

Tuesday, March 24, 2020

6:00PM

[Google Hangout](#)

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

ORDER PAPER (SC-2019-22)

2019-22/1 SPEAKERS BUSINESS

2019-22/1a Announcements - The next meeting of Students' Council will take place on **Tuesday, April 7, 2020 at 6:00PM** via Google Hangouts.

Click [here](#) to access the Google Hangouts space.

2019-22/2 PRESENTATIONS

2019-22/2a **Presentation Title:** "Golden Bears and Legacy Fund" Presentation

Presenter(s):

- Anna Dunn

Abstract:

"Presentation by Anna Dunn asking Council to consider keeping the legacy fund in place for this upcoming year until the DFU can go to referendum in the next general election. The Golden Bear and Pandas Legacy fund was created in 1991 by student-athletes who were also members of the University Athletics Board. Funds from the Legacy Fund Dedicated Fee Unit are distributed to University of Alberta varsity athletic teams and the Athletics Department for the purposes of saving and stabilizing varsity athletic teams and promotion of varsity athletics."

STATT MOVES to allow the "Golden Bears and Legacy Fund" presentation.

See SC-2019-22.13.

2019-22/3 EXECUTIVE COMMITTEE REPORT

2019-22/4 BOARD AND COMMITTEE REPORT

2019-22/5 OPEN FORUM

- 2019-22/6 QUESTION PERIOD
- 2019-22/7 BOARD AND COMMITTEE BUSINESS
- 2019-22/7a **DRAPER MOVES** to approve the First Principles of Bill 10 on behalf of Bylaw Committee.
See SC-2019-22.01.
- 2019-22/7b **LARSEN/KIDD MOVE** to pass the Second Principles of Students with Dependents Policy.
See SC-2019-22.02.
- 2019-22/7c **KIDD/DRAPER MOVE** to pass the First Principles of the Experiential Learning Policy.
See SC-2019-22.03.
- 2019-22/7d **BROWN/DRAPER MOVE** to pass the First Principles of the Augustana Policy.
See SC-2019-22.04.
- 2019-22/7e **ISAAC/KIDD MOVE** to pass the First Principles of the Indigenous Students Policy.
 - NOTE: The Indigenous Students Policy is not a new policy, it is the renewal of the Truth and Reconciliation Policy, and its renewal/rewriting process was begun last year. The text is almost entirely new. You can find the Truth and Reconciliation Policy here:
 - https://www.su.ualberta.ca/legislation/wiki/Political_Policy:Truth_and_Reconciliation_CommissionSee SC-2019-22.05.
- 2019-22/7f **BEASLEY MOVES**, on behalf of the Council Administration Committee, to amend the Attendance Standing Orders.
See SC-2019-22.06.
- 2019-22/7g **BEASLEY MOVES**, on behalf of the Council Administration Committee, to amend the Open Forum and Question Period Standing Orders.
See SC-2019-22.07.
- 2019-22/7i **BEASLEY MOVES**, on behalf of the Council Administration Committee, to amend the Reports Standing Orders.
See SC-2019-22.08.

2019-22/10 INFORMATION ITEMS

2019-22/10a Bill 10 - First Principles.

See SC-2019-22.01.

2019-22/10b Students with Dependents Policy - Second Principles.

See SC-2019-22.02.

2019-22/10c Experiential Learning Policy - First Principles.

See SC-2019-22.03.

2019-22/10d Augustana Policy - First Principles.

See SC-2019-22.04.

2019-22/10e Indigenous Students Policy - First Principles.

See SC-2019-22.05.

2019-22/10f Attendance Standing Orders - Amendments.

See SC-2019-22.06.

2019-22/10g Open Forum and Question Period Standing Orders - Amendments.

See SC-2019-22.07.

2019-22/10h Reports Standing Orders - Amendments.

See SC-2019-22.08.

2019-22/10i Students' Council Attendance.

See SC-2019-22.09.

2019-22/10j Students' Council Motion Tracker.

See SC-2019-22.10.

2019-22/10k Executive Committee Motion Tracker.

See SC-2019-22.11.

2019-22/10l Students' Council, Votes and Proceedings (SC-2019-19) - Tuesday, February 11, 2020.

See SC-2019-22.12.

2019-22/10m "Golden Bears and Legacy Fund" - Presentation.

See SC-2019-22.13.

Bill 10 First principles.

- The CRO created a report after the election detailing a variety of updates which the CROs office feels are necessary for a stronger electoral process
 - Use of the election voting system by Faculty associations
 - The CRO's report states "it should be encouraged or made compulsory for all faculty associations to hold their elections on the Students' Union voting system."
 - Bylaw committee proposes that the use of the SU voting system be an opt-out process for SRAs if they hold their elections in conjunction with the UASU General election, the UASU GFC / Council elections, or a UASU by-election.
 - Addition of electronic approval for materials
 - Currently only written approval is needed for election materials. This should be expanded to include electronic approval.
 - Updates to the forums
 - The CRO's report states "A set format and number of forums must be determined. The current format is outdated, people barely show up at the sub-stage and satellite campus forums."
 - Bylaw committee proposes the creation of two categories of forums, UASU Election Forums, and Special Topics Forums
 - There shall be four (4) UASU Elections forums. The Sub/Cab stage forum, The Campus St. Jean Forum, The Augustana forum, and the Forum in Honour of Myer Horowitz.
 - There is no cap on the number of Special Topics Forums, however there may be no more than two (2) forums per day and the total amount shall be subject to the discretion of the CRO. To host a Special Topics forum, a registered student group may send an application to the CRO stating the topic of the forum, a proposed date and time, as well as a write up of why they believe this forum is important.
- Private students as well as members of the campus media expressed concern surrounding the fine schedule for the elections.
 - Bylaw committee shall do a review of our current fine schedule to add necessary penalties and remove outdated bylaws.
- The UASU has a commitment to sustainability which should be reflected in our bylaws.
 - Currently any additional cost from the use of sustainable materials is not counted against a candidate or side's budget.
 - A broader list of incentives and rules must be made to further incentivize the use of sustainable materials and sustainable practices during the UASU elections.
- The UASU is committed to transparency and openness.
 - The CROs office should be bound to release the raw vote numbers for all races at the earliest possible time that can be reasonably expected after the announcement of the results.

Students With Dependents Political Policy

Team: VP Larsen, Councilor Vargas Alba, Councilor Isaac, Councilor Kidd

1 Facts

1. The University of Alberta has over 1,000 undergraduate students with dependent children (1).
2. Students with dependent children are twice as likely as other students to have homelessness-related experiences like eviction, living in vehicles, or staying with friends without paying formal rent (1).
3. First Nations, Metis, and Inuit students are over three times more likely than other students to be parents of dependent children (1).
4. Family commitments prevent many students with dependents from accessing opportunities both inside and outside of the classroom (1).
5. Students with dependent children have unique needs for accessibility and accommodations (1).
 - 5 (i). The University of Alberta has no policy on children in classrooms.
 - 5 (ii). The University of Alberta has no policy on undergraduate parental care leave.
6. Students with dependent children are more likely to work during the school year than other students (1).
7. Students with dependent children often see a great need for professional development opportunities (1).
8. Students with dependent children have higher rates of food insecurity than other students (2).
 - 8 (i). Compared to the average student, students with dependent children are three times more likely to skip meals more than three times per week due to the cost of food (2).
9. There is a very limited number of maternity/lactation spaces on campus and they are not accessible to most students with dependent children (3).
 - 9 (i). The University of Alberta currently has one maternity/lactation space on the 5th floor of ECHA, and one at the University Health Centre.
 - 9 (ii). While rooms dedicated to nursing help in making spaces welcoming for nursing, nursing is not an activity that belongs only in private spaces and nursing parents should feel comfortable doing so wherever they see fit.
10. There are a limited number of change tables in washrooms on campus and they are not accessible to most students with dependent children (3).
 - 10 (i). The University of Alberta does not have a published map of change table locations.

11. As of 2020, the University of Alberta will only be offering one choice of residence for student families.
 - 11 (i). Newton Place allows for student families of up to two children.
 - 11 (ii). Michener Park will be closed as of August 2020 due to ballooning deferred maintenance, closing a residence which housed more than 150 students and their families.
 - 11 (iii). There is no published plan from Residence Services for a new residence dedicated to student families.
12. The University of Alberta has no dedicated child-friendly student spaces.
 - 12 (i). There are no dedicated child-friendly study spaces at the University of Alberta libraries.
 - 12 (ii). The fear of reactions from peers often means that students with dependent children are unable to study comfortably with their children in student spaces.
13. The University of Alberta provides 6 childcare spaces, 2 of which are on campus.
 - 13 (i). The waitlists for these centres are often prohibitively long, with wait times ranging from several months to multiple years (3).
 - 13 (ii). There is a significant need for just-in-time or drop-in childcare support (3).
14. Dependency extends past just students with dependent children; many students on campus also care for dependent siblings or elders.
 - 14 (i). These students face many of the same accommodation needs as students with dependent children and should be included in a University of Alberta policy for student caregivers.

2 Resolutions

1. The Students' Union will advocate that the University continue to expand and solidify the Student Caregiver Network through the Dean of Students Office.
2. The Students' Union will advocate that the University and all faculties create a permissive policy for children in classrooms and include this policy information in class syllabi.
 - a. The Students' Union will advocate that the University create and promote resources for instructors on the accommodation of children in classrooms.
3. The Students' Union will advocate that the University create a policy for undergraduate parental care leave.
4. The Students' Union will advocate that the University provide information and educational resources for professional development through the Student Caregiver Network.

5. The Students' Union will advocate for increased awareness and accessibility to subsidized food services for students with dependents.
6. The Students' Union will advocate for the creation of accessible maternity/lactation spaces on University of Alberta campuses.
7. The Students' Union will advocate for University of Alberta campuses to be lactation friendly spaces for all campuses.
8. The Students' Union will advocate that the University include change tables in all new and renovated washrooms.
9. The Students' Union will advocate that the University create and publish an online map with change tables and maternity/lactation spaces on all campuses.
10. The Students' Union will advocate that Residence and Ancillary Services provide more accessible housing options for student families.
11. The Students' Union will advocate that the University create dedicated child-friendly student spaces in the University libraries.
12. The Students' Union will advocate that University childcare centres prioritize student parent applicants when admitting children into care.
13. The Students' Union will advocate that the University provide accessible, on-campus, and low-cost drop-in childcare services.

Resources

- (1) <https://www.su.ualberta.ca/media/uploads/1143/2018UndergradSurveyReport.pdf>
- (2) <https://www.su.ualberta.ca/media/uploads/1143/StudentHomelessnessandFoodInsecurity.pdf>
- (3) https://www.su.ualberta.ca/media/uploads/1143/Survey%20Report_%20Parents%20on%20Campus.pdf

Consultation Pathways

Residence Services
Ancillary Services
Students' Union and Community Early Learning Centre
Garneau and University Early Learning Centre
Hospitals and Community Child Care Centre
McKernan Child Development Centre
University and Community Early Learning Centre
University Infant Toddler Centre
University of Alberta Graduate Students' Association
Dean of Students' Students Who Parent Network

First Peoples' House
Students' Union Aboriginal Relations and Reconciliation Committe

Experiential Learning Political Policy

Team: Councillors Kidd, Tse, Draper, VP Brown

1 Facts

OLD	NEW
<p>1. There is a broad variety of experiential learning opportunities including, but not limited to, internships, practica, co-ops, placements, work experience, undergraduate research, work abroad, community service learning courses, and field experience.</p>	<p>1. There is a broad variety of experiential learning opportunities including, but not limited to, internships, practica practicums, co-ops, placements, work experience, undergraduate research, work abroad, community service learning courses, and field experience.</p>
<p>2. New learning experiences allow students to better learn, apply and understand content within their studies.</p>	<p>2. Experiential learning experiences opportunities allow students to better learn, understand and apply content within their studies, and allows for students to develop vital skills and competencies.</p>
<p>3. Vital skills to programs and employment are developed outside of the classroom, and can be provided by experiential learning.</p>	<p>3. Vital skills to programs and employment are developed outside of the classroom, and can be provided by experiential learning.</p>
<p>4. A Higher Education Quality Council of Ontario study confirmed that university students that participate in experiential learning opportunities have lower</p>	<p>4. A Higher Education Quality Council of Ontario study confirmed that university students that participate in experiential learning opportunities have lower</p>

<p>unemployment rates among full-time job seekers post-graduation^[1].</p>	<p>unemployment rates among full-time job seekers post-graduation^[1].</p>
<p>5. Significant barriers exist towards participating in experiential learning, such as</p> <p>a. Institutional barriers such as lack of information, academic program restrictions, student status, unsatisfactory grades, external policy barriers such as credit transfer agreements, counting of credits toward degree and/or general requirements.</p> <p>b. Financial barriers such as lack of funding for program development and lack of financial support for students.</p>	<p>5. Significant barriers exist towards participating in experiential learning, including but not limited to:</p> <p>a. Institutional barriers such as lack of information, academic program restrictions, student status, and unsatisfactory grades, among others.</p> <p>b. External policy barriers such as credit transfer agreements, counting of credits toward degree and/or general requirements.</p> <p>c. Financial barriers such as lack of funding for program development, lack of financial support for students and lack of available time for paid labour.</p>
<p>6.</p>	<p>6. International Students face unique barriers to accessing Experiential Learning Opportunities.</p> <p>a. International Students can only work up to 20 hours per week while studying, which can limit the Work Integrated Learning opportunities they can access.</p> <p>b. Many international students are required to apply for a work permit that is separate from their study permit should they wish to</p>

	participate in an experiential learning opportunity ¹ .
6. Money dispersed through undergraduate research awards at the University of Alberta has not increased in recent years, falling behind to increases to minimum wage and other cost of living expenses.	7. Students part of off campus work integrated learning opportunities often still pay tuition, and MNIF fees regardless of their presence on campus. <ul style="list-style-type: none"> a. Money dispersed through undergraduate research awards at the University of Alberta has not increased in recent years, falling behind increases to minimum wage and other cost of living expenses. b. Despite students on unpaid work experience commitments, the University of Alberta offers few targeted scholarships for these students prior or while doing so. c. Many students pay high costs associated with these experiential learning opportunities, often not understanding fee breakdowns.
7. There is a lack of opportunities and funding for undergraduate students to present their research at national or international academic conferences.	8. There is a lack of opportunities and funding for undergraduate students to present their research at national or international academic conferences.
	9. During experiential learning semesters off campus such as co-ops and

1

https://d3n8a8pro7vhmx.cloudfront.net/casaacae/pages/2693/attachments/original/1535747003/Value_Beyond_the_Dollars_and_Cents_International_Students'_Contributions_to_Canada_and_Their_Need_for_Supports.pdf?1535747003

	practicums, students may have limited resources to mediate disputes, sexual violence, or mental health concerns due to being off campus.

- Mental Health Concerns
- Rural Work / Placement
- Placements far from residence
- Sexual Violence
- Lack of third party mediation for WIL
- Co-op → hard to get good work
 - Lack of job offers
- Challenges in finding experiential learning opportunities

<https://www.ualberta.ca/current-students/ombuds/questions.html>

Augustana Campus Political Policy

VP Brown, Councillor Tse, Councillor Vargas Alba

1 Facts:

1. The Augustana Campus of the University of Alberta is located in Camrose, Alberta, which means that most Augustana students do not have access to services and resources provided on North Campus.
 - a. While Augustana students receive their own study abroad opportunities, they also have access to opportunities offered on North Campus.
 - b. Many Augustana students seek summer employment outside of Camrose, particularly in Edmonton, but face barriers accessing information on this employment.
 - c. While Augustana students can access the Edmonton job registry, there is no Camrose job registry.
 - d. For students who may seek research positions at Augustana, the opportunity for paid research is rare.
 - e. Students at Augustana should not have to choose between studying at Augustana and working in their research field.
2. In February 2020, the Augustana Students' Association created a plan for the creation of a Multi-Use Space at Augustana Campus.
 - a. Students have very few student-oriented spaces on campus, which creates a barrier for both student socializing and growth of student groups.
3. Fees paid at Augustana does not include access to a fitness centre. Students in residence receive free access to the Camrose Recreation Center, whereas off-campus students pay for a pass with a student discount.
4. Students at Augustana campus do not have access to the UPass, nor does the City of Camrose offer its students a similar deal.
 - a. Intercity travel between Camrose and Edmonton exists, but can be unaffordable and timed inconveniently.
 - b. For many students, access to transit at Augustana may often make the difference between access to off-campus resources, including food, recreation, and health services.
5. As of March 2020, Augustana Campus has one mental health counsellor who works three out of five days per week.
 - a. Access to mental health counselling on Campus is also limited through scarcity in same-day access. Currently, students must book one hour in advance to access one of four 30-minute slots on days with walk-in service.
 - b. While student groups on campus exist to fill a group counselling gap, these offer little privacy and professional help.
 - c. While online mental health services such as "Wello" have been created to help Augustana students, students often struggle to navigate these pages.
 - d. Since fewer options for on-campus counselling exist, students, Residence Assistants, and instructors are often responsible for crisis intervention.
6. While the City of Camrose has food bank services, Augustana Campus does not have a campus food bank.
7. Students on campus receive access to a pastoral chaplaincy program. However, other multifaith services are less common, and those available in the city are less accessible.

- a. The Multifaith Centre on campus is a very small space.
8. The City of Camrose does not have any type of sexual violence support centre.
 - a. The closest sexual violence support centres are located in Red Deer and Edmonton.
 - b. The City of Camrose has little to no access to rape kits.
 - c. The Augustana Students' Association has assembled a Sexual Violence Awareness Committee which, amongst other things, hosts Sexual Violence Awareness Week.
 - d. While Camrose recently opened a branch office to the Association of Communities Against Abuse, students need to be more informed about it, as well as its location.
 - e. Students at Augustana would benefit greatly from access to Sexual Assault Centre services.
9. Augustana Campus lacks culturally-relevant spaces and supports for international students.
10. Despite Augustana Campus being a Faculty within the University of Alberta, certain courses are not recognized by North Campus faculties when Augustana students transfer to North Campus.
 - a. For students who transfer from North Campus to Augustana, certain North Campus courses are not recognized by Augustana faculties.
 - b. For students seeking to transfer to North Campus, access to transfer information may often be hard to understand, either from the University, or from their Faculty Associations.
11. While some students who start within the 3-11 system find the system beneficial, many struggle in classes where instructors' high expectations are not well-aligned with the goal of the 3-week class system.
12. Augustana Faculty has begun implementing a "concentration" program system, as opposed to majors and minors. For students in concentrations, their degrees would note an "Interdisciplinary degree".
 - a. Some students at Augustana fear that the implementation of concentrations may reduce their employability post graduation.
13. Intervarsity athletics play a large role in the Augustana and Camrose community, but have barriers to accessing funding.
 - a. The Athletic Review initiated in 2019 had little student representation.
 - b. In 2019-2020, approximately 178 of the students at Augustana were involved in an athletic program.
14. While Augustana has 6 residence buildings, few are consistently filled, and students often worry about health and safety.
 - a. Not including special exemptions, such as physical inaccessibility, all first years on the Augustana Campus must stay in residence.

Indigenous Students Policy

1 Definitions

1. In this Political Policy:
 - a. “Decolonization” refers to the dismantling and/or divesting colonial institutions of the power imbalance which predates their foundation.
 - b. “Indigenous” means:
 - i. A self-identified First Nation, Métis, or Inuit student; or
 - ii. Any organization, nation, or group which speaks on behalf of its Indigenous members.
 - c. “Indigenization” refers to the process or act of transformative change by which the prima facie inclusion of Indigenous knowledge systems is embedded and included within traditionally colonial structures. Generally, post-secondary institutions in Canada have taken one (1) of three (3) approaches:
 - i. “Indigenous inclusion” refers to a policy aimed at increasing the number of Indigenous students, faculty, and staff in the Canadian academy;
 - ii. “Reconciliation Indigenization” refers to a vision which locates indigenization on common ground between Indigenous and Canadian ideals, creating a new, broader consensus; and
 - iii. “Decolonial Indigenization” refers to the wholesale overhaul of the academy to fundamentally reorient knowledge production based on balanced power relations between Indigenous Peoples and Canadians, transforming the academy into something dynamic and new.¹
 - d. “UNDRIP” stands for the United Nations Declaration on the Rights of Indigenous Peoples.

2 Facts

General

1. According to the 2016 Census of Canada, the Indigenous Peoples exhibits the following population characteristics in Alberta:
 - a. 258,640 identified as Indigenous, making the Indigenous population in Alberta the third largest among the provinces;

¹ <https://www.ualberta.ca/-/media/3CB5BB4AAA7F4A6F92DFCF0B9E273837>

- b. The Indigenous population grew by 37.1% between 2006 and 2016, compared to the 22.3% growth of the non-Indigenous population over the same period;
 - c. Indigenous females outnumber males, with a gender ratio of 94.2 males per 100 females;
 - d. The average age of the Indigenous population in 2016 was 29.8 years. By comparison, the average age of the non-Indigenous population in Alberta was 37.8 years; and
 - i. The Indigenous population had a much higher proportion of children (29.1% compared to 18.7%), representing a potential future expansion to the undergraduate Indigenous population at the University of Alberta.
 - e. The largest Indigenous population lived in the Edmonton region.²
2. The barriers that Aboriginal Peoples continue to face is a result of the historic and ongoing project of colonialism.
- a. According to the Truth and Reconciliation Commission of Canada, the central goal of Canada's Aboriginal policy for over a century included:
 - i. Eliminate Aboriginal governments;
 - ii. Ignore Aboriginal rights;
 - iii. Terminate the Treaties; and,
 - iv. Through a process of assimilation, cause Aboriginal people to cease to exist as distinct legal, social, cultural, religious, and racial entities in Canada.
 - b. In addition to Fact 2, the pass system, the historic and ongoing genocide of Indigenous women, girls, and LGBTQ2S+, the Sixties Scoop, and Indian Residential Schools were all part of what Prime Minister Stephen Harper said was a policy to, "kill the Indian in the child."³
3. Post-secondary institutions have failed to consistently demonstrate how their form of institutional learning can accommodate the First Nations, Métis and Inuit people on campus.'
- a. According to the Assembly of First Nations, broad application of the Indigenous Accord is needed from elementary school through to postsecondary education to create a supportive learning environment for Canada's Indigenous learners.

² <https://open.alberta.ca/dataset/0c91afae-9640-4ef7-8fd9-140e80b59497/resource/7d5fa9fa-0525-4619-9d3e-1b5a5145b6a3/download/2016-census-aboriginal-people.pdf>

³ <https://www.theglobeandmail.com/news/national/text-of-harpers-residential-schools-apology/article18451969/>

4. The University of Alberta has committed to increasing recruitment of Indigenous students and hopes to accomplish this by 2025.⁴
5. The University of Alberta has committed to the creation of a national recruitment strategy which targets support for Indigenous enrolment and retention.⁵
6. One of the new Campus Alberta Grant performance-based funding metrics for the University of Alberta incentivizes the increased recruitment of Indigenous students through funding, but does not incentivize increased Indigenous student supports.
7. In 2019/2020, there were 1,293 Indigenous undergraduate students enrolled in the academic year, representing a 10% year-over-year increase.⁶
8. According to the 2015 Indigenous Student Success Survey⁷:
 - a. 38% of Indigenous students at the University of Alberta were the first in their family to attend university.
 - b. 10-22% of Indigenous students attending the University of Alberta had dependent children.
 - c. 27% of Indigenous respondents reported experiencing a barrier when trying to find information about the University of Alberta programs.
 - d. 51% of Indigenous respondents identified financial barriers in applying to the University of Alberta.
 - e. 31% of Indigenous respondents identified housing as a barrier in applying to the University of Alberta.
9. Indigenous students still face barriers to attaining a degree suitable for professional postgraduate education, such as medical school admission
 - a. Such barriers include interpersonal discrimination, subtle forms of racism, microaggressions, feelings of isolation, and dissatisfaction with the university system

8

⁴University of Alberta, 2016-17 Annual Report, Objectives 1 & 4, p.15, as accessed at:

<https://cloudfront.ualberta.ca/-/media/ualberta/reporting/annual-reports-and-financial-statements/annual-report-20162017.pdf>

⁵ <https://www.ualberta.ca/media-library/ualberta/reporting/annual-reports-and-financial-statements/annual-report-2018-2019.pdf>

⁶ [https://www.registrar.ualberta.ca/emreport/Undergraduate Annual Report Overview 2019-2020.pdf](https://www.registrar.ualberta.ca/emreport/Undergraduate%20Annual%20Report%20Overview%202019-2020.pdf)

⁷ University of Alberta, Indigenous Student Success Survey, 2015. Note: No digital source for this survey can be obtained. University administration is unable to locate the survey. All statistics are based on a paper copy.

⁸ M. Pidgeon, "Aboriginal Higher Education and Indigenous Students," Preparing Students for Life and Work, pp. 42-63: Brill Sense, 2019.

- b. Even with increased degree completion in recent years, Indigenous students have consistently lower undergraduate retention and completion rates than that of the Canadian national average⁹
10. According to research conducted by the UASU Department of Research and Advocacy:
- a. Indigenous undergraduate students are much less likely to find work during the school year, but tended to work longer hours;
 - b. Métis and First Nations students were much less likely than most other students to find work during the school year, but tended to work longer hours.
 - c. 2SLGBTQQIA identity is highly diversified amongst Indigenous students;
 - d. First Nations and Métis students are more likely to meet Health Canada’s definition of severe food insecurity than non-Indigenous students (21% and 20% vs. 12.4%); and
 - e. First Nations students trended slightly lower than average for academic writing confidence, while Métis students trended higher than average.
11. Indigenous undergraduate students are significantly less likely than non-Indigenous students to hold leadership roles.¹⁰
- a. Indigenous students are far more likely than non-Indigenous students to cite the following as barriers to student governance engagement: (a) lack of mentorship, (b) encouragement/support, (c) funds, (d) volunteers, and (e) campaign organization options.
12. The University of Alberta Students’ Union has established the Aboriginal Relations and Reconciliation Committee (ARRC) as a standing committee of Students’ Council, given the delegated authority to advance and promote reconciliation within the Union.
13. In 2019, ARRC released its Recommendation Report with 58 recommendations in four (4) categories: (1) advocacy, (2) education, (3) operational, and (4) Students’ Council.
- a. These recommendations were adopted by the 2018-2019 Students’ Council, reaffirmed by the 2019-2020 Students’ Council, and officially adopted, through ceremony, on September 23, 2019.

First Nations

- 1. In 2016, the First Nations population in Alberta numbered 136,585 individuals, with an average age of 28.1 years.

⁹ G. L. Black, and C. Hachkowski, “Indigenous learners: what university educators need to know,” *Journal of Further and Higher Education*, vol. 43, no. 8, pp. 1092-1108, 2019.

¹⁰ <https://www.su.ualberta.ca/media/uploads/1143/IdentityMatters2June2019.pdf>

2. In 2011, 44.8% of First Nations people had a post-secondary qualification in Canada, compared to 64.7% of the non-Indigenous population.¹¹
3. The Numbered Treaties outline the Crown's responsibility to First Nations, including, including the treaty right to education.
4. In an attempt to meet its obligation, the federal government funds 'status Indians' through the Post-Secondary Student Support Program (PSSSP). The principal funding mechanism of status Indians and Inuit students, the PSSSP has been capped at a program increase of 2% since 1996, forcing an already small pot to be spread thinly among an increasing number of students.
 - a. While the population of status Indians continues to exponentially increase, funding for PSSSP has not increased enough to match. According to the AFN, 23,625 students received PSSSP funding in 2015. However, 32,690 First Nation students were enrolled, a difference of 9,065.¹²
 - b. PSSSP, which is only available to status Indians and is not guaranteed to those individuals, does not consider the costs associated with childcare, northern travel costs, students with disabilities, program incentives, and post-secondary graduate work.
 - c. Within the context of Treaty 6, where the University of Alberta is situated, the PSSSP cap violates First Nations' treaty right to educational access
5. The exclusion of Métis and non-status Indians is inconsistent with the federal government's fiduciary obligations to Aboriginal Peoples by virtue of Aboriginal and Treaty rights. Such exclusion was confirmed in the Supreme Court of Canada case *Daniels v. Canada*.
6. Canada's *Mental Health Strategy* includes the following First Nation-specific mental wellness priorities:
 - a. Close critical gaps in the continuum of mental wellness services, treatments and supports for First Nations, including traditional, cultural, and mainstream approaches;
 - b. Disseminate and share knowledge about promising traditional, cultural, and mainstream approaches to mental wellness, such as mental wellness teams and recognizing the role of Elders;
 - c. Support and recognize the community as its own best resource by acknowledging local knowledge and by developing community capacity to improve mental wellness;

¹¹ https://www12.statcan.gc.ca/nhs-enm/2011/as-sa/99-012-x/99-012-x2011003_3-eng.cfm

¹² https://www.afn.ca/wp-content/uploads/2018/07/PSE_Interim_Report_ENG.pdf,

- d. Enhance the knowledge, skills, recruitment and retention of the range of service providers able to provide effective and culturally safe services, treatments and supports for First Nations mental wellness; and
 - e. Strengthen collaborative relationships among federal, provincial, territorial and First Nations governments to improve policies, programs and services related to mental wellness.¹³
7. At the University of Alberta, First Nations undergraduate students are over 7 times more likely than other students to have dependent children.¹⁴
 8. Canada's Mental Health Strategy includes, "establish[ing] a coordinated continuum of mental wellness services (mental health and substance use services) for and by First Nations, which includes traditional, cultural, and mainstream approaches,"¹⁵
 9. Establish a coordinated continuum of mental wellness services (mental health and substance use services) for and by First Nations, which includes traditional, cultural, and mainstream approaches.
 10. First Nations undergraduate students are more likely than non-Indigenous students to identify as first-generation students (54.7% vs. 31.1%).¹⁶

Métis

11. According to the 2016 Supreme Court of Canada *Daniels Decision*, Métis and non-status Indians are 'Indians' under section 91(24) of the Constitution Act, 1867. This reaffirms the federal government's fiduciary duty to Métis and non-status Indians.
12. Canada's *Mental Health Strategy* includes the following Métis-specific mental wellness priorities:
 - a. Consult and engage Métis people to develop a Métis-specific mental health and substance-use strategy;
 - b. Build Métis knowledge through research to understand fully the intergenerational effects of colonization and the mental health needs of Métis people today;
 - c. Develop, increase and sustain Métis mental health human resources;
 - d. Improve access to a full continuum of culturally competent and culturally safe mental health services, treatments and supports for Métis people; and
 - e. Develop and strengthen collaborative relationships at all levels of government to advance and improve Métis mental health and well-being.¹⁷

¹³ https://www.mentalhealthcommission.ca/sites/default/files/MHStrategy_Strategy_ENG.pdf

¹⁴ <https://www.su.ualberta.ca/media/uploads/1143/2019%20Annual%20Survey%20Report.pdf>

¹⁵ https://www.mentalhealthcommission.ca/sites/default/files/MHStrategy_Strategy_ENG.pdf

¹⁶ <https://www.su.ualberta.ca/media/uploads/1143/2019%20Annual%20Survey%20Report.pdf>

¹⁷ https://www.mentalhealthcommission.ca/sites/default/files/MHStrategy_Strategy_ENG.pdf

13. In 2016, the Métis population in Alberta numbered 114,375 individuals, with an average age of 31.8 years.¹⁸
 - a. Alberta has the largest Métis population in Canada.
14. In 2011, 54.8% of Métis people had a post-secondary qualification in 2011, compared to 64.7% of the non-Indigenous population.¹⁹
15. Métis undergraduate students are more likely than non-Indigenous students to identify as first-generation students (50.4% vs. 31.1%).²⁰

Inuit

14. In 2016, over 65,000 Inuit lived in Canada. Of these, 73% lived in the Inuit homeland of Inuit Nunangat.²¹
15. In Canada, 45% of Inuit reported having a high school diploma, compared to 86% of the non-Indigenous population. Inuit outside of Inuit Nunangat were more likely than Inuit outside of the homeland to have completed high school.²²
16. The Inuit Post-Secondary Education Strategy includes student financial support beginning in 2020/2021. The purpose of the Strategy is to, “close the post-secondary education attainment gap between Inuit and non-Indigenous students in Canada through distinctions-based and regionally delivery strategic support.”²³
17. When accessing post-secondary education in the South, lack of access to sufficient and equitable funding is a significant barrier to Inuit.²⁴
18. Canada’s *Mental Health Strategy* includes the following Inuit-specific mental wellness priorities:
 - a. Close critical gaps in the continuum of mental wellness services, treatments and supports for Inuit, including traditional, cultural, and clinical approaches;
 - b. Support Inuit to respond to their mental health needs by drawing on the knowledge and strengths in their communities;
 - c. Provide adequate, sustained funding and support to develop the mental health work-force and strengthen recruitment and retention of mental health workers;

¹⁸

<https://open.alberta.ca/dataset/0c91afae-9640-4ef7-8fd9-140e80b59497/resource/7d5fa9fa-0525-4619-9d3e-1b5a5145b6a3/download/2016-census-aboriginal-people.pdf>

¹⁹ https://www12.statcan.gc.ca/nhs-enm/2011/as-sa/99-012-x/99-012-x2011003_3-eng.cfm

²⁰ <https://www.su.ualberta.ca/media/uploads/1143/2019%20Annual%20Survey%20Report.pdf>

²¹ <https://www.itk.ca/wp-content/uploads/2018/08/Inuit-Statistical-Profile.pdf>

²² <https://www.itk.ca/wp-content/uploads/2018/08/Inuit-Statistical-Profile.pdf>

²³ <https://www.sac-isc.gc.ca/eng/1578850688146/1578850715764#chp5>

²⁴ QALLUNAALIAQTUT: INUIT STUDENTS’ EXPERIENCES OF POSTSECONDARY EDUCATION IN THE SOUTH

- d. Increase the availability of Inuit-specific mental wellness data, research, information, knowledge and training; and
 - e. Bring about transformation in mental wellness services through strong partnerships with government, non-government organizations, foundations and the private sector.²⁵
19. In 2016, the Inuit population in Alberta numbered 2,500 individuals, with an average age of 28.5 years. Moreover, Inuit in Alberta have the highest growth rate of any Indigenous group over the past 10 years (55.6% Inuit vs. 39.6% First Nation vs. 34.1% Métis).²⁶

3 Resolutions

1. The Students' Union shall advocate that the University commits to increasing supports available to First Nations, Métis, and Inuit (Indigenous) students to ensure the success of a growing Indigenous student body.
2. The Students' Union shall advocate that the University hire more people who identify as Indigenous at all levels of the institution to achieve a diverse workforce as outlined in the 2016 Employment Equity Summary.
3. The Students' Union shall strive to intentionally hire more people who identify as Indigenous at all levels of the institution to achieve a diverse workforce as outlined in the 2016 Employment Equity Summary.
4. The Students' Union shall advocate that the University of Alberta increase opportunities for students to learn about Indigenous Peoples.
 - a. The Students' Union shall advocate that the University commit to integrating Indigenous knowledges and histories into each faculty.
 - b. The Students' Union shall advocate that the University of Alberta take a more active role in spreading information that disputes stereotypes about Indigenous Peoples.
5. The Students' Union shall advocate that the University of Alberta streamline information about Indigenous Peoples, including amending the website on Indigenous Information and Resources.
6. The Students' Union shall advocate that the University of Alberta increase opportunities for students to learn about Indigenous Peoples.

²⁵ https://www.mentalhealthcommission.ca/sites/default/files/MHStrategy_Strategy_ENG.pdf

²⁶

<https://open.alberta.ca/dataset/0c91afae-9640-4ef7-8fd9-140e80b59497/resource/7d5fa9fa-0525-4619-9d3e-1b5a5145b6a3/download/2016-census-aboriginal-people.pdf>

- a. The Students' Union shall advocate that the University commit to integrating Indigenous knowledges and histories into each faculty.
 - b. The Students' Union shall advocate that the University of Alberta take a more active role in spreading information that disputes stereotypes about Indigenous Peoples.
7. The Students' Union shall advocate that the government increase available financial supports to Indigenous students.
 - a. The Students' Union shall advocate for an increase in Post-Secondary Student Support Program (PSSSP) funding, proportional to the increase in Indigenous student population.
 - b. The Students' Union shall advocate for the removal of the PSSSP funding cap, and for a higher base level of PSSSP funding.
8. The Students' Union shall advocate that the University of Alberta take measures to reduce barriers to affordable student housing for Indigenous students.
9. The Students' Union shall advocate that the University of Alberta provide more mental health supports to Indigenous students, particularly culturally relevant supports.
10. The Students' Union shall advocate for an increase in support for Aboriginal student services on all campuses, including services that are culturally supportive and trauma-informed.
11. The Students' Union shall advocate that the University of Alberta provide a clear and direct plan to build the Maskwa House of Learning.
12. The Students' Union shall advocate that the University of Alberta reduce barriers to Indigenous participation in co-curricular activities, including financial barriers.
13. The Students' Union shall advocate for more frequent information, updates, and clarity on the University's commitment to Truth and Reconciliation.
14. The Students' Union shall advocate for the creation of a dedicated Indigenous student gathering space at Campus Saint-Jean.
15. The Students' Union shall work to implement recommendations outlined by the Indigenous Relations and Reconciliation Committee.
16. The Students' Union Executive Committee will establish an operating policy that offers a guideline for smudging in the Students' Union Building.

Previous:

19 Attendance Requirements

1. The Speaker will take attendance orally two or three times each meeting: once during Speaker's Business, once prior to the recess if needed, and once immediately prior to adjournment or at 9:00 p.m., whichever is earlier.
 2. Attendance will be recorded on the Students' Council Attendance Spreadsheet in the following manner:
 - a. The number denoting the amount of roll calls present (0, 1, 2, 3),
 - b. A suffix of (P) denoting present by proxy or councillor-designate and (T) denoting present by teleconference either via the Students' Council livestream, Skype, telephone, etc.
 3. Members of Students' Council may attend Council meetings via audio/video conference services upon providing the Speaker with appropriate notification. Members attending via audio/video conference services may continue doing so during in-camera sessions.
 4. Formal attendance regulations and penalties for Students' Council and its Standing Committees are outlined in Bylaw 100.
-

Proposed:

19 Attendance Requirements

1. The Speaker will take attendance orally two or three times each meeting: once during Speaker's Business, once prior to the recess if needed, and once immediately prior to adjournment or at 9:00 p.m., whichever is earlier.
2. Attendance will be recorded on the Students' Council Attendance Spreadsheet in the following manner:
 - a. The number denoting the amount of roll calls present (0, 1, 2, 3),
 - b. A suffix of (P) denoting present by proxy or councillor-designate, and (T) denoting present by teleconference either via the Students' Council livestream, Skype, telephone, etc.

c. Members of Council are required to indicate in the affirmative if they are in physical attendance or on the livestream to be recorded as present

3. Members of Students' Council may attend Council meetings via audio/video conference services upon providing the Speaker with appropriate notification. Members attending via audio/video conference services may continue doing so during in-camera sessions.
4. Formal attendance regulations and penalties for Students' Council and its Standing Committees are outlined in Bylaw 100.

Previous:

10 Open Forum

1. All registered guests of Council have the right to ask questions to members of Council in Open Forum.
2. Open Forum will be fifteen (15) minutes in duration.
3. Open Forum will be extended once for fifteen (15) minutes upon the request of five voting members of Students' Council. Further extensions require a two-thirds (2/3) majority vote.
4. Written questions may be submitted for inclusion with the Orders of the Day.
5. Written questions may be responded to in writing or orally, and will have priority over questions posed orally.
6. No member may ask more than three (3) oral questions during open forum. There is no limit on written questions.
7. The time to ask a question shall be limited to thirty (30) seconds.
8. The time to answer a question shall be limited to two (2) minutes.
9. Questions for Open Forum must be submitted to the Speaker.
10. The Speaker shall rule any question out of order that they deem inappropriate.

11 Question Period

1. Question period will be fifteen (15) minutes in duration.
2. Question period will be extended once for fifteen (15) minutes upon the request of five voting members of Students' Council. Further extensions require a two-thirds (2/3) majority vote.
3. Written questions may be submitted for inclusion with the Orders of the Day.
 - a. There shall be no limit to the number of written questions.
 - b. Written questions may be responded to in writing or orally, and will have priority over questions posed orally.
4. No member may ask more than three (3) oral questions during question period. There is no limit on written questions.
5. The time to ask a question shall be limited to thirty (30) seconds.
6. The time to answer a question shall be limited to two (2) minutes.
7. The Speaker shall rule any question out of order that they deem inappropriate.

Proposed:

10 Open Forum

1. All registered guests of Council have the right to **comment or** ask questions to members of Council in Open Forum.
2. **Any guest may register with the Speaker before or during Open Forum.**
3. Open Forum will be fifteen (15) minutes in duration.
4. Open Forum will be extended once for fifteen (15) minutes upon the request of five voting members of Students' Council. Further extensions require a two-thirds (2/3) majority vote.
5. Written questions **or comments** may be submitted for inclusion with the Orders of the Day.
6. Written questions may be responded to in writing or orally, ~~and will have priority over questions posed orally.~~
7. **Written questions or comments will have priority over questions posed orally.**
8. No member may **make or** ask more than **a total of three (3) oral comments or** questions during open forum. There is no limit on written questions **or comments**.
9. **Upon being recognized by the speaker, the registered guest will indicate whether they are making a comment or a question.**
10. The time to ask a question shall be limited to thirty (30) seconds.
11. The time to answer a question shall be limited to two (2) minutes.
12. **The time to make a comment shall be limited to two (2) minutes.**
13. ~~Questions for Open Forum must be submitted to the Speaker.~~
14. The Speaker shall rule any **comment or** question out of order that they deem inappropriate.

11 Question Period

1. Question period will be fifteen (15) minutes in duration.
2. Question period will be extended once for fifteen (15) minutes upon the request of five voting members of Students' Council. Further extensions require a two-thirds (2/3) majority vote.
3. Written questions **or comments** may be submitted for inclusion with the Orders of the Day.
4. Written questions may be responded to in writing or orally, ~~and will have priority over questions posed orally.~~
5. **Written questions or comments will have priority over questions posed orally.**

6. No member may make or ask more than a total of three (3) oral comments or questions during question period. There is no limit on written comments or questions.
7. Upon being recognized by the speaker, the member will indicate whether they are making a comment or a question.
8. The time to ask a question shall be limited to thirty (30) seconds.
9. The time to answer a question shall be limited to two (2) minutes.
10. The time to make a comment shall be limited to two (2) minutes.
11. The Speaker shall rule any comment or question out of order that they deem inappropriate.

Previous:

9 Reports

1. All registered guests of Council have the right to comment on business or ask questions to members of Council in Open Forum.
2. Open Forum will be fifteen (15) minutes in duration.
3. Open Forum will be extended once for fifteen (15) minutes upon the request of five voting members of Students' Council. Further extensions require a two-thirds (2/3) majority vote.
4. Written questions may be submitted for inclusion with the Orders of the Day and Late Additions.
 - a. There shall be no limit to the number of written questions.
 - b. Written questions may be responded to in writing or orally, and will have priority over questions posed orally.
5. No guest may ask more than three (3) oral questions during open forum.
6. The time to comment or question shall be limited to 2 minutes
7. The time to answer a question shall be limited to two (2) minutes.
8. The Speaker shall rule any question or statement out of order that they deem inappropriate

Current:

9 Reports

1. Executive Officer reports will be presented in written form and listed in the main agenda package under Information Items, and may include an oral report to Students' Council not to exceed two (2) minutes.
2. Executive Officers will submit reports to Students' Council no later than two meetings of Students' Council after any conferences attended.
3. The Undergraduate Board of Governors Representative will report at a minimum following each Board and Board committee meetings. This Report will be presented in written form and listed in the agenda package under Information Items, and may include an oral report to Students' Council not to exceed two (2) minutes.
4. The President (or designate) will provide a verbal report on the actions of the Executive Committee.

5. Board and Committee reports are to be presented orally and are not to exceed two (2) minutes. The chair must submit a written report by the last meeting of each trimester as per Bylaw 100. Additional written reports may be submitted at any time. A listing of formal motions approved by each committee will be compiled and added to the Order Papers for each meeting.
6. Any other member of council may make an oral report on business or information related to council that is to not to exceed two (2) minutes. Any member of council may submit a written report at any time.

Councillor Attendance 2019-20		Spring/Summer											Spring/Summer Totals	Fall								Fall Total	Winter									
Position	Name	NDA	2019-00 4/23/2019	2019-01 7/5/2019	2019-02 5/21/2019	2019-03 6/4/2019	2019-04 6/18/2019	2019-05 7/2/2019	2019-06 7/16/2019	2019-07 7/30/2019	2019-08 8/13/2019	2019-09 8/27/2019	Minimum	2019-10 9/10/2019	2019-11 9/24/2019	2019-12 10/8/2019	2019-13 10/22/2019	2019-14 11/5/2019	2019-15 11/19/2019	2019-16 12/3/2019	Minimum	2019-17 1/14/2019	2019-17.5 1/21/2020	2019-18 1/28/2019	2019-19 2/11/2019	2019-20 2/25/2019	2019-21 3/10/2019	2019-22 3/24/2019	2019-23 4/7/2019			
Voting Ex-Officio Members																																
President	Alankaha Bhamagar	Y	3	3	3	3	3	2	2	2		3	21	3	2	2	3	3	3	3	19	3	3	3	3							
VP Academic	Joel Agarwal	Y	3	3	0	3	3	3	2	2		3	19	3	3	2	3	3	3	3	20	3	3	3	3							
VP External	Adam Brown	Y	3	3	3	3	3	3	2	2		3	22	0	3	2	3	3	3	3	17	3	3	2	3							
VP Operations & Finance	Luke Statt	Y	2	3	3	3	3	2	2	2		3	21	3	2	2	3	3	3	3	19	3	3	3	3							
VP Student Life	Jared Larsen	Y	3	3	3	3	3	3	2	2		3	22	3	3	2	3	0	3	3	17	3	3	3	3							
Undergraduate BoG Rep	Rowan Ley	Y	0	3	0	3	3	3	0	2		3	17	3	3	1	3	3	3	2	18	2	3	3	3							
Faculty Representation (33 Seats)																																
ALES	Stephanie McKenzie		3	3	3	3	3	3	2	0		0	17	3	3	2	0	3	0	1	12	3	3	3								
ALES	David Konrad															2	3	3	3	3	14	3	3	3	3							
Augustana	VACANT																				0											
Arts	Juan Vargas Alba		3	3	3	3	3	3	2	2		3	22	3	3	2	3	3	3	3	20	3	3	3	3							
Arts	Chris Beasley		3	3	3	3	1	3	2	2		0	17	3	3	2	3	3	3	3	20	3	3	2	3							
Arts	Yiming Chen		3	3	3	3	3	3	2	2		3	22	2	0	2	2	2	3	3	14	0	0	0	0							
Arts	Talia Dixon		2	3	3	3	2	3	2	0		3	19	3	3	2	3	0	3	3	17	3	3	3	3							
Arts	David Draper		3	3	3	3	3	3	2	2		1	20	3	3	2	3	3	3	3	20	3	3	3	3							
Arts	Abigail Isaac		3	3	3	3	3	0	2	0		0	14	3	3	2	3	3	3	3	20	3	3	0	1							
Business	Samir Esmail		3	3	3	3	3	3	2	0		3	20	2	3	2	3	3	2	3	18	3	0	3	0							
Business	Phoebe Marinakis		3	3	2	3	3	3	2	2		0	18	2	1	2	0	3	3	0	11	3	0	3	0							
Education	Katie Kidd		3	3	3	2	3	3	2	2		0	18	3	3	2	3	3	0	3	17	3	3	3	2							
Education	Samantha Tse	Y	3	3	3	3	0	3	0	1		3	16	3	3	2	3	3	3	3	20	3	3	3	3							
Education	VACANT																				0											
Engineering	Ayman Adwan	Y	2	2	2	2	0	0	0	0		3	9																			
Engineering	Amlan Bose	Y	3	3	3	3	3	3	1	2		0	18	3	3	2	1	3	3	3	18	3	3	3	3							
Engineering	Andrew Batycki															2	3	3	3	3	14	0	3	0	3							
Engineering	VACANT																				0											
Engineering	VACANT																				0											
Kinesiology, Sport and Recreation	Olivia Harris															2	0	2	3	3	10	0	3	3	0							
Law	VACANT																				0											
Medicine & Dentistry	VACANT																				0											
Native Studies	Nathan Sunday	Y	2	3	0	3	0	2	1	1		3	13	3	0	2	0	3	0	3	11	0	3	0	0							
Nursing	Anthony Nguyen		3	3	0	1	0	0	2	0		0	6			2	0	0	3	3	8	0	0	0	0							
Open Studies	Charles Blondin															2	3	3	3	0	11	2	3	3	3							
Pharmacy	VACANT																				0											
Faculté Saint-Jean	Tahira Haddouche	Y	3	3	3	3	3		2	2		3	19	3	3	2	3	0	3	3	17	3	3	3	3	1						
Science	Adarsh Badsha		2	3	3	3	3	3	1	2		3	21	3	3	2	3	1	3	2	17	0	0	3	0							
Science	Simran Kaur Dhillon		2	3	3	3	0	3	2	1		1	16	3	3	2	3	0	3	3	17	3	0	3	0							
Science	Ian Gatera		2	3	3	2	3	3	1	0		3	18	3	3	0	3	1	3	0	13	3	0	0	0							
Science	Mohamad Jamaledine		3	3	3	3	3	3	2	1		3	21	3	3	2	3	1	0	0	12											
Science	Rojine McVea	2 (T)	3	3	0	1	3	2	1		3	15	3	0																		
Science	Amber Sayed		3	3	3	3	3	3	2	2		0	19	2	2	1	1	1	2	2	11	0	3	3	0							
Non-Voting Ex-Officio Members																																
Speaker	Robert Blak		3	3	3	3	3	3	2	2		3	22	3	3	2	3	3	3	3	20											
General Manager	Marc Dumochel		0	0	0	0	2	0	0	0		0		0	0	2	0	0	0	2	4											
Registered Guests																																

2019-19/2a	BHATNAGAR/BROWN MOVED to allow the "Association des Universitaires de la Faculté Saint-Jean" presentation.	CARRIED	SC-2019-19	02/11/2020
2019-19/7e	DRAPER/KONRAD MOVED to elect one (1) member of Students' Council to the Bylaw Committee.	CARRIED	SC-2019-19	02/11/2020
2019-19/7a	KIDD/DRAPER MOVED to approve the Second Principles of the Quality Instruction Policy.	CARRIED	SC-2019-19	02/11/2020
2019-19/7b	LARSEN/KIDD MOVED to approve the Second Principles of the Sexual Violence Policy.	CARRIED	SC-2019-19	02/11/2020
2019-19/7c	BROWN/SAYED MOVED to approve the Second Principles of the Public Transit and Active Transport Policy.	CARRIED	SC-2019-19	02/11/2020
2019-19/7d	STATT/AGARWAL MOVED, on behalf of the Finance Committee, to approve the 2020-2021 Budget Principles.	CARRIED	SC-2019-19	02/11/2020
2019-19/8a	VARGAS ALBA/DIXON MOVED to endorse the Transit Challenge Week.	CARRIED. Bose,	SC-2019-19	02/11/2020

	Date	Result	Motion	Council Agenda Reported In	Notes
01	2019-05-06	5/0/0	BHATNAGAR/LARSEN MOVED TO appoint Luke Statt and Adam Brown to the Students' Council Aboriginal Relations and Reconciliation Committee.		
02	2019-05-16	4/0/0	STATT/AGARWAL MOVED TO approve BarBurrito as a food court tenant in 1-29 as presented.		Regrets from VP Brown
02	2019-05-16	4/0/0	BHATNAGAR/LARSEN MOVED TO send the President, VP External, EAA, and Reed Larsen to the CAUS Changeover retreat as per budget.		Regrets from VP Brown
02	2019-05-16	4/0/0	AGARWAL/STATT MOVED TO send the General Manager to the AMICCUS-C National Conference hosted by SAMRU as per budget.		Regrets from VP Brown
02	2019-05-16	4/0/0	AGARWAL/STATT MOVED TO recommend Akanksha Bhatnagar and Jared Larsen to the University Presidential Search Committee to be ratified by Students' Council		Regrets from VP Brown
06	2019-06-20	5/0/0	BROWN/BHATNAGAR MOVED TO approve a contingency request of no more than \$30,000 for theatre seat cushions as presented.		
06	2019-06-20	5/0/0	BROWN/STATT MOVED TO approve a Project Allocation of \$500 for Executive Media Training as presented.		
07	2019-06-27	4/0/0	AGARWAL/BHATNAGAR MOVED TO approve a Project Allocation of \$1000 for the Senate Student Postering Session as presented.		Regrets from VP Statt
08	2019-07-02	5/0/0	BROWN/STATT MOVED TO APPROVE a Contingency Request of \$6000 for SUBmart Coolers as presented.		
13	2019-07-29	5/0/0	BROWN/AGARWAL MOVED TO APPROVE submitting a bid for the AMICCUS-C Regional Professional Conference 2020 as presented.		Regrets from VP Brown
14	2019-08-20	4/0/0	STATT/AGARWAL MOVED TO APPROVE a disbursement from the Casino Fund of no more than \$14000 for Meeting Centre Key pads as presented.		Regrets from VP Brown
14	2019-08-20	4/0/0	BHATNAGAR/STATT MOVED TO APPROVE a Project Allocation of no more than \$3200 for UASUperks as presented.		Regrets from VP Brown
14	2019-08-20	4/0/0	AGARWAL/LARSEN MOVED TO APPROVE the Campus Engagement Coordinator Job Description as presented.		Regrets from VP Brown
14	2019-08-20	4/0/0	AGARWAL/BHATNAGAR MOVED TO APPROVE a Project Allocation of \$100 for COFA Food as presented.		Regrets from VP Brown
17	2019-08-29	5/0/0	BROWN/STATT MOVED TO approve the Get Out the Vote Project Allocation for no more than \$4500 as presented.		
17	2019-08-29	5/0/0	BHATNAGAR/LARSEN MOVED TO approve the Menstrual Products Project Allocation for no more than \$1000 as presented.		
17	2019-08-29	5/0/0	STATT/AGARWAL MOVED TO approve the Dewey's Banner Project Allocation for no more than \$1200 as presented.		
17	2019-08-29	5/0/0	LARSEN/STATT MOVED TO approve the RezFest Project Allocation for no more than \$5000 as presented.		
17	2019-08-29	5/0/0	BHATNAGAR/LARSEN MOVED TO approve the Public Awareness Campaign Project Allocation for no more than \$1500 as presented.		
17	2019-08-29	5/0/0	BHATNAGAR/LARSEN MOVED TO approve the Suicide Prevention Awareness Campaign Project Allocation for no more than \$500 as presented.		
19	2019-09-05	5/0/0	BROWN/BHATNAGAR MOVED TO APPROVE the Job Description for Senior Manager Student Services as presented.		
19	2019-09-05	5/0/0	BROWN/AGARWAL MOVED TO APPROVE the Job Description for Manager, Administrative Services as presented.		
20	2019-09-17	5/0/0	BHATNAGAR/BROWN MOVED TO make a Project Allocation not to exceed a total of \$1800 for the Stride Gender & Governance Panel as presented.		
20	2019-09-17	5/0/0	LARSEN/STATT MOVED TO make a Project Allocation not to exceed a total of \$952 for the Stride Gender & Governance Panel as presented.		
20	2019-09-17	5/0/0	BROWN/LARSEN MOVED TO host the CAUS Counterparts Conference Nov 19-21, 2019 as presented.		
23	2019-09-30	5/0/0	AWARWAL/LARSEN MOVED TO approve a Project Allocation of \$850 for the CSJ BBQ as presented.		
25	2019-10-10	5/0/0	LARSEN/BROWN MOVED TO approve a Project Allocation of no more than \$150 for BarNone as presented.		
25	2019-10-10	5/0/0	STATT/BHATNAGAR MOVED TO approve a Project Allocation of no more than \$2050 for the Dewey's Bash as presented.		
26	2019-10-24	5/0/0	LARSEN/AGARWAL MOVED TO approve a Project Allocation of no more than \$210 for the This is What it Feels Like exhibit as presented.		
27	2019-11-04	4/0/0	BHATNAGAR/LARSEN MOVED TO approve a Conference Request of \$714 for the OpenEd 2019 Conference as presented.		Regrets from VP Brown
27	2019-11-04	4/0/0	AGARWAL/BHATNAGAR MOVED TO approve a Project Allocation of \$1000 for the COFA Collaboration Fund as presented.		Regrets from VP Brown
27	2019-11-04	4/0/0	STATT/LARSEN MOVED TO send the General Manager to the AMICCUS-C Western Regional Professional Conference a as presented.		Regrets from VP Brown
29	2019-11-12	4/0/0	STATT/BROWN MOVED TO approve a Project Allocation of no more than \$500 Survey Prize Funding as presented.		Regrets from VP Larsen
29	2019-11-12	4/0/0	STATT/BROWN MOVED TO approve a Project Allocation of \$850 for a Food Warmer for Daily Grind as presented.		Regrets from VP Larsen
29	2019-11-12	4/0/0	STATT/AGARWAL MOVED TO approve a Casino Fund release for \$3260 for SUB furniture as presented.		Regrets from VP Larsen
31	2019-11-19	5/0/0	LARSEN/BROWN MOVED TO approve a Project Allocation of no more than \$376 for the PLLC Video Launch as presented.LARSEN/BROWN MOVED TO approve a Project Allocation of no more than \$376 for the PLLC Video Launch as presented.		
31	2019-11-19	5/0/0	AGARWAL/LARSEN MOVED TO approve a Project Allocation of no more than \$935 for Brain Pop: Why You Should do Undergraduate Research Event as presented.		
34	2019-12-12	4/0/0	BHATNAGAR/BROWN MOVED TO approve the conference request to send the General Manager to the ACUI 2020 conference as presented.		Regrets from VP Agarwal
36	2020-01-13	4/0/0	AGARWAL/LARSEN MOVED TO appoint Luke Statt and Adam Brown to the DIE Board Appointment Committee.		Regrets from President Bhatnagar
36	2020-01-13	4/0/0	AGARWAL/BROWN MOVED TO approve at \$1000 sponsorship for the FURCA awards as presented.		Regrets from President Bhatnagar
38	2020-01-23	4/0/0	AGARWAL/LARSEN MOVED TO approve no more than \$100.00 for pizza at the COFA Joint Board as presented.		
38	2020-01-23	4/0/0	AGARWAL/LARSEN MOVED TO approve no more than \$2000.00 for Student Leaders Week 2020 as presented.		

	Date	Result	Motion	Council Agenda Reported In	Notes
38	2020-01-23	5/0/0	LARSEN/BROWN MOVED TO approve no more than \$550.00 for the Oscars Viewing Party as presented.		
38	2020-01-23	5/0/0	BROWN/STATT to approve the submission of a bid for the CASA Policy and Strategy 2020 conference as presented.		
40	2020-02-06	5/0/0	STATT/LARSEN MOVED TO make a project allocation not to exceed \$1500.00 for the purchasing of tokens and reusable containers to support the implementation of the Green2Go pilot initiative by SustainSU.		
41	2020-02-10	5/0/0	BHATNAGAR/AGARWAL MOVED TO approve the following Job Descriptions as presented: Governance Support Officer, Student Advocacy Program Lead, Learning and Development Specialist, Student Development Coordinator.		
41	2020-02-10	5/0/0	BROWN/LARSEN MOVED TO approve no more than \$680.00 for sending an Indigenous student representative to CASA SuperCon 2020 as presented.		

**Tuesday, February 11, 2020
6:00PM
3-04 Pavillon Lacerte, Campus Saint Jean**

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

CALLED TO ORDER AT 6:10PM.

VOTES & PROCEEDINGS (SC-2019-19)

2019-19/1 SPEAKERS BUSINESS

2019-19/1a Announcements - The next meeting of Students' Council will take place on **Tuesday, February 25, 2020 at 6:00PM** in Council Chambers at University Hall.

BILAK: Noted that Stephanie McKenzie of Agricultural, Life and Environmental Sciences has resigned her seat from Council. Outlined that, pursuant to Bylaw 2200 Section 12.2, members of Students' Council and its standing committees are required to take a leave of absence during the Election period starting on Friday, February 14th at 5:00pm. Noted that he will take leave of absence during which time Councillor Beasley, as chair of Council Administration Committee, will serve as acting speaker.

2019-19/2 PRESENTATIONS

2019-19/2a **Title:** "Association des Universitaires de la Faculté Saint-Jean"

Abstract: "It is an overview of student life at CSJ and a discussion of successes and difficulties we have experienced as a faculty association, as well as an opportunity to show off CSJ to new and returning members of Student Council."

Presenter(s):

- Natalie Herkendaal
- Aubryn Gregg
- Keshia Gaudet

BHATNAGAR/BROWN MOVED to allow the "Association des Universitaires de la Faculté Saint-Jean" presentation.

CARRIED

2019-19/3

EXECUTIVE COMMITTEE REPORT

Jared LARSEN, Vice President (Student Life) - Report.

Adam BROWN, Vice President (External) - Report.

Luke STATT, Vice President (Operations and Finance) - Report

Joel AGARWAL, Vice President (Academic) - Report.

Akanksha BHATNAGAR, President - Report.

2019-19/4

BOARD AND COMMITTEE REPORT

Aboriginal Relations & Reconciliation Committee - Report.

Audit Committee - Report.

Bylaw Committee - Report.

Council Administration Committee - Report.

Executive Committee - Report.

Finance Committee - Report.

Nominating Committee - Report.

Policy Committee - Report.

Board of Governors - Report.

Sustainability Committee - Report.

2019-19/5

OPEN FORUM

GATEWAY: Inquired, to the Vice President Academic, as to what action the Students' Union will take in regard to the proposed East Asian Studies and Modern Languages and Cultural Studies departmental merger.

AGARWAL: Responded that the Faculty of Arts has released a survey consulting students on the issue. Noted that the Students' Union will receive the results of the Survey before taking further action.

GATEWAY: Inquired as to why the Landing's installation featuring Black LGBTQ2S+ leaders on the SUB feature wall lasted only one week as opposed to the standard duration of one month.

BHATNAGAR: Responded that the Landing intended for their installation to remain active for a duration of one week.

GATEWAY: Inquired, to the Vice President External, what action, if any, the Students' Union will take in regard to the escalating violence between police and protesters at Wet'suwet'en.

BROWN: Responded that the Executive has not discussed this issue.

2019-19/6

QUESTION PERIOD

KIDD: Inquired on behalf of Aboriginal Student Council, to the President, as to whether the Students' Union will match the ASC donation to the Wet'suwet'en Legal Fund.

BHATNAGAR: Noted that the Executive is actively considering the matter.

BOSE: Inquired, to the Vice President Operations and Finance, as to when the Council Office door will be fixed.

STATT: Responded that the new door is on track to be delivered within one week.

VARGAS ALBA: Inquired, to the President, as to the status of the Sustainability and Capital Fund campaign planning.

BHATNAGAR: Responded that she can provide interested councillors with some of the marketing proofs. Noted that the campaign will focus on the principle of sustainability rather than specific projects.

AGARWAL: Inquired, to Councillor Draper, as to what occurred at the East Asian Studies and Modern Languages and Cultural Studies departmental merger Town Hall.

DRAPER: Responded that the Dean of Arts was frank in her responses. Encouraged all students who have taken a course with these departments to complete the survey before February 27.

VARGAS ALBA: Inquired as to whether the Students' Union will hire a dedicated campaign organiser to lead the Students not Silent campaign.

BHATNAGAR: Responded in the affirmative. Inquired, to Councillor Bose, as to what measures the Engineering Students' Society is taking to advance sustainability.

BOSE: Responded that the ESS has a reusable mug-sharing and dish-sharing program.

BHATNAGAR: Inquired, to Councillor Bose, as to when the Engineering Students' Society formed a position of sustainability coordinator.

BOSE: Responded that he is unaware.

AGARWAL: Inquired, to Councillor Draper, as to why, as compared to other faculties, relatively few Arts students use the Arts Work Experience Program.

DRAPER: Responded that the AWE program often reaches capacity. Determined to investigate the issue further. Inquired as to how Council can address the 50% vacancy rate for the General Faculties Council student representative seats.

AGARWAL: Responded that, in an effort to fill more elected seats, faculty associations will have the ability to nominate students to the General Faculties Council.

KONRAD: Inquired, to the Vice President External, as to when information outlining the Students not Silent advocate role will become available for students.

BROWN: Responded that he will connect with Konrad in regard to this issue in early March once further discussions within the Students not Silent working group and UASU Executive occur.

2019-19/7 BOARD AND COMMITTEE BUSINESS

2019-19/7e **DRAPER/KONRAD MOVED** to elect one (1) member of Students' Council to the Bylaw Committee.

BOSE nominated KIDD: accepted.

BHATNAGAR nominated BHATNAGAR: declined.

KIDD is declared appointed to the Bylaw Committee.

CARRIED

2019-19/7a **KIDD/DRAPER MOVED** to approve the Second Principles of the Quality Instruction Policy.
See SC-2019-19.01.

KIDD: Outlined that the Policy aims to improve the quality of University course instruction and professorial accountability by introducing new complaint response mechanisms.

CARRIED

2019-19/7b **LARSEN/KIDD MOVED** to approve the Second Principles of the Sexual Violence Policy.
See SC-2019-19.02.

LARSEN: Outlined that the Policy was changed as per recommendations from the Aboriginal Relations & Reconciliation Committee. Noted that he consulted First People's House, the University Vice-Provost's Office, and the Dean of Students' Office in forming the Policy.

CARRIED

2019-19/7c **BROWN/SAYED MOVED** to approve the Second Principles of the Public Transit and Active Transport Policy.
See SC-2019-19.03.

BROWN: Outlined that the Policy aims to improve the quality and accessibility of Edmonton public transit.

VARGAS ALBA: Suggested that public transit is a right. Suggested that advocating for fare free public transit is low risk given that the municipal government cannot retaliate against the Students' Union. Emphasised the importance of affordable transit for students.

DIXON: Suggested that fare free transit increases ridership and, as a result, reduces municipal overall carbon emissions.

DRAPER: Supported approving the Policy. Noted that the Policy also addresses improving active transit in the form of bike lanes and walking routes.

CARRIED

2019-19/7d **STATT/AGARWAL MOVED**, on behalf of the Finance Committee, to approve the 2020-2021 Budget Principles.
See SC-2019-13.04.

STATT: Outlined that, since last year, he made changes to the grammar, content, and direction of the Principles as described in FC-2019-09/3a.

BEASLEY: Inquired, to the Vice President Operations and Finance, as to whether all departments will be able to fulfil budget Principle 4 which notes 'Growth in a department shall be offset by a variety of strengthened revenue streams in that department, where possible.'

STATT: Responded that not all departments, such as those which are primarily services, will be able to generate alternative revenue streams.

CARRIED

2019-19/8 GENERAL ORDERS

2019-19/8a **VARGAS ALBA/DIXON MOVED** to endorse the Transit Challenge Week.

VARGAS ALBA: Outlined that the Transit Week Challenge asks municipal councillors to take transit to work every day for a week as part of the Free Transit Edmonton campaign. Noted that councillors Knack, Henderson, and Paquette have signed on to the Challenge.

KONRAD: Proposed that the Students' Union take part in the Transit Week Challenge.

BEASLEY: Suggested that improved public transit has important economic benefits in allowing for the free movement of labour.

DRAPER: Proposed that Council advocate members of Parliament and the Legislative Assembly to participate in the Challenge.

KIDD: Expressed concern that it is unrealistic for all councillors to take public transit for a week because some live far from Campus and their work and, moreover, it is not always safe for women.

DIXON: Inquired, to Vargas Alba, as to whether Free Transit Edmonton already wrote letters to members of Parliament and the Legislative Assembly.

VARGAS ALBA: Responded in the affirmative. Noted that there is an online tool that allows members of the public to write and submit letters for this purpose. Considered that a letter sent by Council would reaffirm the other letters.

BOSE: Determined to abstain from the vote given that he has not consulted his faculty association, the Engineering Students' Society.

BHATNAGAR: Urged Bose to vote in the affirmative or the negative. Suggested that, given that Bose supported fare free transit, which was part of the Transit Policy, he should support this motion as well.

CARRIED
Bose, Vargas Alba abstain.

2019-19/9	<u>CLOSED SESSION</u>
2019-19/10	<u>INFORMATION ITEMS</u>
2019-19/10a	Quality Instruction Policy - Second Principles. See SC-2019-19.01.
2019-19/10b	Sexual Violence Policy - Second Principles. See SC-2019-19.02.
2019-19/10c	Public Transport and Active Transport Policy. See SC-2019-19.03.
2019-19/10d	President - Report. See SC-2019-19.04.
2019-19/10e	Vice-President (Academic) - Report. See SC-2019-19.05.
2019-19/10f	Vice-President (External) - Report. See SC-2019-19.06.
2019-19/10g	Vice-President (Operations and Finance) - Report. See SC-2019-19.07.
2019-19/10h	Vice-President (Student Life) - Report.

See SC-2019-19.08.

2019-19/10i Students' Council Attendance.
See SC-2019-19.09.

2019-19/10j Students' Council Motion Tracker.
See SC-2019-19.10.

2019-19/10k Executive Committee Motion Tracker.
See SC-2019-19.11.

2019-19/10l Students' Council, Votes and Proceedings (SC-2019-18) - Tuesday, January 28, 2020.
See SC-2019-19.12.

2019-19/10m Budget Principles - 2020/2021.
See SC-2019-19.13.

ADJOURNED AT 9:37PM.