

Tuesday, July 16, 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-2019-06)

2019-06/1 SPEAKERS BUSINESS

2019-06/2 PRESENTATIONS

2019-06/3 EXECUTIVE COMMITTEE REPORT

2019-06/4 BOARD AND COMMITTEE REPORT

2019-06/5 OPEN FORUM

2019-06/6 QUESTION PERIOD

2019-06/6a **KLOOSTER to Councillor BEASLEY:**

*"It is my understanding that the motion to introduce discussion about vegetarian catering was in part brought forward because you felt it would benefit from input from the entirety of Council. Though to me this point is moot, because "All voting members of Students' Council, except for short-term proxies, shall be voting members of the Council Administration Committee", meaning there was nothing precluding councillors from expressing their opinion on this discussion in a CAC meeting. If there was worry of not having enough input from councillors it could have been delayed until adequate promotion for the discussion was conducted. Which could have been accomplished by announcing it as an agenda item in an upcoming CAC meeting and encouraging councillors to come or to submit their input to the Chair of CAC. **My question to you is why was this matter not discussed solely at CAC, but instead brought to Students' Council which wasted the time of the student body as it is a matter that impacts only Council members.**"*

Councillor TSE to President BHATNAGAR:

See SC-2019-06.12.

2019-06/7 BOARD AND COMMITTEE BUSINESS

2019-06/7a **SUNDAY MOVES**, on the recommendation of the Aboriginal Relations and Reconciliation Committee, to re-affirm the appointment of Andrew Volk onto the Aboriginal Relations and Reconciliation Committee.

2019-06/8 GENERAL ORDERS

2019-06/9 INFORMATION ITEMS

2019-06/9l Councillor TSE to President BHATNAGAR - Response.

See SC-2019-06.12.

2019-06/9m Board of Governors - Report.

See SC-2019-06.13.

2019-06/9n ARRC - Chair's Report.

See SC-2019-06.14.

Hi President Bhatnagar,

Thanks so much for the question.

Audit Committee does not desire to withhold an Association's FAMF. The whole existence of Audit Committee is to keep Student Representative Associations accountable—just because an Association is given money to provide student with services or benefits or resources or events—does not mean the Association has truly used the given money to provide whichever services or benefits or resources or events they claim to have provided in their financial report. Audit Committee does the work of keeping all SRA's accountable to the many student FAMF-payers who pay their respective SRA in expectation that their SRA is truly using every dollar taken to serve their students and their student experience.

Audit Committee has a Financial Audits Tracker that is updated as reports undergo each step in the auditing process. The tracker is continued from the former Audit Committee and is shared only with Discover Governance (DG) and Audit Committee members; so, I have included a picture of the Fall semester part of the tracker at the end of my response for you to view.

A note before my update: F= Fall, and W= Winter. For every F/W Report, it is counted as two reports because it is two semesters, in other words, all full year reports are counted as two reports and not simply one report because of the combined Fall and Winter semesters. So, because there are 21 Student Representative Associations, there are 42 reports in total.

Here is the update as of Saturday July 13th from Audit Committee:

15/ 42 reports have either already been approved by the former Audit Committee, been approved by the current Audit Committee, or are ready for approval during our next Audit Committee meeting on July 23rd.

19/42 reports are either in the process of sending us valid receipts by the Receipt Deadline or are under investigation.

8/42 reports have missed the Report Deadline. For all Student Representative Association, if the Report Deadline was missed, they will forfeit their FAMF (Faculty Association Membership Fee) for whichever semester(s) they missed submitting their report. If the upcoming Receipt Deadline is missed, they will forfeit their FAMF for whichever semester(s) they missed submitting valid receipts.

Councillor Team Member in alphabetical order and their respective SRA's:

Adarsh:

- **ESA** (Education Students' Association)
 - 2018/19 F/W Report approved May 28th 2019
- **LSA** (Law Students' Association)
 - 2018/19 F/W Report approved June 25th 2019
- **iHouse** (International House Spokescouncil)
 - 2018/19 F/W Report waiting for valid receipts til July 19th Receipt Deadline—first and second receipt submissions did not match Report numbers

Amlan: (recently resigned)

- **APSA** (Alberta Pharmacy Students' Association)
 - *2018/19 F/W Report waiting for receipts til July 19th 2019 Receipt Deadline*
- **KSRSS** (Kinesiology, Sport, and Recreation Student Society)
 - *2018/19 F/W Report missed June 28th 2019 Report Deadline—SU template re-submission requested by Amlan*
- **LHSA** (Lister Hall Students' Association)
 - *2019 W Report approved June 25th 2019*
 - *2018 F Report missed June 28th 2019 Report Deadline*

David:

- **AUFSJ** (Association des universitaires de la Faculté Saint-Jean)
 - *2018 F Report ready to be approved during Audit Com July 23rd Meeting*
 - *2019 W Report waiting for receipts til July 19th 2019 Receipt Deadline*
- **BSA** (Business Students' Association)
 - *2018/19 F/W Report waiting for receipts til July 19th 2019 Receipt Deadline*
- **MPRA** (Michener Park Residence Association)
 - *2018/19 F/W Report discrepancy investigation*

Mohamad:

- **NSSA** (Native Studies Students' Association)
 - *2018 F Report already approved by former Audit Com team*
 - *2019 W Report, no report submitted, missed June 28th 2019 Report Deadline*
- **ARFSJ** (Association des Résidents de la Faculté Saint-Jean)
 - *2018/19 F/W waiting for receipts til July 19th 2019 Receipt Deadline*
- **HCA** (HUB Community Association)
 - *2018 F Report missed June 28th 2019 Report Deadline*
 - *2019 W Report waiting for receipts til July 19th 2019 Receipt Deadline*

Rojine:

- **ESS** (Engineering Students' Society)
 - *2017/18 F/W Report submitted, refusal to submit receipts requested, some receipts submitted do not match with numbers on report*
- **FAUnA** (Faculty of Agricultural, Life, & Environmental Sciences Undergraduate Association)
 - *2018/19 F/W Report waiting for receipts til July 19th 2019 Receipt Deadline*
- **MSA** (Medical Students' Association)
 - *2018/19 F/W Report waiting for receipts til July 19th 2019 Receipt Deadline*

Samantha:

- **ISSS** (Interdepartmental Science Students' Society)
 - *2019 W approved May 28th 2019*
 - *2018 F waiting on one last receipt*

Undergraduate Board of Governors Representative
Report to Students' Council, July 16 2018

Hello Council,

First, I apologize that I cannot be there tonight. I am working on a street marketing team this summer, and we are going to be at Westerner Days in Red Deer, so I am out of town and will likely not be able to join the livestream. For the next two weeks I will be very busy with long work days and will not be quite as accessible as usual. However, on a personal note, yesterday I wrote my LSAT (Law School Admission Test), and now that that is no longer dominating my spare time, I will be putting more energy into my Board duties once work calms down.

My main task for the next few weeks will be meeting with all of the Residence Association executives or presidents to discuss and create a rent and residence advocacy plan for board-level residence issues. I will also be meeting with a number of board members who I think would make particularly promising supporters on board accessibility and residence issues. After that, as we move into August and September, I will try to meet with as many faculty associations as possible, mainly to talk about infrastructure issues in their buildings.

The Board is not meeting until September, so things are less busy than usual and this report is short. But as always, if you have any questions, I would invite you to send me an email or a facebook message to @governorowanley, and I will try to help you out.

Enjoy the summer weather!

Rowan Ley,

Undergraduate Board of Governors Representative



ABORIGINAL RELATIONS AND RECONCILIATION COMMITTEE

Report #2

XX XXXX 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:

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

In accordance with section 1 of the ARRC Standing Orders, the following report has been submitted to the University of Alberta Students' Union. Furthermore, this report remains consistent with the ARRC Recommendations and the following five pillars of our mandate:

- **Pillar I:** We cultivate relationships.
- **Pillar II:** We empower students to take action.
- **Pillar III:** We create space for discussion, understanding, and vulnerability.
- **Pillar IV:** We actualize change.
- **Pillar V:** We educate our community.

Lastly, this report has also been reviewed and approved by the members of the Committee pursuant to Section 10(5) of ARRC's Standing Orders.

1. Introduction

In keeping with the above principles and documents, this report is intended to provide a condensed analysis of Aboriginal student experiences and statistics. As a number of reports have recently been released about Aboriginal students at the University of Alberta, this report acts as a consolidation of information. This report is intended to provide members of Students' Council, and anyone wishing to read it, with knowledge on the Aboriginal student experiences. As stated in the ARRC Recommendations, education is essential in bridging the divide between the Aboriginal and non-Aboriginal students. This report intends to educate readers on the University of Alberta-specific Aboriginal community; drawing heavily on the following reports:

- Identity Matters 2: Ancestral Diversity & Aboriginality;
- 2018 Annual Survey Report;
- 2018-19 Annual Undergraduate Enrolment Report; and
- University-provided statistics.

The reports conducted by the Students' Union ("Identity Matters 2: Ancestral Diversity & Aboriginality" and "2018 Annual Survey Report") drew on the ARRC Recommendations published in 2019. The information in these reports further corroborates and strengthens the ARRC Recommendations.

It is important to note that the Aboriginal community at the University of Alberta, like the Aboriginal community nationally, is incredibly diverse. This report is meant to act as a starting point for members of Students' Council wishing to engage Aboriginal students within their respective faculties. I encourage us all to reach out to Aboriginal students, as well as People of Colour and LGBTQ2S+ individuals, so that our advocacy can be more robust and fulsome.

2. Aboriginal Students at the U of A: A Snapshot

ABORIGINAL RELATIONS AND RECONCILIATION COMMITTEE

Currently, there are 1,175 self-identified¹ Aboriginal student enrolled at the University of Alberta, making up 3.7% of the total undergraduate population.² According to information obtained from the Office of the Registrar, the following is the current enrolment (as of Winter 2018) of Aboriginal students by Faculty:

Faculty	Total Registered	Approx. % of Pop.
ALES	69	4.5%
Arts	219	7.7%
Augustana	56	5.5%
Business	28	1.4%
Education	225	7.7%
Engineering	57	1.3%
FSJ	17	2.3%
KSR	41	4.1%
Law	29	5.1%
Medicine/Dentistry	30	2.9%
Native Studies	101	50.5%
Nursing	50	4.2%
Open Studies	147	12.0%
Pharmacy	<i>Does not meet the threshold for safe disclosure</i>	

¹ As stated in *From 'lifting the whole people' to learning 'to lift each other up': Final Report for the Office of the Provost*, "it should be noted that self-identification is a complex issue due to the Indian Act and the history of the federal government defining who is Aboriginal and who is not. For different reasons many Aboriginal students choose not to self-identify which means that the numbers of Aboriginal students at the UofA could be higher" (p. 7).

² Office of the Registrar, *Annual Report on Undergraduate Enrolment 2018/19* (Edmonton: University of Alberta, 2019), 30.

Science	90	1.4%
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Together, the following statistics and data provide a demographic snapshot of Aboriginal students at the University of Alberta. As stated above, this report acts as a consolidation of reports, statistics, and other documentation that relate to Aboriginal students. The following are points of interest that are intended to, collectively, provide a situation analysis on the generalized Aboriginal undergraduate population.

Demographics

In comparison to the general undergraduate student population, the Aboriginal student population trended significantly older.³ This is in contrast to the national Aboriginal population in which the Aboriginal population is younger than the non-Aboriginal population [32.1 years vs. 40.9 years].⁴ The Aboriginal student population had similar gender ratios to the general population.

Aboriginal students are nearly four (4) times more likely to be parents.⁵ According to a survey conducted by the Students' Union, Aboriginal students-who-parent were more likely to select the gender identity of 'non-binary or other' (28.6% vs. 9.1% male vs. 11.2% female).⁶

In investigating Aboriginal housing trends as a result of the ARRC Recommendations, the *2018 Undergraduate Survey Report* found that:

³ Jonathan Olfert and Stephanie Hammond-Thrasher, *2018 Undergraduate Survey Report* (Edmonton: University of Alberta Students' Union, 2019), 21, <https://www.su.ualberta.ca/media/uploads/1143/IdentityMatters2June2019.pdf>.

⁴ "Aboriginal Peoples in Canada: Key Results from the 2016 Census," Statistics Canada, updated October 25, 2017, <https://www150.statcan.gc.ca/n1/daily-quotidien/171025/dq171025a-eng.htm>.

⁵ Alisha Bhakri et al., *Identity Matters 2: Ancestral Diversity & Aboriginality* (Edmonton: University of Alberta Students' Union, 2019), 13, <https://www.su.ualberta.ca/media/uploads/1143/IdentityMatters2June2019.pdf>.

⁶ Olfert and Hammond-Thrasher, *2018 Undergraduate*, 13.

ABORIGINAL RELATIONS AND RECONCILIATION COMMITTEE

FNMI/Indigenous students tend to be older; are more likely to live with [a] partner/spouse, children, or extended family; are less likely to live with parents or guardians at any age; and are more likely to live alone off campus.

and

FNMI/Indigenous students [...] appear to face a significant risk of being evicted or forced from their residence. This result is consistent with the ARRC Recommendations, which note that culturally sensitive housing opportunities are a priority for FNMI/Indigenous students. It is also concerning in light of the high proportion of FNMI/Indigenous Students who parent.

Financial Security

Not including third-party/First Nations, Metis, or Inuit sponsorship, 64% of Aboriginal students received financial aid during the 2017/18 academic year.⁷ However, financial support issued to Aboriginal students are not consistent with Aboriginal enrolment rates:

Of the \$3.6M in financial supports issued to Indigenous students, 66 per cent (\$2.4M) was awarded to students who self-declared as Metis [53% of Aboriginal student pop.], followed by Status First Nations at 24 per cent (\$879,722) [37% of Aboriginal student pop.].⁸

Although Aboriginal financial supports have increased over the last 2 years, so have emergency loans.⁹ This may be indicative of recent statistics which show that Aboriginal student *may* face a higher risk of food insecurity.¹⁰ This is further compacted by the fact that, as stated above, Aboriginal students face a disproportionate risk of being evicted

⁷ Office of the Registrar, *Annual Report on Undergraduate Student Financial Support 2017/18* (Edmonton: University of Alberta, 2018), 19.

⁸ *Ibid.*, 20.

⁹ *Ibid.*

¹⁰ According to the *2018 Undergraduate Survey report*, “16% of FNMI/Indigenous students skip meals once or twice a week due to the cost of food, compared to 11% of non-Indigenous students” (p. 72).

or forced from their residence. Together, this is troubling, especially in light of the high proportion of Aboriginal students-who parent.

In terms of Students' Union-specific employment, the *2018 Undergraduate Survey Report* found that:

Other population of interest [i.e., LGBTQ2S+, POC, women, etc.] are very strongly represented within the SU, but Aboriginal students appear slightly underrepresented. In keeping with ARRC's recommendation [...] we see a need for stronger Indigenous recruitment.¹¹

Involvement in Governance

Aboriginal students are significantly less likely than other students to hold leadership roles, despite the fact that Aboriginal students tend to have a great interest in involvement/leadership.¹² Troublingly, this is actualized by the fact that, since its founding in 1908, there has not been an Aboriginal person on the Students' Union Executive Committee. Moreover, Aboriginal students are severely underrepresented on Students' Council, with available information suggesting that the 2018-2019 Students' Council saw the most Aboriginal councillors in one year (3 Aboriginal Councillors).

The fact that Aboriginal students are more likely to be students-who-parent presents significant challenges to engagement in governance. Aboriginal students are more likely to cite family commitments as a primary obstacle to involvement than non-Aboriginal students (23% vs. 17%). Although steps have been taken to attempt to alleviate this burden - ARRC's recommendation for a students-who-parent Political Policy and Executive Compensation Review Committee's recommendation to create an Executive childcare subsidy - more needs to be done on the basis of equity to support Aboriginal student involvement in leadership and governance. In terms of the Students' Union, unless more is done to tackle the structural racism and systemic barriers inherent in leadership positions, the 111 history of Aboriginal exclusion from the Executive Committee will persist.

¹¹ Olfert and Hammond-Thrasher, *2018 Undergraduate*, 77.

¹² Ilisha Bhakri et al., *Identity Matters* 2, 1-2.

In terms of general campus involvement and leadership, Aboriginal women are less likely than Aboriginal men to get involved or consider a leadership role.¹³ Interestingly, however, Aboriginal women are more likely than Aboriginal men to hold a leadership role.¹⁴

Lastly, research by the Students' Union shows that Aboriginal students report the need for Aboriginal-specific mentorship programs and programming.

Health and Wellness

Research by Nelson and Wilson show that:

Mental health practices as they currently exist [in the mainstream] are rooted in a colonial system and therefore do not adequately take the perspectives of their Indigenous clients into account. This in turn results in culturally inappropriate services that are inadequate in responding to clients' needs.¹⁵

Realizing the distinct history of Aboriginal Peoples (i.e., colonialism, residential schools, intergenerational trauma) and the importance many place on culture, the ARRC recommended mental wellness services directed towards Aboriginal students embody cultural safety.¹⁶ This preliminary understanding was reinforced through Aboriginal student engagement, in which students told the ARRC about the importance of Aboriginal-specific and culturally-based wellness services.

¹³ Ibid., 15.

¹⁴ Ibid.

¹⁵ Sarah E. Nelson and Kathi Wilson, "The Mental Health of Indigenous Peoples in Canada: A Critical Review of Research," *Social Science & Medicine* 176 (2017): 97, <http://dx.doi.org/10.1016/j.socscimed.2017.01.021>

¹⁶ Aboriginal Relations and Reconciliation Committee, *Aboriginal Relations & Reconciliation Committee (ARRC) Recommendations* (Edmonton: University of Alberta Students' Union, 2019), 7.

In light of the fact that Aboriginal students have been identified by the University of Alberta as needing additional mental health support,¹⁷ more research is needed about the University of Alberta-specific needs of Aboriginal students in the context of mental wellness.

3. Conclusion

This report has been submitted to Students' Council based on a request for more information about Aboriginal students at the University of Alberta. This report provides an overgeneralized overview of Aboriginal students based on a number of documents from both the Students' Union and University administration.

If you have any questions regarding the contents of this report, please don't hesitate to contact me or attend ARRC.

Thank you,

Nathan Sunday, Chair
(submitted electronically)

¹⁷ University of Alberta, *Student Mental Health at the University of Alberta: An Overview* (Edmonton: University of Alberta, 2015), 17, <https://cloudfront.ualberta.ca/-/media/ualberta/office-of-the-provost-and-vice-president/vice-provost-and-dean-of-students/documents/reports/mentalhealthreport-overviewoct262015.pdf>