    - i. A closed session of the committee without the accused member in attendance to discuss the conduct of the accused
1. No motions shall be considered in this portion
  - ii. An additional closed session of the committee with the accused member to discuss the conduct of the accused and to decide if a recommendation should be made to council for the removal of the accused member who is not carrying out their duties in contributing to the fulfillment of the mandate of the Committee or is harbouring views which contradict the purpose of the Committee.
1. A motion of this type need only be passed by a simple majority
  - d. In the event that a standing member is removed from the committee they shall be replaced by someone from the same classification
  - e. "harbours views which contradict the purpose of the Committee" are defined as those:
    - i. that are inherently racist;
    - ii. promote hate speech;
    - iii. with malicious intent, actively contradict the stated purpose of the Committee.
2. Permanent members are required to attend all meetings of the Aboriginal Relations and Reconciliation Committee.
  - a. Failure to attend or send an appropriate proxy to 50% of the meetings in a trimester will result in immediate removal from the Aboriginal Relations and Reconciliation Committee.

3. Members shall be considered present should an appropriate proxy be appointed and attend, or by sending in their written thoughts on all agenda items to the chair.
4. Any member of the Executive Committee who fails to fulfil the reporting requirements as outlined in Standing Orders 13(1) may be reported to Students' Council, by a simple majority vote.
5. Permanent members are responsible for carrying out tasks assigned to them by the Aboriginal Relations and Reconciliation Committee or Chair.

## 6 Elder Protocol

---

1. The selection of an elder is to be the responsibility of the preceding year's Committee.
2. The Chair, in partnership with the rest of the Committee, the Indigenous Advisory Office, and the Students' Union Vice-President Operations and Finance, will select an Elder whose appointment mandate is for the following year.
3. In selecting an elder, the Chair, along with the rest of the Committee, will work in partnership with the following individuals/organizations:
  - a. Indigenous Advisory Office;
  - b. Aboriginal Student Services Centre;
  - c. Advisory Committee on Elders, Protocol, and Teachings; and
  - d. Students' Union Vice-President Finance.
4. The elder selection process will follow the University of Alberta's Elder Protocol document and the four tenants of the Elders Leadership and Resource Council Working Paper.
5. The purpose of the elder is to provide guidance for the committee and to ensure that it acts in the spirit of reconciliation and cooperation. In addition, the elder will aid the committee in the completion of its mandate; specifically, that outlined in Section 7.
6. In the event that no appropriate chair is found under Section 4(3), the elder will become the interim Chair with the administrative support of Discover Governance until a suitable candidate is selected among other members of the committee, not including those priorly removed.
7. Should an elder be seen as harbouring views which contradict the mandate of the Committee, or are viewed to be in abuse of power, the Committee will convene in camera to discuss said issues. Such discussion are to be done in with the elder and in accordance with the organizations outlines in Section 16(3).
8. In the event that Section 16(7) occurs, the removal of an elder requires a simple majority vote.

## 7 Proxies/Guests

---

1. To appoint a proxy to the Aboriginal Relations and Reconciliation Committee, the
  - a. member thereof must provide a notice to that effect to the Chair of the
  - b. Committee.
  - c. a. stating the name and e-mail address of the eligible member who will serve
  - d. as proxy,
  - e.
  - f. b. indicating the duration of the appointment, and
  - g. c. that is signed by the appointing member of the Committee or e-mailed to
  - h. the Chair of the Committee no later than two (2) hours prior to the
  - i. Committee meeting.

## 8 Discussion and Reports

---

1. As per Standing Orders 1(d), the Aboriginal Relations and Reconciliation Committee will create a annual Aboriginal Collaboration Framework which will define the parameters of 'adequate collaboration' through meetings with various Aboriginal stakeholders.
  - a. This is to occur before the second trimester of Students' Council.
2. Once the Aboriginal Relations and Reconciliation Committee has created the Aboriginal Collaboration Framework defined, it will present its findings to both the Students' Union and Students' Council.
3. In addition to an Aboriginal student Collaboration Framework, the Aboriginal Relations and Reconciliation Committee is responsible for the creation of three annual (3) reports:
  - a. Report on Aboriginal Priorities
    - i. The purpose of this report is to fulfil the Aboriginal Relations and Reconciliation Committee's mandate, as set out in Standing Orders 1(c).
    - ii. This report is to be completed no later than April 30th of any given year.
    - iii. The findings of this report is meant to have a proactive capacity; meaning that the details of the report are to be followed by the next session of both Students' Council and the Aboriginal Relations and Reconciliation Committee.
    - iv. This report, once reviewed by Students' Council, will both guide the Executive Committee's advocacy on Aboriginal issues and ensure adequate Aboriginal Student collaboration is completed.
  - b. Report on Executive Committee Advocacy
    - i. The purpose of this report is to fulfil the Aboriginal Relations and Reconciliation Committee's mandate, as set out in Standing Orders 1(i).

- ii. This report is to be published twice a year, with the publication dates being no later than, respectively, November 10th and April 10th.
- c. Report on Students' Council Aboriginal Representation
  - i. The purpose of this report is to fulfil the Aboriginal Relations and Reconciliation Committee's mandate, as set out in Standing Orders 1(j).
  - ii. This report is to be completed no later than January 30th.
- 4. Reporting by the Aboriginal Relations and Reconciliation Committee is to follow Aboriginal Student Collaboration Framework created by the Committee.

## 9 Administrative Assistant Duties

---

1. The Administrative Assistant of the Students' Union will:
  - a. Book meeting rooms for meeting of the Committee.
  - b. Book Minute Takers for each meeting of the Committee.
  - c. Structure agendas for each meeting based on the Orders of the Day submitted by members of the Committee and any referrals from Students' Council.
  - d. Notify the Committee of meetings through the agenda.
  - e. Distribute the agenda and minutes to each member of the Committee.
  - f. Ensure paper copies of the agenda are printed for the Chair to bring to each meeting.

## 10 Records

---

1. The Chair of the Aboriginal Relations and Reconciliation Committee shall ensure attendance is taken at each meeting of the Committee
2. In the event that a Minute Taker is not present at a meeting of the Aboriginal Relations and Reconciliation Committee, the Chair shall assign the task of recording the minutes of the meeting to one of the members of the committee.
3. Members of the Aboriginal Relations and Reconciliation Committee may amend their comments in the minutes to better reflect the recording when the minutes are being approved by the Committee.
4. The Chair of the Aboriginal Relations and Reconciliation Committee shall, after each meeting of the Committee, submit to Students' Council a report including:
  - a. any decisions made by the Committee acting under the authority delegated to it by Students' Council;
  - b. any recommendations made by the Committee to Students' Council;
  - c. any standing orders adopted by the Committee; and

- d. the last approved Minutes of the Committee.

## 11 Rules of Order

---

1. The Chair of the Aboriginal Relations and Reconciliation Committee will use their discretion in administering an informal style of Robert's Rules of Order to conduct the business of the meeting.

## 12 Orders of the Day

---

1. Right of Submission by Committee Members
  - a. Any voting member of the Aboriginal Relations and Reconciliation Committee may submit Orders of the Day to be considered by the Committee.
2. Order of Business for the Aboriginal Relations and Reconciliation Committee shall be:
  - a. Introduction.
    - i. Call to Order.
    - ii. Prayer/Smudging Ceremony
    - iii. Approval of Agenda.
    - iv. Approval of Minutes.
    - v. Chair's Business.
  - b. Old Business.
  - c. New Business.
  - d. Discussion.
  - e. Confirmation of Next Meeting Date.
  - f. Adjournment.
3. Deadline for Submission
  - a. Orders of the Day must be submitted to the Chair of the Aboriginal Relations and Reconciliation Committee and the Administrative Assistant to the Students' Council by noon on the business day prior to the Committee meeting.
4. Publishing
  - a. The agenda package for the Aboriginal Relations and Reconciliation Committee will be published in the following manner:
    - i. an electronic copy will be e-mailed to the Committee members by the day before the meeting, and
    - ii. paper copies will be provided at the Committee meeting upon request.
5. Special Orders

- a. The Order of Business notwithstanding, the Chair may designate any Order of the Day a Special Order.

## 13 Presentations

---

1. The Students' Union Executive shall provide:
  - a. a comprehensive presentation to the Aboriginal Relations and Reconciliation Committee of all goals relevant to the mandate of the Committee by June 30.

## 14 Executive Committee Reports

---

1. Each member of the Executive Committee shall provide, upon request, a written report to the Aboriginal Relations and Reconciliation Committee on their advocacy activities and those of the entire Executive Committee, as they relate to Aboriginal Students.
  - a. An oral report may be provided in lieu of a written report.

## 15 Standing Orders

---

1. The Standing Orders of the Aboriginal Relations and Reconciliation Committee may be amended by a simple majority vote of the Committee, with such changes being reported to Students' Council.
2. The Standing Orders of the Aboriginal Relations and Reconciliation Committee do not expire, but shall be reintroduced at the Committee's first meeting.

## 16 Confidentiality

---

1. All members shall ensure the security and confidentiality of sensitive information that comes into their possession by virtue of their membership on the Aboriginal Relations and Reconciliation Committee.

# Aboriginal Relations and Reconciliation Transition Report

---

Special thanks to the previous Chair of ARRC, Nathan Sunday, for his hard work on this committee and his contributions to this transition report.

To contact the previous Chair, please request their contact information from Discover Governance.

## Advice

### *Top three things the previous committee spent time on*

1. ARRC Recommendations
2. Meeting with the Knowledge Keeper
3. Reaching out to the community

### *Don't forget these committee duties*

According to the Standing Orders ARRC has a number of reports it's supposed to publish regarding Executive Committee advocacy and Students' Council engagement. It can be difficult to complete them all and easy to forget one.

### *The most difficult things about the committee...*

ARRC's duties are ambitious, and actually getting them all done is difficult. In 2018/19, ARRC met almost weekly attempting to complete them all, while most other committees met bi-weekly.

### *Things you least expect...*

The previous Chair was surprised by how much he was involved with external groups, meeting with them and explaining the committee and the SU governance process.

### *Three pieces of advice:*

1. Review the Standing Orders.
2. Read the Truth and Reconciliation Commission's Calls to Action and the United Declaration on the Rights of Indigenous Peoples.
3. Be prepared to put the time and effort into it. This committee gives Councillors a great opportunity to directly engage with students.

## 2018/19 Overview

### *Committee Successes*

ARRC Recommendations – this took two years to produce, and owes its success to the connectedness of the committee members. Everyone was working towards a common goal and treated each other more like friends than just committee members.

Recommendation Letters – these letters allowed ARRC to exert major influence over policy and other decisions that affect Aboriginal Students, including:

- Adding reconciliation as its own section in the Executive Goals for the year.
- Influencing the approach taken by the Council of Alberta University Students (CAUS) in including Aboriginal voices in the creation of their indigenization policy.

### *Committee Failures/Difficulties*

ARRC was unable to complete all of its reporting requirements, as they were overly ambitious when the committee was created. Next year's committee should consider reducing those requirements to make it more feasible for the committee to complete them.

Student-at-large engagement was low. There was considerable engagement from Aboriginal-related student groups on campus, but everyday students were not as involved as the committee was hoping. Next year, the committee should do more to promote itself and fill its student-at-large seats, particularly it should utilize available resources such as Nominating Committee and Discover Governance to help it engage more students.

## Final Word of Advice

Once you find an Elder/Traditional Knowledge Keeper, listen to their wisdom and knowledge.

## Summary of Major Motions

---

Gave the NSSA one permanent member seat on the committee.

Recommend that the Students' Council scrap the current Reconciliation Commission's for anthropology and work in conjunction with ARRC to recreate a new one.

Recommend that the Executive Committee create a goal titled "Reconciliation" in its 2018/19 goals document.

Approved a CAUS recommendation letter.

Approve the final version of the ARRC Recommendations.

# UNIVERSITY OF ALBERTA STUDENT PARTICIPATION PROCESS HANDBOOK

JANUARY, 2015

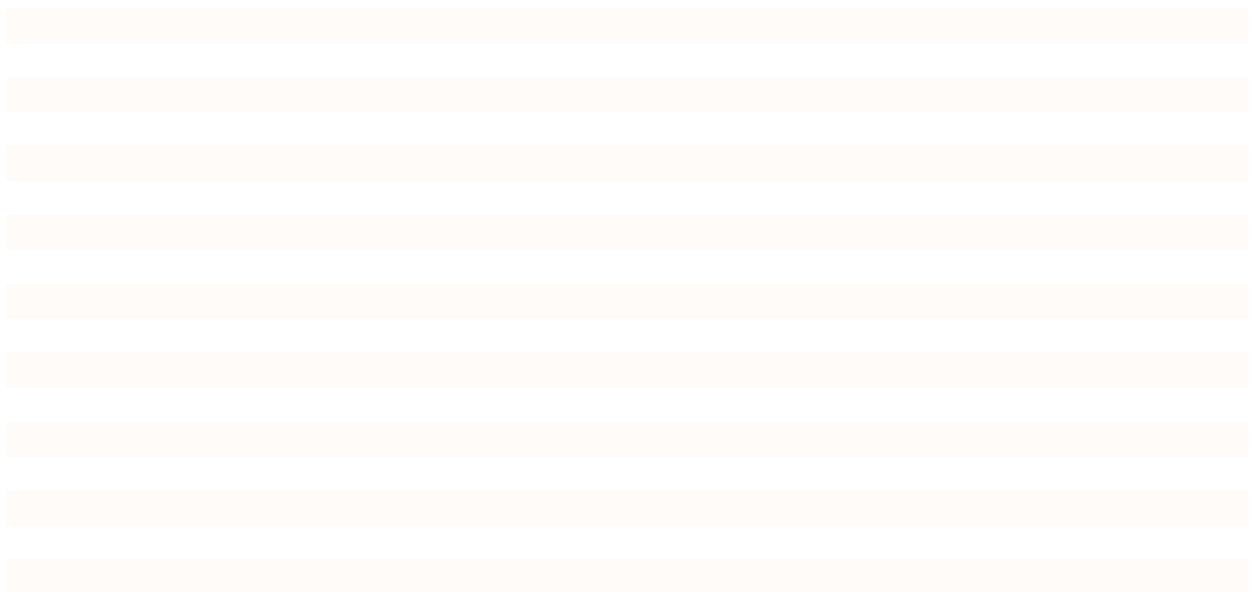


The Graduate Students' Association  
of the University of Alberta

# TABLE OF CONTENTS

INTRODUCTION.....	3
<b>I. AN INTRODUCTION TO THE PRACTICE OF PUBLIC PARTICIPATION.....</b>	<b>5</b>
The Continuum of Public Participation.....	7
From Theory to Practice.....	8
<b>II. STUDENT PARTICIPATION PRINCIPLES AND PROCESS.....</b>	<b>9</b>
Participation Values and Guiding Principles.....	11
Participation Planning Process.....	12
Continuum of Student Participation.....	13
A Discussion on the Process and Continuum.....	14
<b>III. PROJECT FRAMING AND STRATEGY PLANNING.....</b>	<b>15</b>
Initial Assessment - establishing clarity and project scoping.....	16
Creating clarity about the overarching decision or project.....	17
Creating clarity about the participation intention.....	17
The student participation invitation.....	18
Process Design.....	19
Identifying participants.....	19
Resource assessment.....	19
Communications process.....	19
Process evaluation strategy.....	20
Data tracking.....	20
Risk management.....	20
Participation methodology.....	20
Student Participation Readiness Assessment.....	21
<b>IV. STUDENT PARTICIPATION PROCESS PLANNING TOOL BOX.....</b>	<b>23</b>
Worksheet I: Participant Identification Template.....	25
Worksheet II: Public Participation Sphere of Interest.....	26
Worksheet III: Resource Plan.....	27
Worksheet IV: Communication Strategy.....	28
Worksheet V: Evaluation Strategy.....	29
Worksheet VI: Data Tracking Template.....	30
Worksheet VII: Risk Assessment.....	31
Worksheet VIII: Stakeholder Engagement Methods Strategy.....	32

# INTRODUCTION



In 2013, the University of Alberta (U of A) committed to enter into a facilitated process with the Students' Union (SU) and the Graduate Students' Association (GSA) to seek consensus with respect to the meaning and requirements of consultation - including the role, if any, for a mechanism to resolve disputes regarding consultation. In the fall of 2013 representatives of the three organizations participated in a collaborative education and development process [Appendix 1 - Participant List] which resulted in the development of guiding principles and processes for student participation at the U of A as set out in this handbook. Whenever decision-makers are considering sharing information on the decisions they are making, or making the determination to seek student input regarding such decisions, the "Continuum of Student Participation" can help decision-makers determine the most appropriate level of participation and to determine the most appropriate process for such participation. The resulting spectrum of potential participation is not about achieving consensus, convincing people, or providing any mechanism to resolve disputes regarding consultation—instead, it is intended to allow for effective and meaningful participation as one element of the University's decision making process, and the scope of that participation varies in accordance with the continuum.

This handbook 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. It is intended to support effective conversations relevant to the student constituencies at the University of Alberta, recognizing that conversations will involve the SU and GSA as the official representative bodies of their students. Optimally, this handbook would be used at a stage where concerns are identified and proposals are being developed.

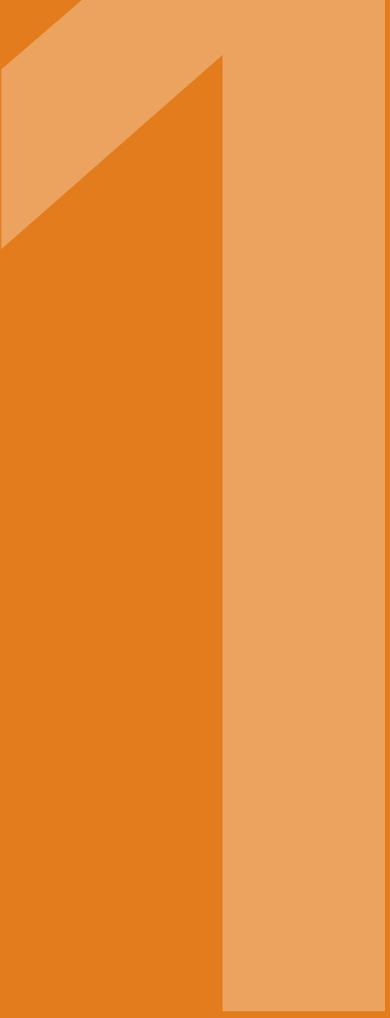
As this evolving document may be revisited and updated from time to time, it's important to note that this version is current as of January 2015.

The sections of the handbook are:

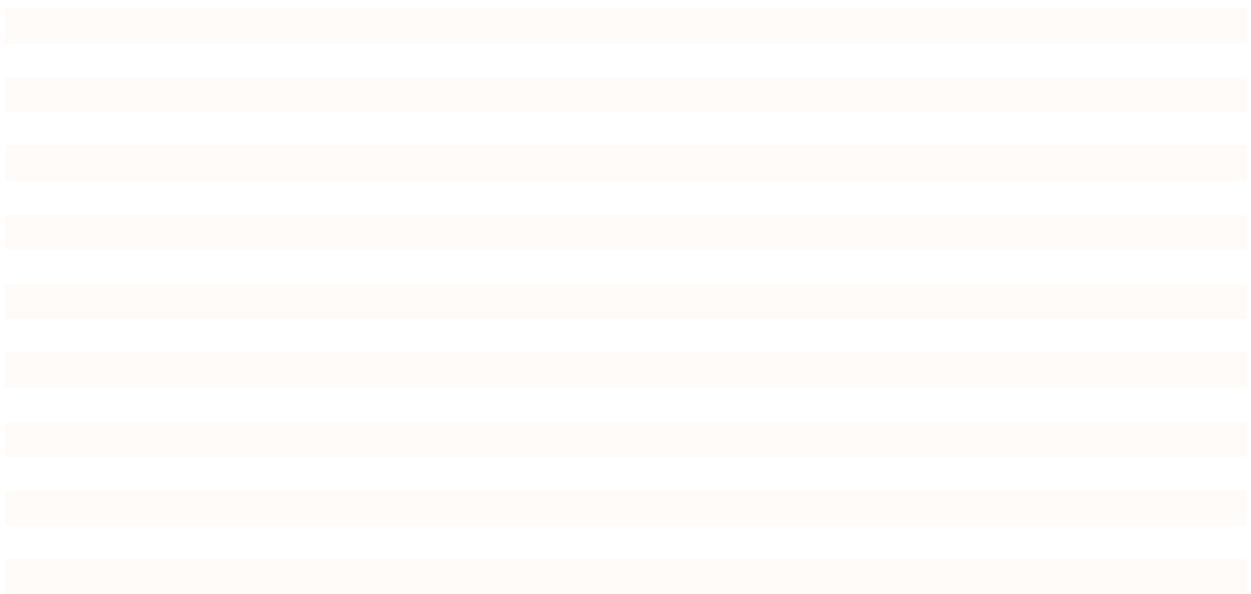
- 1 AN INTRODUCTION TO THE PRACTICE OF PUBLIC PARTICIPATION
- 2 STUDENT PARTICIPATION PRINCIPLES AND PROCESS
- 3 PROJECT FRAMING AND STRATEGY PLANNING
- 4 WORKSHEETS AND TOOLS TO SUPPORT PROCESS DESIGN

*Public participation in decision-making is an important and highly relevant area of research and practice. Post-secondary institutions, government, business and the public are looking for ways to most effectively involve a broad diversity of people in making decisions that are sustainable and supported.*

*U of A Centre for  
Public Involvement*



**AN INTRODUCTION TO  
THE PRACTICE OF  
PUBLIC PARTICIPATION**



In undertaking to develop a process for the University of Alberta, it is useful to have an understanding of how public participation in decision making is done generally, and to base the institutional process on contemporary best practices. In recent years, the role of participative democracy has become more prevalent, and increasingly sophisticated, as public and stakeholders engage in conversations about complex situations. Public participation has evolved into a practice that closely parallels that of qualitative (and frequently quantitative) research. As such, it requires a strategic, methodical, and rigorous approach to ensure the results of public involvement are credible to all and useful to decision makers as one element of their deliberation process.

Due in part to the proliferation of public participation, people are becoming more selective about their involvement choices. In order to be truly effective, process design requires a clear purpose, outcomes, and standards of practice or participation values, in order to elicit engagement by the community and/or stakeholders. The overarching premise in process design is that form follows function—proponents must employ a strategic and methodical approach to establish clarity of purpose, scope, and the larger context before the form of consultation and methodology is identified.

Finally, public participation is about involving the appropriate people in the appropriate way at the appropriate time. This strategic approach dispels the myth that 'one size fits all' in the practice of public participation.

*Remember that public input is almost always just one factor of a multi-faceted decision.*

# THE CONTINUUM OF PUBLIC PARTICIPATION

The Continuum of Public Participation defines progressive stages of participation, and is an essential tool in understanding and designing strategic participation processes. It helps decision-makers determine the most appropriate stage of participation when they are seeking broader input, or believe they need to share information on decisions they are making. In the diagram below, each stage of public participation is explained by its stated intention and purpose.

*Over time a range of tools have been developed by various organizations, practitioners, and process planners to design effective and credible public participation processes; several of which are contained in this handbook. (IAP2 (iap2.org) also provides a range of resources to educate and guide involvement processes.)*

STAGES	INFORMATION SHARING	INVOLVEMENT		ACTIVE PARTICIPATION	
	INFORM	CONSULT	ENGAGE	COLLABORATE	EMPOWER
INTENTIONS	To build awareness	To build knowledge	To build commitment	To build ownership	To build responsibility
PURPOSE	To share information with your public about issues that may affect them.	Testing ideas or concepts; providing information and obtaining feedback on alternatives, or analysis of proposed decisions; and provide feedback on how input influenced the decision.	Involving stakeholders throughout the process—ensuring relevant concerns and aspirations are understood and considered; co-developing solutions.	Sharing decision making by partnering with stakeholders in aspects of decision making, including developing alternatives and/or recommendations.	Delegating the decision making wherein stakeholders have responsibility for the decision.



*This continuum is an adaptation of the International Association of Public Participation (IAP2) Spectrum of Public Participation.*

## FROM THEORY TO PRACTICE

The stages of public participation range from basic information sharing to delegating the decision making to an appointed body. The same can be said about student participation.

It is critical to the credibility and accountability of the process for the process designers to ascertain and communicate at the beginning of any project the stage or stages of public participation being used. Not all issues or projects will involve more than one stage, and many instances will only employ one stage, if at all.

Therefore, regardless of which stage is applied, projects will need a communication strategy to ensure all participants understand what the broader decision will be on, who will make the decision, what the decision making process is, and how different inputs will be used to inform that decision. Taking the time to establish this context and clarity both within the university and with student participation participants not only supports accountability for a given project but will build trust and relationships.

In each stage special attention must be given to the design of unbiased process. In the co-design of an outreach process, it is essential to ensure that the conversation is never about agreeing with or supporting the issue. It is about clarifying the issue and designing a process in which participation is geared towards eliciting and listening to the full range of perspectives and learning more from the students. A key, and frequent, breakdown in public participation occurs when those involved in gathering information become defenders of their position, rather than effective listeners. This breakdown can happen with student participation as well.

The first two stages—information sharing and consulting—are generally considered outreach processes to larger numbers of people and the ‘involvement’ is about sharing and gathering high level information. Participation at this level is about gathering information from university and student stakeholders, and it is not about achieving consensus or convincing people.

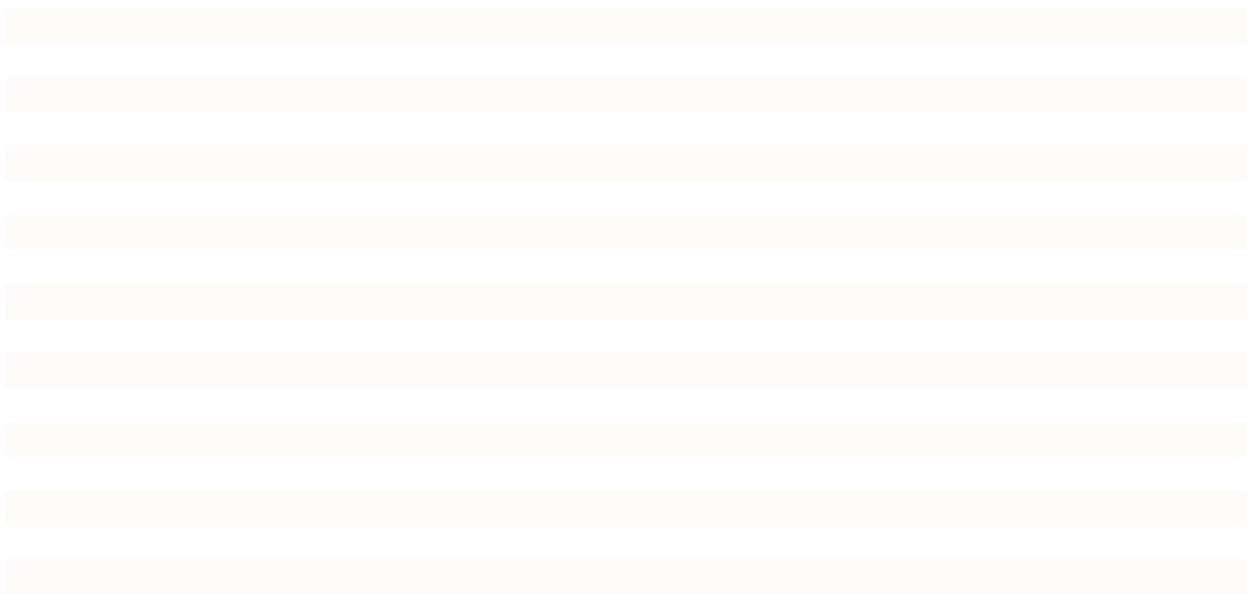
Where possible, the U of A seeks engagement. At the engagement level, participation tends to move from broad participation to stakeholder engagement. Outreach is more focussed, and often involves representatives or individuals that are assigned a formal role in the participation process.

At this level, conversations may be contained to the specific representative groups, or the group may collaboratively design and implement broader stakeholder processes. This type of project could utilize more than one stage from the continuum as the range of participants would have different interests and need for participation.

Finally, there are times when the regulated decision making authority will actually assign decision making on a matter or a specific function to a small group. Some boards or standing committees could have this designation. This is the empower stage of public participation.



# STUDENT PARTICIPATION PRINCIPLES & PROCESS



The University of Alberta Student Participation Principles and Process is the product of a collaboration between representatives from University administration, the Students' Union, and the Graduate Students' Association.

In service to the vision and values of the University of Alberta, the U of A administration, SU, and GSA have developed a collaborative approach to appropriate and effective student participation in matters that affect the student body, to support a "diverse, yet inclusive, dynamic collegial community that welcomes change and seizes opportunity with passion and creativity." (Dare to Deliver 2011-2015) As a handbook, it provides processes and templates that can enable effective and productive participation conversations, whether with a small group of stakeholders, or for a campus-wide initiative. It includes a set of core values and corresponding principles of practice, as well as a process for effective participation design and implementation.

If the three parties demonstrate an ongoing commitment to the values and principles of practice, as well as to using the participation process, the U of A will benefit by strengthening the ability to collaborate and build relationships, to learn from each other, and to develop robust and sustainable solutions to problems and challenges when they arise.

## UNIVERSITY OF ALBERTA

### VISION

*To inspire the human spirit through outstanding achievements in learning, discovery, and citizenship in a creative community, building one of the world's great universities for the public good.*

### WE VALUE:

- 1 excellence in teaching that promotes learning, outstanding research and creative activity that fuel discovery and advance knowledge, and enlightened service that builds citizenship;*
- 2 the centrality of our students and our responsibility to provide an intellectually superior educational environment;*
- 3 integrity, fairness, and principles of ethical conduct built on the foundation of academic freedom, open inquiry, and the pursuit of truth;*
- 4 a diverse, yet inclusive, dynamic collegial community that welcomes change and seizes opportunity with passion and creativity;*
- 5 pride in our history and traditions, including contributions from Aboriginal people and other groups, that enriches and distinguishes the University.*

## PARTICIPATION VALUES AND GUIDING PRINCIPLES

The University of Alberta Administration, Students' Union and the Graduate Students' Association commit to participation in accordance with the Participation Values and Principles of Practice. These will be applied by the partners in their individual

and collective practice of participation for decisions that affect the U of A student body. Furthermore, in their leadership roles, the partners will educate and advocate for the adherence to and adoption of the Participation Values and Principles of Practice within their individual constituencies.

VALUE	PRINCIPLES OF PRACTICE
<p><b>RESPECT OF INDIVIDUALS</b></p> <p>Student participation draws together persons with a diversity of opinions and positions. The cornerstone of effective student participation is to respect the right to hold individual positions, and to always demonstrate respectful behavior to the people that hold them.</p>	<ul style="list-style-type: none"> <li>• Respect the individuals involved in participation processes</li> <li>• Seek to understand the diversity of perspectives</li> <li>• Not engage in or condone any form of personal attack or intimidation</li> </ul>
<p><b>CONSTRUCTIVE AND SHARED LEADERSHIP</b></p> <p>The stakeholders recognize that they hold, and will uphold, a shared responsibility in facilitating effective participation.</p>	<ul style="list-style-type: none"> <li>• Model and encourage constructive leadership</li> <li>• Earn trust by consistently acting in an honest and trustworthy manner</li> <li>• Honor and uphold agreed upon protocols</li> <li>• Focus on developing workable solutions that reflect the vision and values of the University</li> </ul>
<p><b>THE ABILITY TO MAKE INFORMED DECISIONS</b></p> <p>We believe student participation provides perspectives and information that can make a significant contribution to the quality and sustainability of decisions. We are committed to strategic and methodical processes that support our ability to make informed decisions.</p>	<ul style="list-style-type: none"> <li>• Collaboratively develop a participation strategy to help guide each participation initiative</li> <li>• Design participation to elicit a full range of opinions and perspectives</li> <li>• Ensure decision making processes reflect the consideration of student input</li> </ul>
<p><b>CLARITY AND TRANSPARENCY</b></p> <p>Informed participation means that students will understand and are fully able to participate in the process.</p>	<ul style="list-style-type: none"> <li>• Provide timely notice and information that is accessible to enable full participation</li> <li>• Use the participation process to ensure participants receive all pertinent participation process information including but not limited to context, scope, and use of information</li> <li>• Ensure participants are aware of interim decisions</li> </ul>
<p><b>AN OPEN-MINDED APPROACH</b></p> <p>A creative, collaborative and collegial approach to participation will support inclusive and strategic participation.</p>	<ul style="list-style-type: none"> <li>• Be open to new, innovative, participation practices</li> <li>• Treat each process as a separate process</li> <li>• Use creativity to manage design challenges</li> </ul>

# PARTICIPATION PLANNING PROCESS

## INITIAL ASSESSMENT — ESTABLISHING CLARITY

This assessment is about answering the following questions—ensure you have the appropriate people at the table.

- What is the overall project? What is the decision being made and by whom? By when?
- What other factors will inform the decision? Remember: student participation is just one input into the decision.
- Is there clarity and a common understanding about the issue?

## INITIAL ASSESSMENT — THE STUDENT PARTICIPATION INTENTION

- Why would you involve students in this discussion? What exactly do you want to achieve or learn?
- What information are decision makers seeking to assist them in this decision? How has this been verified?
- What is the commitment about how information will be used—factored in or considered in the decision making process?
- What factors will influence the decision about level and scope of consultation? (Time, resources, etc.) How?
- Can you identify the specific information are you seeking?

## THE PARTICIPATION DECISION

- Will/how will student participation add value to this decision?
- Where will it fit on the continuum?

## PROCESS AND RESOURCE CONSIDERATIONS

- Identification of participants and levels of engagement
- Timelines including key decision points
- Budget and human resources available
- Confirm outcomes and information required by decision makers
- Risk assessment, communication plan, values alignment

## DESIGNING A STUDENT PARTICIPATION STRATEGY AND PLAN

- Collaborative design of process/methods with stakeholders
- Implementation plan
- Data management strategy
- Communication strategy
- Evaluation Framework (including values alignment)

## CONTINUUM OF STUDENT PARTICIPATION

STAGES OF STUDENT PARTICIPATION	INFORMATION SHARING	CONSULTATION		ACTIVE PARTICIPATION	
	INFORM	CONSULT	ENGAGE	COLLABORATE	EMPOWER
INTENTIONS	To build awareness	To build knowledge	To build commitment	To build ownership	To build responsibility
PURPOSE FOR STUDENT PARTICIPATION	To share information with students about issues that may affect them.	Gathering information, testing ideas or concepts by providing information and obtaining feedback on alternatives, and/or analysis of proposed decisions.	Involving students in the development of solutions throughout the process to ensure that relevant concerns and aspirations are understood and considered.	Sharing decision making by partnering with students in aspects of decision making, including the development of alternatives and/or recommendations.	Delegating decision making wherein students have responsibility for the decision.
STUDENT PARTICIPATION COMMITMENT	To keep students informed - about the project, the decision making process, the larger scope, and the ongoing developments.	To keep students informed, to listen, acknowledge concerns and aspirations, and provide feedback on how student input influenced the decision.	To work with students to ensure that their concerns and aspirations are reflected in alternatives developed and provide feedback on how student input influenced the decision.	To look to students for advice and innovation in formulating solutions and incorporate student advice and/or recommendations into the decisions to the maximum extent possible.	To implement what the participants decide.
RESPONSIBILITY OR ACCOUNTABILITY OF THE DECISION MAKER	Provide complete, objective, reliable, timely and easy to access information.	Define the goals and processes, clearly state the purpose and scope of the exercise, and articulate the decision-maker's commitment to the utilization of student input.		Facilitate an effective process by providing time, information, and flexibility for consultation, and by clarifying the process for integrating decisions into the larger context.	

## A DISCUSSION ON THE PROCESS AND CONTINUUM

In almost all instances, the initial assessment is absolutely the most critical element of effective process. The initial assessment is about establishing clarity and scoping out the nature of the issue or project, which is further discussed in detail on page 16. It is important to remember and worth reiterating that at its essence, effective participation of students is about involving the appropriate people in the appropriate way at the appropriate time.

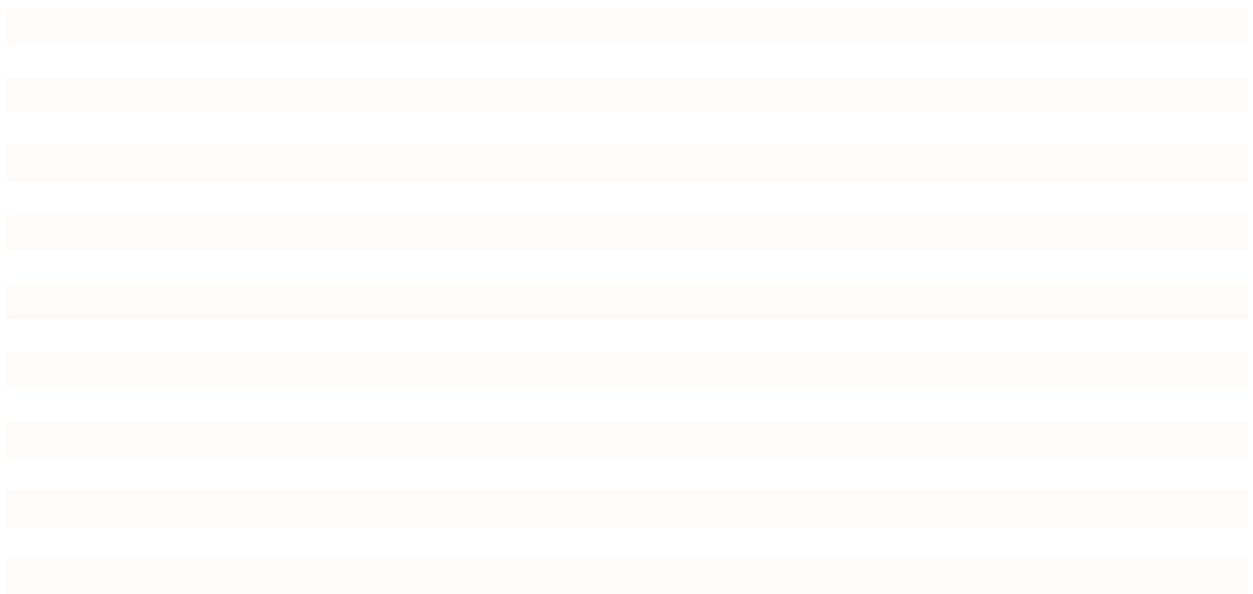
The relationship between the U of A, the SU, and the GSA will sometimes fall into the engagement or collaboration levels, in that the University turns to one or both of these elected and representative bodies as the gateway to the U of A student body interests. The process tends to become about a set of peers engaging in conversations (and potentially seeking solutions) about matters that affect their constituencies.

This chart also acknowledges that bringing in a broader range of stakeholders does not assume that students are involved in the decision making. The evaluation of input would generally be the mandate of the SU, GSA, or the group with the delegated authority. This is a key point to understand.

At the U of A, other stakeholders could include some of the many formal bodies that act as representatives of U of A interest groups, or in some cases the broader student body.



## PROJECT FRAMING AND STRATEGY PLANNING



## INITIAL ASSESSMENT – ESTABLISHING CLARITY AND PROJECT SCOPING

This section addresses the initial assessment, through the Student Participation Decision and some of the initial scoping process.

The purpose of the initial assessment is:

- To clarify and develop an internal understanding of the overarching issue, project or process.
- **Note:** You cannot decide if student participation will add value as one of the inputs to the decision, or if it is necessary, until there is clarity on the decision being made.

The importance of establishing clarity about the context, the scope, the background, and the purpose of participation, for any participation process along the continuum, cannot be overstated. Jumping to action before having the initial assessment can create a myriad of problems for everyone involved.

The initial assessment is generally initiated by the decision-maker, who identifies the potential need for a broader conversation or information-sharing about an issue or specific topic (i.e. we need a strategy/ a policy/ more information about the topic/ a broader range of perspectives on the topic.) The person or office that will be responsible for the participation outreach should begin the initial assessment, and should involve the appropriate key stakeholders in the conversation. When deciding who should participate in this assessment, it is helpful to consider who will be most impacted or affected by this decision.

The intention of the participation project is to gain clarity, focus, and definition as you work through the conversation process. What follows are guidelines to consider when determining if student participation could be helpful and and to what end.

*The intention of the questions and worksheets is to stimulate thoughts and inform the approach. It is not necessary to answer each question in sequence. Begin by reading all the questions in a worksheet, and then use them to inform and develop the approach.*

## CREATING CLARITY ABOUT THE OVERARCHING DECISION OR PROJECT

Before even thinking about the student participation process clarity and consensus is needed on the decision that student input may inform.

What is the decision being made? Who is the decision maker? When is the decision being made?

How complex is this decision? Is it part of a larger initiative; or is a single issue? What is the larger context? (i.e. the policy is part of an overall suite of policies, or a focussed, single decision project)

What factors will influence the decision? (Remember student input is just one factor in the decision process.)

Are there any parts of the decision that have already been made? What is on the table for discussion and what isn't?

Who will be affected by this decision? (directly and indirectly)

## CREATING CLARITY ABOUT THE PARTICIPATION INTENTION

The initial assessment is never about whether students agree with, or support, the issue. It is about clarifying the purpose and focus of student participation and ensuring the conversation or information is geared towards the real desired outcome—learning more about the issue from a broader population. Creating clarity up front will ensure that you are asking the right questions, gathering the right type and amount of information, and that all participants are made clear about how the information will contribute to the process.

Why do you think you want to involve the students (or stakeholders) in this discussion?

What do you want to learn from or discuss with the stakeholders? Or, what information are you trying to communicate? (NOTE: It usually takes an exploratory conversation –or two—to achieve clarity on what you are really seeking from the students or stakeholders--make sure you move past the decision and focus on what you want to learn from a specific group to inform the decision.

How would this information add value to the decision being made?  
Are there historical factors or previous decisions that will affect this process/discussion?

What factors will influence the decision about level and scope of consultation? (Time, resources, etc.) How?

What are some shared values that could inform the approach to this conversation? (These will need to be validated with participants in the process design.)

What will happen with any information you generate?

## THE STUDENT PARTICIPATION INVITATION

Please take time to incorporate the information above and ask yourselves again: why would you involve the students in this discussion?

What exactly do you want to achieve or learn about? Note: This is the crux of any student participation process. Take the time to ensure that you are clear and focussed on what you want to learn or the information you need to add value to the decision being made. Also work with your consultation question to ensure it is sincere, open-ended, and unbiased.

Where does this involvement fit on the continuum? Can you rationalize this placement?

STAGES	INFORMATION SHARING	INVOLVEMENT		ACTIVE PARTICIPATION	
	INFORM	CONSULT	ENGAGE	COLLABORATE	EMPOWER

What information do decision makers need to assist them in this decision? How has this been verified?

What specific information are you seeking from the students or stakeholders?



At this point the group you have convened should be able to prepare a Student Participation Invitation that states 1) the intention of the conversation (we want to learn..., or we are going to inform...), 2) the values that will guide the process, 3) the larger context, 4) key considerations or factors that will affect the discussion, 5) where it fits

on the continuum, and 6) how the information will be used.

**Note:** In the spirit of transparency, it may be important to share this information with student stakeholders.

## PROCESS DESIGN

This stage could be described as laying out the pieces of a puzzle before you put it together. The Assessment will help you to ensure you have “covered the bases” before you proceed with design. It is important to review and consider each of the elements before you design your process. Each element provides valuable information that will ensure an effective design. Section IV (pg 23) contains a tool box of relevant worksheets that you might find helpful in a conducting a strategic and methodical approach to planning a participation project.

### IDENTIFYING PARTICIPANTS

Deciding who could provide valuable insights to the conversation, or who would be interested in knowing about the initiative should be a first order of business.

It’s important to note, the scope of participants generally narrows as you move along the Continuum of Student Participation with “information sharing” being quite broad with general information and (for example) “engagement” being much more defined and selective, generally involving identified stakeholders. At the far end of the continuum, participation tends to be more formal and deal with mandated participants.

In addition to determining the scope of outreach, it is important to define the level of involvement to ensure your resources are strategically invested. Worksheets I and II (pg 25/26) support the participant identification process.

### RESOURCE ASSESSMENT

Student participation (even very limited or focussed conversations) can be a time-and-labour intensive undertaking, particularly when added on to current responsibilities rather than being a specific job duty. It is important to include the requirements of supporting staff in your project strategy. An accurate assessment of the resources required for student participation processes is necessary to ensure that processes are adequately resourced; inaccurate assessments and inadequate resourcing can often hinder the success of

a participation project. Some usual resource considerations include:

- 1 Staff and Contractors: There are internal requirements for staff on the project that need to be planned for, and if it’s a very large project a contractor may be required.
- 2 Technical information and materials: Web site development and maintenance, displays, etc.
- 3 Communications: Promotion, advertising, newsletters, brochures, information gathering expenses, surveys, etc.
- 4 Logistics: Facility rental, refreshments, committee expenses, signage, etc.
- 5 Participant funding and outreach: A part of inclusive participation is ensuring your process is accessible. For larger initiatives this could include investments in interpretation/translation, transportation, or child care.

### COMMUNICATIONS PROCESS

Effective information sharing is critical to any student participation program. Basically, it’s a matter of strategic thinking and common sense. In process communication or information sharing, the “keep it simple” rule is paramount. Decide which communication methods best fit your needs once you have decided whom you need to share information with, when it is best to share it, and what the key messages are. The worksheet on page 28 provides a useful tool.

## PROCESS EVALUATION STRATEGY

Process evaluation is not the same as evaluating the project; nor is it about whether the recommendations were accepted by decision makers, although that may be one indicator of success. The key point of a process evaluation is to identify your indicators of success before you start the process and then measure your process against them. The number of participants is a poor evaluation factor. The purpose of this type of evaluation is to determine if the process was effective.

Evaluation is often the step that doesn't get done, for a variety of reasons: timing, other demands, assumptions—if it wasn't a train wreck it must have been a good process. It is important to ask what worked, what didn't, and how it could have been better...AND make changes the next time around.

Interim evaluation should be used as a tool for ensuring meaningful results through process adaptations or course correction. Use Worksheet V: Evaluation Strategy (pg 29).

## DATA TRACKING

Depending on the complexity of the project, data tracking can be a critical accountability tool. In some cases every telephone call might need to be tracked, in others summaries of activity will suffice. It is important to scope the amount of data that will be gathered and ensure you have decided on tools or process at the beginning of the Stakeholder Engagement process. Use Worksheet VI: Data Tracking (pg 30).

## RISK MANAGEMENT

In the beginning of the assessment, you took the time to identify the scope of the project and determine if there were any complexities or historical factors that might influence the tone or the way in which the student participation process is approached. If the preliminary assessment suggested there might be complications, it would be wise to conduct a full risk assessment. Use Worksheet VII: Risk assessment (pg 31).

## PARTICIPATION METHODOLOGY

Once you have defined the scope of the student participation process, where it fits on the continuum, and identified the potential participants, you are better able to decide what process tools or methods can be used at what stage to implement your participation strategy. There are several websites that provide information on matching the appropriate method with the target audience or gathering the required information (see page 24) Use Worksheet VII: Methods Strategy (pg 32).

# STUDENT PARTICIPATION READINESS ASSESSMENT

Addressing these elements will enable an effective design for your student participation process.

## READINESS STATEMENT

### VALUING

- We are utilizing our Student Participation Values and Guiding Principles in considering our approach

### INITIAL ASSESSMENT: CONTEXT AND PURPOSE

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li><input type="checkbox"/> We can confirm that the decision we are discussing has not been made.</li> </ul>   | <ul style="list-style-type: none"> <li><input type="checkbox"/> We have a clear understanding of the overall project decision, or the conversation being held, and the purpose for an involvement process.</li> </ul> |
| <ul style="list-style-type: none"> <li><input type="checkbox"/> We know what information the decision makers are looking for, and how they will use it in their reflection process.</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> We have a clear understanding of what we want to know, or the conversations we want to have with the public.</li> </ul>                               |
| <ul style="list-style-type: none"> <li><input type="checkbox"/> We have identified where this initiative fits on the continuum.</li> </ul>   |   |

### EXPLORING: PROCESS SCOPING

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li><input type="checkbox"/> We have identified potential participants, and their sphere of interest or engagement.</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> We have tested and assessed the student participation climate--we have identified any historical aspects that might affect the involvement process; we know who 'was out there last' and how that might affect the public response to us.</li> </ul> |
| <ul style="list-style-type: none"> <li><input type="checkbox"/> Our strategy has been creatively designed to accommodate project timelines.</li> </ul>            |  |

### ORGANIZING AND DOING

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li><input type="checkbox"/> We have assessed the timing of our project (in the context of other events or projects) to enable active participation. Or, we have coordinated our process with other relevant processes so we don't overwhelm the stakeholders and to increase our ability to get quality feedback.</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> We have addressed the following:             <ul style="list-style-type: none"> <li>• Risk identification and assessment</li> <li>• Project spokespersons identified</li> <li>• Communication strategy</li> <li>• Resource strategy</li> <li>• Formative and summative evaluations that provide for amending the process if it isn't working</li> </ul> </li> </ul> |
| <ul style="list-style-type: none"> <li><input type="checkbox"/> We have developed a process strategy.</li> </ul>   |   |

*Summaries of the information above should be drafted into a Student Participation Strategy. Depending on the scope and complexity of the initiative it could be simple and informal, but might need to be complex. The Student Participation Process Strategy is a key accountability tool to your participants and the decision makers.*





**WORKSHEETS AND TOOLS  
TO SUPPORT PROCESS DESIGN**

The Worksheets and Tip Sheets contained in this section are intended to support process designers in a methodical and strategic approach in process design.

The toolbox does not include an exhaustive list of student involvement methods, but there are a number of websites available that provide a comprehensive compendium of methods. New methods are continually evolving, especially with the use of technology.

Some resources can be found at:

*[http://www.dvrpc.org/GetInvolved/PublicParticipation/pdf/IAP2\\_public\\_participationToolbox.pdf](http://www.dvrpc.org/GetInvolved/PublicParticipation/pdf/IAP2_public_participationToolbox.pdf)*

*[http://www.edmonton.ca/for\\_residents/Involving\\_Edmonton\\_2008.pdf](http://www.edmonton.ca/for_residents/Involving_Edmonton_2008.pdf)*

*<http://www.ceaa.gc.ca/default.asp?lang=En&n=46425CAF-1&offset=9&toc=show>*

# WORKSHEET I: PARTICIPANT IDENTIFICATION TEMPLATE

## PROJECT /PROCESS:

Addressing the points below will help to establish context for your thinking about potential participants.

- 1 Scope of consultation: how broad is the outreach on this project—the entire campus or one segment?
- 2 Impact of decision: who will be impacted by this initiative?
- 3 History of the issue: how might this affect who wants to be involved?

## IDENTIFYING SPECIFIC PARTICIPANTS

Use the table below to create your initial list of participants.

Who specifically might want to be involved?	What is their level of interest? What issues would they be interested in?	What method will we use to communicate with this participant group?

## WORKSHEET II: PARTICIPATION SPHERE OF INTEREST

Since there are seldom resources to cover every base that is identified; sometimes it is helpful to map out the sphere of interest on identified stakeholders. The Sphere of Interest enables you to identify where to target your

resources and where to expect the most interaction. We have correlated the sphere of interests with the continuum.



## WORKSHEET III: RESOURCE PLAN

Hard Costs	Proposed Costs	Final Costs	Variance
<b>External Consultants:</b> Stakeholder Engagement consultants, Communications consultants, Lawyers			
<b>Data gathering:</b> Public opinion polls/surveys, on-line surveys, data analysis, data tracking			
<b>Technical Requirements:</b> Computer analysis processes, equipment, etc			
<b>Logistics:</b> Facilities, Refreshments, etc.			
<b>Communication:</b> Advertising, Web development and maintenance, print materials, presentation materials			
<b>Participant Costs:</b> travel, translation, interpretation, subsidies			
<b>TOTAL</b>			
Soft Costs	Proposed Costs	Final Costs	Variance
<b>Project team costs</b>			
<b>Special event HR costs</b>			
<b>Additional internal consulting costs</b>			
<b>FINANCIAL TOTAL</b>			



## WORKSHEET V: EVALUATION STRATEGY

<p>Evaluation criteria/indicators of success for the process. (Tip: Ask decision makers and stakeholders about their indicators of success.)</p>	
<p>Are the criteria: relevant and meaningful to the project? tied to the project objectives and outcomes? tied to the Core Commitments and Standards of Practice?</p>	
<p>What specifically are you evaluating about the process?</p>	
<p>What methods will you use? Are you using quantitative or qualitative evaluation methods? Ensure that the methods used match the types of information you are gathering and are appropriate to the people you are talking with.</p>	
<p>Who would best provide the required information?</p>	
<p>How information will be used, recorded, tracked and analyzed? And by whom?</p>	
<p>How will the interim and final evaluation results be used?</p>	
<p>How will you communicate evaluation results?</p>	
<p>How will you take action on improving this or other processes?</p>	

## WORKSHEET VI: DATA TRACKING TEMPLATE

Project Name: \_\_\_\_\_ Project Manager: \_\_\_\_\_

Date recorded	Source of information (individual, organization submission, event, website, etc.	Key points or messages	Where is the information? stored or recorded?	How was input used? Why or why not?

## WORKSHEET VII: RISK ASSESSMENT

ID #	Statement of Risk	Risk Effect	Risk Probability (0-5)	Risk Severity (0-5)	Risk Ownership	Indicators of Risk Situation	Mitigation Strategies
<b>Sample:</b>	Short time line for consultation	Alienates the stakeholder body	4	5	U of A	<ul style="list-style-type: none"> <li>• Inadequate feedback</li> <li>• Public input not included in recommendation</li> </ul>	With short timelines, work with stakeholders to design quick turnaround process by having them outline what would be acceptable in the context.

## WORKSHEET VIII: ENGAGEMENT METHODS STRATEGY

Project Name: \_\_\_\_\_

Purpose: Identify appropriate involvement tools to meet the needs of the stakeholders.

Participant (from Participant Identification Tool)	Level of interest	Level of involvement from the continuum	Potential size of group or numbers of participants recorded?	Involvement tools that match needs
<b>Sample:</b> Student Groups	High—want active participation	Information sharing and consultation – collaborating to develop solutions	Representative group –15 members	Attend student group meetings, newsletters, web site, advisory committee





February 13, 2019  
Andrew Bieman, Chair  
Council of Alberta University Students (CAUS)  
#1 9908 109 Street  
Edmonton AB, T5K 1H5

**RE: Recommendation to CAUS on its 'Indigenization' Policy**

Dear Chair Bieman & Vice Chair LeBlanc,

This letter is on behalf of the Aboriginal Relations and Reconciliation Committee (ARRC), a Standing Committee of the University of Alberta Students' Union (UASU) given the delegated authority from Students' Council to advance and promote reconciliation within the Students' Union.

Specifically, we are writing to the Council of Alberta University Students (CAUS) to provide feedback and a suite of recommendations based on your presentation given to the UASU Students' Council on Tuesday, January 22 titled "2018/2019 CAUS". As you are aware, a number of concerns were raised regarding your organization's internal priority of "Indigenization." We believe that the term 'Indigenization' was used in a way that does not take into account the historical and contemporary contexts surrounding Canada's commitment to reconciliation. In fact, it felt tokenistic to our Students' Council and, most importantly, to Indigenous students at the University of Alberta. We provided CAUS with verbal feedback and are now following up with our written recommendations moving forward, in the hopes of creating a correspondence on this issue.

Below is a summarization of the feedback we gave during your Presentation to our Students' Council on Jan. 22, 2019 along with additional feedback from the ARRC and its student-at-large members:

- a. The reasoning and intent of your organization's adoption of an 'Indigenizing' approach is unclear. Is CAUS committed to actively disrupting colonialism or is the adoption of an 'Indigenizing' policy merely a move of political correctness?
- b. It is unacceptable that a non-Indigenous person is leading in the development of integrating Indigenous approaches and policy creation. Indigenous Peoples globally have been researched to death and your decision to employ a non-Indigenous person to lead this is inherently colonial. Only Indigenous peoples fully understand their own lived experiences.

- c. Going forward, CAUS should strive to hire a self-identifying Indigenous person to conduct all Indigenous research and policy creations and should demonstrate intentionality in their recruitment for the position.
- d. As has been the historical precedent, there is fear that the bulk of the work will be put on the Indigenous Peoples you are seeking to 'consult' with.

Prior to actual engagement with Indigenous students, it is important for CAUS to have a concrete understanding of what its motivations are in creating an 'Indigenizing approach and policy.' If your organization's approach to an Indigenization policy is deontically motivated, as opposed to genuinely based on allyship, ARRC recommends that CAUS cease to engage around such a topic.

As a preliminary non-Indigenous organization, CAUS is poised to act in allyship with Indigenous Peoples; not speak for us. Any consultation or engagement with Indigenous students must be completed in the right way; predicated upon the traditional/cultural protocols of the group(s) you are attempting to engage. CAUS should de-centre its power over Indigenous students as a provincial organization and allow for the centring of Indigenous understandings and experiences.

Furthermore, it is unacceptable that a non-Indigenous person, who lacks both the lived experiences of Indigenous Peoples and any formal anti-oppression training, be tasked with creating an Indigenization policy. As stated by Native American scholar R. A. Innes (2009), "insider research, Indigenous and non-Indigenous, challenge[s] the research conducted by outsiders for its colonial nature, which ignores, silences, and/or diminishes insider perspectives". By tasking a non-Indigenous researcher to craft a policy about Indigenous Peoples, CAUS continues to be complicit in colonial narratives which seek to subvert the agency of Indigenous Peoples in favour of our colonial 'masters.' Such an unequal power dynamic, which privileges the Western methodologies of settlers and orients Indigenous Peoples as subjects to be research, cannot be maintained if CAUS truly wishes for this policy to reflect the realities of Indigenous students.

Put simply: "non-Indigenous people shouldn't be advocating nor attempting to create Indigenized organizations/spaces without Indigenous People's involvement [and consent]."

In closing, the Committee is putting forward recommendations that CAUS should take into consideration as it begins with this process.

**Recommendations:**

1. That the research lead on any policy about Indigenous Peoples *must* be an Indigenous person. The employment of an Indigenous researcher must not be tokenistic and filled by an individual who is passionate about Indigenous issues (i.e., do not hire an Indigenous researcher for the sole reason of them being Indigenous. Rather, hire an Indigenous person who is passionate about Indigenous issues).
2. That CAUS look inward to decide its motivation surrounding the creation of a policy or approach about Indigenous Peoples. Although I cannot, and would not, speak for all Indigenous Peoples, unless your motivations are firmly situated in allyship with Indigenous students I will not, as Chair of ARRC, engage with your organization.
3. That your Board of Directors and any researchers employed by CAUS receive anti-oppression and cultural safety training. The Board's current lack of training speaks to its inability to engage with issues affecting Black, Indigenous, LGBTQ2S+, and other historically disadvantaged groups.
4. That any engagement with Indigenous students be based on Indigenous understandings and protocols. 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.

Thank you for your time in reading this letter and should you have any questions, please don't hesitate to contact the Aboriginal Relations and Reconciliation Committee.

Thank you,

*[electronically submitted]*

**Nathan Sunday,**  
Chair of ARRC  
Faculty of Native Studies Students' Councillor



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

July 27, 2018

Executive Committee  
University of Alberta Students Union  
Students' Union Building, University of Alberta  
8900 114 Street NW  
Edmonton AB, T6G 2J7

RE: Recommendation to the Executive Committee

Dear Executive Committee,

I am writing this letter on behalf of the Aboriginal Relations and Reconciliation Committee, a committee of Students' Council given the delegated authority to advance and promote reconciliation within the Students' Union.

Specifically, I am writing to you today to provide a recommendation on the recent document shared by President Larsen on Monday, July 16 titled "2018/2019 Executive Goals." Respecting the request to not share the document, this letter (and its content) has only been approved by the permanent members of the Committee, and not with students-at-large. Therefore, this letter is submitted on behalf of the following members of the Aboriginal Relations and Reconciliation Committee: Kimberley Fraser-Airhart, Mpoé Mogale, Deirdra Cutarm, Katherine Belcourt, and Ariyanna Callihoo.

The University of Alberta Students' Union is poised to actualize real change in regards to improving its relationship with Aboriginal undergraduate students. Moreover, having the only committee dedicated to Aboriginal students and reconciliation in Canada, the Students' Union is in a position of leadership and acts as an example for other post-secondary student representative organizations across Canada.

In this regard, the 2018/2019 Executive Goals represents an opportunity to continue along this path; a path which strengthens relationships with Aboriginal students at the University of Alberta. As stated by the Honourable Justice Murray Sinclair, chair of Canada's Truth and Reconciliation Commission, "the road we travel is equal in importance to the destination we

seek. There are no shortcuts. When it comes to truth and reconciliation, we are all forced to go the distance.” With this in mind, the Aboriginal Relations and Reconciliation Committee recommends to the Executive Committee the creation of a fifth goal, independent and not a sub-category, titled *Reconciliation*.

Having met with Aboriginal students, groups, and organizations over the past year, one of the most reoccurring themes expressed to the Committee is the disconnect felt between themselves and the Executive. Furthermore, and has been stated by the Committee, this leads to feelings and beliefs of resentment; specifically, in the belief that the Students’ Union does not value or represent Aboriginal undergraduate students. While the creation of the Aboriginal Relations and Reconciliation Committee was the first step in re-writing this narrative, we believe that the incorporation of *reconciliation* as an Executive Goal would be an enormous illustration of the Executive Committee’s—and by extension the Students’ Union—commitment to Aboriginal student representation.

It has been well documented, both in academia and in domestic and international legal instruments (i.e., TRC & UNDRIP), that Aboriginal Peoples hold a special place within Canada’s cultural mosaic. The reaffirmation of Aboriginal Peoples as distinct cultural, political, and social entities effects all facets of life in Canada, including at the student governance level. The creation of a reconciliation goal would be a symbolic gesture of this. When discussing reconciliation with Aboriginal Peoples in Australia, former Australian Prime Minister John Malcolm Fraser stated, “Reconciliation requires changes of heart and spirit, as well as social and economic change. It requires symbolic as well as practical action.” True to this, symbolic acts of reconciliation are equally important to Aboriginal Peoples in Canada; specifically, in showing the truthful intent of governments. Therefore, although the Committee is happy that some points were added regarding Aboriginal Students to the 2018/2019 Executive Goals document, we believe that it is inappropriate to sub-categorize Aboriginal issues or reconciliation, considering the seriousness of each topic.

To reiterate, the Aboriginal Relations and Reconciliation Committee recommends to the Executive Committee *the creation of a fifth goal regarding Aboriginal Students and reconciliation*. Moreover, the Committee would be happy, if requested by the Executive, to work with you in creating such a goal.

In closing, thank you for reading this letter and we hope that you give solemn thought to our recommendation. Should you have any comments, questions, or concerns, please don’t hesitate to contact the Chair of the Aboriginal Relations and Reconciliation Committee.

Thank you,

Nathan Sunday, Chair

Ariyanna Callihoo, Aboriginal Student Council Vice President

Deirdra Cutarm, Arts Councillor

Katherine Belcourt, Aboriginal Student Council President

Kimberley Fraser-Airhart, Native Studies Students' Association Vice President

Mpoe Mogale, Arts Councillor

(signed electronically)



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

October 4, 2018

Aboriginal Relations and Reconciliation Committee  
University of Alberta Students Union  
Students' Union Building, University of Alberta  
8900 114 Street NW  
Edmonton AB, T6G 2J7

RE: Report on the ARRC Town Hall

Dear Aboriginal Relations and Reconciliation Committee,

I am writing as chair of the Committee to provide you with a report regarding the Town Hall, which was hosted on Thursday, September 27.

First and foremost, I would like to thank all of you who came out and participated in the Town Hall. Without you, as well as Students' Council, the Native Studies Students' Association, and Aboriginal Student Council, the event would not have been a success. Furthermore, I would like to extend my written thanks to traditional knowledge keeper Cheryl Makokis, who regaled us with personal stories and engaged students through the entirety of the Town Hall.

In regards to attendance, an estimated seventy (70) individuals participated, including Aboriginal and non-Aboriginal students, University of Alberta staff and faculty, and Students' Union employees. Together, they provided one hundred and forty-five (145) individual pieces of feedback.

Below is the interim report detailing the preliminary findings of the Town Hall. If you have any questions, comments, or concerns, please don't hesitate to ask me.

Thank you,

Nathan Sunday  
Chair, Aboriginal Relations and Reconciliation Committee

## **Interim Report on the ARRC Town Hall**

### **General Information**

For the purposes of the Town Hall, the four (4) categories of recommendations were condensed into a few concise points. These points can be seen below:

#### **Condensed Recommendation List**

##### **Students' council.**

- The recommendations of ARRC surrounding Students' Council include:
  - The creation of a task force dealing with representation and diversity on Students' Council. 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.
  - Increase transparency in regards to its work and advocacy for students.
  - Expand the current Students' Union Truth and Reconciliation Political Policy.
  - Host Council-wide town halls semi-regularly.

##### **Operational.**

- The recommendations of ARRC surrounding operational include:
  - The Students' Union shall conduct an internal organization review focused on providing recommendations on future reconciliatory efforts;
  - Hire elders and traditional knowledge keepers;
  - The creation of an internal Department of Indigenous Relations and Reconciliation;

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

- Incorporate Indigenous knowledge into undergraduate orientation events;
- Provide employment opportunities for Aboriginal students and people-of-colour;
- Create Aboriginal-specific Students' Union awards;
- Increase the prevalence of Aboriginal art within the Students' Union collection;
- Create a mural within SUB depicting the treaty relationship; and
- Create a stride-like program which focuses on race, Aboriginality, and ethnicity.

**Education.**

- The recommendations of ARRC surrounding education include:
  - High level management in the Students' Union (including executives) receive anti-oppression training; and
  - Create more opportunities for undergraduate students to learn about Aboriginal Peoples.

**Advocacy.**

- The recommendations of ARRC surrounding advocacy include:
  - Increasing access to child care;
  - Implementing Indigenous knowledge in the classroom;
  - Building the Maskwa House of Learning;
  - Engage with First Nations and First Nations communities;
  - Ensuring Aboriginal Students across North Campus, Augustana, and Campus St. Jean have access to culturally-relevant services; and
  - Aboriginal-specific academic advising positions.

## Town Hall Feedback

### Feedback by Recommendation Point (Specific Feedback)

In this section, the specific recommendation is in italics, while any feedback provided is listed numerically underneath.

#### **Advocacy.**

- *Increasing access to child care*
  - 1) Allowing children to come to class, especially breastfed babies.
  - 2) More places on Campus as designated places (everywhere should be a place, but some need express rooms)
- *Implementing Indigenous knowledge in the classroom;*
  - 1) Especially in the ENCS classes that deal with working on the land.
  - 2) Native Studies COurse requirement for all.
  - 3) ALES Faculty.
  - 4) Indigenous history as part of the curriculum (mandatory)
- *Building the Maskwa House of Learning;*
  - 1) Yes!
  - 2) Culture camps for field schools / CJSR!
- *Engage with First Nations and First Nations communities;*
  - 1) Collaborate with Acimowin + CJSR (Jodi went out to ALEXANDAR FN school for a radio camp + community outreach).
  - 2) Also Metis communities!
  - 3) & Metis & Inuit communities!
  - 4) Concerning what? Need more details on scope.
- *Ensuring Aboriginal Students across North Campus, Augustana, and Campus St. Jean have access to culturally-relevant services.*
  - 1) Yes! CSJ needs this!
  - 2) Let us smudge indoors!
  - 3) This is soooo important! Why can't we have a fire going when we have a ceremony?

- 4) U of A smudging policy is online.
- *Aboriginal-specific academic advising positions;*
  - 1) In all faculties! And Hire Indigenous Peoples to fill this role

### **Education.**

- *High level management in the Students' Union (including executives) receive anti-oppression training.*
  - 1) Yes! 100%
  - 2) Not only SU, but UNI at least.
  - 3) All people within SU should have to take this! AND complete the Indigenous Canada MOOC.
  - 4) YES!!
- *Create more opportunities for undergraduate students to learn about Aboriginal Peoples.*
  - 1) What does this actually look like? Tangible examples would be great
  - 2) Does this include supporting students? Like to hold these things?
  - 3) ...to learn from Aboriginal Peoples.
  - 4) Events, ceremonies, classes.

### **Operational.**

- *The Students' Union shall conduct an internal organization review focused on providing recommendations on future reconciliatory efforts.*
  - 1) In partnership with Aboriginal Student Council and Native Studies Students' Association.
  - 2) Why is it an internal review? Will there be an external review too?
  - 3) Engage other groups, not relying solely on FNs. Community recommendations.
- *Hire elders and traditional knowledge keepers.*
  - 1) Scope of the role?
  - 2) What would their job be like?

- 3) YES!
  - 4) Any youth? Community members of FNMI communities?
  - 5) How would this relate the the creation of an internal department?
- *The creation of an internal Department of Indigenous Relations and Reconciliation.*
    - 1) Scope of department? Events? Counselling services?
    - 2) Will students be included?
  - *Incorporate Indigenous knowledge into undergraduate orientation events*
    - 1) Into all undergrad/grad programs!
    - 2) And undergraduate program requirements.
      - a) I agree.
  - *Provide employment opportunities for Aboriginal students and people-of-colour.*
    - 1) Specific amount? Ration?
    - 2) So does this mean giving advantage?
  - *Create Aboriginal-specific Students' Union awards.*
    - 1) I like this!
  - *Increase the prevalence of Aboriginal art within the Students' Union collection.*
    - 1) Also to provide context for current art.
    - 2) Yay!
    - 3) More art around campus would greatly be beneficial! :).
  - *Create a mural within SUB depicting the treaty relationship.*
    - 1) Hire Indigenous artist.
    - 2) Work with Indigenous groups to determine how to best represent treaty relations.
    - 3) I like!
  - *Create a stride-like program which focuses on race, Aboriginality, and ethnicity.*
    - 1) Could it be incorporated into existing stride? An Indigenous cohort?
    - 2) Yes to this! SU is hella "colour blind".
    - 3) Culture Camps.

**Students' Council.**

- *The creation of a task force dealing with representation and diversity on Students' Council. 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.*
  - 1) What are the issues sparking this?
  - 2) Who decides who sits on this task force?
  - 3) Is it possible to make a task force without members of Council?  
Like no councillors on the Committee.
  - 4) Are you creating a task force other than ARRC or you referring to ARRC?
  - 5) Worried about a slippery slope.
  - 6) Will there be a representative for Indigenous students?
  - 7) How do we prioritize Indigenous voices on this task force?
- *Increase transparency in regards to its work and advocacy for students.*
  - 1) In what ways can the SU do this?
  - 2) How?
  - 3) Transparency is one thing, engagement in Council advocacy amongst students is another.
- *Expand the current Students' Union Truth and Reconciliation Political Policy.*
  - 1) Move beyond just the TRC.
- *Host Council-wide town halls semi-regularly.*
  - 1) What does this have to do with ARRC?
  - 2) What is the intent of future Town Halls?

### **Feedback by Recommendation Area (General Feedback)**

In this section, recommendations that were made at one of the four recommendation areas, but not tied to a specific recommendation, are below

#### **Advocacy.**

- Have a path in place for classes that are actually insensitive.
- Stronger access to land-based education (Wahkohtowin project?).
  - Yes yes yes!
- Advocacy against sponsorship caps (federal caps still exist?)
- Aboriginal-specific academic advising positions is brilliant.
- Will there be advocacy for transition to graduate studies? (Furthermore, what's the relation to the GSA? Opportunities).
- I think the faculty of law already has an Aboriginal-specific advisor. Their model could be good to build on for other faculties.
- Children are so important, we need to do this heavy work so our future generations are safe + successful.
- Why child care and in what ways would you foster implementing Indigenous knowledge in class room?
- Faculty Associations should be supporting their Indigenous students.
- Create a way for councillors to reach out to their Indigenous constituents, and get faculty-specific feedback.
- Indigenous board of governors representative.
- How will you include, reach out, support, or make Indigenous students aware of all this?
- Advocacy for FNMI students needs to happen with them. Ensure that advocacy efforts address this!
- Incorporating mental, spiritual, physical, and emotional components into all aspects of your body.
- Having elders available to Indigenous students in every Faculty.
- Indigenous students mental health supports and services!
- How can we work better with Indigenous groups? AFN? Others?

- Support for Indigenous students and education for non-Indigenous students.
- Programs for Indigenous men.

### **Education.**

- A hell of a lot more cultural events (i.e., drum making, ceremonies) would be so cool! :).
- More Indigenous events of Campus.
- DEcolonial campus tour.
- Dwayne Donald's Tour.
- Nature Walk.
- Land-based education access.
- Not only an Indigenous 101 class, but also ties to Aboriginal culture in MOST classes. Find a relation between course material AND traditional knowledge.
- TRUTH before reconciliation. You have to acknowledge what happened and how we got here before we can move forward.
- OVERCOME SEPARATENESS + emphasize togetherness in reconciling.
- How do we get these people in high level management in the SU to acknowledge their oppressive traits?
  - Personal values assessment?
- Challenge discourses-not only in NS classes, but beyond.
- Education for all students on basics of Indigenous Peoples in Canada and dispel many myths + stereotypes.
- Culture Camps for field schools.
- Education and operation seem similar.
- How do we avoid tokenism?
- Having the SU executive undertake training such as taking the Indigenous Canada MOOC.
- MANDATORY INDIGENOUS COURSES PLES (IDC what your taking)
  - Will this just make people bitter?
  - AGREED!!!

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

- YEAS!!!
- YES!!!
- Indigenous art on Campus?
- Treaty 6 territory - What does this mean to you? Do you know who Papaschase is? Laurent Garneau?
- Talk to APIRG for Anti-Oppression workshops.
- Mandatory courses for each program that have a focus on Indigenous knowledge.
- Student Representative Try (re: REcon @ GovCamp).
- How to incorporate Indigenous teachings/teach people how.
- What for the Events training executives partake in? Educate there!
- Indigenous language revitalization/renaming of things in Indigenous languages.
- Teach what is contained in treaties
- One Hunnid (keep it real).

**Operational.**

- Think these are all good ideas, hopefully we can see it come true soon?
- I truly believe that incorporating Indigenous knowledge into our daily lives is very important. This should be the norm.
- There are already a lot of experts on Indigenous relations on Campus. What is the utility of the SU trying to create new expertise rather than using existing services? What would a department of Indigenous relations actually do?
  - YAAS!!!
  - IS there a way to make this a gathering space/group for these existing orgs?
    - Maskwa house of learning was proposed 5+ years ago.
- Make sure the SU does business with inclusive + respectful businesses, to not only change the SU, but as well to change the community.
- I agree we can provide more to support students.

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

- Stride is already planned to move in this direction! We need more/better data, and have only just begun collecting this data. More time is needed to realize this goal.
- I like the idea of incorporating Indigenous knowledge in orientation!
- Not only incorporating Indigenous knowledge, but ACCURATE info about Indigenous-Canada relations.
- Indigenous SU exec position.
- Indigenous staff, especially women, pay them equitably!
- Include elders, youth, drummers, etc. \
- Hire and pay equitably university staff and artists for Art pieces.
- Support the First Peoples House!!! They need funding, other departments should not be applying for/receiving Indigenous-based grants!!
- Having non-Indigenous support staff to help with the emotional labour.

**Students' Council.**

- I'm excited to see what recommendations on the Council model come forward!
- Define what transparency looks like.
- Do it with integrity, guided by elders, with ceremony so our ancestor's participate.
- Culture camp.
- Review the current model 100%!!!! REsearch traditional forms of communication that are more efficient.
- Less talk, more action.
- How do we prioritize Indigenous voices on this task force?
- Action-oriented task force, not just rep. On paper.
- Make SU more accessible for people who don't know about governance.
- Supports are needed.
- Incorporate Indigenous structures to consider these actions--less bureaucracy please.
- Educating people on the issues and why it's important to take action.