

# What We Heard...

ARRC Town Hall

September 27, 2018

# Outline

- Overview of Town Hall.
- Who Attended.
- Feedback Received.
- Questions.



# Overview of Town Hall

# Town Hall

- The event acted as the last engagement push regarding the recommendations.
- The recommendations were condensed and presented in four (4) categories:
  - (1) Students' Council;
  - (2) Advocacy;
  - (3) Education; and
  - (4) Operational.
- A “reconciliation wall” was enacted at the front fo the room and asked students the question, “what does reconciliation mean to you?”



# 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.



# 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.

# 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.



# 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;
- 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.



# Who Attended?

# Attendance

- An estimated seventy (70) individuals participated, including:
  - Undergraduate students
  - Masters students
  - University of Alberta faculty and staff;
  - Students' Union employees; and
  - Members of Students' Council.
- Both Aboriginal and non-Aboriginal people participated.
- 145 pieces of feedback (excluding the reconciliation wall) were received.



# Feedback Received

# General Feedback

- Participants enjoyed being involved and engaged by Students' Council.
- Cheryl Makokis provided great insight through stories and teachings.
- No comments were negative regarding the Students' Union's attempt to incorporate reconciliation.
- All feedback was constructive and help better solidify the position of ARRRC.

# Students' Council Feedback

- In regards to creating a task force to delve into the issue of representation and diversity: “Is it possible to make a task force without members of Council? Like no Councillors on the Committee.”
  - “Worried about a slippery slope.”
  - “How do we prioritize Indigenous voices on this task force?”
- “Transparency is one thing, engagement in Council advocacy amongst students is another.”
  - “In what ways can the SU do this?”
- In regards to Council-wide Town Halls, “What does this have to do with ARRC?”
  - “What is the intent of future Town Halls?”

# Advocacy Feedback

- “Native Studies course requirement for all.”
- “Allowing children to come to class, especially breastfed babies.”
- Engage Metis & Inuit communities/organizations.
- In regards to having culturally relevant services across the University (including Campus St. Jean): “This is soooo important! Why can’t we have a fire going when we have ceremony?”

# Education Feedback

- In regards to SU management receiving anti-oppression training: “All people within SU should have to take this! AND complete the Indigenous Canada MOOC!”
- In regards to creating opportunities for undergraduates to learn about Aboriginal Peoples: “What does this actually look like? Tangible examples would be great.”
  - “Does this include supporting students? Like to hold these things?”
  - “...to learn from Aboriginal Peoples.”
  - “Events, ceremonies, classes.”

# Operational Feedback (1)

- In reference to an internal organization review: “In partnership with Aboriginal Student Council and Native Studies Students’ Association.”
  - “Engage other groups, not relying solely on FNs. Community recommendations.”
- In reference to hiring elders and traditional knowledge keepers: “Any youth? Community members of FNMI communities?”
- In reference to incorporating Indigenous knowledge into undergraduate orientation events: “Into all undergrad/grad programs!”





# Operational Feedback (2)

- In reference to providing employment opportunities for Aboriginal students and people-of-colour: “So does this mean giving advantage?”
  - “Specific amount? Rational?”
- In reference to creating Aboriginal-specific Students’ Union awards: “I like this!”
- In reference to the SU increasing the prevalence of Aboriginal art within its collection: “More art around campus would greatly be beneficial! :)”
- In reference to creating a stride-like program focusing on Aboriginality and race: “Yes to this! SU is hella ‘colour blind’.”

# Reconciliation Wall

- “Coming together”
- “Grandmother/Grandfather teachings”
- “Wahkohtowin”
- “Understanding”
- “Learning and listening”



# Common Themes

- More recommendations need to be crafted regarding students who parent.
- We are on the right track regarding the recommendations, with all participants in support of reconciliation within the SU.
- Education for all students is important to dispel myths and bring us closer.
- The incorporation of Indigenous knowledge is important in all facets of life.



**“Children are so important,  
we need to do this heavy  
work so our future  
generations are safe and  
successful.”**



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**Questions?**



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