

**Tuesday, June 25, 2019**

**5:00pm**

**SUB 0-48**

We would like to respectfully acknowledge that our University and our Students' Union are located on Treaty 6 Territory. We are grateful to be on Cree, Dene, Saulteaux, Métis, Blackfoot, and Nakota Sioux territory; specifically the ancestral space of the Papaschase Cree. These Nations are our family, friends, faculty, staff, students, and peers. As members of the University of Alberta Students' Union we honour the nation-to-nation treaty relationship. We aspire for our learning, research, teaching, and governance to acknowledge and work towards the decolonization of Indigenous knowledges and traditions.

**AGENDA (ARRC-2019-03)**

**2019-03/1**    **INTRODUCTION**

**2019-03/1a**    **Call to Order**

**2019-03/1b**    **Approval of Agenda**

**2019-03/1c**    **Approval of Minutes**

**2019-03/1d**    **Chair's Business**

**2019-03/2**    **QUESTION/DISCUSSION PERIOD**

**2019-03/2a**    **ARRC Budget**

**2019-03/3**    **COMMITTEE BUSINESS**

**2019-03/3a**    **BHATNAGAR MOVES** to allow a Presentation titled 2019/20 Students' Union Update on the Aboriginal Relations and Reconciliation Recommendations.

***Presenters:***

- President Akanksha Bhatnagar
- VP Operations & Finance Luke Statt
- VP Student Life Jared Larsen
- VP External Adam Brown
- VP Academic Joel Agarwal
- General Manager Marc Dumouchel

See ARRC-2019-03.02.

**2019-03/4**    **INFORMATION ITEMS**

**2019-03/4a**    **ARRC Minutes (ARRC-2019-02-M) - Tuesday, June 11, 2019.**

See ARRC-2019-03.01.

**2019-03/4b** ARRC Progress Overview - Presentation.

See ARRC-2019-03.02.

**2019-03/5** **ADJOURNMENT**

**2019-03/5a** **Next Meeting:** Tuesday, July 9, 2019 at 5:00PM in SUB 0-48.



*University of Alberta Students' Union*

## ABORIGINAL RELATIONS AND RECONCILIATION COMMITTEE

**Tuesday, June 11, 2019  
5:00pm  
SUB 0-77**

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.

### **ATTENDANCE**

| NAME                  | PROXY | PRESENT | SUBMISSION OF<br>WRITTEN FEEDBACK<br>(IF ABSENT) |
|-----------------------|-------|---------|--|
| Nathan Sunday (chair) |       | Y       |  |
| Juan Vargas Alba      |       | Y       |  |
| Kathrine Belcourt     |       | Y       |  |
| Jocelyn Proulx        |       | N       | Y  |
| Tahra Haddouche       |       | Y       |  |
| Yiming Chen           |       | Y       |  |
| Luke Statt            |       | Y       |  |
| Joel Agarwal          |       | N       |  |
| Mohamad Jamaledine    |       | Y       |  |

### **MINUTES (ARRC-2019-02)**

**2019-02/1    INTRODUCTION**

**2019-02/1a    Call to Order**

SUNDAY: Called the meeting to order at 5:02pm.

**2019-02/1b    Approval of Agenda**

**BELCOURT/STATT MOVED** to approve the agenda.

**6/0/0 - CARRIED**

**2019-02/1c Approval of Minutes**

**VARGAS ALBA/STATT MOVED** to approve the minutes with two semantic corrections.

**5/0/1 - CARRIED**

**Belcourt abstains.**

**2019-02/1d Chair's Business**

SUNDAY: Confirmed that, on the advice of the Committee, he is investigating opportunities for policy training with the Faculty of Native Studies.

**2019-02/2 QUESTION/DISCUSSION PERIOD**

**2019-02/2a Treaty Acknowledgement Workshop**

See ARRC-2019-02.02.

BELCOURT: Requested that the Committee provide input on the content of the Treaty Acknowledgement Session presentation.

ARCAND: Inquired into what members think of in relation to the term "relations".

STATT: Responded by identifying a reciprocal relationship between individuals.

CHEN: Responded by identifying the presence of a positive relationship between people.

BELCOURT: Agreed with Chen.

SUNDAY: Responded by identifying relations between members of an extended communal family.

VARGAS ALBA: Responded by identifying interconnectivity and relationality between people.

JAMALEDDINE: Responded by identifying honesty.

ARCAND: Clarified that treaty acknowledgements only apply in land subject to the making of a treaty while territorial acknowledgments apply in all places inhabited by indigenous peoples. Considered that these recognitions occur mostly in privileged places such as universities and hospitals. Emphasised that gratitude and respect should flow through one's actions as one stands in relation to the past, present, and future. Encouraged members listening to treaty acknowledgements to personalize them.

VARGAS ALBA: Inquired into whether the concept of all my relations extends to acknowledgements of other territories other than the Métis.

ARCAND: Responded that the notion of connection between people and with the past exists generally.

STATT: Proposed that Arcand include examples of personalized acknowledgments including the All my Relations ideology in future presentations.

BELCOURT: Suggested that All my Relations can effectively bridge gaps and connect people.

ARCAND: Expressed concern that the presentation materials use Indigenous language to refer to Indigenous groups when, as true reconciliation yet achieved, Indigenous people may not know their native language.

STATT: Expressed concern that the video had a lack of specificity as to the relation of the land and the observance of respect.

ARCAND: Expressed concern that the video lists Indigenous groups that are not extant.

VARGAS ALBA: Expressed concern that the video is revisionist and erases a history of settler complicity in indigenous genocide in not mentioning the beothuk.

CHEN: Expressed concern that the video did not have enough factual content and that its setting is not traditional being in an office, rather than nature.

SUNDAY: Suggested that there needs to be a more dynamic and compelling recognition of the dichotomous relationship between the Indigenous and settlers.

BELCOURT: Expressed concern that many people do not understand the context of reconciliation.

ARCAND: Inquired into whether members have views as to the all my relations ideology.

STATT: Responded that it is a good and wholesome concept that demonstrates the multiplicity of relations in even the simplest of actions. Reaffirmed the need to have specific examples to highlight the concept.

SUNDAY: Proposed that future presentations include the All my Relations concept with reference to nonhuman entities such as animals and the environment.

BELCOURT: Proposed looking into the analogous concepts to All my Relations in other Aboriginal cultures.

VARGAS ALBA: Expressed concern that some acknowledgements reproduce the settler state and those who read them do not act on acknowledgements as they do not critically reflect on history. Proposed including a call to action in treaty

acknowledgements .

**2019-02/3**    **COMMITTEE BUSINESS**

**2019-02/4**    **INFORMATION ITEMS**

**2019-02/4a**    ARRC Minutes (ARRC-2019-01-M) - Tuesday, May 28, 2019.

See ARRC-2019-02.01.

**2019-02/4b**    Treaty Acknowledgement Workshop - Presentation.

See ARRC-2019-02.02.

**2019-02/5**    **ADJOURNMENT**

SUNDAY: Adjourned the meeting at 6:00pm.

**2019-02/5a**    **Next Meeting:** Tuesday, June 25, 2019 at 5:00PM in SUB 0-48.



**ARRC Recommendations**

# Progress Overview

# Overview

~60 recommendations and sub-recommendations  
in four priority areas:

- Advocacy
- Education
- Operational
- Students' Council

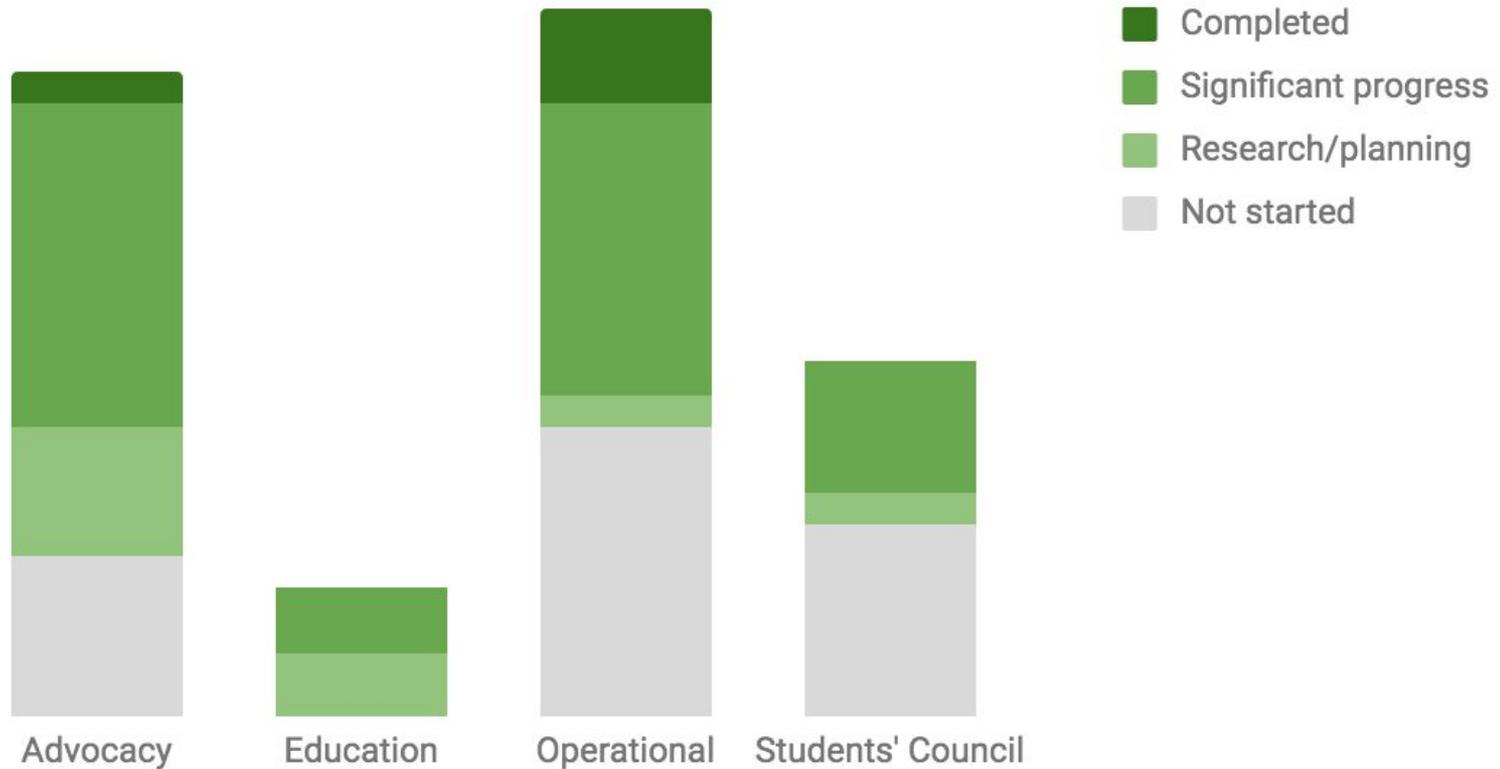
Institutional response since recommendations sent to  
Council in late April:

- Cross-department tracking mechanisms
- Working group
- Clarifying questions for ARRC

# Overview

## ARRC Recommendations - Approximate Progress

Late June 2019 (2 months since recommendations presented to Council)



# Advocacy

~20 recommendations

- 1 complete
- Substantial progress on 10
- Research/planning on many others.

Example: "Advocate that...Residence Services hire only Aboriginal students for Aboriginal Programmer positions."

- VPSL spoke with appropriate team to make this happen whenever possible.
- Upcoming year's Aboriginal Programmer is an FNMI student.

# Advocacy

Example: "Advocate for increased access to childcare services."

- Brought priority to Senate in February and April
- Brought priority to BoG in February
- Brought priority to GFC Exec in May
- Helped with Ancillary Services consultation report focusing on child care
- Exec compensation overhaul
- Reconnected with HUB Mall early learning centre
  - SU now has two seats on the board of directors

# Advocacy

Example: "Continue to advocate towards the building of the Maskwa House of Learning" (est. cost: \$28 million)

- Brought priority to Academic Planning Committee in May
- Update from university admin:

*"Maskwa House remains an institutional priority, though the U of A recognizes that it does not align with current government capital funding priorities. A feasibility study has been completed, indicating potential donor support of \$10 million for programming if capital funding is secured [from the government]."*

# Education

Four recommendations.

- Significant progress on two
- Research/planning on the others

Example: "...encourage members of the Executive Committee to receive training on Aboriginal Peoples of Canada, as well as the complex relationship Aboriginal Peoples have with Canada."

- FNMI Initiatives Coordinator is co-developing framework and training schedule for Execs and staff members.
  - Indigenous Canada MOOC content sessions
  - Offsite sessions with Indigenous experts

# Education

Example: "...ARRC believes it is imperative that [key managers] receive appropriate training. One such option is the joint Faculty of Native Studies and School of Business Indigenous Partnership Development Program (IPDP)."

- Two core managers attended training session with John Fischer, Director of the MRU Iniskim Centre.
- The manager who oversees the FNMI coordinator took the Truth and Reconciliation through Right Relations course at the Banff Centre.
- The SU is exploring options for other managers.

# Operational

~22 recommendations

- 8-10 with significant progress
- 3 complete
- Research/planning on most others

Example: "...an accessible and transparent webpage on its official website dedicated to tracking its progress on these recommendations."

- Website is fully functional pending official launch of ARRC Recommendations.

# Operational

Example: "Create a Reconciliation Coordinator position."

- FNMI Initiatives Coordinator:
  - Megan Arcand (Métis)
  - Started April 2019
  - Developing FNMI leadership programming
  - Developing SU-wide training programming
  - Integral to SU work on ARRC Recommendations
  - Direct line of communication to SU leadership

# Operational

Example: "...undertake a comparable study [to Identity Matters] on the roles of race, ethnicity, and Aboriginality...in leadership and student governance."

- Identity Matters 2: Ancestral Diversity and Aboriginality is now available at [uasu.ca/governance/advocacy/research/](http://uasu.ca/governance/advocacy/research/)
  - 20 pages
  - 350 FNMI points of contact
  - 2,100 POC points of contact
  - Ready to launch with ARRC Recommendations and website
- Discover Governance demographic research ongoing

# Students' Council

- ~12 recommendations and sub-recommendations
  - Substantial progress on three
  - Research/planning for most others

Example: "...create a Territory Acknowledgement Guide to help inform committees of the importance of the acknowledgement."

- Guide partially complete
- Training workshop is being designed



# Students' Council



Example: "...create two budget lines for Students' Council to support Aboriginal initiatives."

- Both budgets have been accounted for in Discover Governance budget.
- Ongoing discussions to determine best model for budget administration: accountability, flexibility, projected needs, etc.

