August 23rd, 2022
6:00 P.M.
Council Chambers/Zoom

The University of Alberta and the University of Alberta Students' Union occupy Indigenous land in amiskwacîswâskahikan (Beaver Hills House), on Treaty 6 territory. From time immemorial, the banks along the river valley have been known as the Pehonan, a meeting place for the nêhiyawak (Cree), the Niitsítapi (Blackfoot), Métis, Dënesųłiné (Dene), Ojibway/Saulteaux/Anishinaabe, Haudenosaunee and others. The University, the Students' Union and much of the city are located on the unlawfully stolen land of the forcibly removed Papaschase Cree.

We acknowledge that sharing this land gives each of us the responsibility to research the historic contexts of Treaty 6, to reflect on our personal relationships to the land, the Nations we've named, and to our roles in upholding justice on this territory. Since they began, the Students' Union and the University have benefited from historic and ongoing dispossession of land and resources from Indigenous Peoples. As a result, it is our responsibility to seek the restitution of this land and its resources. Finally, we seek to do better by working to make our learning, research, and governance align with the histories, languages, teachings, and cultures of First Nations, Métis, and Inuit Peoples in the land presently occupied by the Canadian state.

We encourage critical reflection by asking the following question. In relation to the territory on which you are situated, what role do you play in strengthening the resistance and resurgence of Indigenous students within your communities?

LATE ADDITIONS (SC-2022-09)

2022-09/1   SPEAKERS BUSINESS

2022-09/1a   Join Zoom Meeting
https://us02web.zoom.us/j/85666007012

Meeting ID: 856 6600 7012

2022-09/1b   **Council Scholarship Selection.**

Nominees are: Adrian Wattamaniuk, Simran Dhillon and Ibukun Ojo.

2022-09/2   CONSENT AGENDA

2022-09/3   PRESENTATION

2022-09/3d   **CARBAJAL VELEZ MOVES TO** allow a presentation by Sarah Alemu and Tristan Turner on APIRG

See SC-2022-09.22

2022-09/4   EXECUTIVE COMMITTEE REPORT

2022-09/8   <u>BOARD AND COMMITTEE BUSINESS</u>

2022-09/9   <u>GENERAL ORDERS</u>

2022-09/10   <u>INFORMATION ITEMS</u>

2022-09/10g   Executive Committee Reports

               See SC-2022-09.21

2022-09/10h   Students' Council Submissions

               See SC-2022-09.22-25

UASU Students' Council Agenda Submission

Council Meeting Date	Tuesday, August 23, 2022
Mover	Monteiro
Motion	Information Item: President Report #8
Email	president@uasu.ca
Action Requested	Information Items
File Upload	pdf SC09_August_23_2022.pdf

Date: 08/23/2022
To: Students' Union Council
Re: President 2022/23 Report #08

Dear Council,

Here is my report of what I have been working on over the past two weeks.

Sexual Violence Audit

I'm happy to share that at the Student Union's request, the University has [released an audit](#) of policies and practices around preventing and responding to sexual violence. The audit report validates years of student concerns.

The Board of Governors privately commissioned this audit in response to advocacy and direct action by the UASU, student members of the General Faculties Council, and other student representatives. In response to a freedom of information request from the UASU, the University confirmed that the audit report existed and [committed to releasing it](#).

The report validates everything that students and the UASU have said and identifies many of the same problems. While the report makes some big commitments, there are still unmet asks, and a lot of work left. We will continue to work with the Sexual Violence Response Coordinator to ensure that the university commits to the unmet concerns of our community.

Exploration Credits

After talking with the university, we are disappointed to learn that students will not be able to enroll in Exploration Credits this year. Rolling out the new program across every faculty is taking too long to make Exploration Credits work for 2022/23, despite the best efforts of the Registrar's Office.

One of the most significant factors has been the struggle to set clear, strict standards for determining which courses can't be taken as Exploration Credits. We want as many courses as possible to be available as Exploration Credits, but there's been significant pushback in some faculties around which courses can be eligible, and some faculties wanted all their classes for specific years of study to be unavailable as Exploration Credits. We're deeply disappointed that Exploration Credits aren't available this year.

We will push hard in the upcoming governance cycle to ensure that students have as many courses available for Exploration Credits as possible. The University will also run a public awareness campaign on Exploration Credits during the winter semester, so we'll have much more information before registering for Fall 2023 classes.

CASA Policy and Strategy Conference

Last week, Vice President Fotang and I attended the Canadian Alliance of Student Associations' Policy and Strategy Conference. We attended valuable PD sessions and set the board action plan and advocacy priorities for the upcoming year. I was very impressed with the level of consultation the Board did with the entire delegation to ensure that we were in consensus on our priorities for the year! Next up for CASA will be Lobby Week in November, where VP Fotang and I will go to Parliament to lobby MPs on our advocacy priorities for the year.

Students' Union Development Summit

Our executive team attended the Students' Union Development Summit, where we got a chance to network with our counterparts across the country, attend workshops on negotiations and advocacy campaigns, and listen to some incredible keynote speakers who talked about leadership, the student movement, and why we do what we do. It was a great weekend, and I got valuable information that will help me as I enter the new school year.

Updates/Announcements

- The Provost recently announced the creation of a new Vice Provost of Equity, Diversity, and Inclusivity.
- The Provost recently announced the appointment of Melissa Padfield as Deputy Provost of Students and Enrolment, and Kathryn Todd as Deputy Provost of Academics.

If you have any questions, please don't hesitate to reach out!

Cheers,

Abner Monteiro (he/him)
President
University of Alberta Students' Union

UASU Students' Council Agenda Submission

Council Meeting Date	Tuesday, August 23, 2022
Mover	Carbajal
Motion	to allow a presentation by Sarah Alemu and Tristan Turner on APIRG
Email	dcarbaja@ualberta.ca
Action Requested	Presentation
File Upload	pdf APIRG Presentation to Council - August 2022....

About

AP!RG

Presented by: **Sarah Alemu & Tristan Turner**

Public Interest Research Groups

PIRGS are campus-based, student-led organizations that connect students to community politics, research, and organizing.

APIRG was founded
by a student campaign in 2001.

Every year, undergraduate students pay an optional $1.99 – $3.98 DFU to us through the SU.

Every 5 years, the student body affirms that they want a campus PIRG through a SU referendum vote.
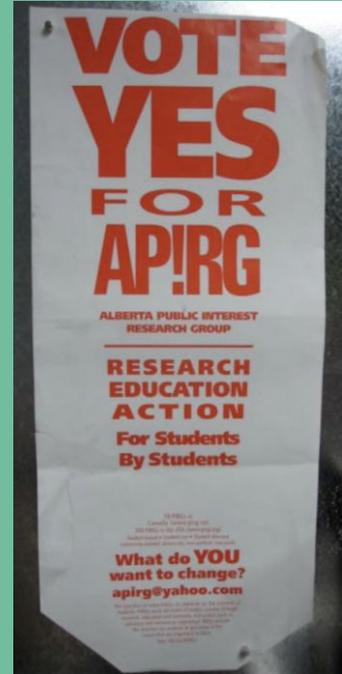
Our Mandate

APIRG is a student-run, student-funded, non-profit organization dedicated to research, education, advocacy, and action in the public interest. APIRG exists to provide students with resources to be active citizens.

Our Values

APIRG considers an **equitable** environment to be a part of positive social change. We acknowledge that **social change is achievable** and see social awareness as a valuable facet of the public interest. We see **anti-oppression** as a process that acknowledges the existence of systemic oppression (including, but not limited to, racism, sexism, homophobia, transphobia, classism, and ableism).

Through practices and policies, **we seek to actively identify, challenge and address oppression** wherever it exists, in all its various forms, and to actively encourage opportunities for social awareness and change. Further, we recognize and respect that systems of oppression interact in different ways and affect each person differently.

What do we do?

We provide students with resources to be active citizens through:

1. Funding
2. Services
3. Events
4. Training

How do we do it?

We prioritize anti-oppression, accessibility, and consensus-based decision-making in everything we do!

APIRG Funding

- Working Group Funding
  - Up to $2000 for a student group or community group with undergraduate student involvement working on an issue that falls within the APIRG mandate, with a focus on research, events, actions, publications, or other diverse activities.
- Event/Project/Research Funding
  - Up to $2000 for groups and individuals undertaking events, projects or research which support APIRG's mandate and contribute to positive social change
- Microgrant Funding
  - $150 microgrant to support the accessibility of a student-led project or event.
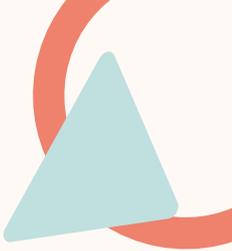
APIRG Services

APIRG recognizes that funding is only part of the support that people need in order to make their projects happen. Mentorship, training, resources and supplies are also needed!

- Button maker
- Small-batch photocopying services
- On and off-campus networking and outreach opportunities
- Resource library
- Volunteer recruitment support
- Promotional support
- advice & support in project development, facilitation and reflection
- support with financial tracking etc.
- support in grant-writing
- Group training on anti-oppression theory/praxis, consensus-based decision-making, grant writing, accessible event planning, and more topics (by request)

APIRG Events

- AWOL (A Week of Liberation) - Sept 12 -17
  - Annual back to school orientation event
  - Focused on building community, knowledge, and power for social change through community-building events, workshops, film screenings, and more!
- IQS (Intersections of Queer Series)
  - Since 2016 APIRG in partnership with The Landing, iSMSS, UAlberta Community Social Work Team, and other community groups presented the Intersections of Queer Symposium, celebrating the huge variety of LGBTQ2S+ histories, identities, experiences and dreams for the future, teaching each other as peers and building solidarity in each others' struggles

APIRG Events

- AGM (Annual General Meeting)
  - Our AGM is the core of what holds us accountable to our membership. It's a time to connect with APIRG members, Working Groups, funding recipients and share what we've accomplished over the past year.
- Other events - we collaborate with University of Alberta students, faculty, and Edmonton and area community members to organize events that matter to students and community!
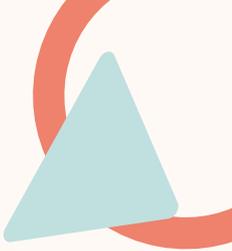
APIRG Trainings

- Volunteer Committees
  - Library
  - Outreach
- Workshops
  - Anti-O 101 & 102
  - Consensus-Based Decision Making
  - Grant Writing
- Speakers
- Bookclubs

Contact info.

**email:** apirg@ualberta.ca
website: apirg.org
Address:
9112 112 Street (HUB Mall)
Edmonton AB
T6G 2C5
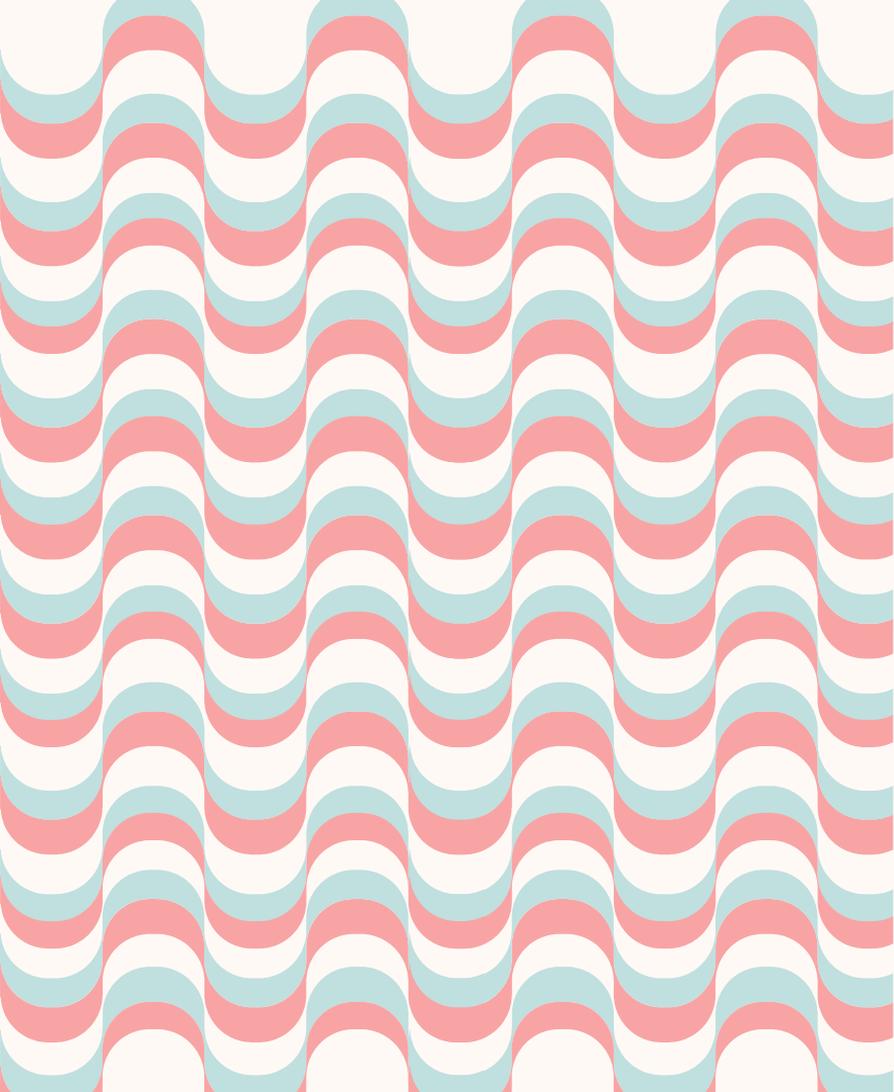
Keep in touch with us online.

f @alberta.pirg

🐦 @apirg

📷 @alberta_pirg

♪ @apirg

Thank you!

UASU Students' Council Agenda Submission

Council Meeting Date	Tuesday, August 23, 2022
Mover	Gurleen Kaur
Motion	Presentation by Janice Causgrove Dunn, Vice-Provost (Programs) on Embedded Certificates explaining the lack of consistent understanding of Embedded Certificates resulting in a diverse set of existing certificates.
Email	gurleen.kaur@su.ualberta.ca
Action Requested	Presentation
File Upload	pdf SLIDES _ Report of the EC- WG _ Students' C...
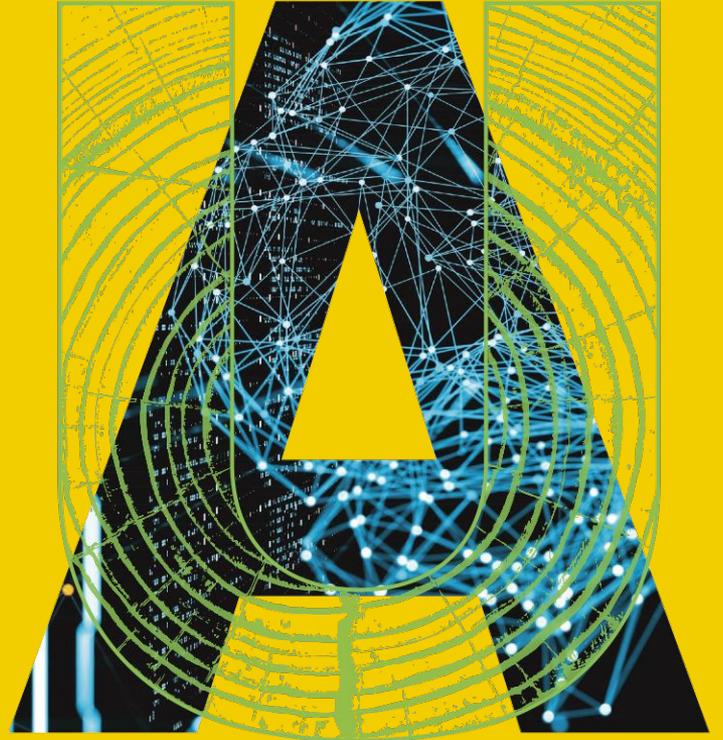
Introduction

- Popular credential among faculties and departments but lack of consistent understanding of Embedded Certificates resulting in a diverse set of existing certificates

- Questions arising:

  - ***What is the purpose of Embedded Certificates; is it clear?***

  - ***How do they differ from other 1st and 2nd level specializations?***

  - ***What is the value proposition for students?***

Working Group: Purpose

- **January 2022** | Members of the Program Support Team (Undergraduate and Non-Credit) were invited to serve on a Working Group led by the Vice-Provost (Programs), to examine the current offerings of embedded certificates at UAlberta, identify concerns, risks, and opportunities as they related to embedded certificates, and develop a set of recommendations.

- **Working Group Members** | Janice Causgrove Dunn (Provost's Office), Gerda de Vries (Science), Lynn McGarvey (Education); Frances Plane (FGSR), Heather Richholt (University Governance), Norma Rodenburg (RO), Beverley Temple (Nursing), Leo Wong (Business), Jaime Chan (Working Group Support) and Carley Roth (Resource Member).

Environmental Scan | University of Alberta

- 6 Graduate and 32 (*30) Undergraduate Embedded Certificates (June 2021)

- Approximately 4% of students have completed embedded certificates in last 5 years

- Graduate Embedded Certificates:

  - Range in credit value from 9-15 credit units, tend to be highly prescriptive and target students in a particular program or faculty

  - Total # of graduates from 2017-2021 ranges from 0 to 25 (per certificate)

Environmental Scan | University of Alberta

Undergraduate Embedded Certificates

- Range in credit value from 12-30 credit units

- Variations in number of core/required courses, limited choice options, electives, inclusion of some form of experiential learning, target group

- Total # of graduates from 2017 to 2021 ranges from 0 to 374 (per certificate)

    - 31% with ≤10 graduates; 22% with 11-25 graduates; 25% with 25-100 graduates; 16% with 101-200 graduates; 6% with 200+

    - Top 5: Certificate in International Learning, Certificate in Interdisciplinary Leadership Studies, Certificate in Sustainability, Certificate in Biomedical Research, Certificate in Community Engagement & Service Learning

    - All but 1 above are open to all students, include 12-15 credit units of course work plus an "experience" (e.g., capstone project, intercultural exp, stretch exp, research project)

Environmental Scan | Other Universities

- **University of Calgary** | 6 undergraduate embedded certificates; all 14 credit units (12-24), open to all students, relatively consistent structure.

- **University of Toronto** | Policy on for-credit certificates states they may be completed in conjunction with a bachelor's degree program (n = 46) or taken as a stand-alone post bachelor certificate (n = 11); range in value from 9-12 credit units, many have a capstone requirement

- **York University** | Certificates may be embedded in a degree program or completed as a stand alone program, 15-57 credit units.

- **Concordia University** (*Montreal, QC*) | 30 credit units (1 year), certificates not embedded but used as a shorter credential that can ladder into degrees.

- **Western University** | Can be taken as part of degree studies and separately, 18-21 credit units (most are 18)

Concerns, Risks & Considerations

- Lack of consistency & clarity of purpose of embedded certificates at UAlberta

- Lack of oversight

- Registration system is problematic

- Some awarded to students automatically when they complete their program (i.e., earn the certificate for completing their program; certificate does not differentiate students or provide added value beyond the degree program)

- Similar appearance of embedded certificate and degree parchments may cause confusion

- Lack of awareness & understanding of the value of embedded certificates among students

- Proliferation of low demand & low enrolment embedded certificates risks diluting the value of embedded certificates among students, graduate schools, employers, etc.

Working Group: Recommendations

1. **Define the Purpose of Embedded Undergraduate Certificates**

   The following draft statement of purpose is recommended for consideration:

   Embedded certificates are intended to provide the opportunity to engage with topics that have an interdisciplinary focus, transcending single program requirements, and may cross faculties and/or disciplines. Topics are of strategic interest at UAlberta and/or respond to broad societal issues or needs. In this way, embedded certificates enable a breadth of engagement not normally otherwise available within more focused majors and minors, and serve to recognize student achievement in areas of academic focus that are not otherwise reflected on a student's degree parchment or transcript.

Working Group: Recommendations

2.   **Establish Principles to Guide Development of Undergrad Embedded Certificates**

Accessibility: Accessible to students from multiple units or faculties and locations, and include consideration of course scheduling and delivery mode.

Strategic Alignment: Promote UAlberta's strategic initiatives, enhance graduate attributes, and/or respond to the concerns of society.

Interdisciplinary Focus: Provide the opportunity to engage with topics that have an interdisciplinary focus, transcending single program requirements.

Student Demand: Demonstrated interest by students (and the community).

Thoughtful Program Design: Consideration of overlap with other program requirements and other embedded certificates, mode of delivery; appropriate balance of junior and senior courses, meaningful experiential component.

Indigenization of the Curriculum: weaving of *Indigenous worldviews, histories, and perspectives… recognizing the validity of Indigenous knowledge systems, remediating the knowledge gap on Indigenous historical and lived experiences and strengthening academic rigour across disciplines*. (UAlberta Indigenous Strategic Plan)

Sustainability: Consideration of administrative load, consistent delivery of courses.

Working Group: Recommendations

3.   **Narrow the Range of Credit Value**

Review of existing UAlberta certificates revealed that certificates with higher demand (as indicated by higher graduation numbers) are among those with lower units of credit weight. In part, fewer requirements may make these certificates accessible to more students than those with higher credit weight requirements.

It is recommended that undergraduate embedded certificates should be *12 -*15 units of course weight (maximum of *3 at 100-level and a minimum of *3 at the 300 or 400-level). Certificates requiring *12 units of course weight should include a meaningful experiential component and/or a capstone course or project within or in addition to the course requirements.

Working Group: Recommendations

4.   **Early, Streamlined Registration**

The current non-committal process poses challenges to the institution, as we lack insight into which students are pursuing which certificates and we cannot plan effectively or efficiently as a result. A heavy administrative burden exists to identify these students and ensure requirements have been met at graduation, especially within the larger faculties.

Students should apply for or declare their intention to complete a certificate either prior to completing the first certificate course or as early as possible, and ideally registration would then be reflected in Campus Solutions. This would allow data to be gathered on how many students are working to complete each certificate.

Working Group: Recommendations

5. **Reconsider Design of Parchment & Announcement at Convocation**

    It is recommended that the awarding of an official UAlberta parchment and announcement at convocation for be reconsidered. Rather, students should receive a notation of completion of the credential on their official transcript and a UAlberta digital certificate and/or badge that details the competencies/skills gained.

6. **Communication and Marketing**

    Information about undergraduate embedded certificates should be easily accessible in one location on one central institutional level website, and include clear statements of the purpose, knowledge and skills gained, value proposition, and requirements.

Working Group: Recommendations

7. **Grandfather Existing Embedded Certificates**

   Existing undergraduate embedded certificates that do not adhere to the recommended revised framework and guidelines should be grandfathered. However, it is recommended that proponents of existing certificates with few graduates/low demand consider revisions to increase demand, or termination.

8. **Ongoing Review**

   A yearly report of current embedded certificates and corresponding number of graduates should be compiled by the Provost's Office each year, and Embedded Certificates should be included in scheduled curriculum reviews by the offering unit(s).

Conclusion

The Working Group identified a number of **concerns, risks, and considerations** within the embedded certificate development process, and created a number of **recommendations**.

The recommendations are intended to **guide the development of undergraduate embedded certificates** that are **mission-related** and perceived by students and others (e.g., employers, graduate admissions personnel, graduate supervisors) as **adding unique value to students' academic experiences**.

Leading with Purpose.

EDI Practices Report - Update22 August 2022

Marc Dumouchel, General Manager

Overview

Students' Council directed the Executive Committee to prepare, by August 30, a report regarding:

- An assessment of the EDI-related policies and programs of the Students' Union and comparable student associations; and
- A recommended process for moving forward with updating and implementing the 2021-22 EDIT Recommendations.

Assessment of EDI programs and policies at the Students' Union and comparable student associations

A draft of this work is complete, in two documents.

The first document, *Comparator Student Associations' EDI-Related Policies and Programs,* is available at:
https://docs.google.com/document/d/1QUwSHm5lPCbQxiP_WlC6amdLsPqkiyoS5M0ZDsFMzQY/edit?usp=sharing

This document outlines EDI approaches at nine other student associations, selected for similar enrolment.

The second document, *EDI Policies and Programs at UASU*, is available at:

https://docs.google.com/document/d/1rLtYw9yICOfKYvtohcPvUVrhm2aELxChOFBuToBmSbE/edit?usp=sharing

This document outlines current UASU policies and programs that have an EDI element. It should not be construed as definitive, as several smaller items, such as a review of language used in job postings, are not specifically enumerated.

Moving Forward with EDIT Recommendations

This aspect is in progress, but no formal report has been prepared.

Overall, administration's recommended general process for addressing the EDIT recommendations is two-fold:

1. Recommendations affecting internal operations will be reviewed by the SU's internal EDI Steering Committee. That Committee will annually identify recommendations areas that will be addressed in the current year. It is anticipated that fully addressing all recommendations will occur over the course of several years. The Steering Committee will also make recommendations for updates to the EDIT recommendations as they affect internal operations.
2. Advocacy-based recommendations will be referred to the Executive Committee for review and decisions about actions to take.

These processes are just getting underway.

The internal EDI Steering Committee has done an initial review of the EDIT recommendations and is in the process of identifying opportunities to address the recommendations. This work is in addition to the EDI initiatives that are ongoing from last year.

The Committee has noted that some of the EDIT recommendations are advocacy-oriented. As noted above, the Committee will refer those topics to the Executive Committee, as advocacy in the Students' Union is a student-led domain.

Some of the Committee's planned initiatives for this year are:

- Survey departments to find out what EDI initiatives they are doing, what initiatives they would like to do but aren't and what is hindering them from doing these initiatives. This will enable the committee to identify additional opportunities for implementing EDIT recommendations.
- Provide an "inclusive event toolkit" to staff so they can plan inclusive events
- Develop a "New Hire Interview" to get feedback on the recruitment process
- Offer EDI related education to staff - this could be a speaker, a workshop, a training session (the goal is to have educational opportunities made available to staff every year).

In addition, the current Strategic Plan is slated for renewal in 2023. When the Committee meets to review the Strategic Plan (time frame TBD), it will use the EDIT recommendations as a reference.

(The internal EDI Steering Committee was launched in 2021 and is composed of the VP Operations and Finance, the Assistant General Manager, and diverse range of staff from throughout the organization. The mandate of the committee is to guide the UASU towards lasting and meaningful change that makes our organization equitable, diverse and inclusive in accordance with social justice principles.)

Additional Information

In addition to the documents listed above, we also conducted a staff survey regarding staff perceptions on EDI within the Students' Union. This survey is also informing the Steering Committee's work on EDI initiatives.

UASU Students' Council Agenda Submission

Council Meeting Date   Tuesday, August 23, 2022

Mover   Ali

Motion   Information Item

Email   haruun@ualberta.ca

Action Requested   Information Items

File Upload

pdf   Leave of Absence.pdf

Hello Council,

In the morning of August 23rd, I had a medical emergency in which I was taken to the University of Alberta Hospital and on the advice of doctors, I'm taking this leave of absence effective immediately until Sept 1st.

I respectfully request that all motions made by me be tabled until the next meeting of council. I will be in the Council meeting for the first 20 minutes to move the motion for nominations but will leave right after.

I appreciate your patience and understanding as I recover from this incident.

Thanks
Haruun Ali