

2020 Annual Survey Report April 2021

*Prepared for UASU Executive Committee
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Overview and Key Findings

This year's survey reached 3125 respondents, a 10% response rate from the UAlberta undergraduate population, across all faculties and years of study. We saw an especially strong turnout from ALES, Science, and KSR students. Demographics of note:

- Transgender man or woman, gender non-binary, or other gender: 2.5%
- At least one disability or accessibility need: 20%
- First Nations, Métis, or Inuit: 4.1% (roughly $\frac{2}{3}$ Métis, $\frac{1}{3}$ First Nations)
- Students with dependents: 2.5%
- LGBTQ2S+ students: 17%
- International students: 5.5%
- First-generation students: 30%
- Rural students: 16%
- Speak French on campus: 8.4% (of which only $\frac{1}{5}$ were CSJ students)
- Speak a language other than French or English on campus, frequently or occasionally: 20%
- Languages used on campus: 55

Students expressed broad support for and interest in The Landing and the Peer Support Centre. Early-year students, women and gender minorities, and Indigenous students were especially likely to say they think they might use the Peer Support Centre. By contrast, later-year students and cisgender men were more inclined to say they would not use the PSC's services. The report explores attitudes and usage in more detail.

38% of respondents (other than first-year respondents) said that, compared to their previous UAlberta experience, they learned 'a lot less' or 'basically nothing' in Fall 2020. Students also provided 104,000 words of text responses on this issue. Some groups of students were especially negative about the relative quality of their educational experience in Fall 2020's unique circumstances:

- Third-year students
- Indigenous students
- Gender minorities
- Business students
- Campus Saint-Jean students (likely due to government funding difficulties)

Over the past several months, the UASU has used preliminary results from this survey to advocate on student priorities like asynchronous instruction and online proctoring.

Sparked by allegations of sexual assault against a retired UAlberta professor, the UASU asked students about their attitudes toward consent and relationships with instructors. The vast majority of students - all students, but particularly women and gender minorities and Indigenous students - support stronger restrictions than the University currently lists or enforces.

Having a friend who has held student leadership positions makes students more likely to be interested in any or all student leadership positions. Most students who achieve UASU Executive or Students' Council roles have a strong background in other kinds of student leadership, especially clubs and cultural associations. Holding certain leadership roles makes students much more likely to be interested in pursuing other roles, but this is not necessarily a matter of 'lower' to 'higher' positions. For example, Faculty Association leaders are just as interested in pursuing Department-level positions as the reverse.

Broadly speaking, students trust UAPS but distrust other law enforcement, including EPS and ETS transit enforcement. Levels of distrust rise significantly among many marginalized populations. One exception is international students, who are by far the most likely group to trust law enforcement.

8% of gender minority respondents had experienced gender/sexuality-based discrimination/unfair treatment from UAPS or law enforcement on or near campus. 15% had seen it happen to other people. These numbers may be low, as many of the students who had this experience selected 'prefer not to say' on the gender demographic question.

13% of respondents with neurological, cognitive, or psychiatric conditions had experienced mental-health-related discrimination/unfair treatment from UAPS or law enforcement on or near campus. 12% had seen it happen to other people.

4% of respondents with mobility, visual, or auditory impairment had experienced disability-related discrimination/unfair treatment from UAPS or law enforcement on or near campus. 11% had seen it happen to other people.

4% of cisgender women had experienced gender/sexuality-based discrimination/unfair treatment from UAPS or law enforcement on or near campus. 6% had seen it happen to other people. These numbers may be low, as many of the students who had this experience selected 'prefer not to say' on the gender demographic question.

5% of international students had experienced racial/ethnic discrimination/unfair treatment from UAPS or law enforcement on or near campus. 10% had seen it happen to other people.

5% of First Nations, Métis, and Inuit respondents had experienced racial/ethnic discrimination/unfair treatment from UAPS or law enforcement on or near campus. 25% had seen it happen to other people.

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Distribution

The UASU distributed this survey to the entire undergraduate student body through a comprehensive mailing list, social media, and Perks (a UASU platform for undergraduate students). Unlike previous years, we rewarded every UAlberta undergraduate who completed the survey: each received 500 points on Perks. The Perks points replaced the customary slate of prizes.

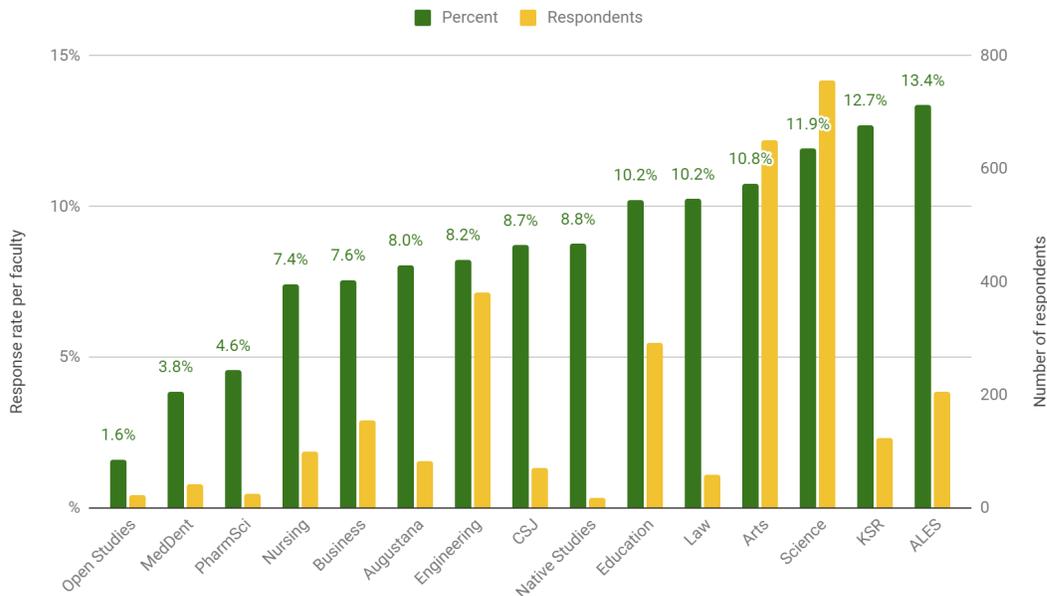
The survey reached 3125 points of contact (10% of the undergraduate student body), down from 3944 in last year's survey. We anticipated a decrease based on four factors:

- Reduced student engagement due to COVID-19 restrictions.
- Much-reduced on-campus advertising.
- Using the new Perks platform in lieu of a straightforward prize slate.
- Running the survey in mid-November rather than early to mid-December (allowing us to share preliminary data with relevant UAlberta staff and administration before the end of the semester).

Demographics

Faculty

On average, we saw a 10% response rate from the undergraduate student body. As in previous years, however, response rates varied widely by faculty. ALES, Science, Arts, and KSR gave an especially strong turnout, while Medicine and Dentistry and FOPPS declined significantly. Engaging professional faculties students in our annual surveys continues to be a challenge. We are pleased, however, to see a modestly above-average turnout from Law and Education.



This data is especially important when assessing student impressions of the quality of instruction in Fall 2020.

Year of Study

- 1st year: 29.6%
- 2nd year: 23.4%
- 3rd year: 21.3%
- 4th year: 17.9%
- 5th year or higher, including after-degree programs: 7.8%

Gender

With this survey, we aimed to gather better data on gender minorities than the University or our own previous surveys had gathered. The Registrar's Annual Report on Undergraduate Enrollment (an invaluable resource) reflects the University's policy on sex/gender disclosure:

- Male - 44.6%
- Female - 55.3%
- Other - 0.1%

The 2019 UASU survey aimed to improve on that:

- Man: 31.1%
- Woman: 66.5%
- Non-binary or other: 1.2%
- Prefer not to say: 1.2%

While we aimed for inclusion, the 2019 language also made it much harder to identify the needs and priorities of gender minorities inclusive of trans students. The 2020 survey ran as follows:

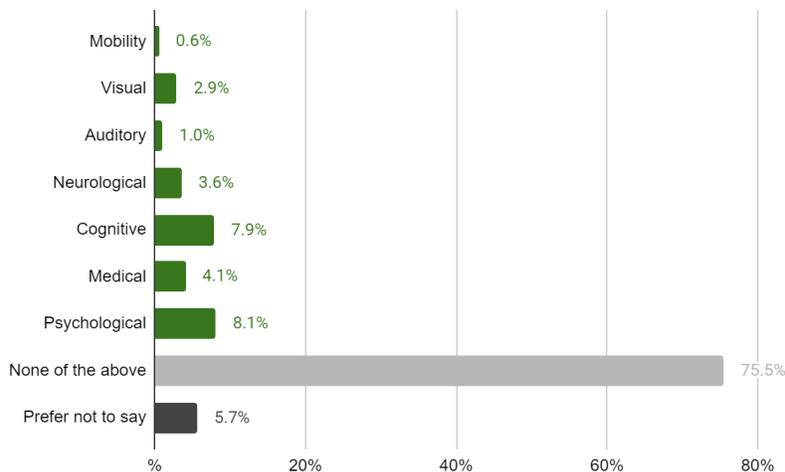
- Cisgender man: 30.5%
- Cisgender woman: 63.2%
- Transgender man or woman, gender non-binary, or other: 2.5%
- Prefer not to say: 3.8%

As in previous years, we urge the University to improve its understanding of gender. 'Male/female/other' is not sufficient.

Accessibility Needs

To capture accessibility needs, we offered students the following categories and examples:

- Mobility
- Visual
- Auditory
- Neurological (e.g. seizures, migraines, light sensitivity, etc.)
- Cognitive (e.g. dyslexia, ADHD, dyscalculia, autism spectrum, etc.)
- Medical (e.g. pregnancy, musculoskeletal injuries, cardiovascular conditions, immune system disorders, etc.)
- Psychological (e.g. trauma or substance abuse leading to memory loss, reduced attention span, emotional regulation issues, etc.)



This 'choose all that apply' question allowed us to assess how many different types of accessibility needs any given student faced.

Types of accessibility needs	% of respondents	Equivalent number of students
0	80.5%	25346
1	13.3%	4172
2	4.7%	1473
3	1.0%	324
4+	0.5%	156

Indigenous Students

The Registrar’s 2019/20 Annual Report on Undergraduate Enrollment shows that Indigenous students make up 3.99% of the undergraduate student population. This year, 1.4% of our respondents were First Nations, 2.7% were Métis, a small number (<1%) were Inuit, and 4.1% selected at least one of those categories.

Race Apart from Indigeneous Identity

Due to an extremely unfortunate error, the race question was lost. Some of our later questions incorporate race separately (e.g. personal experiences with racial discrimination by law enforcement). For those interested in other specific needs and concerns of racial minorities among the student body, we point to our previous annual survey reports, as well as the Identity Matters 2 report. We intend to correct our error with future surveys.

We also encourage the University to collect basic information on students’ race. As Eternity Martis said in *They Said This Would Be Fun*, “Here in Canada, we have nearly one hundred universities and even more colleges, and yet there’s no evidence that we collect race-based data on students, so it’s impossible to know how many are visible minorities and what their needs and challenges are.”

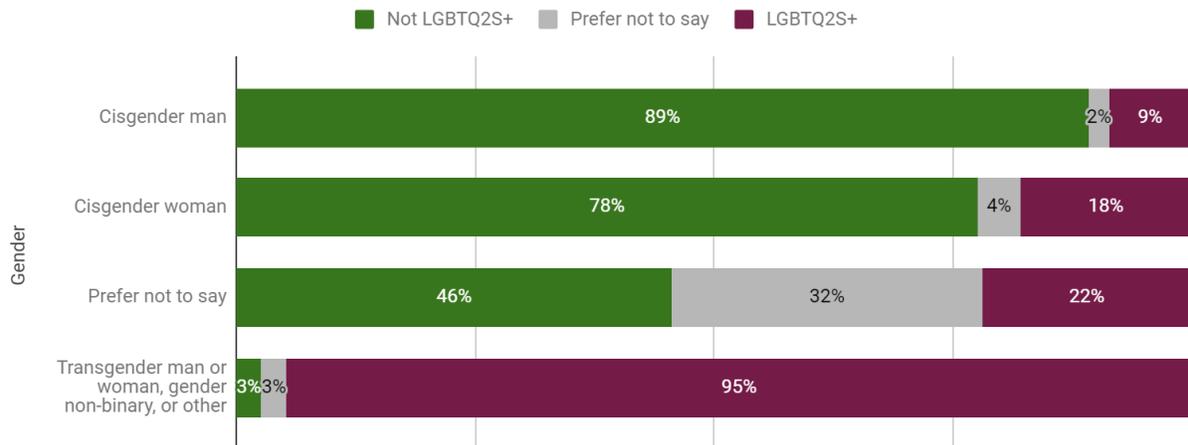
Students with Dependents

2.47% of respondents have children or other dependents. This is comparable to the results of last year’s equivalent question (2.6%), which was specific to students who had dependent children. Our previous surveys have established that Indigenous students are especially likely to be parents of dependent children. We found the same again: 22% of First Nations respondents and 5% of Métis respondents have dependents.

LGBTQ2S+ Students

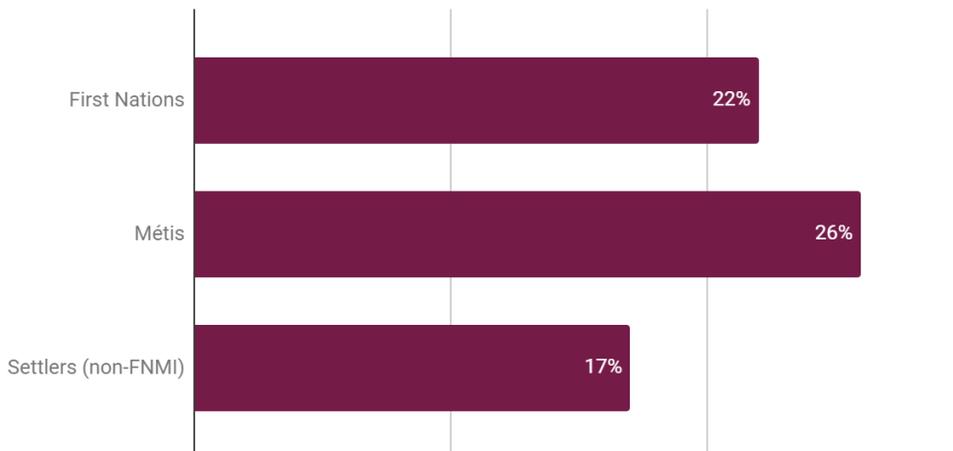
17.2% of respondents identified as LGBTQ2S+; another 4.72% selected 'prefer not to say.' This is a major increase over previous years (12.9% LGBTQ2S+ in 2019; 10.7% in 2018). We thank our sexual and gender minority respondents for trusting us with their voices.

LGBTQ2S+ identity by gender



As in last year's survey, we note that women were twice as likely as men to identify as LGBTQ2S+. We also note that FNMI students were especially likely to identify as LGBTQ2S+.

Percent of respondents identifying as LGBTQ2S+



International Students

By far, international students are the hardest to engage in student surveys. International students make up 15% of the undergraduate population. This year, in line with previous years, only 5.5% of respondents were international students. However, the experiences and priorities of these 165 students give us a valuable lens on our subject matter questions.

First-Generation Students

“Do you consider yourself a first-generation student? (Typically, the parents of first-generation students do not have university degrees.)”

30% of respondents matched this definition. That proportion rose to 56% for First Nations students, 52% for Métis students, 54% of students who parent, and 34% of rural students. Groups who were less likely to be first-generation students included gender minorities (24%) and first-year students (24%).

Rural Students

“When you aren't studying at UAlberta in person, do you live in an urban or rural environment?”

16% of respondents selected 'rural.' As noted above, they were slightly more likely to be first-generation students. Gender played a role here: 69.3% of rural students were cisgender women, compared to 62.3% of urban students. 3.5% of rural students had dependents, compared to 2.2% of urban students. 5.9% of rural students were FNMI, compared to 3.5% of urban students.

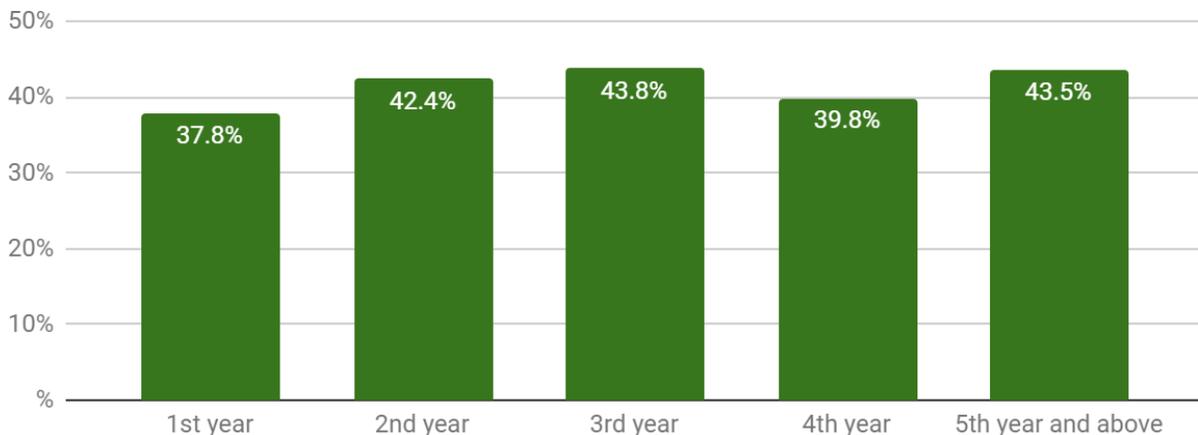
Questions on the Students' Union Building (SUB) and SU Operations Visiting SUB

41% of respondents had visited SUB in Fall 2020. Since we did not ask this question in previous years, we cannot estimate decreases due to COVID-19.

Certain faculties were more or less likely to have visited SUB:

- ALES students: 47%
- Augustana students (for obvious reasons): 4%
- Campus Saint-Jean students: 22%
- KSR students: 48%
- Law students: 50%
- Medicine and Dentistry students: 50%
- Native Studies students: 50%
- Nursing students: 55%
- Pharmacy and Pharmaceutical Sciences students: 26%

We saw significant variation by year of study, with first-year students being the least likely to have visited SUB. This likely goes hand in hand with COVID-19 restrictions that shifted large first-year classes to online delivery, as first-year students are seeing reduced opportunities to use and connect with SUB and with North Campus as a whole.



Looking at SUB usage through a demographic lens, we noted no variation by gender or LGBTQ2S+ identity. However, FNMI students were somewhat less likely to have visited SUB this semester (37.5%, compared to 41.3% of settlers). First Nations students made up the bulk of the difference: only 29.0% of them had visited SUB this semester. Other groups that were less likely to visit SUB:

- Students with children or other dependents: 33.3%
- International students: 30.1%
- First-generation students: 37.5%
- Rural students: 37.5%

Accessibility Needs in SUB

We filtered the question “How can SUB better accommodate your accessibility needs, if any?” by specific needs. As many students have multiple categories of needs, we filtered duplicates out of each category.

Mobility:

- Aside from fixing the elevators, I think the UASU does a pretty good job.
- Become more sensory friendly. Ex. shades in the quiet room to reduce sunlight, architectural features to reduce echo.
- Better elevators, more private bathrooms.
- Please respect the need for fast, reliable elevators. Don't try to guilt people into using the stairs; some disabilities are invisible and private.
- I hope that UASU and the University do all they can to advocate strongly for accessibility needs, especially amidst the COVID pandemic and beyond. Many unique needs that require specialized support and often are the most vulnerable. Also mental health supports and food/financial security for students are concerns.
- Upgrade the elevators!

Visual:

- Bigger signs.
- Cover glasses in my school insurance.
- Hard to control but a lot of the smells can be quite strong.
- I have very poor eyesight but not to the extent that I would require accommodations in SUB.
- I personally did not have any accessibility issues while at the SUB.
- I think they are doing amazing !!! The team is great and for having the campus closed it's really quick response.
- I'm not sure if anything can really be done about this, but I personally find some of the lights downstairs particularly bright. But it is manageable!
- I'm colour blind
- It would be great if there were more quiet study places when it reopens.
- It's quite alright as is; I prefer not to go yet.
- It's fine as is now.
- Just colour blindness.
- LRT has stopped announcing stops.
- Make signs more apparent.
- Make the signage bigger.
- More groups and connection opportunities.
- More integration of greenery and colours.
- No signs with small print - I cannot see it!
- Nothing, it's just colour blindness so nothing that is serious.

Auditory:

- Become more sensory friendly. Ex. shades in the quiet room to reduce sunlight, architectural features to reduce echo.
- Keep the building warm.
- Less noise in study areas, please.
- More quiet spaces. Less distressing decor. More light (natural and artificial). More informative signage as to where things are located. More single study spaces. More outlets and wireless charging mats.
- More representation of being mental health friendly like people won't judge me
- There's nothing they can do during these times.
- They do not need to better accommodate my accessibility needs.

Neurological (e.g. seizures, migraines, light sensitivity, etc.)

- Always crowded. No smaller private areas (which would be preferred).
- Because I am light sensitive (fluorescent lights give me eyestrain), SUB is actually one of my favourite places. Your big natural light windows are my ideal place to study.
- Designated quiet spaces and having "sensory hours" would be nice.
- Doing fine.
- Everything is good so far.
- More places to sit!
- I don't go there much, but overall I find it is set up well for studying and working.
- I don't have any accessibility problems with SUB.
- I rarely go in SUB. It's too busy and there are never chairs
- I think it does fine but I do notice there's no ramps for wheelchair users.
- It's always super crowded and not conducive to use with a service dog. I tend to avoid it when possible so my dog doesn't get stepped on. I'm not sure how to fix it.
- It's often crowded and the way traffic moves is poorly designed and can be very overwhelming.
- Less computer work. Screen light causes migraines.
- Less harsh lights maybe but otherwise there is not much you can do for the noise levels. I just choose not to study there.
- Meh it's fine now, I just need to take my medication.
- Migraines are triggered most often by stress, so a better accommodation would be to have more quiet study spaces.
- Provide more quiet spaces
- Rooms or areas where lighting can be modified, having darker or brighter spaces . Migraines I need darker spaces and maybe plastic screen covers to use to help, blue light filters.
- Soft lighting for migraines (bold contrast and harsh lights can lead to aura migraines).
- SUB is doing good for me!
- SUB is great

- SUB is just fine! I have only been once, but it was very relaxing, so thank you.
- SUB is very accessible. I don't think modifications need to be made.
- They could have a dark space for migraine sufferers during an attack.

Cognitive (e.g. dyslexia, ADHD, dyscalculia, autism spectrum, etc.):

- Isolated spaces to study away from people.
- Actions taken by SUB are not applicable to my specific accessibility needs.
- Better/more seating areas for studying in a quieter/less distracting setting.
- Ensuring that information online is up to date (ie what services are available, opening hours, etc) so that I can know what's available and when before I go.
- Faculty of Nursing is awful for accessibility.
- Have more options for a quiet environment.
- Having quiet study spaces that actually enforce no eating rules.
- Hire professional psychologists.
- I have ADHD but I'm not sure, maybe if there are counsellors or resources for dealing with ADHD but there might already be some that i just haven't seen
- I haven't really had any issues with it. I'm autistic and it is loud and it does smell bad, but... where on campus isn't? Like I'd rather learn online because it's easier for me sensory-wise but as far as being on campus goes it's fine.
- I think they are already doing a great job. I would love it if Accessibility Resources does a better job keeping professors accountable for students accommodations.
- I wish SUB had more study spaces available with the natural lighting. I get headaches when I study in a lot of buildings lighting so I love studying in the bean bag chairs but they're almost always busy and it's a really loud area.
- It works for me, no changes necessary.
- It's fine as it is.
- Larger table spaces for working on projects.
- Longer hours of opening to help remove the constant distraction of having to worry about getting something done by the time the building closes, which adds another deadline for those of us who cannot focus on work at home.
- Make the spaces more open for people to meet and connect in.
- More accessible mental health resources.
- More communication with Accessibility Resources about what they offer students and how they treat professors.
- More distraction-free spaces and quiet zones
- More hand sanitizer.
- More quiet cozy areas, the main part of SUB is so open it would be nice if there were more dividers or "sections."
- More quiet spaces
- My needs are being met through student accessibility resources.
- No need. My intellectual disability doesn't impede my day to day visits to SUB.
- Non fluorescent lighting.
- Provide quiet rooms where it is completely silent

- Reading online can be difficult because I am dyslexic, now that everything is online I am struggling and have seen no support for this.
- Reduce any fees related to the SUB being that we are probably not going to be in school till 2023.
- Stock better engineering paper in the bookstore, and provide free hot chocolate to students to improve emotional wellness and reduce stress.
- SUB has helped me deal with trauma
- SUB is doing good for me!
- Sub is normally really good already, if any I'd dim the lights but I'm the type of person who loves to live in the dark
- There should be a quiet space if there isn't always one.
- There's a lot of ambient noise in the area around SUBstage from lighting/heating/etc that makes it hard to focus with sound sensitivity.
- There's nothing about sub that really affects my ADHD but when I do notice the noise levels increasing or sometimes the smells are too overwhelming I move to another place or spot on campus.

Medical (e.g. pregnancy, musculoskeletal injuries, cardiovascular conditions, immune system disorders, etc.)

- Automatic door openers/buttons (I have not visited SUB yet this year - these needs may already be accommodated).
- Bathroom stalls where a bag can be placed down (had mine fall off the terrible hooks on the back of the bathroom doors - dented and nearly broke my laptop).
- Better and comfier seating (I have chronic pain).
- Comfortable seating options.
- I am a Diabetic so the only thing I might suggest is that have some juice boxes available?
- I would prefer if I didn't have to be in public at all and SUB is always so busy, but I understand why and I also understand that I do have to be in public some of the time, especially in university. I cannot see any changes being made to suit my wants.
- It's good already. Just maintain the handicap buttons are working.
- Making it easier to transfer my accommodations from my other college.
- More allergy/ceciac friendly food options. I have anaphylactic allergies to peanuts, nuts and eggs. And ceciac disease so no gluten.
- More bathrooms maybe.
- Offering gluten-free food, no cross-contamination.
- They currently don't. One thing that would help would be to provide food that is for gluten and dairy intolerant. I find that there are not a lot of options for students like myself.

Psychological (e.g. trauma or substance abuse leading to memory loss, reduced attention span, emotional regulation issues, etc.):

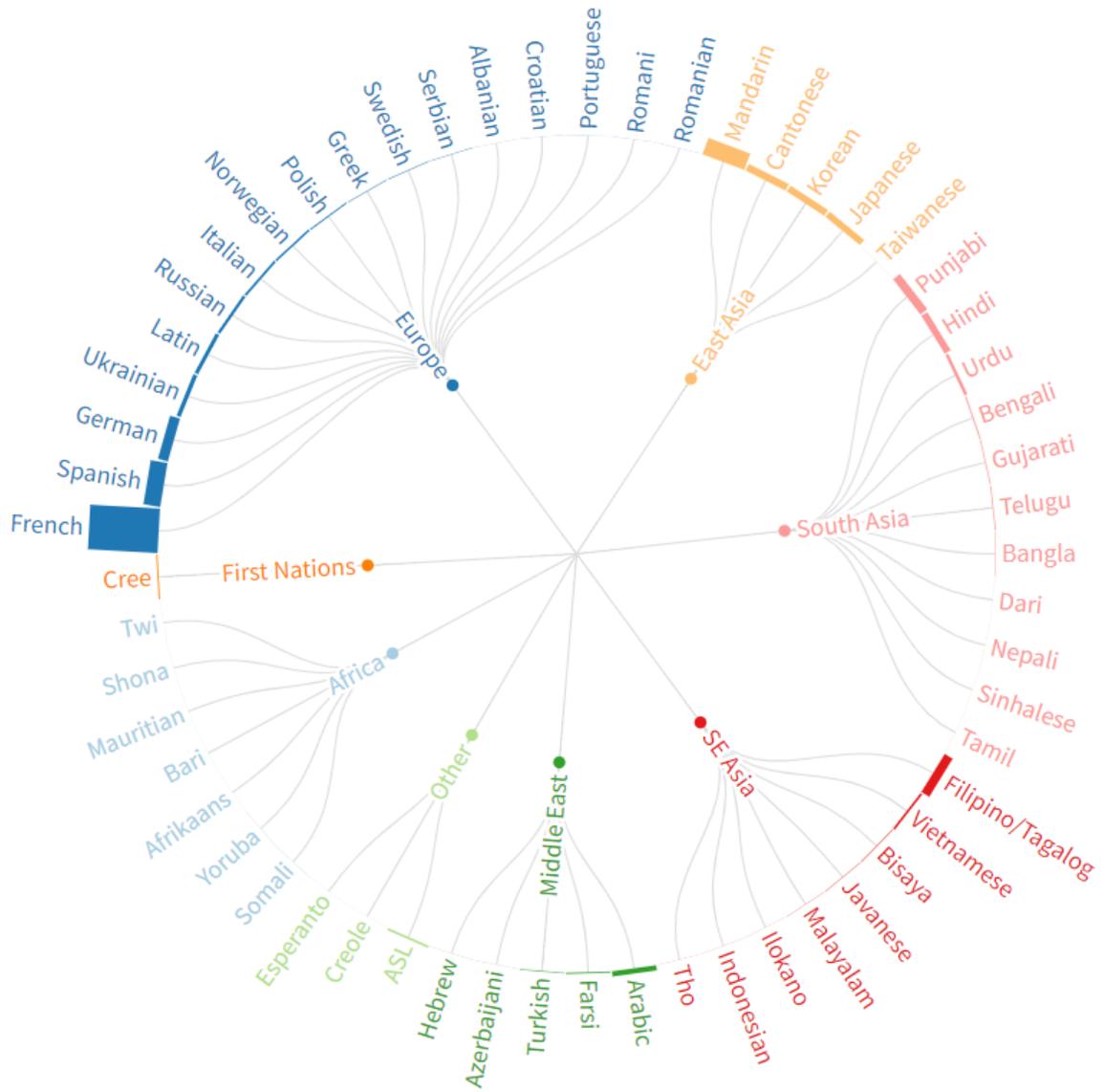
- Always crowded. No smaller private areas (which would be preferred).

- An area designated for students suffering from depression. An indoor garden would help! Or an indoor fountain (where you can hear water flowing peacefully). Indoor green space to revitalize the mind/take a breather. Indoor swing set, to not feel so stressed, and maybe just sit and on the swing and read. All these ideas would help relieve a little - to a lot of ounces of anxiety, depression, and maybe even help with mindfulness. Indoor chapel would help! Where one can connect to faith and pray.
- Ask employees, especially at the 'food court', to minimize loud banging noises.
- Better elevators, more private bathrooms.
- I am alright as of now, it's nice to have the option to relax there. I would use it more if not for COVID.
- It's been fine. A little crowded during the pandemic and most people don't wear masks which is stressful.
- Make it better known that things like Anxiety Disorder are considered a disability
- Music plays too loud sometimes and in the past, it has been disturbing when I'm just trying to find a space to get some schoolwork done.
- Provide regular therapists available to students, rather than being placed or forwarded to someone else, who will do the same thing. When I asked for help I was passed around a lot.
- Providing more places to sit to focus for a long time. I actually really like SUB but the tables in the bottom floor are too low to the ground to do anything.
- Sometimes the restaurants in SUB play their music too loud, making it hard to concentrate/study. But I choose to study outside of quiet areas as I cannot study in complete silence, but prefer background noise. Occasionally a burning smell comes from [store in food court] that is very pungent and long-lasting which also is a distraction.

Languages Spoken on Campus

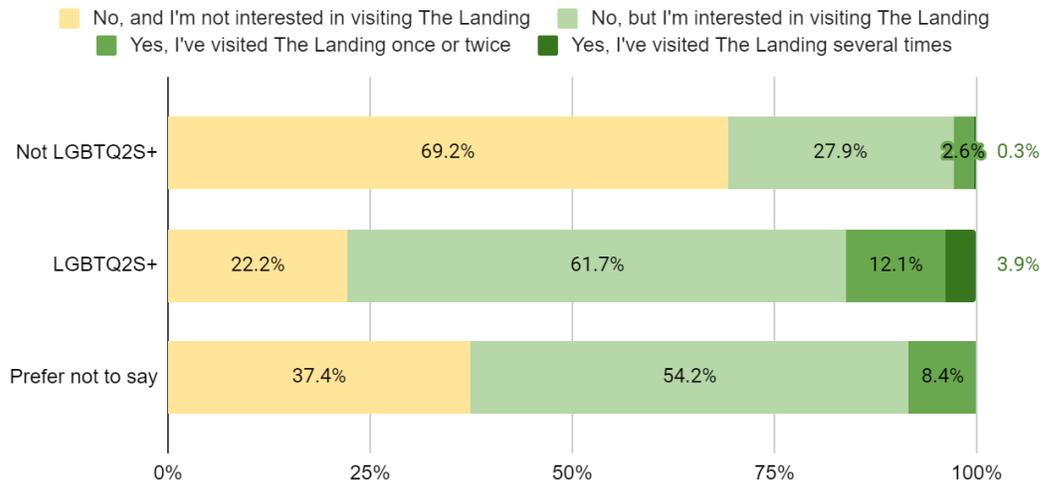
In connection with future improvements to SUB, UASU staff asked for a question on linguistic diversity and accommodation. Students listed 55 languages that they speak on campus, frequently or occasionally. There were 642 instances where a student listed a language apart from French and English. (For clarity, if a student listed two other languages, that would be two instances.)

333 respondents (8.4% of our sample) said they spoke French on campus (of which only 70 were Campus Saint-Jean students). Several included a note wishing they had more opportunities to use or be immersed in French. This is, of course, the mandate of CSJ.



The Landing

"Have you visited The Landing (0-68A SUB), a community space and resource centre for sexual and gender diversity?"

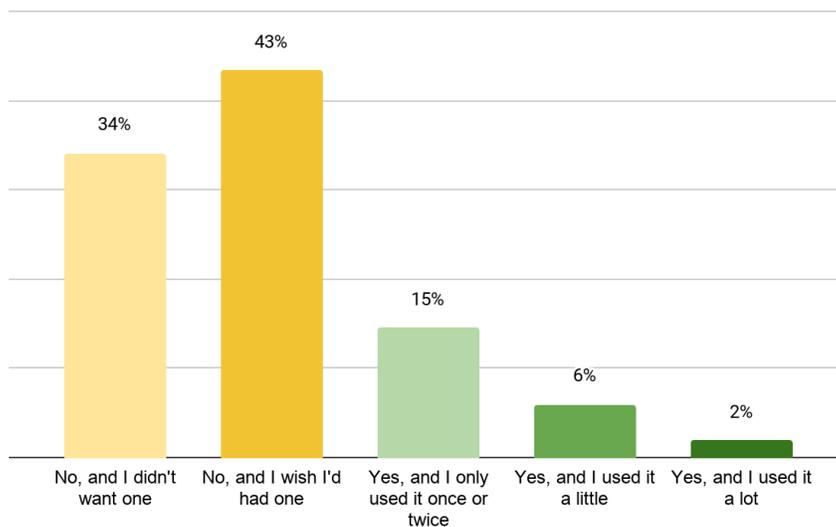


As in some previous surveys, we note that a significant portion of non-LGBTQ2S+ students are interested in visiting. We suspect sex education needs are a factor. We also note that, in a 600-student followup survey, only 43% identified as exclusively heterosexual.

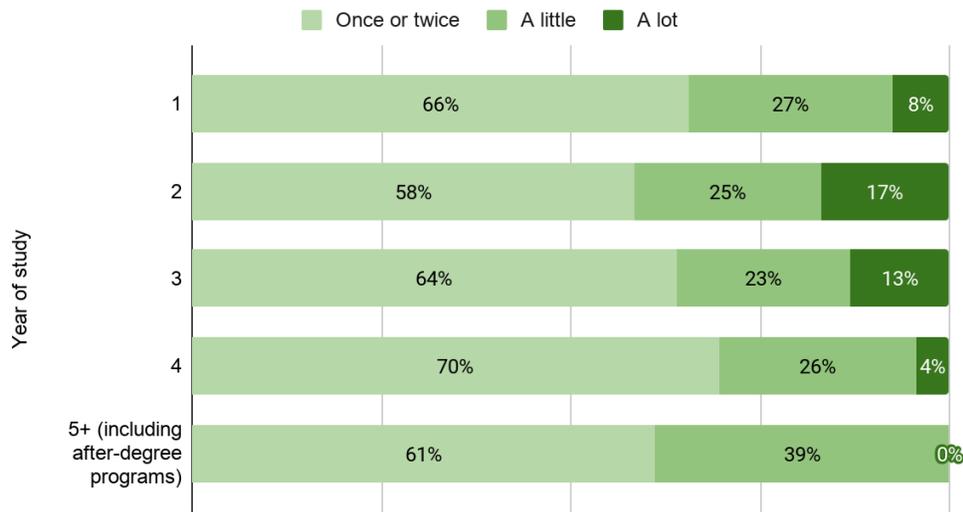
Student Handbooks

UASU publishes the annual student handbook/day planner. This year, our marketing and communications team redesigned, reformatted, and condensed the entire handbook so it could be distributed in a pandemic context.

"Did you get a Students' Union handbook/day planner this year?"



Handbook usage among students who received it

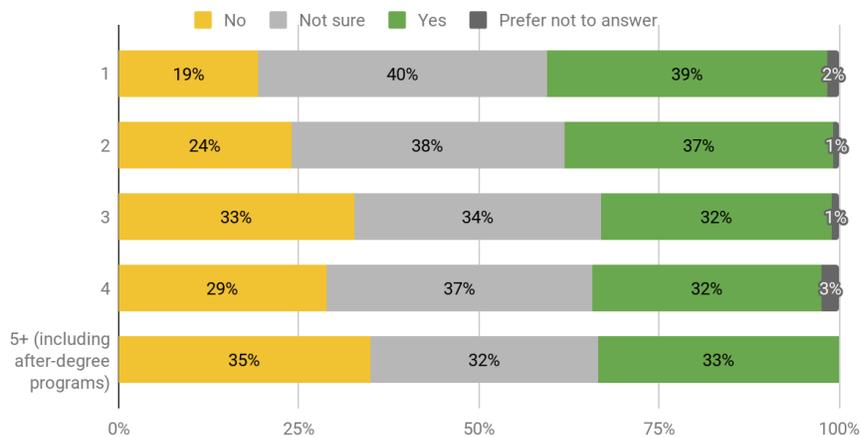


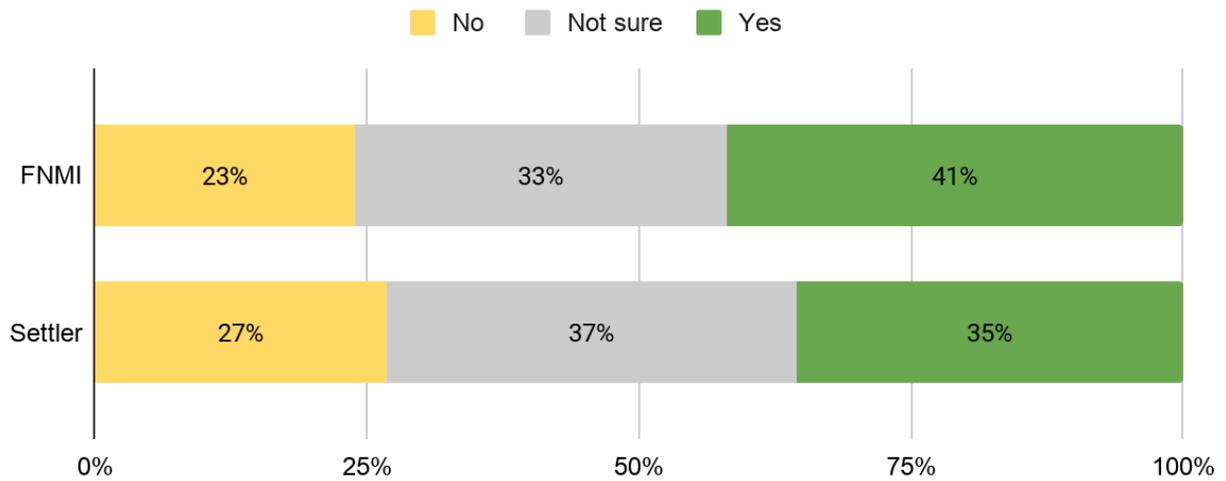
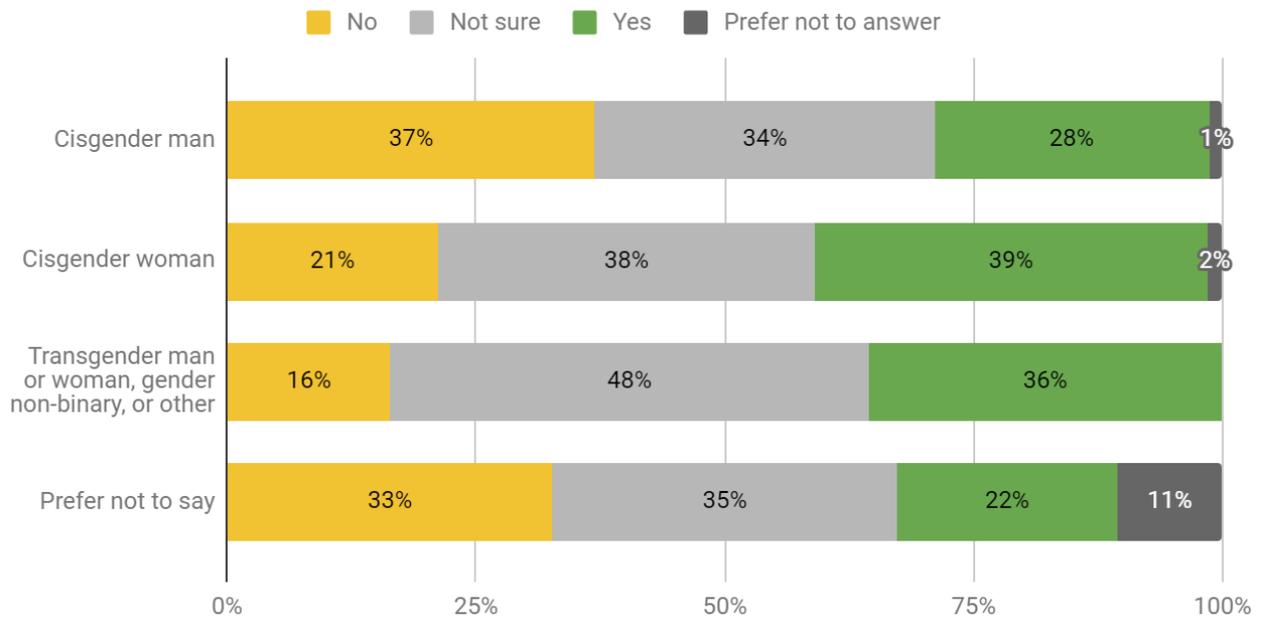
Among students who received the handbook, second-year and third-year students used it the most. Usage tapered off in upper years.

The Peer Support Centre

Early-year students, women and gender minorities, and Indigenous students were especially likely to say they think they might use the Peer Support Centre. By contrast, later-year students and cisgender men were more inclined to say they would not use the PSC's services.

"The Peer Support Centre (2-707 SUB, or available online) offers a free, confidential place to talk with trained volunteers about the stress and challenges you face. Is this something you think you might use?"

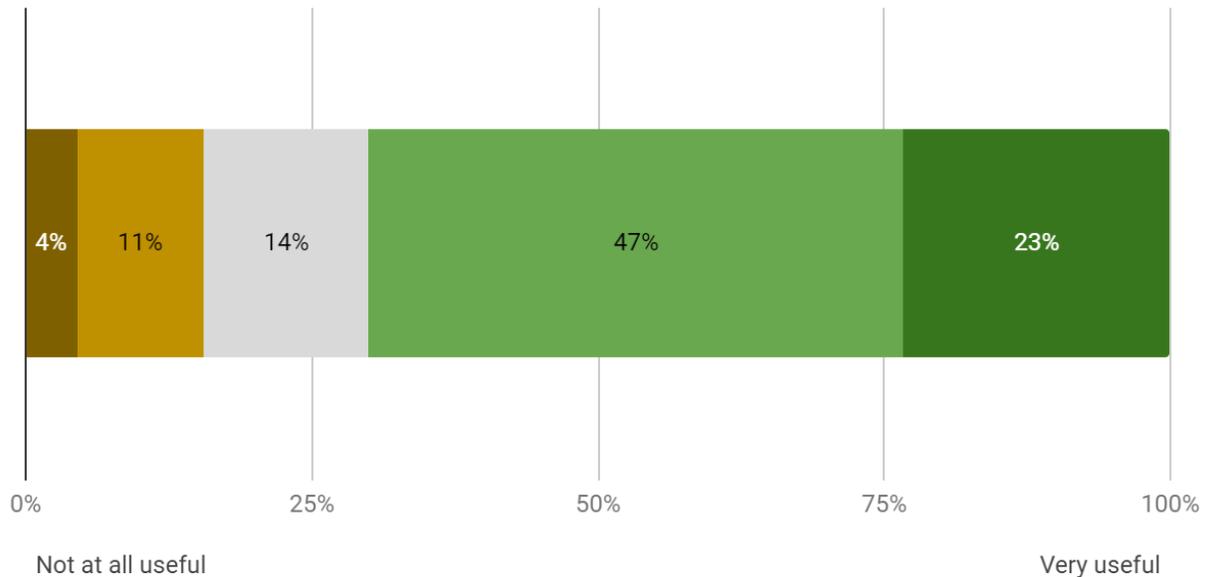




94 respondents indicated that they had visited the Peer Support Centre in the past 12 months, and 90 of them answered a question about how useful they found their visit(s).

"Was your Peer Support Centre visit useful to you?" (1-5 scale)

Respondents who had visited the PSC in past 12 months



Selected responses from those who said their visit was not especially useful, to one extent or another (1, 2, or 3 on the 5-point scale, ~30% of respondents):

- "No, they were booked and didn't offer to book anything else for me so I found what I needed elsewhere!"
- "Not really. I told them someone I knew was suicidal and they gave me a pamphlet for it."
- "No, they essentially told me they have more important people to look after."
- "Un peu, c'était difficile parce que la personne que j'ai parlé à n'était pas un professionnel, mais il faisait ce qu'il pouvait. Alors je peux dire que j'ai reçu le soutien, mais je pense que c'était pas assez." (A little. It was difficult because the person I spoke with wasn't a professional, but they did what they could. I'd say I received support, but it wasn't enough.)
- "Wished the support was long term."

Selected responses from those who said their visit was useful (4 or 5 on the 5-point scale, ~70% of respondents):

- "I did, and more. I received a lot of resources and options for my questions."
- "Kind of, I received support but eventually was kind of pushed out feeling like my problems were not as important as others."
- "It wasn't what I expected but I would say it was what I didn't realize I needed."
- "Mostly yes. Very nice to speak to someone and they were a great listener."

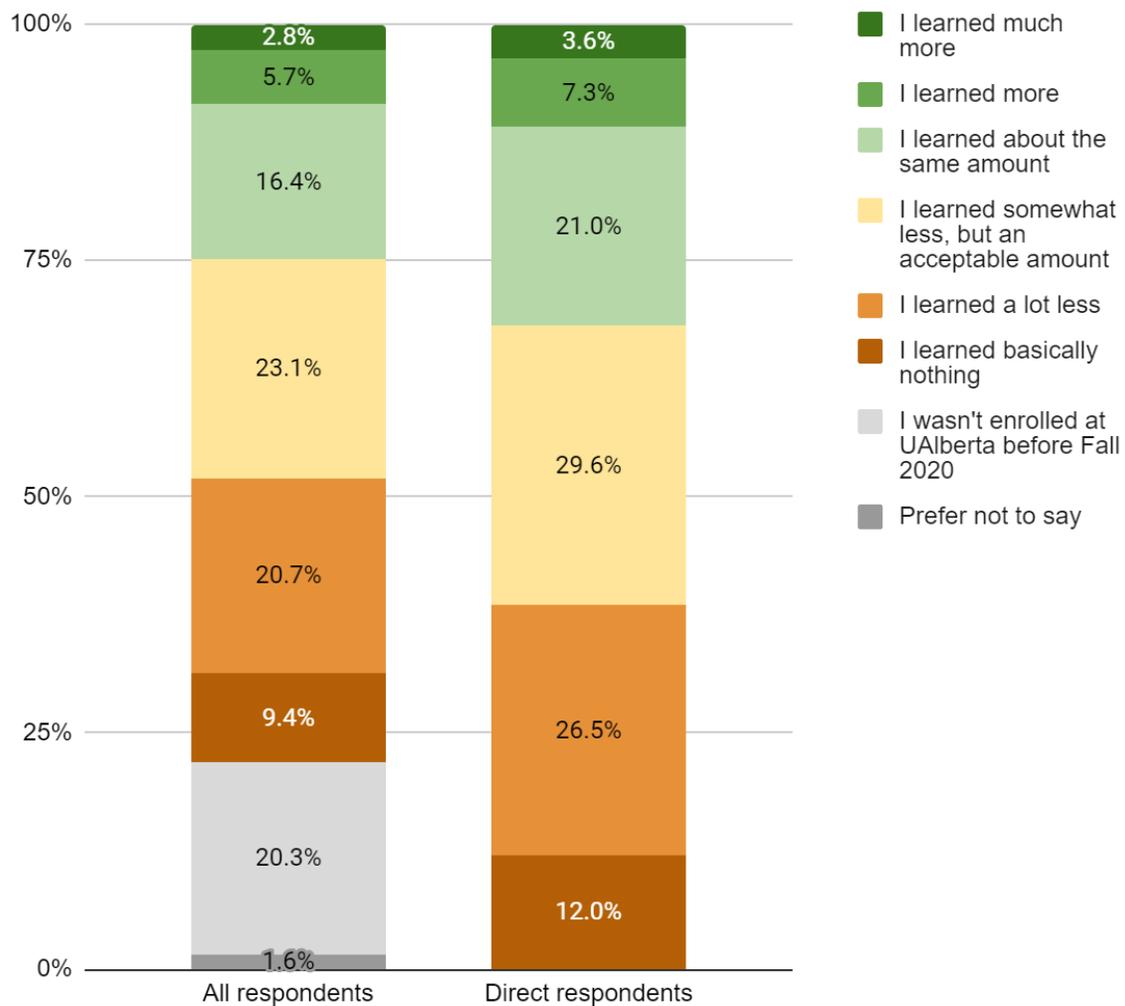
- "Yes, though also sometimes it's hard to get in when you need it :/"
- "Yes and directed to further resources if I was interested."
- "Yes, it was a really wonderful service. It gave me a safe space to just talk to someone about the stresses on my mind which was so valuable. Sometimes with academic or relationship stress it can feel like it's not serious enough to actually see a psychologist, so to be able to go to a free service (that was super easy to book) and be listened to and validated was SO helpful and so cathartic. I felt so so so much better after going for my visit."

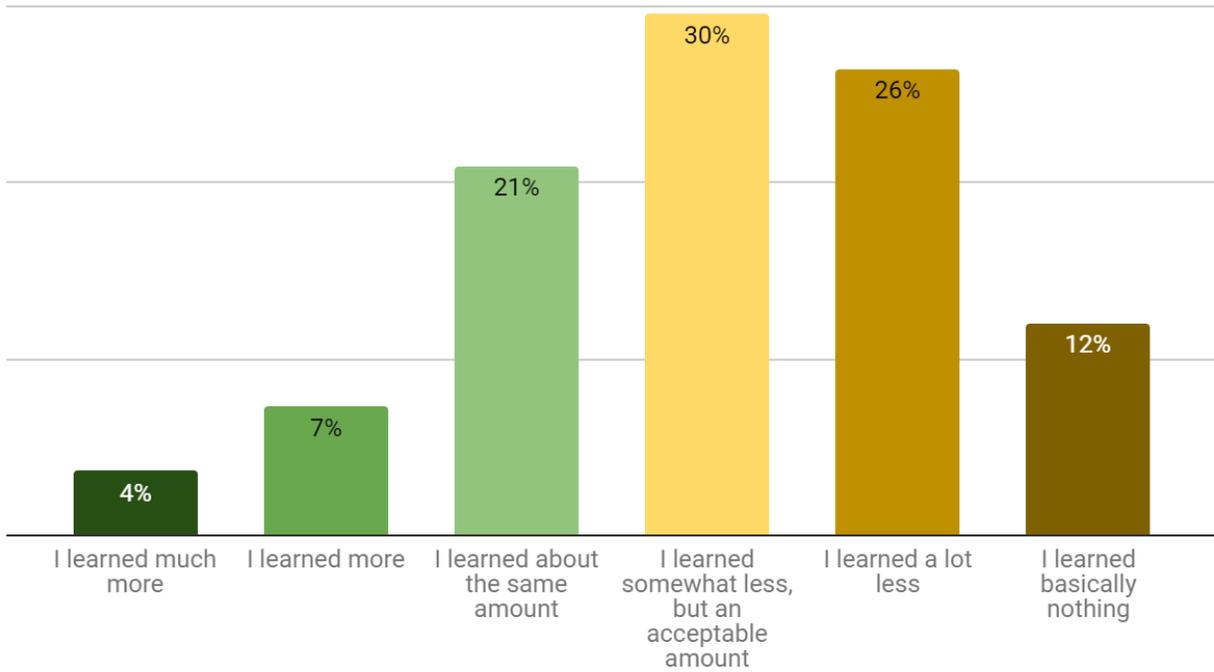
Quality of Educational Experience

Our primary question here ran as follows: “Thinking of how much you have learned during Fall 2020, how did emergency remote delivery measure up compared to your average educational experience at UAlberta?” We filtered out students who were not enrolled before Fall 2020 (which eliminated most first-year students). While first-year students’ experiences are important, we opted to focus this question on the *relative* quality of the educational experience.

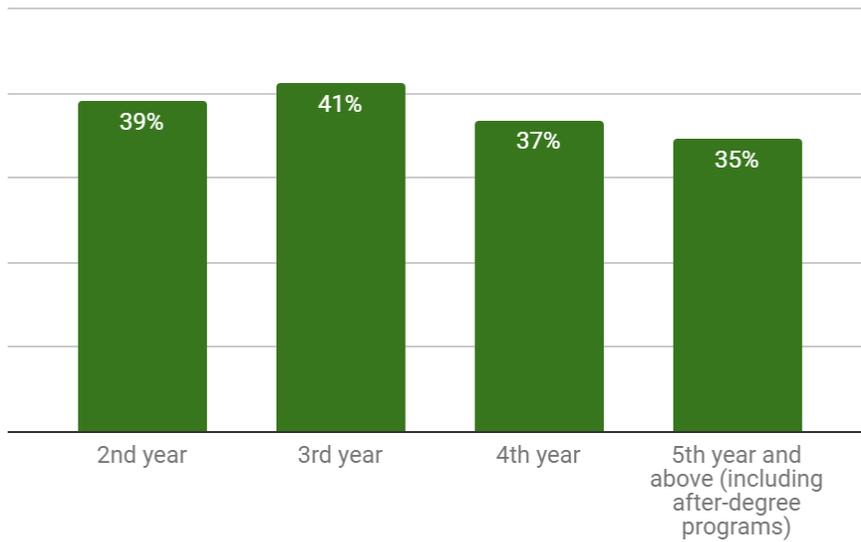
Perceptions of quality in Fall 2020 compared to average educational experience at UAlberta

UASU annual survey, November 2020, n=3125

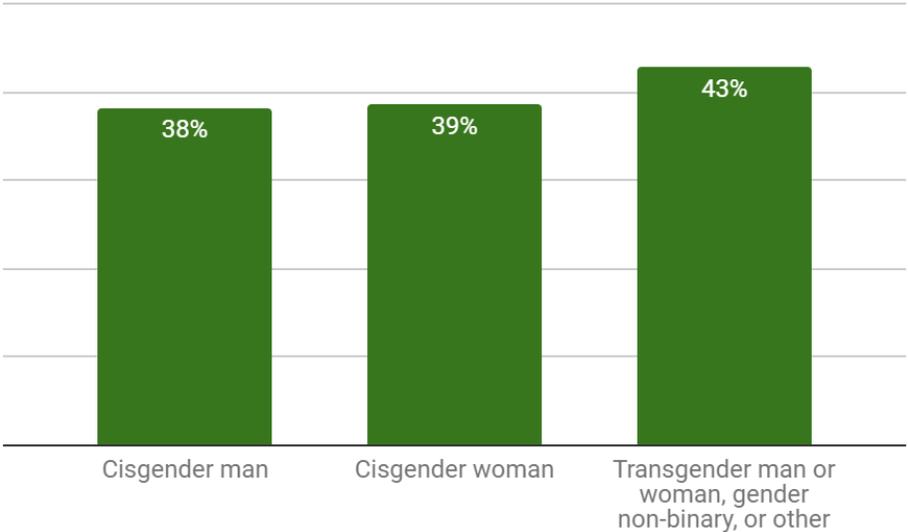




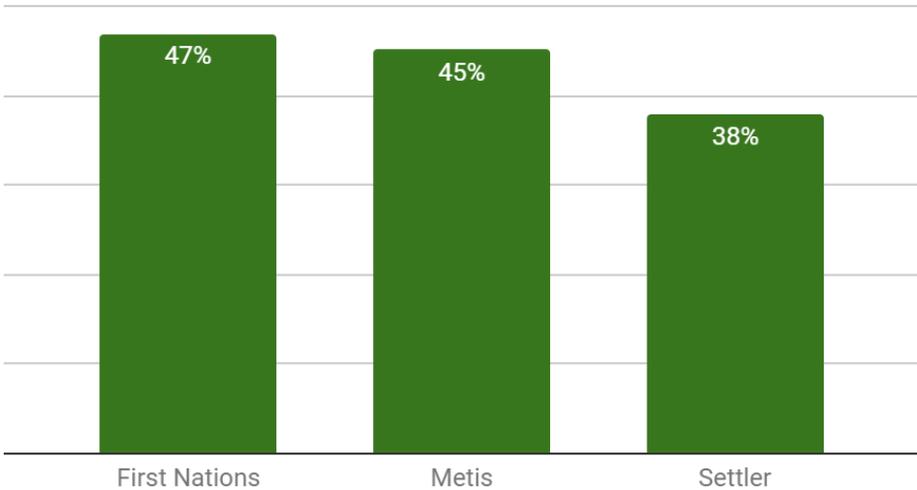
Percent of respondents who learned 'a lot less' or 'basically nothing' in Fall 2020



Percent of respondents who learned 'a lot less' or 'basically nothing' in Fall 2020

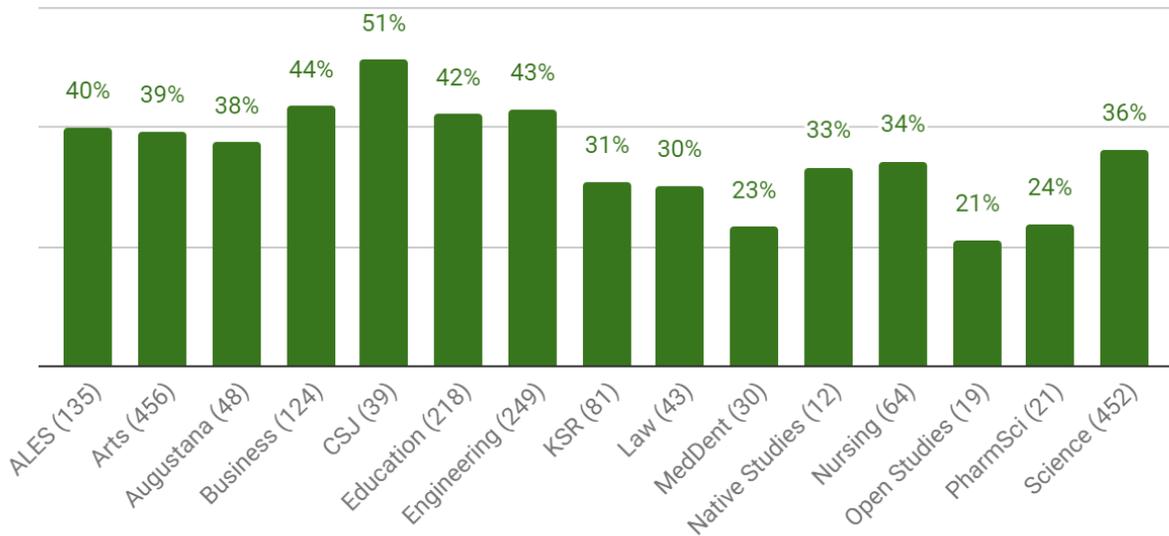


Percent of respondents who learned 'a lot less' or 'basically nothing' in Fall 2020



Percent of respondents who learned 'a lot less' or 'basically nothing' in Fall 2020

With number of relevant respondents to this question

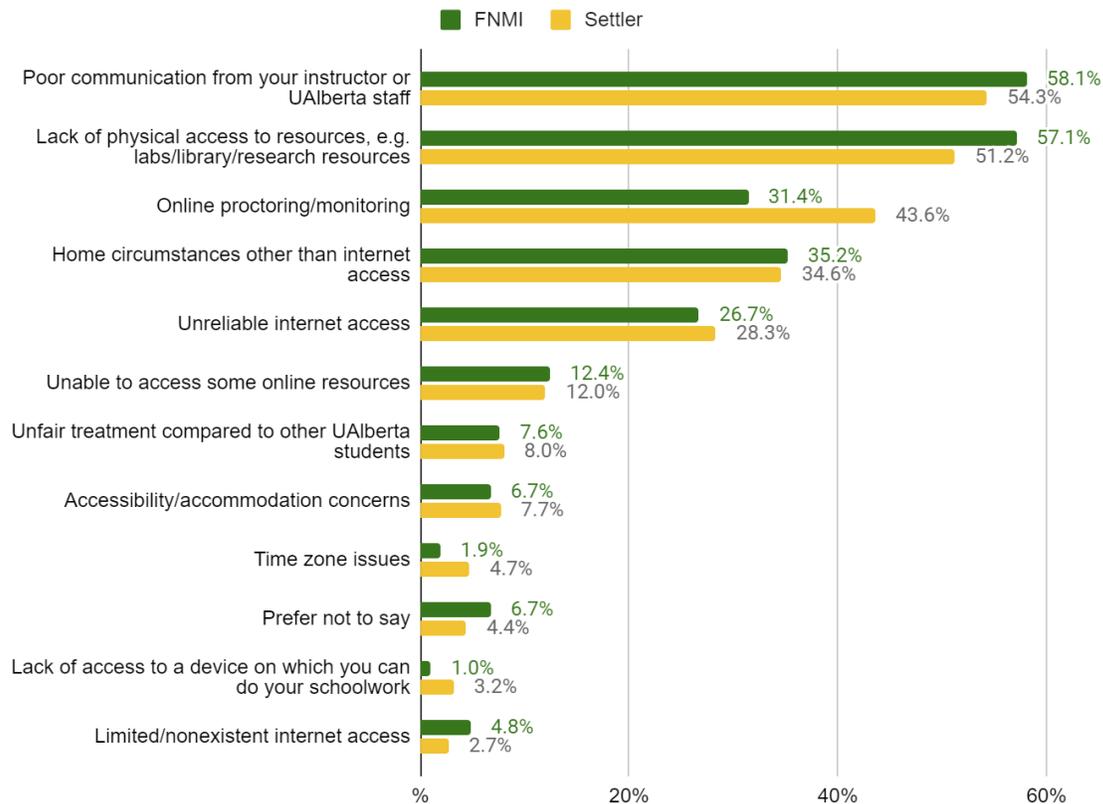


Some points of interest:

- Campus Saint-Jean has seen especially significant funding troubles, due in part to government mismanagement. This may be a factor.
- For many Open Studies students, remote/online learning appeared to be business as usual.
- The medical field saw relatively low dissatisfaction ratings so far as quality of instruction is concerned. Nursing was the exception, and we note that Nursing practicum students complained to University administration and the UASU about professional treatment and COVID-19 safety standards.
- We suspect that the high dissatisfaction among Business students is tied to the lack of in-person networking and similar opportunities.

"Which challenges have had the biggest impact on your ability to learn this semester?"

UASU annual survey, November 2020, n=3125



Educational Quality: Text Responses

A pair of accompanying text questions received over 104,000 words of responses. Obvious trends quickly emerged.

Things Done Well by Instructors:

- *A combination of asynchronous lectures and synchronous in-class activities*, meaning that lectures are pre-recorded and class time is used effectively, with question-and-answer segments and breakout room activities. Students recommended that these synchronous segments still be recorded and made public for the entire class, regardless of attendance.
- *Unlimited attempts on quizzes* - several students cited the benefit of being able to review and re-attempt quiz material as one of the main ways they retained the material.
- *No attendance or participation requirements*, as mandating attendance when students are Zoom-ing in from other provinces and countries is impossible. Several students did mention the potential issue with lack of participation, but still requested this, instead suggesting discussion forums or practice quiz

completion as methods of measuring attendance, so long as these assignments came with adequate time to complete them.

- *Empathy for personal circumstances.* Students shared several stories about COVID-19 affecting them via family members, personal well-being (both physical and mental), and accessibility constraints, and how instructor empathy and understanding removed the additional institutional stress. A few respondents mentioned the inability to access wi-fi, and how kind instructors helped them locate library services and/or allowed them to participate asynchronously to help accommodate.
- *Fewer exams, with course evaluations reflecting assignment grades.* Students cited the high stress of schooling from home and the circumstances of the pandemic, arguing that time-restricted and/or proctored exams are detrimental to their mental health.
- *Lower tuition for online courses.* Students cited their lower retention of course material and decreased enjoyment of classes as reasons for lowered course tuition.

Things Done Poorly by Instructors:

- *Vague coursework instructions and expectations.* Students said that a lack of clarity surrounding assignments and course dates negatively impacted their learning experience, causing undue stress and leading to delays in instruction.
- *Proctored exams.* As outlined above, students preferred assignments without time restrictions or strict due dates.
- *Synchronous lectures and/or mandatory attendance.* As outlined above, these requirements posed difficulties regarding accessibility and personal circumstances. Several respondents cited failure to account for time zones as a major flaw in the synchronous course work
- *Unavailable instructors.* Students called for more availability from instructors, claiming they had a difficult time connecting by eClass and email. Students also cited vague or insensitive comments from instructors, showing a lack of empathy to personal circumstances.
- *Lack of educational aids and/or accessibility mechanisms.* Students cited difficulty learning in a single mode (i.e. online delivery featuring long lectures and readings), trouble accessing course materials and supports (e.g. eClass failures, limited library availability, etc.), difficulty connecting with Student Accessibility Services, and more. Mainly, the survey shows a key demographic lacking support in the pivot to virtual learning: students with disabilities.
- *Too much work.* Students claimed that the stress of the global pandemic is too much, and that instructors simply assigned too much to be able to complete from home in the face of this stress.

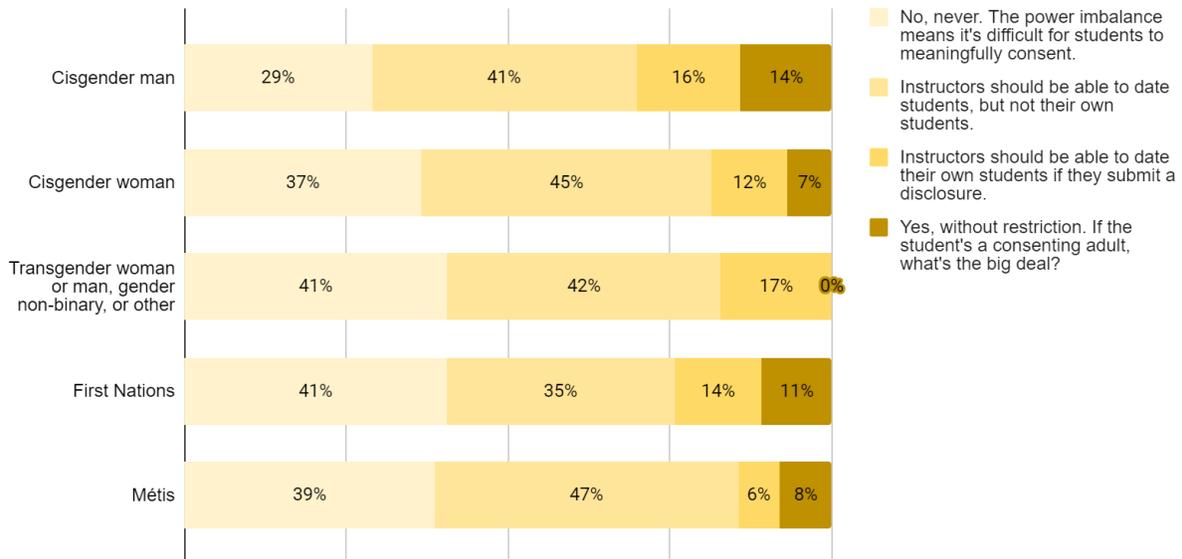
Personal Relationships with Instructors

As a matter of context, in 2020 a UAlberta alum and former UASU employee went public with a deeply personal account of sexual violence involving a retired UAlberta instructor. The account explored issues of consent and power differentials, and explained the survivor's trouble navigating the University's reporting processes. The UASU urged University administrators to read the account, and provided supporting research on campus sexual violence with specific advocacy asks in mind.

In the most current version of the *Information Document on Consensual Personal Relationships at the University of Alberta*, the University discourages but does not forbid instructors pursuing relationships with their own students, and requires a disclosure to be filed.

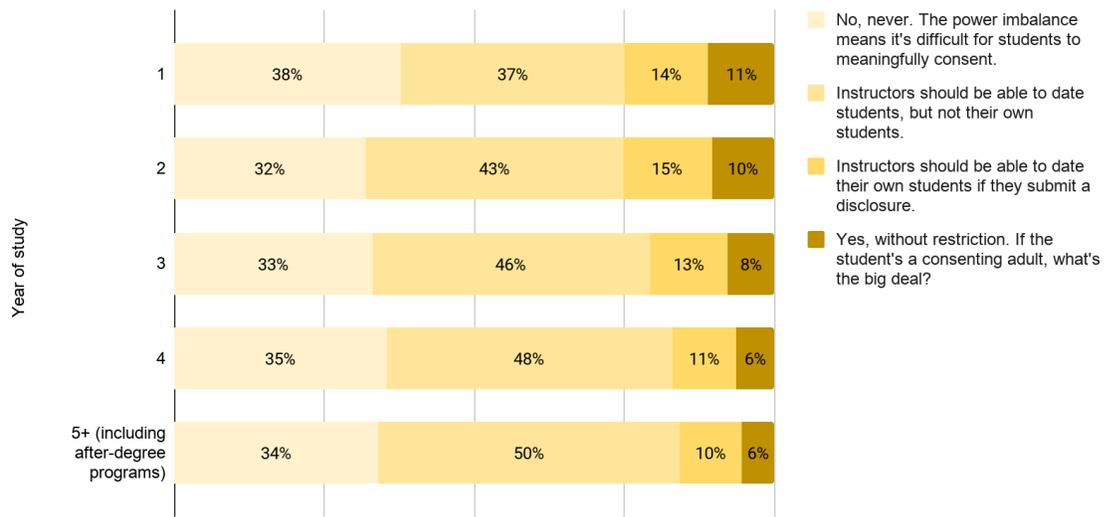
Our survey data shows that the vast majority of students - all students, but particularly women and gender minorities and Indigenous students - support stronger restrictions on instructors dating their own students. To discourage bias, we did not inform respondents which option corresponded with the University's current policy: the question was framed as an ideal or hypothetical.

"Should instructors be able to date undergraduate students? (Please pick the position that you agree with the most.)"



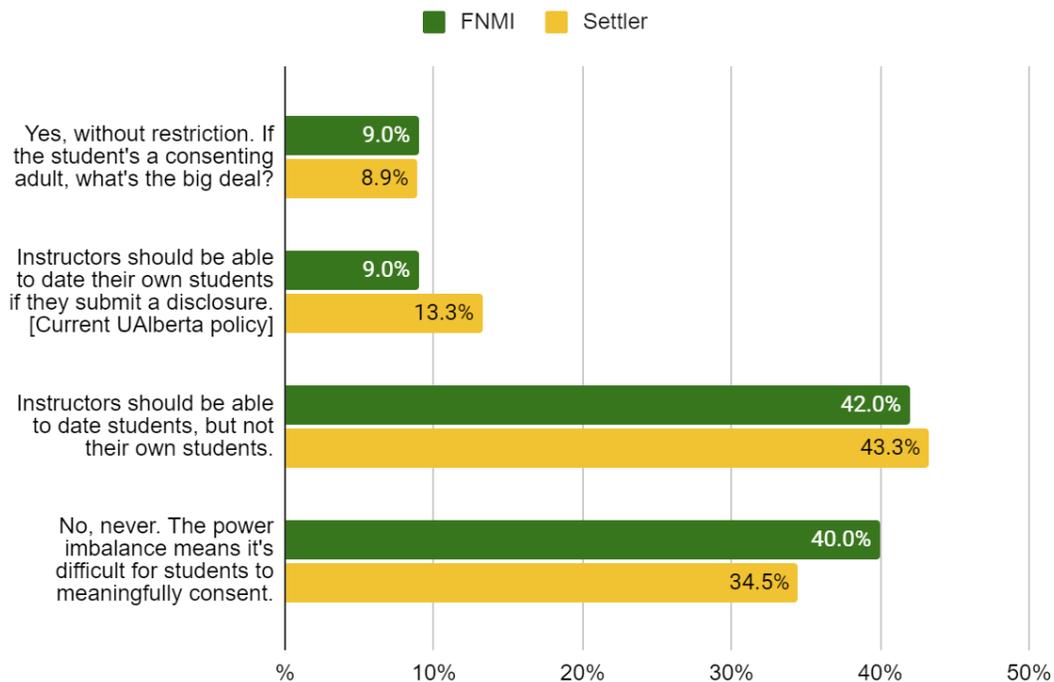
The oldest, most experienced undergraduates are especially likely to disagree with dating one's own students, even after submitting a disclosure.

"Should instructors be able to date undergraduate students? (Please pick the position that you agree with the most.)"



We also noted a major difference between Indigenous and non-Indigenous (settler) students' attitudes. Indigenous students were even less likely to support the University's current policy.

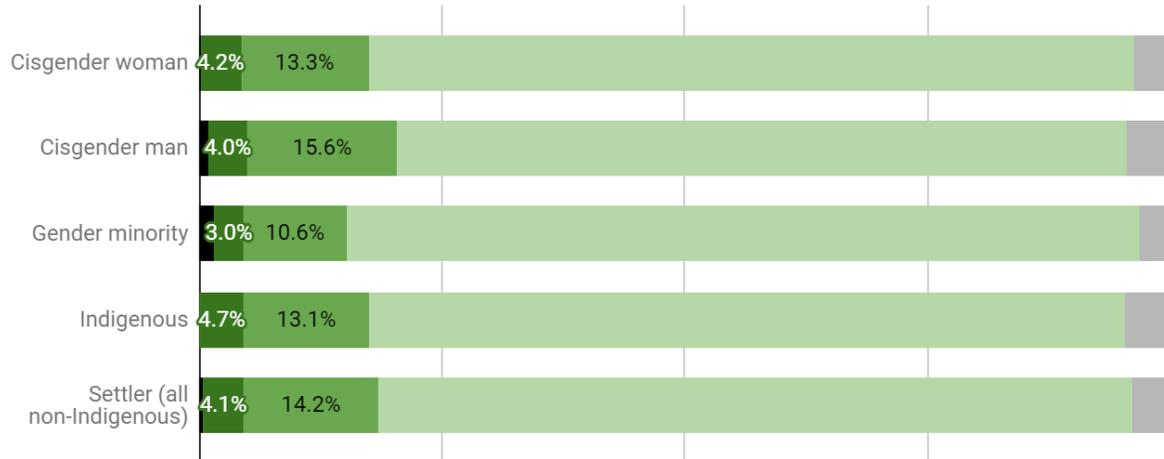
"Should instructors be able to date undergraduate students? (Please pick the position that you agree with the most.)"



Seeking Student Leadership Roles

Interest levels in UASU Executive positions (full-time)

I have held this role
 Very interested
 Somewhat interested
 Not interested
 Prefer not to say



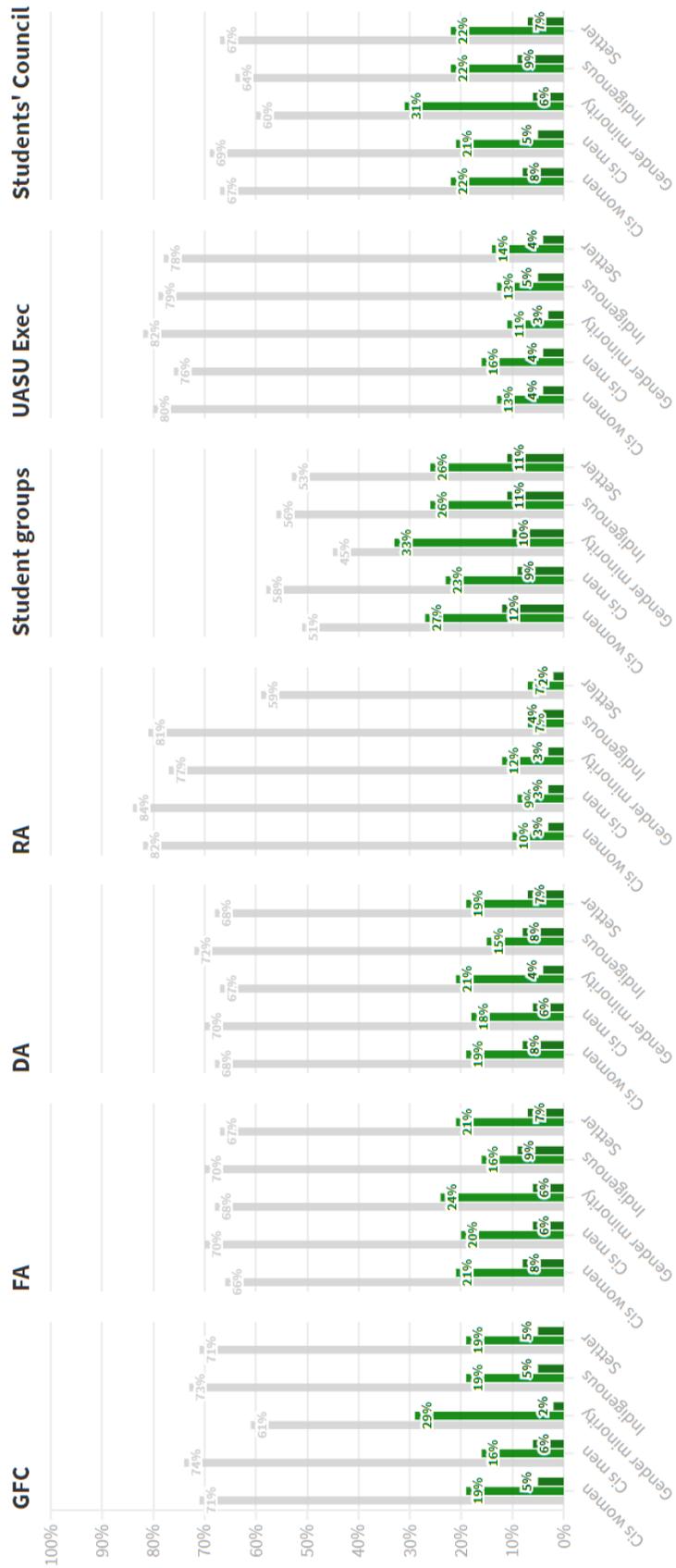
Interest levels in UASU Students' Council positions

I have held this role
 Very interested
 Somewhat interested
 Not interested
 Prefer not to say



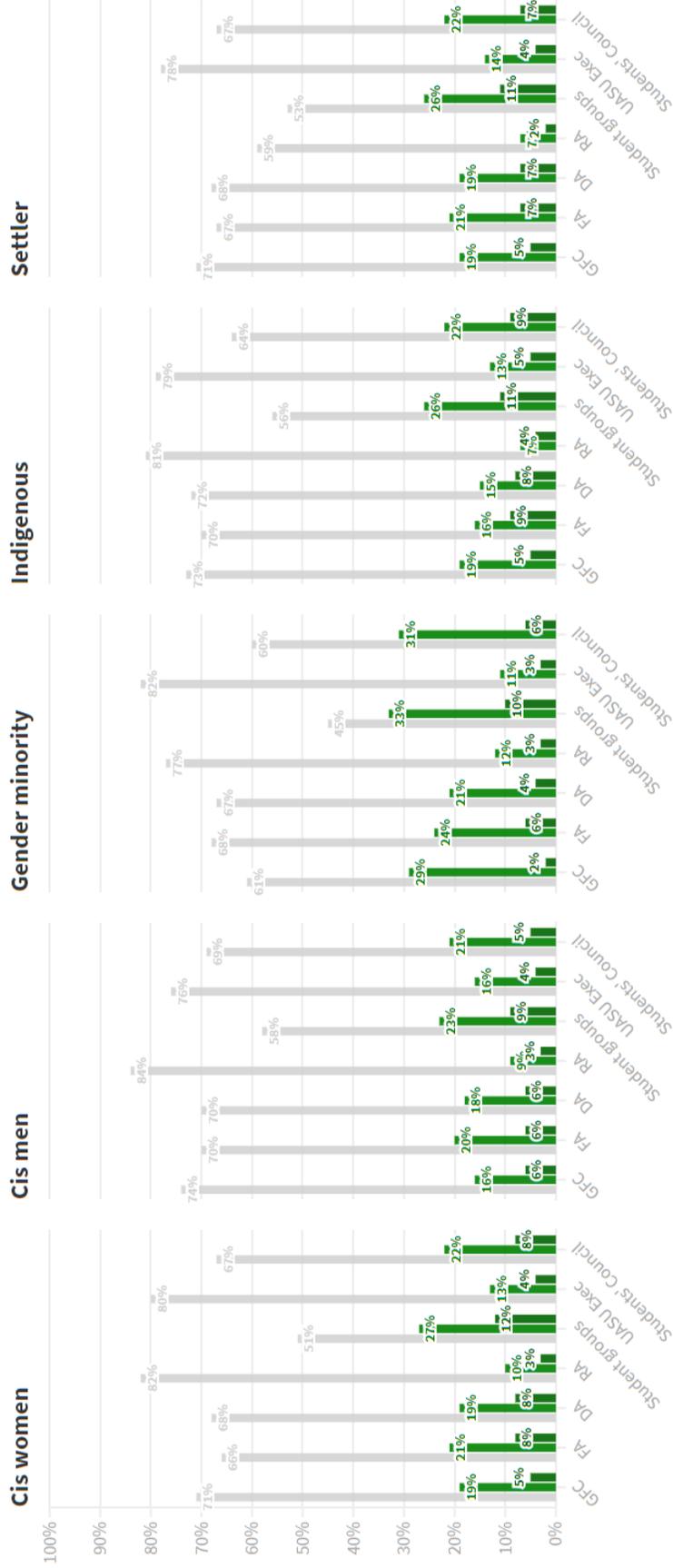
"Are you interested in seeking any of these student leadership roles?"

■ Not interested ■ Somewhat interested ■ Very interested



"Are you interested in seeking any of these student leadership roles?"

■ Not interested
 ■ Somewhat interested
 ■ Very interested

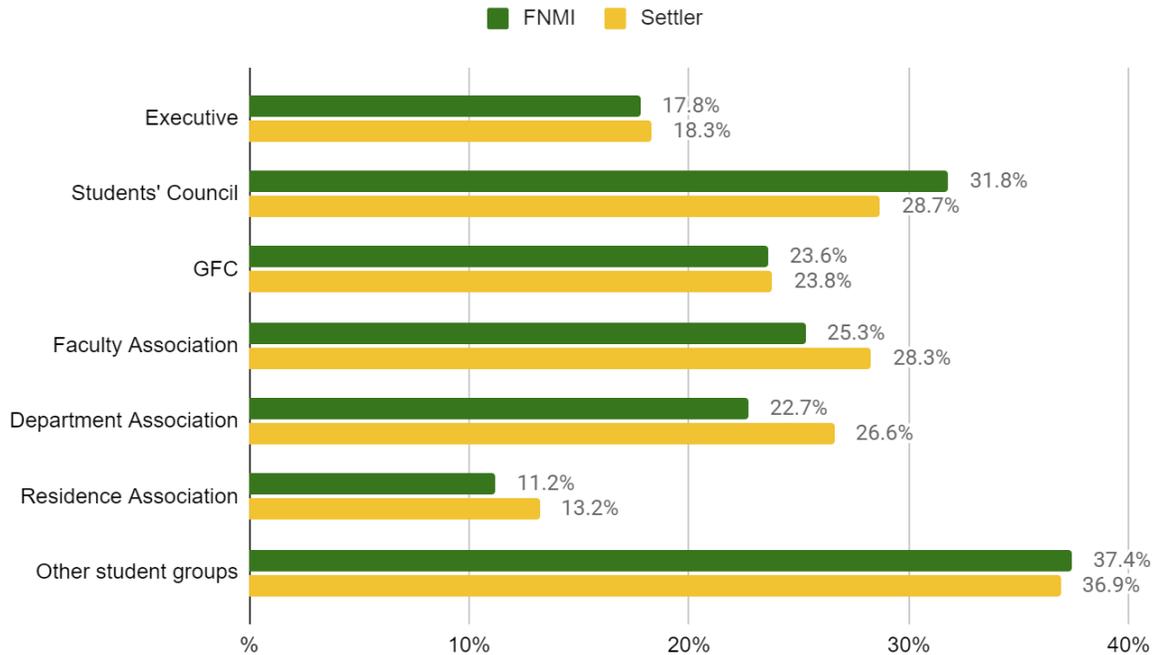


Some key observations and points of friction from the charts above:

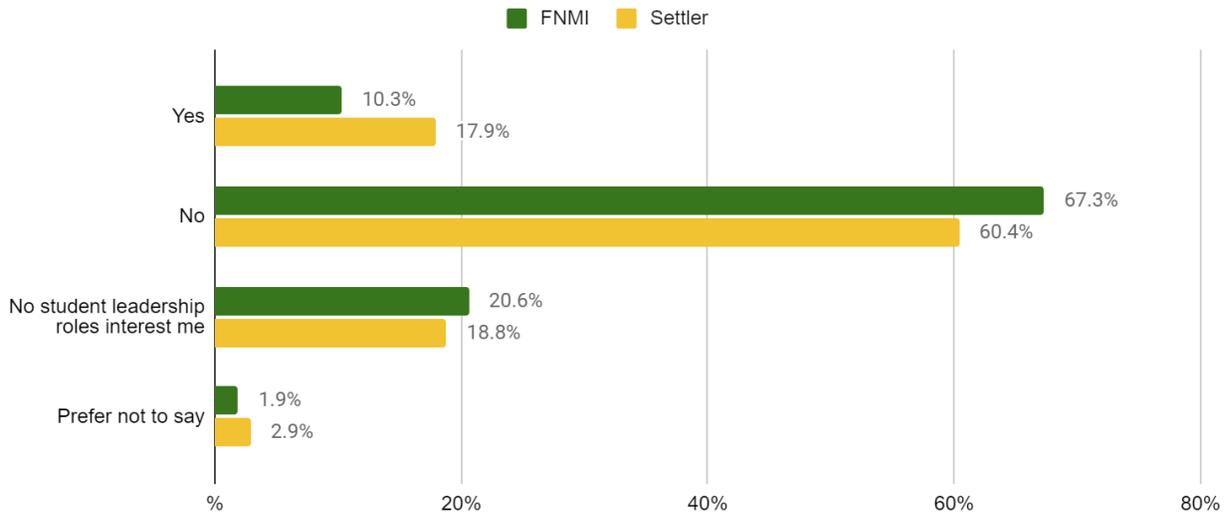
- Interest in General Faculties Council seats is higher than anticipated, probably due to recent efforts to raise the profile of these positions and make them more appealing and accessible.
- Interest, especially 'very interested' interest, in student group leadership (e.g. clubs and cultural societies) is consistently higher than any other type of leadership role. There could be opportunities to leverage connections with these groups to increase the proportion of their leaders who seek out broader leadership opportunities.
- By demographic, interest in every type of leadership role *except UASU Exec* follows two basic trends:
 - Cis women are slightly more interested than cis men
 - Gender minorities are especially interested
- By contrast, cis women and gender minorities are far less interested in Exec roles.
- Indigenous students are just as interested in all roles, including Exec roles, as settler students. There are two exceptions: Indigenous students are significantly less interested in Faculty and Department Association leadership roles than other students. (However, around one quarter of Indigenous students remain interested in these roles.)

We took a closer look at the interests of Indigenous students in particular:

"Are you interested in seeking any of these student leadership roles?"



"Have any of your friends held the student leadership roles that interest you?"



Indigenous students were especially unlikely to have friends who had held the student leadership positions that interested them (Students' Council, Faculty and Department Associations, etc.).

Does having a friend who has held a given role make any given student more likely to be interested in pursuing that role?

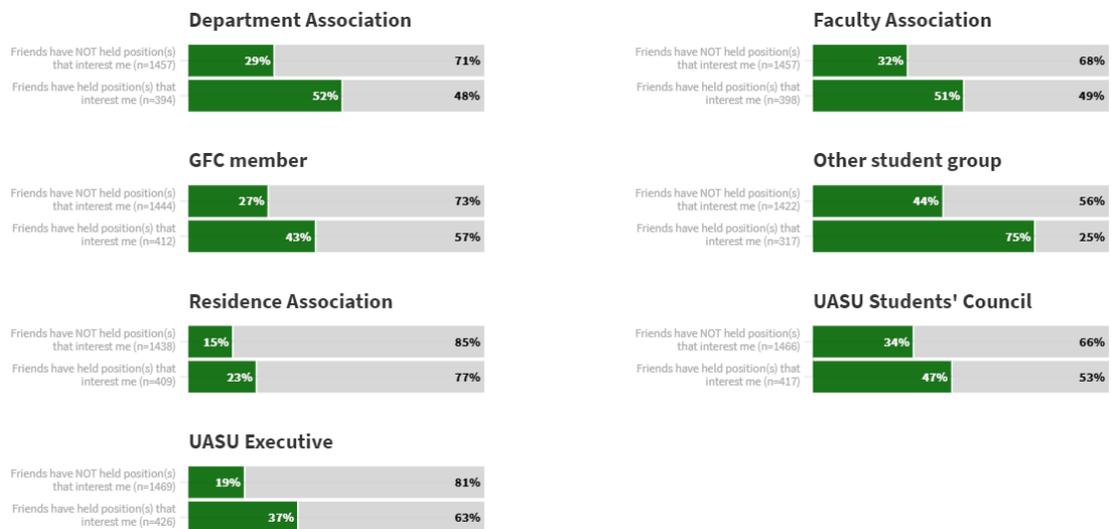
According to received wisdom, the answer is yes. This would speak to perceived barriers to entry and perceived availability or feasibility of any given role.

We looked specifically at students who expressed that they were interested or not interested in a given position, eliminating those students who had already held that specific role. We combined the categories of 'interested' and 'very interested.' This gave us a simple proportion of interested/not interested. We split these students into those whose friends had held the role(s) that interested them. One statistical weakness of our survey design was that we did not ask whether their friends had held that specific position. Since the 'are you interested' question was 'choose all that apply,' we can't explicitly say that having a friend who has held position X makes students more likely to be interested in holding position X. We can, however, say that having a friend who has held student leadership positions makes students much more likely to be interested in any or all student leadership positions.

Having friends involved in student leadership radically increases interest in pursuing those roles

UASU Annual Survey, December 2020, n=3125

■ Interested or very interested in this role ■ Not interested in this role



Does holding certain positions make students more likely to be interested in pursuing other/'higher' positions?

Again, received wisdom would say yes. This assumption has featured in the Identity Matters reports and other UASU efforts to enhance diversity in governance. Our survey

lets us take a closer look, within the limits of the relatively small number of respondents who have held any given leadership position.

- Cohort A: Students who have been elected/appointed to the University's General Faculties Council (GFC). (31 respondents.)
- Cohort B: Students who have held leadership positions in Faculty Associations. (53 respondents.)
- Cohort C: Students who have held leadership positions in Residence Associations. (28 respondents.)
- Cohort D: Students who have held leadership positions in Department Associations. (53 respondents.)
- Cohort E: Students who have held leadership positions in other student organizations, such as the International Students' Association, the Aboriginal Students' Council, other cultural organizations, or student clubs. (228 respondents.)

Note that when we discuss interest, we're speaking exclusively about students who have not already held the role they're being asked about.

Cohort A (GFC members) compared to full sample

- 51.6% had also held UASU Students' Council positions.
- 35.5% had also held Faculty Association positions.
- 71% had also been leaders in other student groups (e.g. clubs, cultural societies, ISA, ASC).
- 3x more likely to be very interested in UASU Executive roles (12.9% vs 4.1%).
- 2x more likely to be very interested in UASU Students' Council roles (16.1% vs 7.2%).
- 2.7x more likely to be very interested in Faculty Association positions (19.4% vs 7.3%).
- 4x more likely to be very interested in Department Association positions (29.0% vs 7.1%).

Cohort B (FA leaders) compared to full sample

- 20.8% had also held UASU Students' Council positions.
- 20.8% had also been GFC members.
- 45.3% had also been DA members.
- 66% had also been leaders in other student groups.
- 2.3x more likely to be very interested in UASU Executive roles (9.4% vs 4.1%).
- Not especially more interested in UASU Students' Council roles or GFC membership.
- 2.4x more likely to be very interested in Department Association positions (17.0% vs 7.1%).

Cohort C (RA leaders) compared to full sample

- 14.3% had also held UASU Students' Council positions.
- 10.7% had also been GFC members.
- 25% had also been FA leaders.
- 21.4% had also been DA leaders.
- Slightly more interested in pursuing UASU Executive, Students' Council, GFC positions, and other student leadership roles.
- 2x more likely to be very interested in FA positions (14.3% vs 7.3%).
- 3x more likely to be very interested in DA positions (21.4% vs 7.1%).

Cohort D (DA leaders) compared to full sample

- 22.6% had also held UASU Students' Council positions.
- 20.8% had also been GFC members.
- 45.3% had also been FA leaders.
- 2x more likely to be interested in pursuing UASU Executive positions, but only mildly interested in Students' Council.
- 1.7x more likely to be very interested in running for GFC positions.
- Slightly more interested in pursuing FA positions or leadership roles in other student groups.
- 2.8x more interested in pursuing RA positions.

Cohort E (other student group leaders) compared to full sample

- Slightly more interested (~1.2-1.5x) in pursuing all other student positions.
- 16.7% had also been DA leaders.
- 15.4% had also been FA leaders.

So what does the actual flow look like?

11 respondents had held UASU Executive positions. Of them, half or more had served in Students' Council, GFC, FA, and/or DA leadership roles. A minority had served in RA leadership roles. The vast majority had served in other student group leadership roles.

29 respondents had held UASU Students' Council positions. Of them, half had also served on GFC, and 35-40% had served in FA or DA leadership. Again, a minority had held RA leadership roles and the vast majority had served in other student group leadership positions.

Around 10% of all students get involved in the leadership of the broad Cohort E ecosystem: clubs, cultural associations, etc. Only a fraction of these student leaders attain or are interested in other leadership roles, but they are more likely to do so than the general student body. Many student leaders at all levels 'cut their teeth' in this broad ecosystem.

There is a very strong link between Department and Faculty Associations. Unexpectedly, the link goes both ways: FA leaders are just as interested in pursuing DA positions as the reverse. This is not a one-way funnel to positions of ostensibly higher

responsibility. Neither DA nor FA leaders have any special interest in running for Students' Council, but both tend to be somewhat interested in running for UASU Executive roles.

Residence Association leaders are quite interested in getting involved in DA and RA leadership, but are otherwise somewhat isolated or unlikely to otherwise participate, broadly speaking.

Stronger and more substantive connections between UASU leadership on the one hand, and RAs, DAs, and FAs on the other, would likely lead to a greater flow of potential UASU leadership candidates.

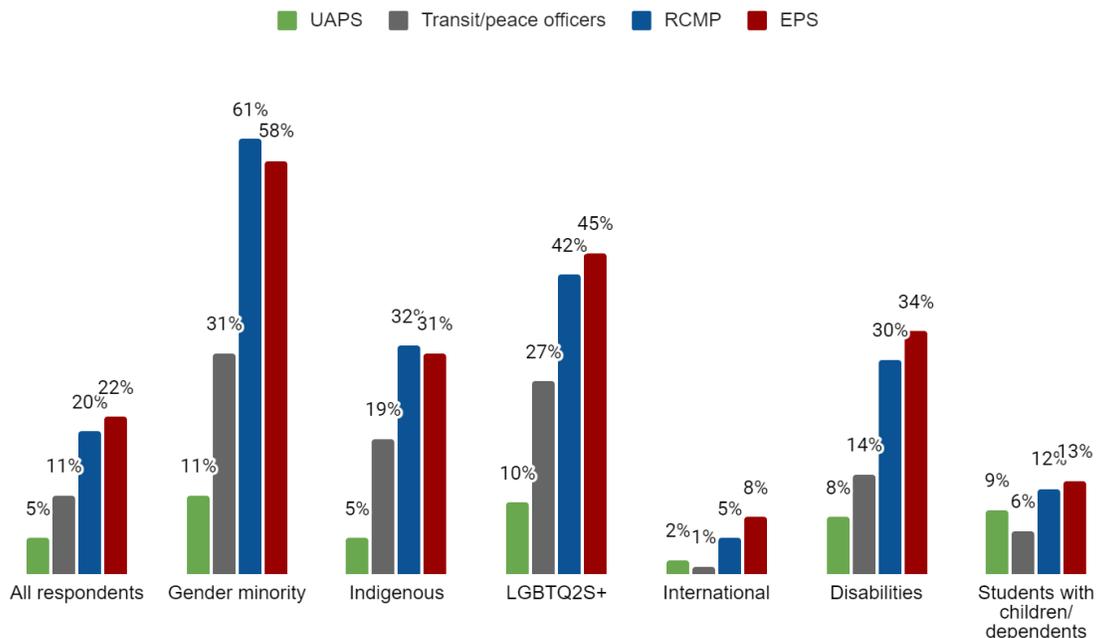
UAPS and Law Enforcement

Do UAPS and Law Enforcement Make Students Feel Safer or Less Safe?

- 49% of respondents felt somewhat or much safer around UAPS, compared to 5% who felt somewhat or much less safe.
 - Gender minority students: 44% safer, 11% less safe
 - Indigenous students: 41% safer, 5% less safe
 - LGBTQ2S+ students: 41% safer, 10% less safe
 - International students: 55% safer, 2% less safe
 - Students with disabilities or other accessibility needs: 48% safer, 8% less safe
 - Students with children or other dependents: 48% safer, 9% less safe
- 43% of respondents felt somewhat or much safer around the Edmonton Police Service, compared to 22% who felt somewhat or much less safe.
 - Gender minority students: 11% safer, 58% less safe
 - Indigenous students: 27% safer, 31% less safe
 - LGBTQ2S+ students: 23% safer, 45% less safe
 - International students: 45% safer, 8% less safe
 - Students with disabilities or other accessibility needs: 36% safer, 34% less safe
 - Students with children or other dependents: 51% safer, 13% less safe
- 44% of respondents felt somewhat or much safer around Edmonton transit enforcement/peace officers, compared to 11% who felt somewhat or much less safe.
 - Gender minority students: 28% safer, 31% less safe
 - Indigenous students: 30% safer, 19% less safe
 - LGBTQ2S+ students: 34% safer, 27% less safe
 - International students: 51% safer, 1% less safe
 - Students with disabilities or other accessibility needs: 39% safer, 14% less safe
 - Students with children or other dependents: 45% safer, 6% less safe

- 42% of respondents felt somewhat or much safer around RCMP officers, compared to 20% who felt somewhat or much less safe.
 - Gender minority students: 5% safer, 61% less safe
 - Indigenous students: 32% safer, 32% less safe
 - LGBTQ2S+ students: 21% safer, 42% less safe
 - International students: 39% safer, 5% less safe
 - Students with disabilities or other accessibility needs: 36% safer, 30% less safe
 - Students with children or other dependents: 46% safer, 12% less safe

Proportion of respondents who feel somewhat less or much less safe around...

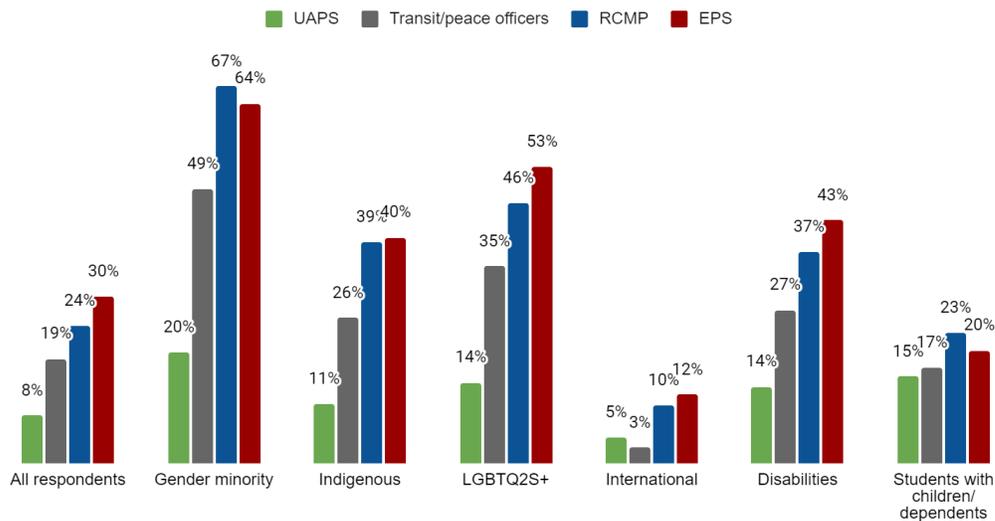


Do Students Trust UAPS/Law Enforcement to Treat People Fairly and Equitably?

- 48% of respondents somewhat or strongly trusted UAPS to treat people fairly and equitably, compared to 8% who somewhat or strongly distrusted them.
 - Gender minority students: 35% trust, 20% distrust
 - Indigenous students: 44% trust, 10% distrust
 - LGBTQ2S+ students: 37% trust, 14% distrust
 - International students: 47% trust, 5% distrust
 - Students with disabilities or other accessibility needs: 42% trust, 14% distrust
 - Students with children or other dependents: 49% trust, 15% distrust
- 39% of respondents somewhat or strongly trusted EPS to treat people fairly and equitably, compared to 30% who somewhat or strongly distrusted them.
 - Gender minority students: 8% trust, 64% distrust

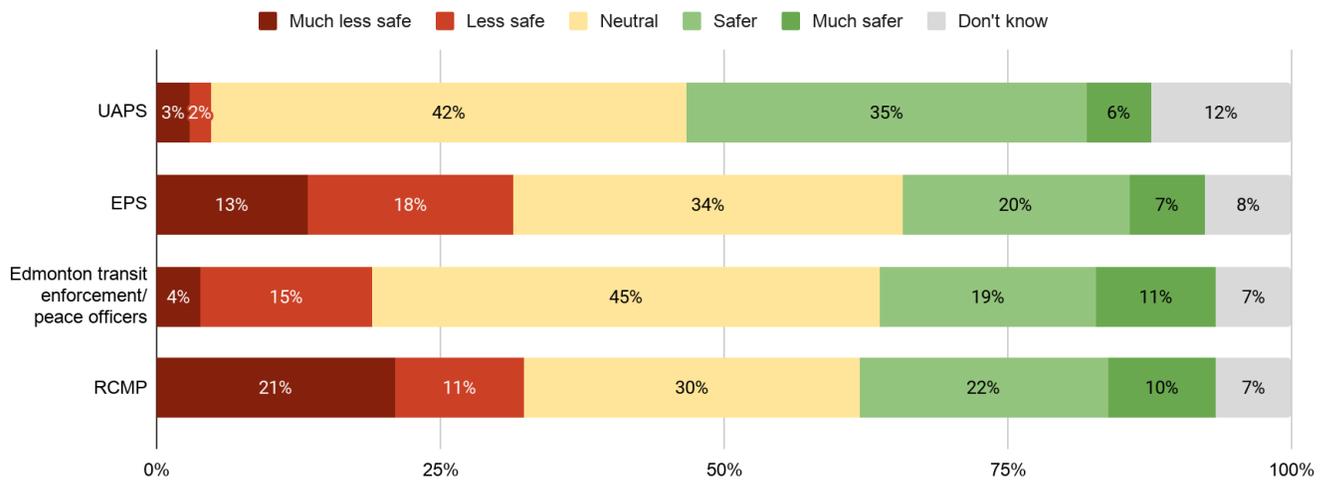
- Indigenous students: 30% trust, 40% distrust
- LGBTQ2S+ students: 18% trust, 53% distrust
- International students: 31% trust, 12% distrust
- Students with disabilities or other accessibility needs: 28% trust, 43% distrust
- Students with children or other dependents: 48% trust, 20% distrust
- 43% of respondents somewhat or strongly trusted Edmonton transit enforcement/peace officers to treat people fairly and equitably, compared to 18% who somewhat or strongly distrusted them.
 - Gender minority students: 18% trust, 48% distrust
 - Indigenous students: 32% trust, 26% distrust
 - LGBTQ2S+ students: 30% trust, 35% distrust
 - International students: 38% trust, 3% distrust
 - Students with disabilities or other accessibility needs: 33% trust, 27% distrust
 - Students with children or other dependents: 45% trust, 17% distrust
- 41% of respondents somewhat or strongly trusted the RCMP to treat people fairly and equitably, compared to 24% who somewhat or strongly distrusted them.
 - Gender minority students: 6% trust, 67% distrust
 - Indigenous students: 34% trust, 39% distrust
 - LGBTQ2S+ students: 19% trust, 46% distrust
 - International students: 29% trust, 10% distrust
 - Students with disabilities or other accessibility needs: 31% trust, 37% distrust
 - Students with children or other dependents: 51% trust, 23% distrust

Proportion of respondents who distrust or strongly distrust that ____ will treat people fairly and equitably



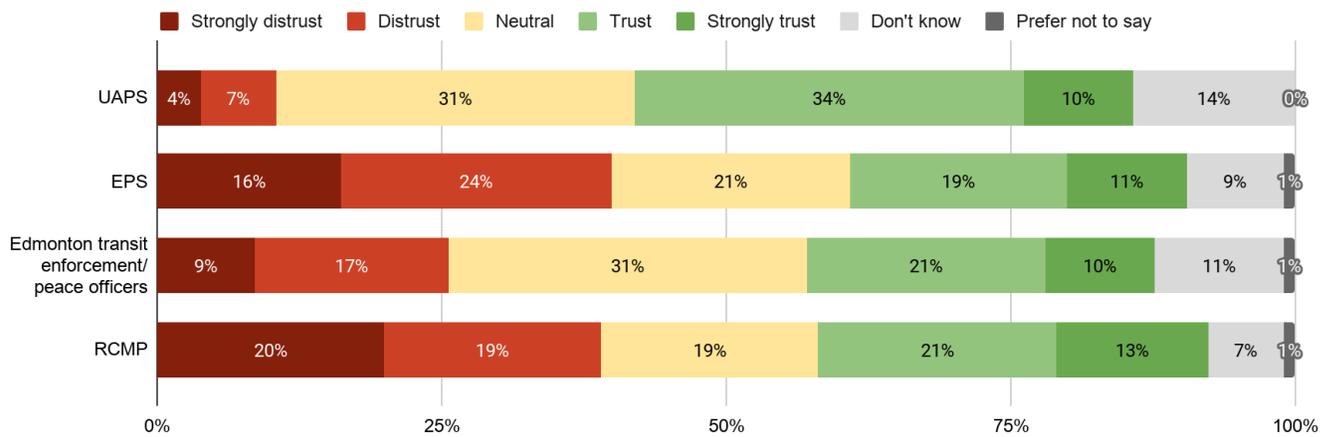
"Does seeing officers of the following enforcement groups make you feel safer or less safe?"

105 First Nations, Métis, and Inuit undergraduate students



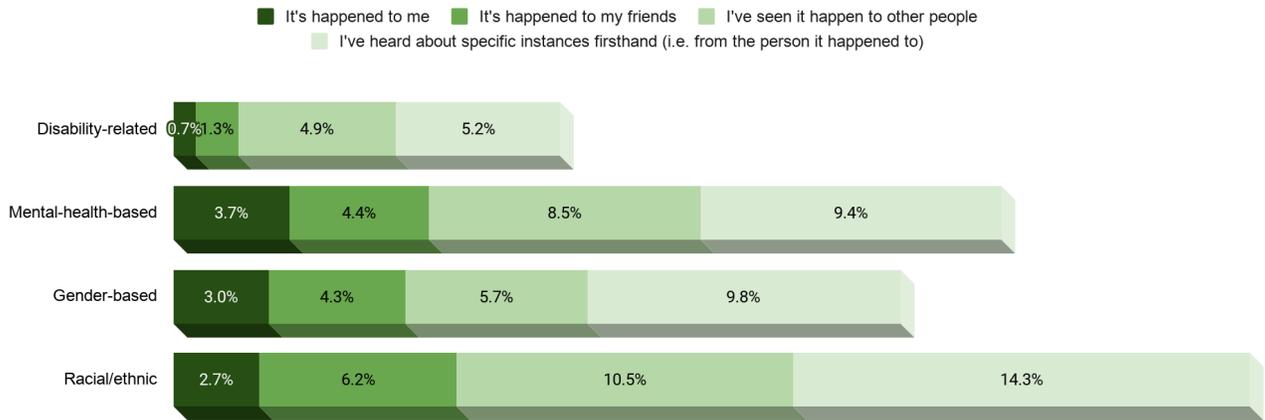
"Do you trust the following enforcement groups to treat people fairly and equitably?"

105 First Nations, Métis, and Inuit undergraduate students



What Are Students Experiencing Around Campus? (Quantitative)

"On and around campus, what has been your experience with _____ discrimination/unfair treatment by UAPS or law enforcement, if any?"

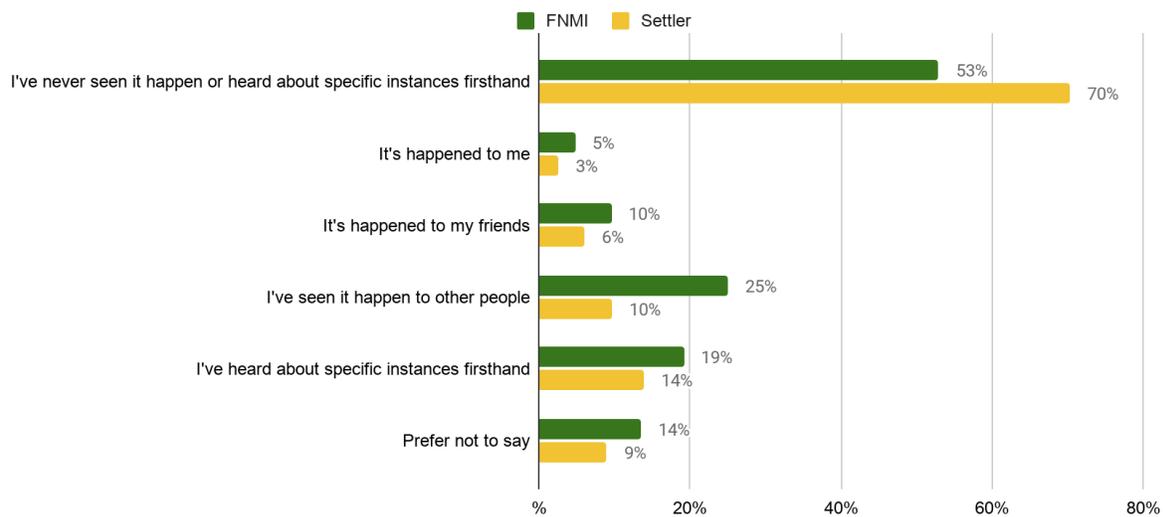


Percentages of respondents are NOT cumulative (due to 'choose all that apply' format)

We cross-tabulated these parallel questions with relevant equity-seeking groups, within the available data, and noted the following:

- 8% of gender minority respondents had experienced gender/sexuality-based discrimination/unfair treatment from UAPS or law enforcement on or near campus. 15% had seen it happen to other people. These numbers may be low, as many of the students who had this experience selected 'prefer not to say' on the gender demographic question.
- 13% of respondents with neurological, cognitive, or psychiatric conditions had experienced mental-health-related discrimination/unfair treatment from UAPS or law enforcement on or near campus. 12% had seen it happen to other people.
- 4% of respondents with mobility, visual, or auditory impairment had experienced disability-related discrimination/unfair treatment from UAPS or law enforcement on or near campus. 11% had seen it happen to other people.
- 4% of cisgender women had experienced gender/sexuality-based discrimination/unfair treatment from UAPS or law enforcement on or near campus. 6% had seen it happen to other people. These numbers may be low, as many of the students who had this experience selected 'prefer not to say' on the gender demographic question.
- 5% of international students had experienced racial/ethnic discrimination/unfair treatment from UAPS or law enforcement on or near campus. 10% had seen it happen to other people.
- 5% of First Nations, Métis, and Inuit respondents had experienced racial/ethnic discrimination/unfair treatment from UAPS or law enforcement on or near campus. 25% had seen it happen to other people.

"On and around campus, what has been your experience with RACIAL/ETHNIC discrimination/unfair treatment by UAPS or law enforcement, if any? (Check all that apply.)"



Looking at the 65 respondents who had personally experienced racial/ethnic discrimination from UAPS or law enforcement on or near campus, many had also experienced other types of discrimination/unfair treatment from UAPS or law enforcement on or near campus:

- 18% gender/sexuality-based
- 25% mental-health-based
- 13% disability-related

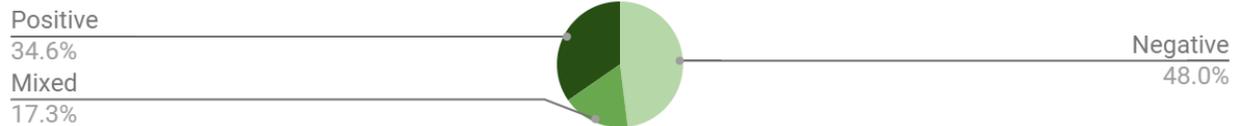
Similar proportions of intersectional overlap affected the groups of students who had personally experienced other types of discrimination.

What Are Students Experiencing Around Campus? (Qualitative)

The survey included three text questions surrounding student experiences with UAPS, law enforcement, and wellness checks. We noted some demographic information to personalize and contextualize each quote, but we did not do this exhaustively; instead, we limited each individual to two or three points (e.g. a gender-minority student from the Faculty of Science) to keep responses non-identifiable. This approach is admittedly reductive and simplistic, and provides only a partial lens on each speaker, but is better than presenting the quotes without context.

"Can you tell us about any positive or negative experiences with wellness checks in residence? What's most important for us to know?"

Experiences/opinions of wellness checks in residence (n=179)



- I worked in residence and was involved in one or two wellness checks. The UAPS officers that responded to the situations I was aware of seemed very professional and had only the wellbeing of the student at interest, but I am also aware that it is very tricky bringing law enforcement of any kind into such situations, and I do worry that there are worse things going on behind closed doors. I do appreciate that res services at the UofA require an RC (residence coordinator) to attend any wellness checks; they have fairly comprehensive training for mental health and crisis intervention, and I trust that students will be in capable hands with them present. - Indigenous woman
- Some RA's are better than others, would be better to have a residence mental health professional or stronger connection to campus professionals that students can be helped to access when needed. - LGBTQ2S+ woman
- Wellness check-ins were non-existent. The RAs were supposed to conduct them but they never did. - Indigenous woman
- I was an RA myself and I know that many RAs faked wellness checks. - Woman, Arts
- They forced me to check into a hospital and make things worse as it notifies my parents who are the source of abuse and stress. - Man, Science
- Intimidating students by threatening to throw them out or just threatening them in general is not a wellness check. - LGBTQ2S+ woman
- The key is to not shout and to use voices that can only be heard by the person involved. What happens when there is shouting and an officer is shouting instead of being calm and collected like an officer of the law or military should behave. - Indigenous man
- I love the wellness checks with my RA, it helps me a lot. - Man with disability/accessibility needs
- UAPS just barges into rooms whenever they want. - Man, Arts

- I had a wellness check come to my room after I was robbed at knifepoint in my first year. I appreciated it and was not expecting one so it was a nice surprise. I had a great support network but for people that do not it is very helpful. - Man, Arts
- Since they were conducted in a really intense manner the person was traumatized from the event and from the rumors and gossip that started after the wellness checks. - Woman, no other demographics specified
- Can remember getting text/knock on door in my second year in res. Very basic check in. Was pretty severely depressed and suicidal at the time, but just lied to make them go away. The social anxiety and embarrassment over messy dorm didn't help either lol. Looking back, I know wellness checks really don't go far enough, especially for people who have poor mental health...As much as I'd have absolutely hated it, mandatory attendance events in res probably would have helped me at least leave my room. Maybe not parties...that kind of stress is borderline cruel for introverts with social anxiety and feels too forced. Something like mandatory volunteering hours...would have helped me frame it in my mind as a duty to help others, or 'earning my keep' instead of forced interaction. - LGBTQ2S+ woman
- I think that everyone is doing their best possible job and it's really nice to know that people care. - Science student, no other demographics specified
- As a past conductor of these wellness checks, I can confidently say that those required to deal with these issues are absolutely not equipped. The workload is not compensated for with pay, there is no professional training beyond a couple of hours of emergency response, or the proper networks to get professional support...I have personally addressed an array of issues involving sexual violence, sexual assault, suicidal ideation, various diagnosed and undiagnosed issues, unhealthy coping mechanisms, alcohol abuse, family turmoil, a close friend/family death and mourning, academic struggles, interpersonal relationship strains, and that is truly the tip of the iceberg. Even worse is that this experience is quite common, and I am aware of many student leaders who are unable to address their own mental health until leaving residence...Much of the noise and discontent that has been drummed up gets stifled through the current process...It is imperative to make changes to combat these systemic issues before students are coming into residence at full capacity again. - Woman, KSR
- I was a previous RA, it was fine for students I regularly interacted with, but a lot of students thought it was weird. There is not enough training given to RAs to properly care for students who need mental health checks, especially those who are considering suicide. - Transgender man or woman or other gender minority
- The instances of people being evicted from their residence because they were at risk/attempted suicide. - Woman with disability/accessibility needs

- Wellness checks should never involve police. Call a social worker. - LGBTQ2S+ woman
- I literally have never heard of this "wellness check" before and I lived in residence. It was the worst living arrangement I've had (raw sewage spilled into my walls and wasn't cleaned out, my rent spiked \$300, noise was a problem 24/7, and residence staff treated me like a child). So perhaps this answers this question. - Transgender man or woman or other gender minority, with accessibility/disability needs
- Worked as RA, make sure you're sending someone with training. I've seen mental health checks that did absolutely nothing and then me and my partner had to do their job. - Man, Engineering
- If you're talking about RA's, they need a talking to about not gossiping so much because I wouldn't trust them with anything about myself. - Woman, Science
- It's terrible for a person experiencing something related to mental health and then have UAPS or the cops come through the door. - Man, Arts
- They are too corporate and give me the feeling the person doing it isn't doing it because they are concerned but because they have to. - Man, Engineering
- The amount that these checks are pushed onto students creates more undue stress than it solves in many cases. Students forced to participate are unlikely to open up anyways. Most experiences I've had have been positive, I've always been friends with my RAs. - Man, Science
- It is nice to feel cared about. - Woman, disability/accessibility needs
- They give you space and time to talk about things you didn't realize were bothering you and offer suggestions that are more personal and helpful. - Woman, ALES
- Wellness checks in Canada escalate the situation because the police are not trained to deal with that situation. Calling the police endangers the person, especially if they are a visible minority. - Woman, disability/accessibility needs
- Any officer that I saw do a wellness check made sure that the student was both mentally and physically well when being checked up on. - Woman, Arts
- The RAs seem too close with other students (floormates) and don't seem professional so I didn't feel I was able to share things that were bothering me during check-ins. - Woman, Nursing
- Remove the authoritarian element, please. We need to cultivate a community-based culture where "wellness checks" are performed by trained peers that will put the person in distress first as they are the only one who knows

what they need in an instance of crisis. There is no reason why we need these weaponized third-parties patrolling our peers. - Woman, Arts

- Wellness checks in residence are useless. Students get to know the RAs and are afraid of disappointing or looking like failures in front of them. Residents don't tell the RAs anything, especially because the RAs will play favorites and engage in malicious gossiping. - LGBTQ2S+ woman
- Felt scheduled, more like something the RAs had to do. - Woman, Nursing
- The people performing the checks are not well trained enough to deal with real mental health situations, and when calling UAPS they are not well equipped. Finally, calling 911 may not be the best use of emergency services nor does it make the individual feel better. Perhaps a dedicated team of mental health people would be more beneficial. - Woman, KSR

"Can you tell us about your positive or negative experiences with UAPS? What's most important for us to know?"

- For the most part, all UAPS officers I've interacted with have been friendly and professional; I've asked their help in dealing with rowdy parties and other concerns before and they were indeed helpful in getting situations under control. Though, I have heard some can be quite rough when dealing with homeless folks sleeping in closed buildings or elsewhere on campus, which is disappointing. - Indigenous woman
- The incident in FAB a few years ago where UAPS was called and referred the caller to EPS. EPS said that they couldn't do anything and so the incident wasn't dealt with at all at the time. Although security has tightened in FAB since then, I still don't feel entirely safe in the building and don't trust UAPS or EPS to deal with any incidents. - Indigenous woman
- They are not well mannered. Which is negative. Not friendly at all, especially if you are Black. - Man, international student
- I called UAPS to report an incident of violent screaming on campus and the responder told me they couldn't do anything about it even though it sounded serious and life-threatening. UAPS told me I was the one who should have gone and checked out what happened even if it meant placing myself at risk of harm. - LGBTQ2S+ man with disability/accessibility needs
- A friend of mine was being stalked and the person showed up at her work on campus, UAPS was called and solved the issue right away and made sure she was okay before leaving. Also, living in residence, UAPS was called a lot and they always made sure we were safe, secure, and being treated well. - Woman, Arts

- After an emergency mental health situation, the UAPS officer was asking questions in a tone that made it seem like he was just trying to rush through the questions and didn't care. - Student, demographics unspecified
- UAPS makes me feel safer around campus. They have a visible presence and seem to be kind and compassionate. - LGBTQ2S+ man with disability/accessibility needs
- They belittled the concerns my friend, an executive of a student group, had surrounding an event that was invaded by strangers who stole our materials. My friend is a gay, Filipino man, and we strongly believe he was discriminated against until a white executive stepped in. - LGBTQ2S+ woman
- I was an RA and both times I had to call UAPS I had positive experiences with them. They did their jobs and listened to the RAs and worked with us to solve whatever issue was happening in a peaceful manner. - Woman, Engineering
- UAPS needs to listen without judgement. Most students don't go to you unless there is a legitimate problem so take it seriously. - Woman, ALES
- A friend of mine was stuck in an elevator and called UAPS to receive assistance in getting out and it took them an hour to arrive despite the fact that it was in a building across the street from their office. - LGBTQ2S+ man with disability/accessibility needs
- It happened to my friend. He encountered some criminal activity in a university building and was threatened and followed, and when he called UAPS, they told him to call EPS, who then told him to call UAPS, while he was hiding in a locked part of the building. - LGBTQ2S+ woman
- I think UAPS is OK. However, I think some officers really have issues they need to work on themselves. They need to understand their job description and the powers they have or do not have. I think some are trying to live being a cop fantasy while being UAPS. - Woman, Arts
- I have had to call for UAPS assistance once, and they were VERY quick to respond - arriving on scene within probably 2 minutes. Officers were extremely professional and absolutely fantastic to work with in the aftermath of the incident. Before having actual contact with UAPS in the course of their operations I didn't have much of an opinion either way, perhaps a bit of unease for having campus-specific law enforcement. After interacting with them, though, I greatly support their mission and much prefer having them as the primary authority looking after campus, with their familiarity and campus-specific experience. - Man, Engineering

- Only positives for me! They have always been responsive and I love that they follow up with a phone call after I've reported something so I know it's been dealt with. - Woman, Campus Saint-Jean
- I have not encountered them and because they haven't done any injustice to me I feel safe. As a black woman, I have not been stopped by the police on campus once. - Woman, ALES
- In the winter when it is dark earlier, seeing the UAPS gives me reassurance that I am safe when walking outside. - Man, Arts
- I don't want to go into detail but I had a positive experience with UAPS - I trust them. - LGBTQ2S+ woman
- I have called UAPS once and it was a phone call that made me feel as if I were inconveniencing them. - Woman with accessibility/disability needs
- After receiving news of me being a sexual violence victim by a UAlberta student, they didn't proceed with charges because of my gender. - Man, Arts
- Homeless people harass students, particularly women, and make them feel unsafe on campus all the time. This happens particularly in HUB, where many of the women residents are international students and are even more subject to this kind of harassment and are less likely to know how to contact help. Drug deals have also gone on in FAB and have resulted in students running for their life. The UAPS presence is very welcome considering how students can, by no fault of their own, enter unsafe circumstances due to vagrants on campus. - Woman, disability/accessibility needs
- They were nice and actively listened to our concerns. They also tried to make us feel comfortable. - Woman, Science
- My biggest positive experience with them is their advocating for safety in the Fine Arts Building. They worked with all departments to provide protocol for situations that arise in this building. - Woman, Arts
- Police are just doing their jobs. They're good people who protect our communities. I strongly oppose any notion that we should go without effective policing. - Engineering student, no demographics specified
- I take classes in FAB, which has notoriously poor security. My experience has been that they shirk responsibility and aren't very effective. - Transgender man or woman or other gender minority
- Had UAPS be unnecessarily rude before, not a big problem but definitely makes me think less of them and their ability to do their job. - Man, Engineering

- Working with Residence Services, I have found that UAPS are very professional and are calm and stoic and are not aggressive and rude in any way. - LGBTQ2S+ man
- Negative: I have faced racial discrimination on-campus [from other students]. If someone from UAPS is nearby, they fail to take action. As a non-Black and non-Indigenous Person of Colour and a student who has been following the Student Code of Conduct, this took a toll on my mental health...Also, if there are false reports against a student because of race, this needs to be taken seriously as they are against the law. Positive: The UAPS know that if there is some concern, they need to know that there needs to be proof that a certain student violates the Student Code of Conduct. As someone who has been falsely reported (most likely because of my skin colour), I felt a sense of relief in UAPS protecting the UAlberta community in this context. - Woman, Arts
- I've seen them be very patient and kind when dealing with homeless people in CAM Library. - Man, Arts
- They've always been extremely professional and courteous. - Indigenous man
- The only time I have had an experience with UAPS was somewhat negative. Some officers were polite and good to work with but some were unnecessarily harsh and somewhat rude. - Woman, ALES
- Very negative, they basically took their own opinion of the case (they did not take it seriously) and because they didn't care, nothing happened with the case (I feel like this was because the UAPS guy was white and didn't take racism seriously). - Transgender man or woman or other gender minority
- They stopped me from killing myself once. They dealt with me very professionally and my life is owed to them. - Man, Science, disability/accessibility needs
- Their presence is uncomfortable and ultimately they don't do anything to help meaningfully. - Indigenous woman
- I once called in a request and the phone operator was extremely rude. - Woman, Education
- They are very respectful and pleasant most of the time. - LGBTQ2S+ woman with disability/accessibility needs
- I trust the university security officers more than I trust the EPS and RCMP combined, less of a power issue, more of a "I'm here to keep people safe" in the security guards mind. - Indigenous student
- Mental health training is a must. - Woman with disability/accessibility needs

- I think there is not enough compassion and empathy. The security guards just want people "off the property" without having the resources for vulnerable people to access. What is someone who is intoxicated going to go outside in the cold? There should be a direct handoff to community support workers or mental health workers. - Indigenous student
- I volunteered for Safewalk and UAPS has been phenomenal when and if things get out of hand. - Man, Science
- More security is needed on campus to keep us safe. We are paying thousands of dollars each year to be on campus. I think it's only fair some of that money is used to protect us. - Man, Arts
- I had an instance where a girl told me she needed help because she was on her way to commit suicide. I called UAPS and told them about the situation and they were clearly NOT trained to respond to such a call. Even when they came on site, they were being very distant and cold. They did not make an effort to communicate with me. - Woman, Education
- They have kept me safe at transit stations from sketchy individuals. - Man, ALES
- I'm torn. Governments should NEVER be allowed to police universities, but UAPS just makes me nervous whenever I see them. Don't know ANYTHING about who they are, what they can and cannot do. That's not the start of a trusting relationship. - Man with disability/accessibility needs
- It takes so long for them to come to an incident and then they take notes and [EXPLETIVE] off to their little office at the parking lot and nothing comes out of it. - Man, Arts
- I was sexually assaulted on campus and UAPS were very sensitive to my situation when asking me questions. - Woman, international student
- I've had positive experiences with UAPS at student protests, where they have talked with organizers to inform us that they are not present to take sides, rather make sure we can express ourselves freely and that no one gets hurt. It was a very respectful interaction. - Man, Business
- I contacted them once and they were nice and treated me with respect. - LGBTQ2S+ woman
- I feel safer when they are around. - International student
- On moveout day for COVID there was no UAPS to be found, despite a large amount of gatherings of homeless and other individuals. My car was broken into overnight and I lost multiple backpacks of clothes. UAPS took my statement and nothing else happened. - Man

- Was a party at residence that got out of control of the RAs. There were cases of alcohol poisoning. UAPS was called. They took an unacceptably long time to arrive and weren't any help. - Transgender man or woman or other gender minority, with disability/accessibility needs
- I'm a very small and soft-spoken woman, so if they could keep that in mind and not raise their voices when speaking to me that would help me stay relaxed. - Woman with disability/accessibility needs
- Worked with UAPS through Safewalk. Slow to respond to two incidents, but otherwise, neither positive nor negative. - LGBTQ2S+ man
- These (usually white male) officers are not part of our community, and are not accountable to us. Once, my friend needed help and she called me. Somehow, the UAPS got there first and she was explicit that she did not want them there as someone who identified as LGBT+. They put us in the back of their patrol car and took us to SUB from Humanities when we were clear it wasn't necessary. - Woman, Arts
- Anyone who carries weapons (even just pepper spray and a baton) makes me nervous and I'd like there to be more communication between the campus and the students when it comes to UAPS. - Woman, disability/accessibility needs
- UAPS tried to be helpful but there's not much they can do unless you want a formal investigation. I wish there were ways they could have actually made me feel safer on campus without me having to go through the struggle of being involved in a student code of conduct investigation. At least they were able to document the situation. - LGBTQ2S+ student

"Can you tell us about your positive or negative experiences with other law enforcement (e.g. EPS, transit enforcement) in the campus area? What's most important for us to know?"

- I find transit enforcement can be very cold to homeless people; I understand that they have a job to do, but I would appreciate it if they could show some sympathy. - Indigenous woman
- On the fringes of the campus grounds, seeing regular law enforcement interact with marginalized members of society can often be overly aggressive and targeted. - Indigenous woman
- I take transit daily (until the pandemic) and to my best memory I have only seen transit police approach and question visibly Indigenous people or people with a mental health disorder, and I have seen that occur multiple times. - Indigenous woman

- They are full of themselves. - Man, international student
- Transit enforcement is a joke, they are only worried about making sure you have your Upass and not concerned about homelessness in the community or people who are struggling who use the transit system for heat. - Indigenous woman
- That we should be paying a lot of attention to minority especially Black and Indigenous point of views on this issue and not those with white privilege. - Indigenous woman
- I was the only person of colour out of a group of 10 people and I was the only one that got ticketed for not having upass on the one card yet when it was a couple days before class started. All of the 9 other white friends did not get ticketed. My ticket was 200 dollars. - Woman with disability/accessibility issues
- My experiences with them have been positive, and much more serious than UAPS. - Woman, Campus Saint-Jean
- Carding Black and Indigenous folks (including myself), stopping folks unnecessarily, following folks unnecessarily. - Woman, Arts
- I've seen them act very confrontational, almost rude to people who I assume look like they don't have bus tickets, (especially Indigenous men) and then seem almost bored or skip over me (white middle-class even when I don't have any form of payment and the other person does). - Arts student, demographics unspecified
- I felt they could have done more to help when one of my friends went missing. She had gone to meet up with someone the night before and hadn't texted or contacted anyone since 11PM the previous night - they told us we couldn't report her missing until 11PM the following night and they couldn't do anything more until then. - Woman, Arts
- The transit law enforcement has helped me when I was being followed. I was very grateful to have those individuals there to help me in what could have been a very dangerous situation. - Woman, Science
- When it was -40 I watched EPS harass people on the LRT about not having tickets, despite never doing that before and the official statement that homeless people were welcome to take the train for free to get warm. They knew that there would be people trying to get warm that day so they stationed at the entrance when I had NEVER seen any of them there before. - Transgender man or woman or other gender minority, with accessibility/disability needs
- I have seen transit enforcers target poor and homeless people using transit near campus. A friend of mine was sexually assaulted and was blamed by EPS. - Woman with accessibility/disability names

- I had a night class last term and every evening after it ended, I would be afraid of riding home in the dark. One transit enforcement officer would usually be on the bus I took home and it made me feel much safer. I wish I could thank him. - Woman, Arts
- I've seen one instance where transit enforcement was dealing with presumably a student. They were questioning him about something (I didn't hear the whole conversation) and the situation seemed quite heated as both parties were yelling. - Woman with disability/accessibility issues
- Once I didn't get ticketed because I didn't have my u-pass on me but a student who had the same issue did and I'm assuming it's because he was black. I was really shocked by that. - Woman with disability/accessibility concerns
- EPS officers are consistently some of the worst people I have encountered. I am a white cisgendered male but even in my privileged position I have never experienced anything but rudeness and harassment for actions as minor as crossing the street on the flashing hand signal. They just suck. - Man, Arts
- All authorities have done a good job of carrying out their duties in an effective manner where needed without any discrimination or unfair treatment. - Man, Engineering
- EPS doesn't seem to enforce mask policy. That makes me feel really safe, especially when the man not wearing a mask is yelling at people about how masks are a scam. - LGBTQ2S+ woman
- They are clearly never there to help, only escalate. - Man, Arts
- I was walking on campus with a friend who was POC and an EPS officer came up to us and asked us if we were throwing shoes (around 11:30pm) and I was asked if my friend was actually my friend. I was getting the implication that the officer thought that my friend was doing something harmful to me or thought what we were doing was wrong. I had to reiterate that I was just trying to walk back to my residence a few times. - Woman, Science
- Transit enforcement doesn't do their job fully. I have seen more done with the EPS on transit than the transit enforcement. I don't trust them to actually come and help me if I needed help. I have watched them stand off in the corner hiding when individuals were obviously becoming violent and antagonistic. - No demographics provided
- Last year, on one of the coldest days in the winter, I saw that transit enforcement coincidentally chose that day to inspect and check everyone's ticket or bus pass. This made me feel uncomfortable as there are many people from vulnerable populations who resort to transit for warmth and it was disgusting to see, first

hand, transit members and EPS partake in systematically discriminating against peoples from said population. - Woman, Arts

- They will watch anyone brown far more than anyone else. - Transgender man or woman or other gender minority
- The transit enforcement are super rude and will make you miss your train even when you're in a rush. - Woman, Education
- Transit enforcement is necessary, and should be more frequent. However, they can also be more polite in their interactions with the public. - Arts student, no demographics specified
- I've had positive experiences when dealing with missing or stolen items and feeling safer on public transit. - Woman, ALES
- I've seen transit enforcement treat Indigenous people in ways I've never been treated as a white person, and it's really uncomfortable and disappointing to see. I think police should be kept off campus as much as possible due to their history of targeting and mistreating people of color. I'm white and cops make me feel unsafe, I can't imagine the level of stress it must cause for people of color, and nobody needs extra stress while in uni. - Transgender man or woman or other gender minority
- Some weird man approached my friends and me on the Health Sci platform with a pocket knife and the guard didn't understand what I was telling him when I brought the issue to his attention and didn't do anything about it. - Woman, ALES
- They seem to have an intimidating presence and lack communication when things tend to be happening which increases my anxiety as to why they are on school grounds. - Man, KSR
- Keep them out. No need for half-trained idiots with guns on a university campus. - Man, Arts
- My friend was studying in an empty classroom in the Education building. EPS was patrolling the building and asked her to step outside, questioned her, and made her wait outside while they contacted other security. She had her backpack and study material out, so I don't understand why they would have any reason to check her. - LGBTQ2S+ woman
- I generally feel more safe about how publicly accessible many parts of campus are when I know there is a reasonable expectation that some sort of law enforcement could be on scene quickly in the event of an incident. - Man, Engineering
- EPS has mistreated me and my friends numerous times. - Man, Science

- EPS keeps us all safe. Their officers are very professional and should be welcomed with open arms anywhere they choose to patrol or go. - Man, Law
- Not in the campus area but in the city; I've been outed to police and noticed a significant change in treatment from officers. I tend to avoid cops because of this. - Transgender man or woman or other gender minority
- I have never had an interaction with an Edmonton peace officer that did not involve them insisting that I talk to them and answer their questions, without providing any reason why I should do so. When asked if I had to listen to their speech on jaywalking or "being outside late at night in a suspicious manner", they always refused to answer. I am not a fan of Edmonton peace officers/police officers. - LGBTQ2S+ man
- I've generally seen the transit enforcement officers be quite kind with passengers (e.g. I've seen them help someone with a disability find the correct bus). - Woman, Science
- The only issue I had with EPS is when I was mugged and they did not take me and my friends seriously until our parents got involved. - Man, Arts
- Generally, I have seen transit enforcement such as peace officers be gentle with those who appear to be experiencing homeless or vulnerable in some other way. Especially in the train station. This helps me to feel safer as a racial minority because it puts me under the impression that they are here to help others and are not judging based on background. - LGBTQ2S+ woman
- They're good. They saved my dad from killing me and my mom so I will always love and respect law enforcement. - Woman, Education
- Police are overworked, so when they get called to campus affairs they tend to be overly hostile, discriminatory, rude, and unfair. EPS in general are power-hungry and care more about upholding the law than they do about actually protecting people. I feel incredibly unsafe with EPS members on campus, considering how helpful our campus security already is. - LGBTQ2S+ woman
- Please take concerns seriously. Someone threatened my life on transit and it was awful. - LGBTQ2S+ woman
- Transit enforcement has never done anything to make me feel safer on public transport. There could be a crackhead screaming, running up and down the train platform and they would do nothing. I've always had positive experiences with EPS - from simple conversations to good mornings from the officers, I have nothing but positive things to say about them. - Man, Business
- Whenever I see police I think something is wrong, and typically this is true. I don't like the idea of having more EPS on campus just for the sake of it. It makes

me uneasy and I wouldn't be able to tell if a serious incident has occurred or not. Also, I don't like feeling watched. Not that I do anything bad anyway, but the idea that I have to be on my best behaviour is not appealing. - Woman, accessibility/disability needs

- I was taking the LRT from campus to a faculty run event downtown and transit officers were checking tickets. I got my ID out to show them, the first officer didn't even look over so I kind of pushed it into the path of the second officer and he said something like oh it's fine we don't need it. Idk whether it was because I was wearing a suit or white but it felt wrong. - Man with disability/accessibility needs
- I have witnessed EPS calling people names on transit (one man who was visibly unconscious/potentially drunk was on the LRT, and the two EPS officers called him an asshole as they tried to get him up.) Also, I watched from HUB as four officers pinned down a man for supposedly stealing a bike (it could have been a more severe situation than this, but the man was crying out that he did not steal a bike nearby and all four of them were on top of him as he struggled and yelled for help.) I don't know the situation, but I know myself and another witness were shocked by this. - Woman, Arts
- Checking transit passes at the top of the escalators causes a bottleneck and can be incredibly dangerous. This has happened multiple times. They are also generally very rude. - LGBTQ2S+ woman
- They don't really do anything. As a POC literally all they do is make me check that I have my ID on hand. - Man, Arts
- Racial and gender based violence. Racist comments. Harm to individuals. Ignorance. The police have created more trauma for minority students on campus than not. - Woman, Arts
- I had the windows of my car smashed out on campus and the peace officers immediately dismissed me and offered no help whatsoever, and I felt as if the male officer did not care and was so dismissive because of my gender. - Woman, Science
- They can be highly discriminatory and react more aggressively to Indigenous people just on sight. - Indigenous student, gender minority
- An EPS security guard saved me when I was being followed by an older man on drugs. The security guard came out of his office and told the man to leave so that I could ride the train to school safely. I was very thankful. - Indigenous woman
- They are useless for dealing with property crime, and talk down to victims of theft. - Man, ALES

- I don't think that transit officers are beneficial - they seem to target non-white youth for ticketing and fining, and when they're stationed at a transit stop they usually occupy one entrance but leave the other one clear, it's usually just luck if you run into them or not. Transit should honestly just be free. - Woman, Arts
- Some of my friends have been unfairly targeted by officers for what appeared to be circumstances beyond their control, such as their race. I'm lucky to live in the privileged position of being a person who does not experience this type of discrimination, but it has made me less trusting of officers who carry guns in particular. Knowing that they have a lot of power and that it might not always be used the way it's supposed to be makes me uncomfortable. - LGBTQ2S+ woman
- An abusive ex had broken into my room while I lived in Lister and while the female peace officer had helped me a lot, the male police officer she brought to take my statement later on acted as if it was my fault for forgetting to lock my bedroom door. While this is not the university's fault, it was not an enjoyable experience. My floormates and the residence were very helpful. - Woman with disability/accessibility needs
- I've always had negative experiences with EPS. I find they abuse their power and authoritative positions, and they are racists towards POC. of course this is not applicable to all of the EPS officers, but I have never seen such negative things in other major cities around Canada when observing and even directly interacting with their police force. - Woman, KSR
- Was in a space where skateboarding was not disallowed (a parking lot, safely away from all parked cars) and there were no people to disturb but were kicked out of the area due to people supposedly thinking "we may be looters" which seemed unlikely due to nobody really being around. Seemed like a generalization. - Man, Engineering
- Need to have people at university station, health sciences - feel unsafe at times especially late at night. - LGBTQ2S+ woman
- These officers seem utterly incapable of de-escalating situations. They need at the very least some major reform. - Man, Nursing
- My friend was hit by some sort of police/security guy while they were chasing a man through a bus. There were four white guys pinning down a black kid, claiming arrest for mischief. They did not apologize to my friend, and she was mildly injured. - Transgender man or woman or other gender minority, with disability/accessibility needs
- Having transit enforcement patrol the university LRT station and other stations honestly makes me feel safer. I have encountered many scenarios on public

transit where I have felt unsafe based on the behaviours of others, especially older/same age men around me. - LGBTQ2S+ woman

- I have seen them stop people of certain races unjustly. - Man with disability/accessibility needs
- Law enforcement does their job and does it well. If we try and judge them without having the training they have, we are imbeciles [sic]. We need to use objective reasonableness, and most people have no idea what it is...Every experience with law enforcement is positive whether you like it or not because they come out and do their job. - Man, Science
- LRT enforcement sucks at responding to real crises and often profile people. - Woman with disability/accessibility needs
- I got stopped by a peace officer on campus just for being there and the officer questioned why I was there even though I am a student. He made me give him my student ID and my driver's licence for no reason and then proceeded to call backup. After 20 min of waiting, he returned my things and said I was being given a warning but never said what for. - LGBTQ2S+ woman
- I've seen vulnerable people being specifically targeted with no good reason beyond them looking vulnerable. - Woman, Arts
- Positive experience when an officer drove me to the hospital when I needed. - Woman
- ACAB [All Cops Are Bastards]. - Several students with varying demographics
- Got thrown off the train for having a service dog despite having the dog in the vest, and proper identification because "dogs weren't allowed on the train" which was yelled in my face. Was also threatened to be arrested for not complying in this situation. - Woman with disability/accessibility needs
- I have seen transit and EPS unlawfully search people's bags, with no real need. These individuals happened to be Indigenous. I've also personally been harassed by an individual at the LRT and a cop stood by and did nothing. - LGBTQ2S+ woman with disability/accessibility needs
- EPS has intimidated students with legitimate UPasses on their onecard, and have done things like say "oh, this looks fake. I'm going to fine you" and try peeling off the sticker, which is clearly authentic. They can just be dicks about UPass. - Man, Arts
- I have experienced and noticed with other people, that when they approach or follow individuals, the students that get stopped or questioned usually aren't white. This may have been due to chance with the times that I have seen or experienced it, but I have only ever seen them confront non-white individuals.

Sometimes they seem too involved in the university area, simply attending school is not a crime, but sometimes they will make you feel as if you are doing something wrong just by being there. - LGBTQ2S+ woman

- Peace officers, EPS, and the RCMP are all super aggressive towards POC for literally no reason. - Woman, Science
- I haven't been to campus this year using transit, but as recently as last winter term, on many occasions I would see transit enforcement officers. This did not increase my feeling of safety because I knew the only reason they were there was to catch people for fare evasion. There was one instance where I was on the LRT and a transit officer asked for a transit pass from the man across from me (who presented as a marginalized group) but did not ask for my transit pass. This officer was clearly discriminating against the poor man across from me and that interaction a. did not increase anyone's safety and b. made me feel less secure the next time I had to be around a transit officer. - LGBTQ2S+ woman
- The police cannot be reformed. - Woman with disability/accessibility needs
- Transit enforcement questioned my name in a condescending tone by asking me "will I see other offences when I pull up your name?" and intimidated me by explaining "just so you know, people used to get arrested for this type of offence". My offence was forgetting to validate a train ticket... He escalated the situation in a way that made me feel intimidated and what I felt was a very rude, condescending, and unnecessary tone of voice. Worst part is that I could not fight to get the \$250.00 ticket reduced. - Indigenous woman
- EPS officers bursting into my class to arrest a student not only disrupted my education, but also filled me with fear as I don't know what the charge was, if it was discriminatory, and when they would be coming for me. - Engineering student, no other demographics specified
- The security at the transit station makes me feel safe especially if it's night time. - Indigenous student, transgender man or woman or other gender minority
- They are really cooperative and they do their job to the best of their abilities and I appreciate them. - LGBTQ2S+ woman
- An EPS worker assumed that just because of my ethnicity I must be poor or something! Unacceptable! - Indigenous student, transgender man or woman or other gender minority
- They ticket people randomly for missing their Upass on the train which seems kinda mean and they seem to go after Asians especially, just from what I've seen. EPS came to my door and pointed a gun at me because they were investigating my neighbors. That said there was a murder at my building last

semester and the officer who came to question me (I witnessed) was pretty chill. Generally I don't trust them at all though. - Indigenous woman

- The abundance of officers in every train area is unnecessary just to catch someone not paying a small fare. - Indigenous woman
- They're doing a great job. - Indigenous man
- Do not like it when I see officers abusing privilege by holding up traffic when you are authorized to stop in a parking area or on the shoulder instead of in the lane of traffic. - Indigenous man
- Saw them arrest a wailing woman on the steps of FAB and her wheelchair went missing. - LGBTQ2S+ student with disability/accessibility needs
- Transit officers are often quite aggressive when checking for proof of purchase in transit areas. It is scary and makes me feel unsafe. - LGBTQ2S+ woman with disability/accessibility needs
- For many marginalized groups, the presence of police can be violent and traumatic, even if it's just transit police which may seem relatively harmless to some people. - LGBTQ2S+ woman with disability/accessibility needs
- Professors cause much more harm to students on campus than law enforcement in my experience. I have witnessed and heard about several racist and discriminatory encounters with professors. This behaviour is normalised at the University of Alberta and I have never seen any sort of justice or reconciliation extended towards students. The actions taken by professors and other faculty members needs to be addressed much more than it has been. - LGBTQ2S+ student
- I witnessed transit police at Enterprise station stopping a girl without a ticket, and the whole interaction made me quite uncomfortable. While they weren't aggressive, she was obviously annoyed and the officers seemed to play into that instead of simply giving her a ticket and explaining why. They spoke to her as if they wanted her to lash out at them and it was uncomfortable to watch. - Woman, Science
- I don't know why but I'm scared of transit cops even though I always buy a ticket, just something about them, you know? - Woman, ALES
- EPS is always a positive experience and transit enforcement should be higher because I feel the least safe going to school on the LRT when it's not a peak time. I have had friends mugged on the LRT and I'm afraid I'll get stuck on the train with someone between stops. - Woman, Education
- I would prefer not to say specifically my negative experiences, but I have heard of negative experiences from fellow students. - Man, Education

- Great guys who've helped me whenever I've needed it. I was scared of them at first until I took a chance and opened up. - LGBTQ2S+ student with disability/accessibility needs
- "Transit Security" or those volunteer security in the reflective gear, have been at best, present, at worst, as creepy and uncomfortable as the people they're supposed to be protecting transit passengers from. More rigor needs to go into who's wearing those jackets and supervising passenger safety. - LGBTQ2S+ man
- They're such [EXPLETIVE EXPLETIVE]. Cops are carrying COVID right now. They also have been terrorizing Indigenous homeless persons all over the city. I could write a thesis about everything wrong with EPS and still come up short because there's so much [EXPLETIVE EXPLETIVE] this institution pulls. - Woman, Arts
- I have had good experiences, likely where people had accessed the school buildings and were high, or causing troubles - they had come and helped in those situations. - Woman, Business