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.

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<tr>
<th>NAME</th>
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<tr>
<td>Nathan Sunday (Chair)</td>
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<td>Deirdra Cutarm</td>
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<td>Katherine Belcourt</td>
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<td>Akanksha Bhatnagar</td>
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<td>Andre Bourgeois</td>
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<td>Mpoe Mogale</td>
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<td>Ariyanna Callihoo</td>
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<td>Heather Lindsey (NSSA VP Finance)</td>
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<td>Kimberley Fraser-Airhart (NSSA VP Academic)</td>
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<td>Reed Larsen</td>
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<td>Arcand Rhiannon</td>
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<td>Stephen Raitz</td>
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<td>Breanne Palmer</td>
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AGENDA (ARRC-2018-11)

2018-11/1 INTRODUCTION

2018-11/1a Call to Order

Meeting called to order at 4.12 pm by Chair Sunday.

2018-11/1b Prayer/Smudging Ceremony

2018-11/1c Approval of Agenda

Sunday
Additional item:
Discussion item by Councillor Palmer

CALLIHOO/PALMER MOVED to approve the agenda
6/0/0
CARRIED

2018-11/1d Approval of Minutes

N/A.

2018-11/1e Chair's Business

ARRC's Town Hall

SUNDAY
As there is not enough time I will skip the report, but I will present the report the Council on Tuesday. I strongly urge all to read the report;
In Town Hall a lot of feedback were about recommendations, in which there was a large push for culture on campus;
I am hoping to have a report on cost by the next meeting;

2018-11/2 QUESTION/DISCUSION PERIOD

2018-11/3 COMMITTEE BUSINESS

2018-11/3a Trevor Philips Presentation on Indigenous Recruitment

PHILIPS (Trevor Philips):

RO- INDIGENOUS Recruitment
I have zero responsibility for numbers jumping as you can see, while the recruited student numbers are going up;
For purposes of this particular snapshot we are bringing in one-third of indigenous students every year;
Given this volume, the question is: how the faculties can support this number of students?
We are trying to bring the indigenous students at U of A on par with the national standards;
We are also working with PIRRA (Post-secondary Indigenous Recruitment Association of Alberta), and follow the model followed by national standard as well;

TRADITIONAL RECRUITMENT
We had partnerships with indigenous associations; and have hosted several visitors, and do that because we bring people from grass-roots levels; we had three major events for high-school students in spring, when we also brought in our faculties; In Fall we have lunch events, where we will bring indigenous students;

COMMUNITY ENGAGEMENT
We have identified 5 communities within 70 kilometers of the city as part of reconciliation drive;
Events are based on community-based approaches, and hat supports students spiritually, physically, emotionally and in other ways;

PILOT PROJECTS
We are doing new things, e.g. pilot projects. That meets pressure point demands; we will make it critically and make it sustainable; We will sponsor graduates from remote communities, where it is toughest to reach, e.g. with bad roads;
We will go the youths in their communities than them coming to us;

PLAN 2018/19
We will make an audit of what we have done, and that’s how our plans are designed; It is ambitious;
Articulation agreement dictates that we have better relationships, and are working to strengthen our relationships; I work closely with ambassadors and brief them about our community development programs;
While having zero authority we have a lot of influence;

Building relationship:
We are better understanding the people and places in the communities where people go to;
We offer traditional food (being good host), gifts, etc. and that way expand boundaries in an unconventional manner;
We will have grassroots initiatives; When a community sees one of us, they see U of A in us, and that’s how we send our message;

Barriers/True or False:
It is true that there are barriers; Example being high travel demands, and people going off-reserve to high schools and junior high schools; One of the
biggest problems is band-funding model – it is another barrier for indigenous students for getting into university and finishing university;

Faculty Specific Student Support:
We want to see indigenous programs highlighted in your literature, and we do want to support grass-roots student engagements;

Orange Shirt Day 2018:
It is an inspiration;

BELCOURT
How do you find support in communities?

PHILIPS
It is not an exact science; We conduct coordinated events; It also depends on situations; Elders are usually not involved in the process;

PALMER
I am confused about the different funding types, i.e. federal, provincial and Band.
How are you applying for funding?
Another question is how do to bring about community learning and equal funding?

PHILIPS
Discrepancy is in funding for non-indigenous and indigenous students;
Non-indigenous students get about $17000 but indigenous students get about half of that; That’s not how we fund at U of A though; At U of A we do a pretty good job in funding indigenous students;
Band funding model is a barrier to success, according research;
According 20 years of data, and by considering dropouts, failures, etc., the trend is that indigenous students who graduate are turning out to be young, female, and metis; Moreover, if you are a first-nation, and male then you are not going to graduate;
Open study is where we run our transition year program;

PALMER
For non-indigenous students, it is a transition to a different model, for example CSL Office?
Is CSL office also for indigenous students? Are there are a large number of aboriginal students in different programs like these because they are difficult?

PHILIPS
Don’t know

BOURGEOUIS
In Faculty Specific Student Support slide, I am looking two recommendations
that will involve the RO in collaboration. If we are to pursue this recommendation, how can this happen?

PHILIPS
That will require a more independent meeting; We can support independent efforts; Another way entails us supporting community development; We can always create different types of programs and events;

BOURGEOIS
I was wondering if it is the role of SU for extending the students’ voice on that

PHILIPS
The intellectual pressure is on the SU;
Most organizations will participate;
If there is an event, then the SU must decide how it would participate in the event; The question is why we are going to these communities; The answer is that we want to connect to the indigenous students ballistically because we want to make things easy for the indigenous students. Our effort is supported by the provost’s office;

SUNDAY
Is it something that you want the SU to be involved, with you?

PHILIPS
We want to support independent actions; We want to have partnerships and involve as many players as possible;

CALLIHOO
How are other organizations engaging with RO?

PHILIPS
Relationship is like a constellation of events and they are free to come; We often meet that way and work together; We want to directly get involved with those 5 communities; We need volunteers and need people always; We are also looking for support in research and new ideas on indigenous support and recruitment; If members of ARRC get involved that will highly welcome;

BELCOURT
For cultural students’ workshop, who is in charge?
Who can have access to resources?

PHILIPS
There is an Education Developer; Any student can have access to resources; Even if something is not in her mandate she will help;

BELCOURT
Do you get people from the university and assign them into different
departments?

PHILIPS
We are working with schools with honours and curriculums; I advocate policies to bring down barriers in education; We can keep in reaching out students and subsidizing application fees, subsidizing travel; making sure that our language is accurate; be constitutionally responsible; For outside events we don’t impact policy; The traditional model entails specifically designed rooms for indigenous learners, we give them a taste what U of A. However, we don’t brand U of A.

BELCOURT
Do you offer any solutions for finding what to select to study?

PHILIPS
We support education workshops; On the spot the biggest issue is eligibility. For example, how do you go from being a carpenter to study at U of A? We try to have on-the-spot conversation. Suppose we go to a grade 11 students, we tell what to study in grade 12.

BELCOURT
What would you state as your goal?

PHILIPS
Our goal is to have indigenous people go to U of A; Our intention to support our communities and see university as a place to go to; we are looking to bringing indigenous learners to U of A. Indigenous people wish to come to U of A, which is near to their communities, which is the indigenous model; The closer you are to your community and language the more likely it is that you are going to seek higher learning;

MOGALE
Acknowledging the scope of the portfolio, what has been done to address the issue of completion and retainment of indigenous students?

PHILIPS
Once students are registered they are handed over to MPH; For retention, I think for strategic initiative curve, you are looking subsidizing, hiring indigenous faculties, among other things; Last year, I worked at the University of Manitoba, where I address barriers to indigenous students’ retention; We can have a look at registrar’s office for data and make decisions.

MPOE
Do you see less pressure being put on indigenous faculties and staff? Are their more indigenous faculties being hired to evenly distribute the work?

PHILIPS
We are not hiring enough faculties; It depends on administrative authorities; There should be indigenous job description and massive number of job postings, which is not the case now. It should be in the future;

BOURGEIOS
The you-school thing – is like SU, where we do something special?

PHILIPS
If you want to do a cultural showcase day, we support initiatives; There should be entities that support that process;

BOURGEIOS
Unless you are dues paying students, you can’t be supported; how do we address that?

PHILIPS
I suggest that this sub-committee discuss about role of SU to help; Also, for outside entities to help and reaching out to the communities;

BOURGEIOS
We want the recommendations to go out this year as opposed to last year

PALMER
In our policy meeting we had a question about TRC; there were two research papers, and if have seen them. There is some good information on your slides; We are trying to get our facts and then our resolutions, and where can we do so?

PHILIPS
Some information come from Provost’s office, and most of it come from Office of registrar, unit of involvement; Annual report comprises of how many aboriginal students have joined and graduated;

Native Studies have their own recruiter. If they reach out to me, they can contact the referrals as well;

I will send you the PowerPoint;

(Trevor left at 5.32 pm)

SUNDAY
Every member of council is a member of ARRC and Councillor Palmer is a member as well; Asked if everybody got a chance to read to report;
2018-11/3b  Palmer agenda item
PALMER
Campus St-Johns’ aboriginals students are trying to have a food drive for students in the high school;
Mentioned what she asked, and told them that they are looking into the food drive;
Mentioned that, at this time, she exactly did not understand the details;
It is Saint Joseph’s High School nearby, and also in Downtown Edmonton.

SUNDAY
Asked Councillor Palmer to forward the email to all.

2018-11/4  INFORMATION ITEMS

ARRC-2018-10, Meeting Minutes – September 19, 2018

See ARRC-2018-11-01

2018-11/5  ADJOURNMENT

Meeting was adjourned at 5.40 pm.

2018-11/5a  Next meeting Thursday, September 18, 2018

SUMMARY OF MOTIONS

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<td>CALLIHOO/PALMER MOVED to approve the agenda</td>
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