

**Tuesday, March 22nd, 2022
6:00PM
Zoom**

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-2021-24)

2021-24/1 SPEAKERS BUSINESS

2021-24/1a Announcements - The next meeting of Students' Council will take place on **Tuesday April 05th 2022 at 6:00 PM** via Zoom/Council Chambers.

Join Zoom Meeting

<https://us02web.zoom.us/j/85666007012>

Meeting ID: 856 6600 7012

2021-24/2 CONSENT AGENDA

2021-24/2a Students' Council, Votes and Proceedings (SC-2021-23) Tuesday ,February 22nd, 2022

See SC-2021-24.01

2021-24/3 PRESENTATION

2021-24/4 EXECUTIVE COMMITTEE REPORT

2021-24/5 BOARD AND COMMITTEE REPORT

2021-24/6 OPEN FORUM

2021-24/7 QUESTION PERIOD

2021-24/8 BOARD AND COMMITTEE BUSINESS

2021-24/8a **DIXON/MOTOSKA MOVES TO** approve the Second Principles of the Mental Health Policy

See SC-2021-24.05

2021-24/8b **DIXON/MOTOSKA MOVES TO** approve the First Principles of the Campus Safety and Security Policy

See SC-2021-24.06

2021-24/9 GENERAL ORDERS

2021-24/10 INFORMATION ITEMS

2021-24/10a Students' Council, Votes and Proceedings (SC-2021-23) Tuesday, February 22nd, 2022

See SC-2021-24.01

2021-24/10b Executive Committee Reports

See SC-2021-24.02-03

2021-24/10c Board of Governors' Report

See SC-2021-24.04

2021-24/10d Council Submissions

See SC-2021-24.05-06

2021-24/10e Students' Council Attendance

See SC-2021-24.07

Tuesday, February 22nd, 2022

6:00PM

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CALLED TO ORDER AT 6:07 P.M.

VOTES AND PROCEEDINGS (SC-2021-23)

2021-23/1 **SPEAKERS BUSINESS**

2021-23/2 **CONSENT AGENDA**

2021-23/2a Students' Council, Votes and Proceedings (SC-2021-22) Tuesday, February 8th, 2022

See SC-2021-23.01

2021-23/3 **PRESENTATION**

2021-23/4 **EXECUTIVE COMMITTEE REPORT**

Talia DIXON, Vice-President, (Student Life) - Report.
Emily KIMANI, Vice-President, (Operation and Finance) - Report.
Christian FOTANG, Vice-President, (External) - Report.
Abner MONTEIRO, Vice-President (Academic) - Report.
Rowan LEY, President - Report.

2021-23/5 **BOARD AND COMMITTEE REPORT**

BEAULIEU-MERCREDI - Aboriginal Relations & Reconciliation Committee - Report.
WATTAMANIUK - Board of Governors - Report.
DHILLON - Audit Committee - Report.
BARAZESH - Bylaw Committee - Report.
VILLOSO - Council Administration Committee - Report.
LEY - Executive Committee - Report.
KIMANI - Fee Governance Committee - Report.
KIMANI - Finance Committee - Report.

MONTEIRO - Nominating Committee - Report.
MOTASKA - Policy Committee - Report.
KIMANI - Sustainability & Capital Fund Committee - Report.
MONTEIRO - Student Group Committee - Report.
DIXON - Sustainability Committee - Report.
LEY - Translation Committee - Report.

2021-23/6 OPEN FORUM

2021-23/7 QUESTION PERIOD

MARQUES: Inquires about VP Fotang's previous question regarding election information. Claims most questions can be answered on the elections website.

ALI: Inquires to VP Kimani about getting the ISA a specific space on campus.

KIMANI: Gave an update a few months ago about providing a space to the ISA. Had initially found a space in HUB and things were moving according to plan when a miscommunication occurred which resulted in the space falling through for the ISA. Has recently been having talks about assigning various spaces outside of HUB and SUB to the ISA. The General Manager, Marc Dumouchel, has had meetings about this as well. The process is currently moving slowly due to COVID restrictions.

MORRIS: Inquired if any course of action is being held against *The Gateway* regarding ASC's contribution to the rally. Also inquired what this particular outcome is going to look like or when it will be discussed.

LEY: Claims *The Gateway* is an independent media source and that the SU has no authority over what *The Gateway* chooses to print. Expresses that when *The Gateway* prints something that doesn't align with the SU, the SU can make a clear stance

KIMANI: Pushed board meeting to sometime this or next week. Claimed that *The Gateway* fee has no longer been collected as of December as well. Happy to update everyone next week regarding further inquiries

BEASLEY: Has the other representative on the board on Thursday. Believes *The Gateway* has reached out to aboriginal students and is happy to address various concerns anyone may have

AVILA: Inquires VP Monteiro on more updates regarding hybrid learning options for those who are unable to return to campus later this semester

MONTEIRO: University had sent out a newsletter to students awhile ago. The letter should include a lot of info that the SU has advocated for. If there are any students that need accommodations to let Monteiro know so they can provide students with a positive learning outcome

BEASLEY: Inquires President Ley on how post-secondary was mentioned in the recent provincial throne speech. Also inquired if there was any indication of a positive or negative mention regarding post-secondary institutions

LEY: Claims provincial government is interested in investing in jobs. Focuses on skills and jobs moreover post-secondary institutions. Research is not mentioned in the throne either and is an issue for research post secondaries. Will need to wait for the budget to be released on Thursday to fulfill answer

ALI: Inquires VP Monteiro if there has been any progress on advocacy to the university on not forcing students back to Edmonton regarding the recent strike speculation

MONTEIRO: Has been recently advocating for as much time as possible on behalf of students.

LEY: Has raised the issue with the university. Unfortunately, there is no option for a hybrid learning option for various reasons. Instructors are to make accommodations for students who are unable to return. Any international students that can't come back for in-person instruction are asked that they contact the associate dean if the professor refuses accommodations

MORRIS: Inquired if there has been any advocacy regarding Mawska house this year on whether it's happening or not and inquires why it hasn't been made available to students

LEY: Claims a government grant is needed. The government is not making the proper finances available but can request the university to allocate from their budget. However, Ley claims that it is not happening this year. Also, steps are currently being taken for an interim space available while waiting on provincial government

BEASLEY: Inquires VP Fotang on the review process getting wrapped up regarding the release of Jon Mastel.

FOTANG: Believes the chair has been working on a full report. Last week has been constrained on time. The first week was establishing what topics to cover. Next following days were specific on various topics. Does not know what to dive deep into since the meeting occurred in-camera. Can confirm that most were discussions with the board on political procedures. Part of that discussion was on the future of Jon Mastel. The best interests moving forward was to seek a new executive director

2021-23/8 BOARD AND COMMITTEE BUSINESS

2021-23/8a **LEY/VILLOSO MOVED TO** nominate one Councillor to the Visiting Lectureship on Human Rights Selection Committee

See SC-2021-23.11

CARRIED

MIKAYLA METHÉ is elected as the new member of Council to the Visiting Lectureship on Human Rights Selection Committee via secret ballot

2021-23/8b **MONTEIRO/MOTOSKA MOVED TO** approve first principles of the Student Engagement Policy

See SC-2021-23.08

CARRIED

2021-23/9 GENERAL ORDERS

2021-23/9a **ALI/WATTAMANIUK MOVED TO** discuss return to campus and potentially for working with the Minister of Health to secure rapid tests for post-secondary students

See SC-2021-23.06

CARRIED

2021-23/9b **ALI/MORRIS MOVED TO** discuss the removal of the campus ready pass

See SC-2021-23.12

CARRIED

2021-23/10 INFORMATION ITEMS

2021-23/10a Students' Council, Votes and Proceedings (SC-2021-20) Tuesday, March 08th, 2022

See SC-2021-23.01

2021-23/10b Executive Committee Reports

See SC-2021-23.02-04

- 2021-23/10c Council Submissions
See SC-2021-23.05-06
- 2021-23/10d Students' Council Attendance
See SC-2021-23.07
- 2021-23/10e Executive Committee Reports
See SC-2021-23.09
- 2021-23/10f Board of Governors' report
See SC-2021-23.10
- 2021-23/10g Council Submissions
See SC-2021- 23.08 & 23.11-12

MIHESO ADJOURNED MEETING AT 8:25 P.M.

2021-22 - Council Submissions

UASU Students' Council Agenda Submission

This form is intended to be used by members of Students' Council to submit items for Council meetings.

Council Meeting Date

Tuesday, March 22, 2022

Mover

Fotang

Email

christian.fotang@su.ualberta.ca

Action Requested

Information Items

Information Items

Abstract

report #21

Attachments



Council Report 2022_03_18.pdf

Date: 2022/03/18

To: Students' Union Council

Re: Vice President External 2021/22 Report #21

Dear Council,

As you are aware, I took a leave of absence to seek re-election to continue serving as your Vice-President External. I am honored that students decided to renew my mandate to continue representing them to all levels of government. Elections are not easy. They are intense, grueling, demanding and exhausting. Therefore I want to give a massive shout out to all candidates that put their name down in the interest of serving students. I especially want to thank and give a big shout out to Councilor Beasley. He ran a great campaign and despite the result,, I know this is not the end for Councillor Beasley and the future has great things in store for him.

Lastly, I would like to extend my congratulations to all elected candidates. I look forward to working with you all. As we turn our attention to Council elections, I would like to wish all Councilors seeking re-election the best of luck as well as other candidates running.

Notable Meetings

Minister Qualtrough

Last Friday, my colleagues at CASA and I met with Minister Carla Qualtrough to discuss CASA's priority on student financial aid. Minister Qualtrough oversees the department of Employment and Social Development Canada, which is primarily responsible for programs such as the Canada Student Loan program. We discussed CASA's policy recommendations such as keeping Canada student Grants doubled, elimination of spousal income assessments, and ameliorating the student loan application process.

Councilor Andrew Knack

Earlier this week, President Ley and I met with Councilor for Ward Nakota Isga, Andrew Knack. In this meeting, we discussed ESA's priorities specifically on transit and student employment. The biggest highlight of this meeting was that Councilor Knack was bringing a motion to Council regarding the Ride Transit Program (RTP). This means it would be an excellent opportunity to implement some of ESA's recommendations in regards to the expanding eligibility for International Students and making the application process easier.

CAUS

ED Hiring

The ED Hiring Committee has drafted a job description, Will be sent to board for approval and later published. After then, we will shift into the next phase of the hiring process, which is interviews.

Christian Fotang, Vice President External

2-900 SUB | 780 492 9444 | vp.external@su.ualberta.ca

I wish you all the best! And as always, never hesitate to reach out to me for questions.

Yours Externally,

Christian Fotang

University of Alberta Students' Union Vice President External
Christian Fotang

2021-22 - Council Submissions

UASU Students' Council Agenda Submission

This form is intended to be used by members of Students' Council to submit items for Council meetings.

Council Meeting Date

Tuesday, March 22, 2022

Mover

Dixon

Email

talia.dixon@su.ualberta.ca

Action Requested

Information Items

Information Items

Abstract

Report from the VP Student Life

Attachments



Council Report March 22 2022.pdf

Date: 22/3/2022

To: Students' Union Council

Re: Vice President Student Life 2021/8 Report #23

Hi everyone,

I hope you are all doing well! Elections are always a really busy time for everyone in Student Governance so remember to take time for yourself.

Before I get into my report I wanted to say that myself and the rest of the UASU executive stand in solidarity with Ukrainian people and we pray for an end to the violence instigated by Vladimir Putin. My heart breaks for our Ukrainian students.

We have been working with the president of the Ukrainian Students Society and we will continue to support them in their work. The Peer Support Center is providing additional supports to Ukrainian students I encourage you to share our post about these supports so students know they can access them. Additionally, if you are able please donate to the [Ukrainian Appeal](#).

Slava Ukraini!

Indigenous Celebration Week

This is your last reminder about Indigenous Celebration Week which is being hosted from March 21st - March 25th. Each day of this celebration will have 3-4 events that focus on education, building community, and much more! You can view the full schedule [here](#).

Planning this event took so many folks, hundreds of hours, and was incredibly challenging especially because of COVID. Because we are wrapping up I wanted to thank and acknowledge the work of Aboriginal Students Council (who we partnered with to host this event), the FNMI Initiatives Specialist Chelsea Behn, Josh Connauton, Asyah Saif and the members at large who helped plan this event. Without them, this event would not have happened.

I am really excited about this event and I hope you are all able to make it out and share posts promoting the event.

Prayer Space in the Mechanical Engineering Building

As I mentioned during our last council meeting I have been working with DivE and the ESS to set up a prayer space in one of the eng buildings. The space secured by the ESS is 5-8T in the Mechanical Engineering Building. Following consultation with the MSA and other groups on campus, I am working with staff in Engineering to purchase things for the room and get it all set up.

You can find a picture of the room below:



Active Bystander Training

As part of our commitment to address and prevent sexual violence on campus, I am working with our events team to bring more experts to campus so we can build a culture of consent at UofA. Our first session to accomplish this goal was hosted on Monday, March 7th. This event was a great opportunity to learn about how to be a bystander and take a stand against sexual violence on and off-campus.

Best,
Talía Dixon

Talia Dixon

University of Alberta Students' Union Vice President Student Life

Talia Dixon, Vice President Student Life

2-900 SUB | 780 492 4241 | talia.dixon@su.ualberta.ca

2021-22 - Council Submissions

UASU Students' Council Agenda Submission

This form is intended to be used by members of Students' Council to submit items for Council meetings.

Council Meeting Date

Tuesday, March 22, 2022

Mover

Adrian Wattamaniuk

Email

adrian.wattamaniuk@su.ualberta.ca

Action Requested

Information Items

Information Items

Abstract

Board of Governors Representative Report, Mar. 22/2022

Attachments



03.22.22 Council Report.pdf

Date: 03/22/22

To: Students' Union Council

Re: Board of Governors Representative 03/22/22

Dear Council,

Hope you've all enjoyed the return to campus, and are settling into some sense of normalcy! I've lumped in my updates from the last month, since we didn't have a council meeting on the 8th:

Board Business

I had my Board Orientation a few weeks ago, which went quite well. I received all my briefing materials, and had a chance to meet the Vice Chair, Chair, President, and Secretaries. I also now have my ministerial order, so I am fully able to attend committee meetings and the board itself as a voting member!

I have had two committee meetings thus far, Board Governance Committee (BGC), and Board Reputation and Public Affairs Committee (BRPAC). It was a short agenda for BGC, and we recapped the GFC/Senate/Board Summit on Work-Integrated Learning, and discussed some government relations matters in closed session (private materials).

At BRPAC, there was a lengthy discussion on institutional reputation, in particular that the University of Calgary surpassed the University of Alberta in research funding for Fiscal Year 2020. This appears to be a blip, but seems to have woken the board up to some complacency in the institution. No hard actions were taken, but perhaps this serves as a bit of a wake up call for the Board.

Finally, as many of you may have seen, a new collective agreement between the UofA and AASUA has been drafted and ratified! This is very exciting, and means we have avoided potential labour action. I would like to thank everyone who I spoke with for their willingness to discuss this issue. Student governance was incredibly active, and well prepared given the circumstances, but I'm glad we didn't have to use that preparedness.

Adrian Wattamaniuk, Undergraduate Board of Governors Representative

780.953.7083 | bog@su.ualberta.ca

Provincial Budget

As promised, I did have the chance to review the Provincial Budget. Hopefully you all got the chance to see the posts on the @uasuexecutive instagram. The institutional cuts to the University of Alberta are as expected in the University's budget, at \$52 million. Some additional funds have been allocated for enrollment growth in particular fields, which the University is currently working to budget and propose for, as well as a crucial provincial funding match for CSJ. Additionally, this is hopefully the last year of these extremely damaging budget cuts, with tuition also settling back to match inflation. I know this has been an incredibly difficult time for our institution, but we seem to finally be approaching the light at the end of the tunnel.

Elections

As many of you have probably seen, SU elections have wrapped up. I'd like to congratulate Alex Dorscheid for winning the BoG Rep seat, and am excited to see his accomplishments in his term, which begins on May 1st!

Other than that, I was pleased to meet with Jesse from the Medical Students' Association, and look forward to continuing consultation going forward. I wish you all the best in your continued return to campus, and good luck to all running in elections of all sorts!

Sincerely,



Undergraduate Board of Governors Representative
Adrian Wattamaniuk

2021-22 - Council Submissions

UASU Students' Council Agenda Submission

This form is intended to be used by members of Students' Council to submit items for Council meetings.

Council Meeting Date Tuesday, March 22, 2022

Mover Motoska

Email motoska@ualberta.ca

Action Requested Approval

Approval

Motion DIXON/MOTOSKA MOVES TO approve the Second Principles of the Mental Health Policy

Abstract

This policy was created with the intention of guiding the UASU advocacy to create campus mental health supports that help all Undergraduate students.

Consultation and Stakeholder Engagement

Consultation was done with CORA, COFA, ISA, BSA, ASC, University mental health and social workers, and the campus Mental Health Network.

Next Steps

If approved, this policy will be added to the SU's political policies, which direct the Executive Committee, FAs and SRAs in their advocacy efforts.

Attachments



Mental Health - Policy .pdf

Political Policy

Mental Health Policy

Preamble

One of the primary concerns of the University of Alberta Students' Union (UASU) is advocating for increased mental health supports for Undergraduate students. This policy was created with the intention of guiding the UASU advocacy to create campus mental health supports that help all Undergraduate students.

Definitions

1. Mental Health
 - a. "Mental health includes our emotional, psychological, and social well-being. It affects how we think, feel, and act. It also helps determine how we handle stress, relate to others, and make choices. Mental health is important at every stage of life, from childhood and adolescence through adulthood."¹
2. Aboriginal Relations and Reconciliation Committee Recommendations (ARRC)
 - a. The recommendations outline clear ways that the UASU can support First Nations, Métis, Inuit (FNMI) students and make mental health supports more accessible to them²
3. Alberta Advanced Education (AAE)
 - a. The Ministry of Advanced Education, commonly referred to as AAE, is the ministry responsible for the public funding of post-secondary education institutions in the province of Alberta as well as the funding of loans, scholarships and grants for post-secondary education students.³
4. Harm Reduction
 - a. "Harm reduction refers to policies, programmes and practices that aim to minimize negative health, social and legal impacts associated with drug use, drug policies and drug laws"⁴;
5. Intergenerational Trauma
 - a. Is trauma that is passed down through generations following traumatic events⁵;
 - b. This can result in psychological distress, anger, anxiety, PTSD, depression and much more⁶;
 - c. Some examples of communities impacted by intergenerational trauma are:
 - i. Ukrainians who were impacted by the Holodomor⁷

¹ <https://www.mentalhealth.gov/basics/what-is-mental-health>

² The Aboriginal Relations and Reconciliation Committee Recommendations
<https://www.su.ualberta.ca/about/arrcrecommendations/>

³ <https://open.alberta.ca/dataset/9c785a4b-e79a-465b-8fa9-322a322f1f15/resource/ad6b3606-65e1-4556-bb8e-daa67d902dac/download/advanced-education-annual-report-2018-2019-web.pdf>

⁴ <https://www.hri.global/what-is-harm-reduction>

⁵ <https://www.apa.org/monitor/2019/02/legacy-trauma>

⁶ <https://www.apa.org/monitor/2019/02/legacy-trauma>

⁷ <https://www.apa.org/monitor/2019/02/legacy-trauma>

- ii. Communities (including but not limited to Jewish communities) impacted by the Holocaust⁸
 - iii. And Indigenous communities impacted by historical and ongoing colonial genocide⁹
6. Substance Use and Addiction
- a. Addiction is defined as “the fact or condition of being addicted to a particular substance, thing, or activity”¹⁰
 - b. Substance use includes but is not limited to the use and abuse of alcohol, cannabis, tobacco, and recreational drugs;

Policy Facts

1. Mental health plays a crucial role in the student experience and how successful they are in their academics.
2. Numerous factors contribute to a students’ mental health. These factors could include but are not limited to:
 - a. Discrimination because of one’s gender, sexual orientation, race, ethnicity, indigeneity, class or disability;
 - b. Relationship with addiction and substance abuse;
 - c. Having been sexually harassed or assaulted;
 - d. Trauma (including physical, emotional or mental trauma);
 - e. And work-school-life balance.
3. The World Health Organization (WHO) states that¹¹:
 - a. “Mental health and many common mental disorders are shaped to a great extent by the social, economic, and physical environments in which people live”;
 - b. Social inequalities are associated with an increased risk of many common mental disorders.
4. The Mental Health Commission of Canada developed a National Standard for Mental Health and Well-Being for Post-Secondary Students. This lays out the roles and responsibilities institutions have with respect to their students.¹²
 - a. This includes calling for culturally appropriate mental health and well-being support for students.
5. There are numerous supports available to students on campus. Many of these services provide access to health care professionals including psychologists and therapists, culturally

⁸ <https://www.apa.org/monitor/2019/02/legacy-trauma>

⁹

<https://www.heretohelp.bc.ca/visions/indigenous-people-vol11/intergenerational-trauma-and-indigenous-healing#:~:text=For%20Indigenous%20peoples%20in%20Canada,the%20Indian%20Residential%20School%20System.>

¹⁰ Addiction Definition Google Search

¹¹ WHO Social Determinants of Mental Health report

¹² The Mental Health Commission of Canada National Standard for Mental Health and Well-Being for Post-Secondary Students

sensitive mental health supports, and other resources (such as the [Campus Food Bank](#)) that can help improve students' well-being. These services include but are not limited to:

- a. [Counselling and Clinical Services](#);
 - b. [First People's House](#);
 - c. [The Peer Support Centre](#);
 - d. [Empower Me](#);
 - e. and the [Wellness Support](#).
6. The National College Health Assessment Survey found that between 2013 and 2019¹³:
- a. Students' feelings of overwhelming anger, overwhelming anxiety, so depressed were difficult to function, very sad, very lonely, overwhelmed by everything to do and that things were hopeless, all significantly increased;
 - b. Treatment for panic attacks, depression and anxiety doubled; and
 - c. Students who attempted suicide seriously considered suicide, and intentional self-harm nearly doubled.
7. The last National College Health Assessment was conducted in 2019. University of Alberta specific from National College Health Assessment (2019):
- a. 69.6% of respondents felt very lonely at any time within the last 12 months;
 - b. 76.7 % of respondents felt very sad in the past 12 months;
 - c. 66.4% felt overwhelming anxiety at some point within the 12 months;
 - d. 47.2.% felt so depressed it was difficult to function at any time over 12 months;
 - e. 62.9% of respondents felt things were hopeless at some point within the last 12 months.
8. Canada's Mental Health Strategy includes the following First Nation-specific mental wellness priorities¹⁴:
- 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;
 - 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.
9. Canada's Mental Health Strategy includes the following Métis-specific mental wellness priorities¹⁵:
- a. Consult and engage Métis people to develop a Métis-specific mental health and substance-use strategy;

¹³ The National College Health Assessment Survey

¹⁴ Canada's Mental Health Strategy

¹⁵ Canada's Mental Health 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
10. Canada's Mental Health Strategy includes the following Inuit-specific mental wellness priorities¹⁶:
- 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 workforce and strengthen recruitment and retention of mental health workers;
 - 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.
11. According to the University of Alberta Students' Union (UASU) 2020 Annual General Survey Report¹⁷:
- a. "13% of respondents with neurological, cognitive, or psychiatric conditions had experienced mental-health-related discrimination/unfair treatment from University of Alberta Protective Services (UAPS) or law enforcement on or near campus. 12% had seen it happen to other people";
 - b. According to qualitative data, many students did not feel as though UAPS was the best group to meet their needs during mental health crises;
 - c. According to qualitative data, COVID caused serious stress and generally had a deterrent effect on students mental health'
 - d. According to qualitative data, wellness checks in residence could be improved to meet residents needs. Training could also be changed to meet the needs of Residence Assistants (RAs).
12. Substance abuse and addiction can have an impact on one's mental health and academic success. According to the 2019 National College Health Assessment (NCHA) substance abuse and addiction are issues that impact University of Alberta students¹⁸:
- a. Alcohol use and abuse is by far the most common substance related issue on campus;

¹⁶ Canada's Mental Health Strategy

¹⁷ UASU 2020 Annual General Survey Report

¹⁸ The 2019 National College Health Assessment (NCHA)

- i. "0.8% of male students and 0.1% of female students (0.5% of the total sample, comparable to roughly 160 students) reported using alcohol for every one of the past 30 days",
- ii. "2.8% of respondents (comparable to roughly 900 students) stated that alcohol use impacted their academic performance within the past 12 months",
- iii. Alcohol use and abuse has also been tied to hazards and dangerous/harmful behaviours such as drinking and driving,
- b. "1.1% of respondents (comparable to roughly 350 students) stated that drug use impacted their academic performance within the past 12 months";
- c. Substance abuse and addiction can have serious impacts on one's mental health and academic performance.

13. Homelessness continues to impact University of Alberta students:

- a. According to the UASU 2019 Student Homelessness and Food Insecurity Amount University of Alberta Students Survey¹⁹;
 - i. "55 students reported two or more homelessness-related experiences since enrolling at University of Alberta",
 - ii. This often impacts marginalized communities,
 - iii. "Students do not tend to associate their experiences with homelessness; for example, while 25 students stayed in a car, abandoned building, or other places not meant for housing, only 13 had identified as homeless",
- b. Being homeless or living in an unsafe/insecure environment can impact an individual's mental health;
- c. Many individuals experiencing homelessness, addiction, or mental health crises seek refuge on our campus. These individuals are often seen as a threat and are removed from campus.

14. An individual's ability to access and relationship with food can have a huge impact on one's mental health:

- a. According to the 2019 Student Homelessness and Food Insecurity Amount University of Alberta Students Survey 310 students reported significant food insecurity of students experience food insecurity throughout their degree²⁰;
- b. Eating disorders effect over a million people in Canada many of whom are undiagnosed²¹;
- c. Eating disorders are also highly gendered because 90% of those diagnosed with anorexia or bulimia are women²²;
- d. There are limited resources available for those struggling with eating disorders here a the University of Alberta;
- e. There is a lack of access to high quality, inexpensive, and culturally diverse food on campus.

15. Intergenerational trauma can have a serious impact on an individual's mental health²³

¹⁹ UASU 2019 Student Homelessness and Food Insecurity Amount UAlbertaUAlberta Students Survey

²⁰ UASU 2019 Student Homelessness and Food Insecurity Amount UAlbertaUAlberta Students Survey

²¹ <https://nied.ca/about-eating-disorders-in-canada/>

²² <https://cmha.bc.ca/documents/eating-disorders-3/#who>

²³ <https://www.apa.org/monitor/2019/02/legacy-trauma>

16. Mental health supports are often difficult to access because:
 - a. Counselling and Clinical Services has long waitlists and often refers students to other clinics adding time to the process;
 - b. Prescription medications are often expensive particularly without insurance;
 - c. Mental health resources are often stigmatized which can impact an individual's willingness to access supports;
 - d. And because students are unaware of the variety of on campus resources available to them.

17. Harm reduction can be used to meet the needs of those struggling with mental health crises and prevent mental health crises in the first place²⁴:
 - a. Harm reduction can also be used to address things outside of drug abuse such as sexual assault, crime, and mental health;
 - b. Some examples of harm reduction on campus include:
 - i. Naloxone kits provided at University Health Centre Pharmacy
 - ii. The Residence Community Standards Policy that is based on harm reduction and works to address cases of sexual assault and other misconduct using harm reduction.

18. According to the UASU 2021 Student Stress Survey Report²⁵:
 - a. "1/3 of respondents reported constant severe stress in the Winter 2021 Semester";
 - b. "72% of respondents reported high or severe stress levels";
 - c. Stress levels were high across the board but differed by faculty with stress levels being highest in "Nursing, Arts, Campus Saint-Jean, women and gender minorities, and disabled students";
 - d. "1/3 of respondents said that stress had a major impact on their mental health in Winter 2021";
 - e. "2/3 of the students who worked from home said that it had caused them significant stress";
 - f. Students listed a number of UASU services that were helping them manage their stress. Some of the top answers were "Week of Welcome and movie nights (each named by roughly 200 students). The Peer Support Centre, trivia nights, and board game rooms/nights also featured heavily".

19. In 2018 The University of Alberta created a Suicide Prevention Framework²⁶:
 - a. This report recognizes suicide as one of Canada's "most serious public health issues";
 - b. They report that 14.9% of students have seriously considered suicide and 2.1% have attempted;
 - c. They created a list of recommendations including:
 - i. Demonstrate a visible commitment to mental health through top-down leadership support,
 - ii. Create a suicide prevention implementation committee to move the university forward on initiatives and recommendations,
 - iii. Create a full time suicide prevention coordinator position to help with the continuation of this initiative,

²⁴ <https://harmreduction.org/about-us/principles-of-harm-reduction/>

²⁵ UASU 2021 Student Stress Survey Report

²⁶ UAlberta SUICIDE PREVENTION FRAMEWORK

- iv. Provide support to key units and services that will be involved in the implementation framework,
 - v. Engage with the greater Edmonton and area community on suicide prevention initiatives,
- d. Most of these recommendations have not been fulfilled.
20. The UAlberta gets most of its mental health funding from the provincial government. According to the Alberta 2030 Review²⁷:
- a. The government recognizes that mental health is a serious and pervasive issue in post-secondary;
 - b. The province will “Continue to equip institutions with resources to support students’ mental well-being through the Mental Health Grant”;
 - c. “AAE will continue to provide annual funding (~\$8.6M total is budgeted annually) to PSIs and FNCs to support on-campus mental health resources”;
 - d. The University no longer needs to apply for funding every year. Rather they have been guaranteed approximately \$1.3 billion a year for the next three years.

Policy Resolutions

1. The UASU will advocate for the University's Mental Health and Wellness Policies to be developed using a set of diverse factors such as race, gender, and socioeconomic status.
2. To meet the needs of First Nations Students and align with Canada’s Mental Health Strategy, the UASU will advocate for the University to:
 - a. Develop mental health supports that work to close critical gaps in the continuum of mental wellness services at the University. This means developing treatments and supports for First Nations students, including traditional, cultural, and mainstream approaches;
 - b. Create resources that recognize the role of Elders and First Nations communities in providing mental health supports;
 - c. Work to create and bolster culturally safe services and supports to First Nations students;
 - d. 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;
 - e. Support and recognize the community as its own best resource through acknowledging local knowledge and by developing community capacity to improve mental wellness;
 - f. 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 students’ mental wellness; and

²⁷ Alberta 2030: Building Skills for Jobs
<https://www.alberta.ca/assets/documents/ae-ab2030-analysis-and-stakeholder-input.pdf>

10. The UASU will advocate for the creation of mental health supports for those who are impacted by intergenerational trauma.
11. The UASU will advocate for the University of Alberta, the Provincial Government, and the Federal Government to provide more financial and staffing support to counselling and clinical services:
 - a. This should include advocating for the provincial government to substantially increase the Post-Secondary Mental Health Grant.
12. The UASU will advocate for and take part in efforts to decrease the stigma surrounding mental health struggles and accessing supports.
13. The UASU will continue to advocate for the creation of and provide services, supports and programs that focus on harm reduction:
 - a. Examples of this could include increasing access to naloxone kits, Mental Health First Aid Training, bystander intervention training and queer affirming sexual health and wellness.
14. The UASU will continue to plan and support events and programming that helps improve students' mental health.
15. The UASU will advocate for the University to create a suicide prevention and implementation committee to move the university forward on initiatives and recommendations outlined in the Suicide Prevention Policy.
16. The UASU will advocate for the creation of a full-time suicide prevention coordinator position to help with the continuation of prevention and response initiatives.
17. The UASU will work with community supports and members of the community to create solutions to mental health crises and suicide prevention.
18. The UASU will advocate for the University to assess the long term effects that COVID has on students' mental health and wellness and develop strategies and supports that respond to the impacts.
19. The UASU will work to address the issues that contribute to mental health crises and advocate for the University to do the same.

2021-22 - Council Submissions

UASU Students' Council Agenda Submission

This form is intended to be used by members of Students' Council to submit items for Council meetings.

Council Meeting Date Tuesday, March 22, 2022

Mover Motoska

Email motoska@ualberta.ca

Action Requested Approval

Approval

Motion DIXON/MOTOSKA MOVES TO approve the First Principles of the Campus Safety and Security Policy

Abstract

Ensuring that campus is a safe(r) place for all students and Edmonton community members is one of the Students' Union's top priorities. In addition to addressing sexual violence on campus (a top safety concern), we must also protect students from violence, harassment, theft and other situations that make students, staff, faculty and community members feel unsafe. To achieve these goals, the Students' Union recognizes that security continues to play an important role in campus security and safety.

Consultation and Stakeholder Engagement

Consultation was done with ISA, ASC, BAS, CROA, COFA, UAPS, and University staff.

Next Steps

If approved, this policy will be added to the SU's political policies, which direct the Executive Committee, FAs and SRAs in their advocacy efforts.

Attachments



Campus Safety and Security Policy.pdf

Political Policy

Campus Safety and Security

Preamble

Ensuring that campus is a safe(r) place for all students and Edmonton community members is one of the Students' Union's top priorities. In addition to addressing sexual violence on campus (a top safety concern), we must also protect students from violence, harassment, theft and other situations that make students, staff, faculty and community members feel unsafe. To achieve these goals, the Students' Union recognizes that security may continue to play an important role in campus security and safety. However, the Black Lives Matter movement¹ and documented systemic discrimination and violence against marginalized community members both on and off-campus by police and security personnel^{2,3} has made it clear to the University of Alberta Students Union (UASU) students council that we must reimagine security on our campuses.

We engage in this work with the understanding that policing in Canada was built on racist and classist ideas. For example, in Canada, "the RCMP was created in 1873 to "free up land" of Indigenous people to make way for white settlement" ⁴. We also recognize that this is a complex issue, as our community members demonstrated throughout consultation. While security and policing personnel make some feel safe, security and policing present both a real and a perceived threat for many marginalized groups. For these reasons, as we strive for better safety and security mechanisms on campus, we must strive to meet the complex needs of our community members and continue to understand that this issue requires tentative nuanced thinking.

Definitions

Abolition: "the action or an act of abolishing a system, practice, or institution."⁵

Bystander Intervention: "Bystander intervention occurs when a person sees a situation and voices an opinion about someone else's language and/or behaviour that is inappropriate, hurtful, abusive or dangerous. Bystanders can prevent sexual violence [and other kinds of violence] when they recognize a situation could escalate and intervene."⁶

Harm Reduction: "Harm reduction, or harm minimization, refers to a range of public...policies designed to lessen the negative social and/or physical consequences associated with various human behaviours, both legal and illegal"⁷

Welfare checks: are conducted when there is a reported concern over someone's medical condition⁸.

¹<https://blmyeg.ca/>

²<https://yellowheadinstitute.org/2020/07/15/police-brutality-in-canada-a-symptom-of-structural-racism-and-colonial-violence/>

³<https://calgary.ctvnews.ca/gofundme-in-memory-of-calgary-man-shot-by-police-reaches-70k-1.5792971>

⁴https://www.huffpost.com/archive/ca/entry/defund-police-canada-black-indigenous-lives_ca_5ed65eb2c5b6ccd7c56bdf7d#:~:text=The%20police%20acted%20as%20slave,make%20way%20for%20white%20settlement.

⁵Google's English dictionary is provided by Oxford Languages.

⁶<https://www.concordia.ca/conduct/sexual-assault/bystander.html#:~:text=Bystander%20intervention%20occurs%20when%20a,situation%20could%20escalate%20and%20intervene.>

⁷https://en.wikipedia.org/wiki/Harm_reduction

⁸ Information provided from UAPS

Policy Facts

1. In 2021 the University of Alberta signed the Scarborough Charter ⁹ which committed signatories “to redressing anti-Black racism and fostering Black inclusion in universities and colleges across Canada”. While work has yet to begin to fulfill these commitments, signing this charter demonstrates the University’s commitment to reforming security on campus. The charter states that the University will:
 - a. “reassess... the existing campus security and safety infrastructure and protocols with a view to protecting the human dignity, equality and safety of Black people on campus”;
 - b. “undertak[e] periodic climate surveys that consider local community relations, to assess and guide initiatives to build inclusive campuses in a manner that is responsive to the specific needs of Black faculty, staff and students”.
 - c. Additionally, the University of Alberta has recognized in numerous reports that restorative justice is the preferred response to crime and conflict¹⁰.
2. According to recent studies, police in Canada have an ongoing history of disproportionately killing, abusing, and/or mistreating minority groups:
 - a. “CBC conducted an extensive investigation into fatal encounters with police in Canada over a 17 year period from 2000-2017 and found that while Black people are less than three percent of the population, they were nine percent of those killed by police. Indigenous peoples were less than four percent of the population but more than 15 percent of those killed by police”¹¹;
 - b. “The same CBC investigation, Deadly Force, found that of the 461 cases analyzed, only 18 officers were ever charged, and only two were convicted”¹³;
 - c. Updates from 2020 demonstrate that this continues to be an issue compounded by not only race but mental health¹⁵.
3. Policies and services that help meet individuals’ basic needs (such as food, water, and shelter) and complex needs (such as mental health supports) can reduce crime rates¹⁶. These policies and services often include harm reduction policies and aim to create safe and secure communities.
4. Many who argue for abolition on our campus note that policing is a security method but that there are ways to create safe communities beyond policing. Advocates argue that harm reduction policies, restorative justice and bystander intervention training can all play a role in creating safety on and off campus.
5. There are varying opinions about policing and security on campus, largely based on cultural expectations and past experiences.
6. In 2021, the Students’ Union conducted the Campus Safety and Security Survey. The survey concluded that “most student respondents feel safe around UAPS and trust them to treat people fairly and

⁹https://www.utsc.utoronto.ca/principal/sites/utsc.utoronto.ca.principal/files/docs/Scarborough_Charter_EN_No_v2022.pdf

¹⁰<https://www.ualberta.ca/residence/current-residents/community-expectations/restorative-justice.html>

¹¹<https://canadiandimension.com/articles/view/yes-canada-has-a-racism-crisis-and-its-killing-black-and-indigenous-peoples>

¹²<https://newsinteractives.cbc.ca/longform-custom/deadly-force>

¹³<https://canadiandimension.com/articles/view/yes-canada-has-a-racism-crisis-and-its-killing-black-and-indigenous-peoples>

¹⁴<https://newsinteractives.cbc.ca/longform-custom/deadly-force>

¹⁵<https://newsinteractives.cbc.ca/fatalpoliceencounters/>

¹⁶<https://canadiandimension.com/articles/view/abolishing-the-police-is-the-only-reasonable-response-to-winnipeg-police-killings>

equitably. However, women and gender minorities, disabled students, LGBTQ2S+ students, and various racial/ethnic groups are significantly less likely to feel safe around UAPS or trust them¹⁷.

7. The survey also found that many students, especially those from equity-seeking groups, are less likely to trust and feel safe around Edmonton Police Services¹⁸.
8. The 2021 Students' Union Campus Safety and Security Survey allowed us to see what minorities' interactions with UAPS have been like¹⁹:
 - a. 13% of Black respondents and 10% of Indigenous or East/Southeast Asian respondents reported personally experiencing racial/ethnic discrimination by UAPS or law enforcement on or near campus,
 - b. 9% of women, 8% of LGBTQ2S+, and 14% of gender minority respondents reported personally experiencing sex- or gender-based discrimination by UAPS or law enforcement on or near campus,
 - c. 2% of men, 3% of women, 6% of LGBTQ2S+, and 10% of disabled respondents reported personally experiencing mental-health-based discrimination by UAPS or law enforcement on or near campus,
 - d. 19% of disabled respondents reported personally experiencing disability-related discrimination by UAPS or law enforcement on or near campus,
 - e. Students also reported widely varying positive and negative experiences with UAPS wellness checks.
9. Residence report having mixed experiences with UAPS officers²⁰:
 - a. Students have raised concerns about removing UAPS because they make them feel safe in residence and respond more quickly to concerns than EPS;
 - b. Students have also raised concerns about the presence of UAPS in residence, particularly when responding to wellness checks.
10. The UASU's 2020 Annual General Survey asked questions about security on campus. However, the survey did not ask questions about race²¹:
 - a. "Broadly speaking, students trust UAPS but distrust other law enforcement, including EPS and ETS transit enforcement";
 - i. Distrust rise significantly among many marginalized populations including gender minorities, those with disabilities, and women,
 - ii. "One exception is international students, who are by far the most likely group to trust law enforcement",
 - b. "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";

¹⁷Campus Safety and Security Survey August 2021

<https://www.su.ualberta.ca/media/uploads/1143/Campus%20Safety%20and%20Security%20Survey%20-%20August%202021.pdf>

¹⁸Campus Safety and Security Survey August 2021

<https://www.su.ualberta.ca/media/uploads/1143/Campus%20Safety%20and%20Security%20Survey%20-%20August%202021.pdf>

¹⁹Campus Safety and Security Survey August 2021

<https://www.su.ualberta.ca/media/uploads/1143/Campus%20Safety%20and%20Security%20Survey%20-%20August%202021.pdf>

²⁰Campus Safety and Security Survey August 2021

<https://www.su.ualberta.ca/media/uploads/1143/Campus%20Safety%20and%20Security%20Survey%20-%20August%202021.pdf>

²¹2020 the Annual General Survey

- c. 49% of respondents felt somewhat or much safer around UAPS, compared to 5% who felt somewhat or much less safe;
 - d. 43% of respondents felt somewhat or much safer around the Edmonton Police;
 - e. 44% of respondents felt somewhat or much safer around Edmonton transit enforcement/peace officers, compared to 11% who felt somewhat or much less safe;
 - f. 42% of respondents felt somewhat or much safer around RCMP officers, compared to 20% who felt somewhat or much less safe.
11. The 2021 Students' Union Campus Safety and Security Survey gave insight into what students would like to see changed about security on campus²²:
- a. "Many students, including a significant portion of those who trust and feel safe around UAPS, feel less safe or explicitly unsafe due to UAPS plainclothes deployments. Gender minorities and Indigenous respondents had especially negative opinions on this issue."
 - b. "Virtually all respondent groups support proposals that would route calls related to homelessness, mental health, and substance abuse to social workers, counsellors, and EMTs. Police would still respond to situations involving violence and serious crime. Women, sexual and gender minorities, and Black respondents strongly support these proposals."
 - c. "Virtually all respondent groups feel dubious about UAPS sharing personal information with EPS, or feel it would be inappropriate. Sexual and gender minorities and Black respondents feel especially dubious."
12. According to the University of Alberta Students' Union (UASU) 2020 Annual General Survey Report²³:
- a. "13% of respondents with neurological, cognitive, or psychiatric conditions had experienced mental-health-related discrimination/unfair treatment from University of Alberta Protective Services (UAPS) or law enforcement on or near campus. 12% had seen it happen to other people";
 - b. According to qualitative data, many students did not feel as though UAPS was the best group to meet their needs during mental health crises;
 - c. According to qualitative data, COVID caused serious stress and generally had a deterrent effect on students' mental health;
 - d. According to qualitative data, wellness checks in residence could be improved to meet residents' needs. Training could also be changed to meet the needs of Residence Assistants (RAs)
13. CSJ is a French-speaking campus where many students are more comfortable communicating in French. Many of these French-speaking students are from African nations. This combination of a language barrier and race has raised concerns about UAPS's ability to meet students' needs.
14. On the Augustana campus, UAPS has a liaison officer and security provided by a private firm security company²⁴.
15. The UAPS Incident Log can be found [here](#):
- a. Oftentimes UAPS is responsible for removing homeless individuals, those in mental health crisis and individuals who have been locked out of their building from campus grounds. They also deal with alarm activations, and Traffic Stops²⁵;

²² Campus Safety and Security Survey August 2021

<https://www.su.ualberta.ca/media/uploads/1143/Campus%20Safety%20and%20Security%20Survey%20-%20August%202021.pdf>

²³ UASU 2020 Annual General Survey Report

²⁴ <https://www.ualberta.ca/augustana/campus-info/protective.html>

²⁵ <https://sites.google.com/a/ualberta.ca/uaps-incident-log/>

- b. They have been dealing with an increased number of overdoses on campus throughout the 2020-2021 school year;
 - c. The Students Union has been made aware that while some students do report acts of sexual violence to UAPS many do not due to the perception that students will be ignored.
16. UAPS began formally tracking welfare checks in September of 2020. In 2020 they performed 30 welfare checks and in 2021 they performed 159 welfare checks:
- a. According to our surveys, students have had mixed experiences with welfare checks. While some report positive experiences others, particularly those from marginalized communities, have had negative experiences.
17. UAPS's budget and the allocation of student funds to particular projects are not public. However, the No Cops On Campus Collectives report claims that the University allocates \$1.4 million on securitizing the campus²⁶.
18. While UAPS and EPS's budgets continue to increase, public and student services are being cut²⁷²⁸. As stated by UAPS representatives at the University of Alberta Safety & Security Committee (UASSC) meeting on Monday, January 17th, 2021, a lack of community support mixed with cold weather often means there are more individuals in distress who take refuge on campus, particularly in HUB²⁹.
19. UAPS and EPS are linked in multiple ways and work together. At The University of Alberta Safety & Security Committee (UASSC), the relationship is often discussed as they work together to develop new programs and run the Liaison Officer Program. While they have "no structured training schedule with EPS and very rarely train or "ride-along" with them"³⁰. They do share information, have an established relationship, and learn from each other.
20. UAPS runs the Liaison Officer program in collaboration with EPS. This is a pilot program in its 3rd year of operation. When the UASU asked for "any contracts, memoranda of understanding, or similar documents that specify the roles, responsibilities, or authority of the EPS liaison officer(s) assigned to UAPS." UAPS denied our request and directed us to read about the Human Engagement Liaison Program (HELP):
- a. This program has generated community concern because this agreement allows UAPS to share student information with EPS and means EPS is consistently present on campus;
 - b. The cost of the program is not public and success has not been measured.
21. UAPS works with the Community Assistance Team (CAT). "This group is focused on connecting those in need with the local social programs that are best equipped to help them into safer circumstances. This team is guided by the philosophy that it's better to seek support for individuals rather than criminalizing them. Our patrol officers are trained and expected to recognize when to activate our CAT program."
22. Concerns have been raised in regards to UAPS's transparency:
- a. Their incident Log was inaccessible until Winter of 2022;
 - b. Basic information about the Liaison Officer, including what their responsibilities are, is challenging to find and/or is kept private;
 - c. UAPS was unable to provide the UASU with any details about the specific content within the training their officers receive;
 - d. UAPS's budget is not accessible and could not be provided upon request as of Winter of 2022;

²⁶ <https://www.nocopsoncampus.com/one-sheet>

²⁷ https://www.theprogressreport.ca/defund_the_police

²⁸ <https://www.nocopsoncampus.com/one-sheet>

²⁹ https://drive.google.com/file/d/1SHcz7BK_3F9tDZK80RpIm8hIm0Po38XA/view

³⁰ Email exchange between UASU Executive, Marcel Roth and Catherine Swindlehurst

- e. Information about the success of their programs is not tracked and could not be provided as of Winter of 2022;
 - f. The amount of times they asked for someone's identification on campus (also known as carding) is not tracked and they could not provide this information when requested in Winter 2022;
 - g. Average response time to calls is not tracked and so information could not be provided;
 - h. Information about future strategic plans or plans to improve UAPS's service could not be provided.
23. UAPSs internal policies, such as standards, directives, and processes for dealing with complaints, the homeless, street ID checks, wellness checks, and writing tickets, are kept private. This can make it challenging to confirm student reports:
- a. For example, while students have reported being carded, when asked UAPS stated that they do not engage in street checks rather they "only conduct ID checks that are within our rights as an agent of the property or as a Peace Officer"
24. UAPS issues tickets to students. USPS does not track the numbers of tickets issued and, while they do not have any quotas or expectations for their officers to write tickets, the issuing of tickets is left to the discretion of their officers.
25. Information about the training UAPS officers receive is kept private. However, the UASU was informed that they receive 30 weeks of training both in class and on the job. The training is provided both externally and by a training officer. Some examples of their training include:
- a. Community Peace Officer Induction Program Training Academy
 - b. Verbal Judo (Tactical Communications and De-Escalation)
 - c. Professionalism and Unbiased Interactions
 - d. ProTraining (mental health de-escalation for law enforcement developed by the U of A's own Dr. Yasmeen Krameddine)
 - e. Recognition of Emotionally Disturbed Persons
 - f. Suicide Awareness and Prevention
 - g. Excited Delirium Syndrome
 - h. Ethics and Accountability
 - i. And EDI Specific Training

[1] This session was cancelled