

**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 amiskwaciwâskahikan (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, Dènesų́łíné (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?

## ORDER PAPER (SC-2022-09)

- |            |   |
|------------|---|
| 2022-09/1  | <u>SPEAKERS BUSINESS</u>  |
| 2022-09/1a | Join Zoom Meeting<br><a href="https://us02web.zoom.us/j/85666007012">https://us02web.zoom.us/j/85666007012</a><br><br>Meeting ID: 856 6600 7012 |
| 2022-09/2  | <u>CONSENT AGENDA</u>   |
| 2022-09/2a | Students' Council Votes and Proceedings (SC-2022-08) Tuesday, August 9th, 2022<br><br>See SC-2022-09.01   |
| 2022-09/2b | <b>ALI MOVESTO</b> appoint Pedro Ribeiro, Milan Regmi and Gloria Kannumkulabil to the Student Senate.<br><br>See SC-2022-09.02                  |
| 2022-09/2c | <b>ALI MOVESTO</b> appoint Bin Ge Yang and Mikael Schmidtke to the Student Group Committee<br><br>See SC-2022-09.03                             |

- 2022-09/2d **STEINBUSCH MOVES TO** amend motion 9b from last council meeting (SC-2022-08) to replace "resubmit" with "file"
- See SC-2022-9.04
- 2022-09/3 PRESENTATION
- 2022-09/3a **WATTAMANIUK MOVES TO** allow a presentation from the CRO
- See SC-2022-9.11
- 2022-09/3b **MONTEIRO MOVES TO** have Logan Mardhani-Bayne present on the Renewal of the University's Strategic Plan for Equity, Diversity and Inclusivity (EDI)
- See SC-2022-9.12
- 2022-09/3c **KAUR MOVES TO** allow a presentation by Janice Causgrove Dunn, Vice-Provost (Programs) on Embedded Certificates.
- See SC-2022-9.13
- 2022-09/4 EXECUTIVE COMMITTEE REPORT
- 2022-09/5 BOARD AND COMMITTEE REPORT
- 2022-09/6 OPEN FORUM
- 2022-09/7 QUESTION PERIOD

- 2022-09/8      BOARD AND COMMITTEE BUSINESS
- 2022-09/9      GENERAL ORDERS
- 2022-09/9a     **REGMI/WATTAMANIUK MOVE TO** discuss recent cuts to the Alberta Student Grant for Full Time Students  
  
See SC-2022.09.14
- 2022-09/9b     **ALI MOVES TO** go in camera (personnel discussion)  
  
See SC-2022-09.15
- 2022-09/9c     **WATTAMANIUK MOVES TO** to go in camera to allow the Speaker to share a report on member eligibility and answer questions regarding that report  
  
See SC-2022.09.16
- 2022-09/9d     VILLOSO MOVES TO receive two presentations from General Manager Dumouchel in-camera.  
  
See SC-2022-09.17
- 2022-09/10     INFORMATION ITEMS
- 2022-09/10a     Students' Council Votes and Proceedings (SC-2022-08)  
  
See SC-2022-09.01
- 2022-09/10b     Students' Council Consent Agenda  
  
See SC-2022-09.02-04
- 2022-09/10c     Executive Committee Reports  
  
See SC-2022-09.05-09
- 2022-09/10d     BoG Representative Report  
  
See SC-2022-09.10
- 2022-09/10e     Students' Council Submissions  
  
See SC-2022-09.11-19
- 2022-09/10f     Students' Council - Attendance  
See SC-2022-09.20







**August 9th, 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, Dènesų́łíné (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?

#### VOTES AND PROCEEDINGS (SC-2022-08)

**SPEAKER:** Called the meeting to order at 6:21 P.M.

2022-08/1 **SPEAKERS BUSINESS**

2022-08/1a Join Zoom Meeting  
<https://us02web.zoom.us/j/85666007012>

Meeting ID: 856 6600 7012

**SPEAKER:** Reminds the Council of decorum.

2022-08/2 **CONSENT AGENDA**

2022-08/2a Students' Council Votes and Proceedings (SC-2022-07) Tuesday, July 26th, 2022

See SC-2022-08.01

**APPROVED**

2022-08/2b **FLAMAN MOVESTO** amend the May 17th Votes & Proceedings item 2022-02/8d by replacing TABLED with CARRIED

See SC-2022-08.08

APPROVED

2022-08/2c **KAUR MOVES TO** appoint Bin Ge Yang to the Sustainability and Capital Fund Committee.

See SC-2022-08.09

APPROVED

2022-08/2d **KAUR MOVES TO** appoint Ayanna Fata, Susana Dokiburra, Gloria Kannumkulabil to the ARRC Committee.

See SC-2022-08.10

APPROVED

2022-08/2e **KAUR MOVES TO** appoint Brett Friesen to the Sustainability Committee.

See SC-2022-8.11

APPROVED

2022-08/2f **KAUR MOVES TO** appoint Cirila Bartley and Meghan Fausto to the Translation Committee.

See SC-2022-8.12

APPROVED

**ALI/ARSLAN MOVE TO** Special Order agenda item 3b before agenda item 3a.  
CARRIED 29/00/00

**FLAMAN/LEE MOVE TO** suspend section 7.1a and section 7.5 to allow presentations to move forward, withstanding the lack of submitted abstracts.  
CARRIED 29/00/00

2022-08/3 PRESENTATION

2022-08/3b **KAUR/VILLOSO MOVE TO** allow a presentation by Chris Hackett on the Academic Integrity Policy.

See SC-2022-8.14

CARRIED 29/00/00

**ALI/KAUR MOVE TO** extend the presentation by 10 minutes.  
CARRIED 30/00/00

2022-08/3a **ALI/REGMI MOVE TO** do a presentation about Councillor Ali's eligibility to serve on Council.

See SC-2022-8.13

CARRIED 29/00/00

**ALI/REGMI MOVE TO** recess for 15 minutes.  
CARRIED 28/00/00

**ALI/SWITYK MOVE TO** extend the presentation by 10 minutes.  
CARRIED 29/00/02

**ALI/DHAMIJA MOVE TO** extend the presentation by 10 minutes.  
FAILED 20/00/11

**SINGH/ARSLAN MOVE TO** Special Order items 9a and 9b immediately after presentations.  
CARRIED 31/00/00

2022-08/9a **WATTAMANIUK/ALI MOVE TO** discuss a potential investigation into alleged violations of private Academic Information.

See SC-2022-08.18

CARRIED 30/00/00

**ALI/SING MOVE TO** close debate.  
CARRIED 30/00/00

**FLAMAN/VILLOSO MOVE TO** suspend standing orders to not have the regularly scheduled recess.  
CARRIED 30/00/00

2022-08/9b **CARBAJAL VELEZ/FLAMAN MOVE FOR** the speaker of council to resubmit the DIE board application regarding eligibility to the DIE board by August 9th.

See SC-2022-08.19

Vote Counts are listed below:

MONTEIRO - Votes in favour  
KAUR - Abstains

FOTANG - Votes in favour  
VILLOSO - Votes in favour  
FOGUE - Votes in favour  
DORSCHIED - Votes against  
ABBASI - Abstains  
ALI - Votes against  
AVILA - Votes in favour  
HAN - Votes in favour  
SWITYK - Abstains  
REGMI - Votes against  
ARSLAN - Abstains  
FLAMAN - Votes in favour  
STEINBUSCH - Abstains  
BROOKS - Abstains  
SINGH - Votes against  
USSERBAYEVA - Abstains  
LIU - Votes against  
WATTAMANIUK - Abstains  
OJO - Votes in favour  
SOTO - Votes against  
CARBAJAL VELEZ - Votes in favour  
DHAMIJA - Votes against  
DHILLON - Votes in favour  
LEE - Votes in favour  
THIND - Votes against  
VYAS - Votes against

CARRIED with amendments (see below) 11/08/09

**FLAMAN/CARBAJAL VELEZ MOVE TO** amend agenda item 9b to read August 9th instead of July 28th.  
CARRIED 30/00/00

**WATTAMANIUK/CARBAJAL VELEZ MOVE TO** call to question.  
CARRIED 27/03/00, SINGH, KAUR and ALI abstain

**FLAMAN/WATTAMANIUK MOVE TO** extend the meeting until 10:00 P..M.  
CARRIED 21/00/10

2022-08/4

EXECUTIVE COMMITTEE REPORT

FOGUE - VP Student Life - Report  
VILLOSO - VP Operations and Finance - Report  
KAUR - VP Academic - Report  
FOTANG - VP External - Report  
MONTEIRO - President - Report

2022-08/5

BOARD AND COMMITTEE REPORT

DHILLON - Audit Committee - Report  
FLAMAN - Bylaw Committee - Report  
WATTAMANIUK - Council Administration Committee - Report  
MONTEIRO - Executive Committee - Report  
VILLOSO - Finance Committee - Report  
ALI - Nominating Committee - Report  
FOTANG - Policy Committee - Report  
DORSCHIED - Board of Governors Representative - Report  
REGMI - Social Media Sub-Committee - Report

2022-08/6

OPEN FORUM

He (*The Gateway*): Questions the Bylaw Chair, Levi Flaman, if during the restructuring process of bylaw, will Council commit to introducing new sections of bylaw which define councillor eligibility and the processes to remove an ineligible councillor from Council.

FLAMAN: Confirms that there will be language introduced to clarify the process of determining councillor eligibility but cannot speak for the committee if processes to remove an ineligible councillor from Council will be introduced, as that is ultimately up to the approval of Council. In years past, bylaw for this issue has been discussed but never officially introduced. Personally believes that students choose their representatives and, therefore, students should have the ability to remove their councillors. Will talk about the process of removing councillors and whether or not Council should hold that power moving forward, but cannot commit to any certain course of action at this time.

He (*The Gateway*): UASU Executives have been concerned about the level of consultation between the Alberta Government in regards to the recent  $\frac{1}{3}$  cut in funding for Full-Time Student Grants. Questions what tangible steps the UASU is taking to ensure that the Government of Alberta undergoes adequate consultation in the future?

FOTANG: UASU Executives are definitely dissatisfied with the lack of consultation that preceded the  $\frac{1}{3}$  cut to Student Grant Funding. The Executives have been working with their counterparts to address a consultation framework, not only for the provincial government, but also with universities. Working on this framework will provide structure for future consultations. The Executives have also been working with the GSA to raise frustrations to the provincial government in order to ensure that student voices are heard.

HE (*The Gateway*): Inquires as to the action taken with CAUS to protest what has been going on with provincial full-time student grants.

MONTEIRO: Himself and VP Fotang have been talking with all of their Alberta counterparts while attending CASA. They have also had a conversation with the chair of CAUS, who are still coordinating potential actions, such as letter writing campaigns to the provincial government. Efforts are still being coordinated, but will bring an update in regards to this matter, at a future Council meeting.

FOTANG: With any kind of action, it needs to be strategic and developed with intent in order to have an impact. The goal is to draw attention to students and ensure that their concerns are heard directly by the provincial government.

2022-08/7

#### QUESTION PERIOD

FLAMAN: Questions VP Operations and Finance, Julia Viloso, about the recent switch of healthcare providers at the Students Union. Observes that it has been stated that, by switching providers, the Students' Union will be able to save students more money. Questions if the benefits for students will be affected with these cost saving measures?

VILLOSO: States that the benefits for students will remain the exact same.

REGMI: International students who are currently abroad may face issues returning to school in the Fall. Questions the UASU Executives what accommodations, if any, are being made to ensure that international students, who are currently abroad and may face issues returning to school, will be able return for the start of the semester on September 1st.

MONTEIRO: States that this is the first time that the UASU Executives are hearing about this issue. However, encourages REGMI to reach out to students, if they are currently having problems, to put them in contact with the Executives and ensures that the Executives will do everything they can to help. The Executives will also work with the ISA in order to ensure that international student needs are properly met.

WATTAMANIUK: Makes a statement that a form, expressing interest in the Council Mentorship Program, will go out tomorrow. Any questions can be directed to WATTAMANIUK or REGMI.

DHILLON: Raises the concern that meal orders for Students Council, which have been marked as nut free, have continued to contain nuts and cause allergic reactions, particularly for Bog Representative Dorscheid. Inquires to the Executives about what can be done in this situation.

MONTEIRO: Agrees that the concern raised by DHILLON is a very serious concern. Will personally look into the matter, while also reaching out to the SU General Manager, Marc Dumouchel, in order to ensure that catering issues do not occur in the future. Will provide the Council with more of an update at the next Students' Council.

REGMI: Questions VP External, Christian Fotang, about whether CASA has received any news about what the Federal Government plans to do about temporary work permits for international students who are awaiting permanent residencies or permanent work permits while government systems are backed up.

FOTANG: Questions if REGMI is referring to the Post-Graduate Work Program.

REGMI: Confirms in the positive.

FOTANG: CASA has been advocating for changes to the express entry program, which is one of the most common routes that international students utilize for permanent residency. CASA is advocating for volunteer experiences to count as points towards the express entry program.

DHILLON: States that they are personally disappointed with the way that members of Council portray what happens at Council, particularly through social media. Certain UASU staff members have received online death threats based on council proceedings, as they are portrayed by social media posting. Further states that there needs to be a higher level of respect amongst Council and that more thought should be put into any and all social media posts made by a council member.

FLAMAN: Agrees with DHILLON's previous statement. Everyone is free to do what they want to do, with the caveat that the Code of Conduct always holds council members responsible and can be enforced on social media posts.

KAUR: Reminds Council that all council members should be respected and no council member should be shamed for the way that they vote within the Council Chambers.

WATTAMANIUK: Reminds Council that being a member of Council, with the exception of the Executives, is a volunteer position. Most people join Students' Council because they sincerely want to advocate for students. The moment that Students' Council resorts to personal attacks, or even death threats, which leads to a decline in mental health, Council begins to lose its purpose. Personal attacks only lead to the ineffectiveness of Council, which is a disservice to Council and a disservice to the students which Council serves. Asks council members to remember the oath of Students' Council.

REGMI: Agrees with both VP KAUR and Councillor WATTAMANIUK. Has personally felt very coerced at Students' Council and is concerned about the current Students' Council culture. Reminds Council to work together and represent students in the best way possible.

2022-08/8 BOARD AND COMMITTEE BUSINESS

2022-08/8a **FLAMAN/MONTEIRO, upon the recommendation of Bylaw Committee, MOVE TO:**

Approve Bill I: Simplifying and Clarifying Governance Documents in first reading based on the following first principles:

1. UASU bylaws can be long, confusing, difficult to read, redundant or even contradictory with themselves.
2. UASU bylaws can be too inflexible in situations with extenuating circumstances that may warrant an exception.
3. UASU bylaws shall be restructured and reorganised in such a way that simplifies or clarifies the governing documents making them shorter, more accessible and easier to read.
4. UASU bylaws shall be reorganised in such a way to eliminate redundant and contradictory legislation.
5. UASU bylaws shall be reorganised into a multi-tiered structure that separates the principles from procedure.
6. UASU bylaws shall be restructured in such a way to provide methods for allowing exceptions to procedural rules where such exceptions are used sparingly and can be demonstrably justified.

See SC-2022-08.15

CARRIED 27/00/00

2022-08/8b **VILLOSO/SINGH MOVE TO** appoint one member of Students' Council to the International Students' Association Council.

See SC-2022-08.16

CARRIED 26/00/00

FLAMAN nominates CARBAJALVELEZ (accepted)  
VILLOSO nominates AVILA (declined)  
REGMI nominates KHAN (cannot accept)  
DHILLON nominates DORSCHIED (declined)  
ARSLAN nominates DHILLON (accepted)  
SINGH nominates KAUR (declined)  
REGMI nominates ARSLAN (cannot accept)

DHILLON is appointed to the ISA Council via secret ballot.

2022-08/8c **VILLOSO/REGMI MOVE TO** release \$51,375 from the Sustainability and Capital Fund for: The initial design of a potential north entrance, including associated lounges, and of the main circulation corridors on the main floor; and Schematic design work for a renovation to the Food Court area.

See SC-2022-08.17

CARRIED 24/00/00

2022-08/9 GENERAL ORDERS

2022-08/9c **REGMI/WATTAMANIUK MOVE TO** discuss recent cuts to the Alberta Student Grant for Full Time Students

See SC-2022.08.20

TABLED

**WATTAMANIUK/VILLOSO MOVE TO** adjourn  
CARRIED 26/00/00

2022-08/10 INFORMATION ITEMS

2022-08/10a Students' Council Votes and Proceedings (SC-2022-07)

See SC-2022-08.01

2022-08/10b Executive Committee Reports

See SC-2022-08.02-06

2022-08/10c BoG Representative Report

See SC-2022-08.07

2022-08/10d Students' Council Submissions

See SC-2022-08.08-21

2022-08/10e Students' Council - Attendance

See SC-2022-08.22

2022-08/10f Students' Council Submissions

See SC-2022-08.23-24

SPEAKER:Adjourns the meeting at 9:53 P.M.

Thursday, August 18, 2022

## UASU Students' Council Agenda Submission

<b>Council Meeting Date</b>	Tuesday, August 23, 2022
<b>Mover</b>	Ali
<b>Motion</b>	moves to appoint Pedro Ribeiro, Milan Regmi and Gloria Kannumkulabil to the Student Senate
<b>Email</b>	Haruun@ualberta.ca
<b>Action Requested</b>	<input type="button" value="Consent Agenda"/>

Thursday, August 18, 2022

## UASU Students' Council Agenda Submission

<b>Council Meeting Date</b>	Tuesday, August 23, 2022
<b>Mover</b>	Ali
<b>Motion</b>	moves to appoint Bin Ge Yang and Mikael Schmidtke to the Student Group Committee
<b>Email</b>	Haruun@ualberta.ca
<b>Action Requested</b>	<input type="button" value="Consent Agenda"/>

# UASU Students' Council Agenda Submission

<b>Council Meeting Date</b>	Tuesday, August 23, 2022
<b>Mover</b>	Pien Steinbusch
<b>Motion</b>	Moves to amend motion 9b from last council meeting to replace "resubmit" with "file"
<b>Email</b>	steinbus@ualberta.ca
<b>Action Requested</b>	<input type="button" value="Consent Agenda"/>

# UASU Students' Council Agenda Submission

**Council Meeting Date** Tuesday, August 23, 2022

**Mover** Monteiro

**Motion** Information Item: President (Late Adds Notice)

**Email** president@uasu.ca

**Action Requested** Information Items

**File Upload**

 SC09\_August\_23\_2022.pdf

Dear Council,

I hope all of you are doing well and are excited for the upcoming semester.

I am currently on vacation and will be returning at the beginning of next week. My full report will be included in the late additions.

Cheers,



**Abner Monteiro (he/him)**

President

University of Alberta Students' Union

# UASU Students' Council Agenda Submission

**Council Meeting Date** Tuesday, August 23, 2022

**Mover** Gurleen Kaur

**Motion** VPA Report

**Email** gurleen.kaur@su.ualberta.ca

**Action Requested** Information Items

**File Upload**

 VPA Report\_8.docx.pdf

**Date:** 08/23/2022

**To:** Students' Union Council

**Re:** Vice President Academic 2022/23 Report #8

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Dear Council,

Hope you are doing well and getting ready for the school year.

Moving to the updates:

## **SUDS**



The exec team went to the Student Union Development Summit (SUDS) in Vancouver last weekend.

As it was my first time attending this conference, I found it to be a great opportunity for meeting my counterparts across the country. There were some very good sessions which I found very informative and valuable. The ones I particularly liked were the keynote by Deputy Minister Daniel Quan-Watson and the session named 'Anti-Racist Approach to Media Literacy' by Amrita Aggarwal.

There were networking sessions which gave us a chance to get to know people from other institutions better and exchange some interesting facts. I found it very fascinating to learn the structural differences between Student Unions and also the variation in roles and responsibilities between the counterparts.

Also, we got to know what it looks like to live in a UBC residence.

## **Meeting with Hussain Alhussainy**

I met a GFC student representative, Hussain, who is also VP External for OASIS (The Organization for Arts Students and Interdisciplinary Students). He shared his priorities and vision as a GFC representative, the main one being the support and exemptions for students with disabilities to make GFC more accessible. This is very important as there should not be any barrier for students who want to come forward and represent their fellow students. I will be working with Hussain and supporting him to approach this issue.

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**Gurleen Kaur, Vice President Academic**

2-900 SUB | 780 492 4241 | [vp.academic@uasu.ca](mailto:vp.academic@uasu.ca)

## DOS Meeting

I had a meeting with the Dean of Students Office. As September is almost here, like us they are also busy with the preparations for the school year and orientations. We had a discussion about the problems students face with Work Integrated Learning and the plans for solving them moving forward.

## CoFA

CoFA Joint Board met. We had two presentations at the Joint Board, one from Vice-Provost (Programs) on Embedded Certificates and the other from CRO (Chief Returning Officer) of the Students' Union on UASU elections. Both of them were very insightful and contained a lot of information to be shared with the Faculty Associations. I am very grateful to the presenters for all their hardwork.

## ZTC

We have scheduled a time to meet with Subject Librarians and promote the Zero Textbook Cost Project. Also, I reached out to the Registrar's Office regarding the communication with instructors and they have agreed to send emails every term. Other than that, I have been answering emails with ZTC related queries and providing them resources.

## Student Emails

Lastly, I have been receiving emails from students about academic issues that they are facing so just trying to figure out the situations they are in and helping them accordingly.

This is all from me for now. Let me know if you have any questions, I would be happy to provide more details.

Best wishes,



### **Gurleen Kaur**

Vice President Academic  
University of Alberta Students' Union

# UASU Students' Council Agenda Submission

**Council Meeting Date** Tuesday, August 23, 2022

**Mover** Fotang

**Motion** n/a

**Email** christian.fotang@su.ualberta.ca

**Action Requested** Information Items

**File Upload**

 Council Meeting Report \_7.pdf

**Date:** 2022-08-19

**To:** Students' Union Council

**Re:** Vice President External 2022/23 Report #7

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Dear Council,

Below is a brief update of essential activities in the last two weeks.

## **CASA**

### [Policy and Strategy Conference](#)

Two weeks ago, I attended CASA's annual policy and strategy conference in Calgary which was hosted by the University of Calgary Students' Union. This conference is where CASA membership focuses on setting the direction of the organization for the academic year. Members discuss a host of topics relating to the concerns and ideas of the students they represent. After carefully debating these topics, the members identify their top priorities and devise strategies for how best to achieve these over the year. This conference is also when the Board Action Plan is approved. The Board action plan is a document that outlines the goals and projects that CASA's Board of Directors seeks to accomplish for the year. These projects or goals must be tied to CASA's strategic plan which runs on a 3-year cycle.

As Chair of the Board of Directors for CASA, my role was to work alongside our Board of Directors to communicate and consult with the membership on the action plan and advocacy priorities that the board had suggested based on feedback and workshops prior to approving them at our closing plenary. This year, CASA's advocacy priorities were split into 3 defined categories: Budget asks, Regulatory ask, and Research/Collaborative projects. Mental health and Student Financial Aid were identified as the two priority themes in our budget ask; International students, Graduate Research, and Indigenous learners were the three priorities for our regulatory ask, and; Affordable housing and food security were prioritized as topics that CASA needs to do more research on.

In addition to approval of these two important documents, other sessions that occurred during the conference included Media training, an intro to Government Relations, a History of CASA's advocacy and advocacy campaigns, as well as some time for committees to catch up on work.

In attendance at the conference was CBC International journalist, Sarbmeet Singh. Sarbmeet was wanting to learn more about student unions and the role international students play in SU and federal advocacy. You can read highlights of the conference from an article by CBC international [HERE](#).

### [Campus Tours](#)

I was able to join our Executive Director in campus visits for some of our CASA members in B.C. We visited the University of Fraser Valley Students' Union Society (UFVSUS) and Kwantlen Students' Association (KSA) respectively in Abbotsford, and Surrey, B.C. This was an opportunity to catch up and hear directly from some of our members what their issues, concerns, or feedback they have for CASA.

## Student Union Development Summit (SUDS)

From August 12-15th, I and the rest of the executive team attended the Students' Union Development Summit conference hosted by the UBC Alma Mater Society. As defined on their website, SUDS "bring[s] together student union representatives from across Canada and provide them with a platform to share their experiences, ideas, and best practices for running a successful student-oriented organization. By so doing, the delegates will gain valuable insights into improving their respective student unions - all in addition to learning tangible personal skills that translate to both the student government and the professional world."

The conference was opened by keynote speaker Daniel Quan-Watson who is the Deputy Minister of Crown-Indigenous Relations and Northern Affairs. Deputy Minister Watson had an inspirational speech that offered gripping lessons in leadership. Illustrating his journey through public service, and his countless stories of success and failures, Deputy Minister Watson painted the highs and lows and leadership, the lessons learned from bad bosses, and the unforgettable impacts of even better bosses. The river of questions that followed Deputy Minister Watson's speech ranging from a topic of emotional intelligence in leadership, knowing when to leave your job or when passion has burnt out and how to cope with imposter syndrome showed just how well he captivated the audience. Following that opening night, the rest of the weekend was spent networking with counterparts, attending various workshops such as Media Literacy, GR, and lobbying, and learning the best practices of negotiation and how to run effective campaigns.

## Media

I spoke with the Edmonton Journal regarding student attitudes this upcoming fall semester towards the increased cost of living as a result of inflation. I shared with the journalist some of the anxiety and worry that students have as costs of groceries, textbooks, and other costs associated with being a student are rising. While financial literacy helps set students up to be resilient to the impact of the rising cost of living I shared other multi-pronged approaches that could be taken from stakeholders such as the government, the University, and the UASU. You can find the article [HERE](#).

Cheers,



### **Christian Fotang**

Vice President External

University of Alberta Students' Union

# UASU Students' Council Agenda Submission

**Council Meeting Date** Tuesday, August 23, 2022

**Mover** VILLOSO

**Motion** VPOF Council Report #8

**Email** julia.villoso@su.ualberta.ca

**Action Requested** Information Items

**File Upload**

 Council Report SC08\_08\_18\_2022.pdf

**Date:** 08/18/2022

**To:** Students' Union Council

**Re:** Vice President Operations and Finance 2022/23 Report #8

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Dear Council,

I hope you all had a good two weeks! I was away for about a week, but here are my updates!

### **GLO Module: Sustainability**

One of the platform points I ran on was to potentially create another GLO module surrounding the topic of sustainability. Through this training, our goal is to hopefully provide student groups with more information on how they can be more sustainable in their practices and also be aware of the services they have access to on campus. I've been meeting with a couple of staff members regarding this, and it is currently underway!

### **Residential School Memorial**

The Residential School Memorial Planning Committee has been meeting consistently in hopes to get a lot of the details on the memorial sorted out in time for the National Day of Truth and Reconciliation. We currently have a lot of work cut out for us in the next couple of weeks, but we have a lot of ideas on ways we can improve the memorial this year. I am looking forward to how the final product will look come September 30th. In addition to the memorial, we also have a lot of other things planned for the National Day of Truth and Reconciliation that involve a couple of our other businesses. We hope that we can raise a lot of awareness and money with our coming events for the end of September.

### **ISA Office**

I've been working on the ISA Office for quite some time now. I've met with Aiman and Mobahsir, the VP Internals of ISA, to discuss the potential temporary ISA Office Space in SUB. I've also spoken to Dhir, the president of the ISA, to update him on the confirmation of the space. We are still continually following up with Space Optimization and just waiting to hear back from them on securing a permanent space for the ISA that will meet all of their needs, but in the meantime I wanted to give them at least a smaller temporary space that International students can have access to. We're hoping to have them in an office by the start of the Fall semester!

### **Dewey's Menu**

Another part of my portfolio that we've been working on is the Dewey's menu! We're currently in the process of figuring out what the "Dewey's identity" will look like, and looking at some potential new items for the menu. Both Abner and I have looked at three different possible versions, but it's currently still a work-in-progress. We hope to make changes to the menu soon! If you have any suggestions, please send them my way.

### **EDI Steering Committee**

I mentioned in my last report that the VPOF is part of the Equity, Diversity, and Inclusion (EDI) Steering Committee. This committee is more internally-facing and is primarily focused on ways the organization as a whole can work on EDI. Last year, their primary objective was to get data on how our staff feel about our EDI practices. They created and sent a survey to all of our SU staff to gather their thoughts on the EDI approaches of the organization. We recently just got the final report on the survey results,

which though are largely positive, also point toward areas for improvement within the organization and work that the committee can focus on.

### Counterparts

#### ASA VPE

I met with Saim, the VP Finance at the Augustana Students' Association, to update one another on our goals! We're setting up monthly meetings from now on, but we discussed topics from UASU Cares, the Augustana Pub, and CoFA Finance and Admin Working Group.

### City of Edmonton Annual Student Conference

I got invited to speak at the City of Edmonton Annual Student Conference last week! It was a really cool opportunity and I got the chance to talk about my experiences in student governance and how I got involved in the first place! Here is a photo of my speech!

### CUPE Agreement

Council may remember the CUPE Agreement that I brought forward a couple of weeks ago. It was finally finalized today! Both parties sat down and signed the new agreement, and it will last for 2 years until it is up for renewal again.

### TikTok

If you didn't get to see it yet, Joannie and I filmed a TikTok for the UASU Instagram page! It focused on highlighting the new furniture we got in the SUB living room. [Here's](#) the link if you haven't seen it!



### SUDS

Last weekend, the Exec got the chance to go to the Student Union Development Summit held by AMS UBC. We were able to meet a lot of student leaders all across Canada, attend workshop, and hear from inspirational speakers! My favourite part was talking to other VP Operations and Finances and learning more about how they ran their businesses, and the opening keynote from Deputy Minister Daniel Quan-Watson. I want to leave you all with one very important lesson that he gave us: Don't take advice from someone who's not in the position you want to be in.

If you have any questions or want to grab a coffee, don't hesitate to reach out!

Best,

A handwritten signature in red ink, appearing to be 'Julia Viloso'.

### Julia Viloso

Vice President Operations and Finance  
University of Alberta Students' Union



# UASU Students' Council Agenda Submission

**Council Meeting Date** Tuesday, August 23, 2022

**Mover** FOGUE

**Motion** VPSL Report

**Email** joannie.fogue@su.ualberta.ca

**Action Requested** Information Items

**File Upload**  VPSL Report\_August\_23\_2022.pdf

**Date:** 08/23/2022

**To:** Students' Union Council

**Re:** Vice President Student Life 2022/23 Report #8

### **MENTAL HEALTH - let's talk about it**

*Counseling Workshops* - The counseling workshops at DoS will remain virtual. From an accessibility standpoint, this is what seems to work better for students. Pre pandemic, DoS was getting 7-8 to students. Since the switch to virtual sessions numbers have gone up by x10 (60-80 students) per workshop. As we return to fall DoS will keep track of the usage of these workshops, to ensure it's accessible for students and meet their needs.

*Understaffing issues* - Going into the school year, we are down to 2 psychologists. Finding a new psychologist has been challenging, although DoS is still working to fill these two positions.

*What's next???* - This understaffing issue does bring up concerns for both administration and students. With the current context of Service Excellence Transformation (SET) these are important conversations we need to have especially in regards to mental health post what was an isolated pandemic era for various students where students faced a lot. I hope that this will set up dialogue around restructuring ourselves for success. Especially with the University wanting to increase the number of students joining our community. There is a case for dialogue to have with the DoS and other university stakeholders about the restructuring as well as the MNIF and what needs to be considered to set the student service up for success over the next 3 years since we see an increase in students. The goal would be to ensure that we have enough services to meet student needs.

I will also continue to work alongside VP Fotang, to ensure that we are on the same page in regards to mental health asks to the GoA. The current budget is not enough to provide for our entire campus community which is set to grow exponentially over the coming years. I also continue to seek guidance from my SRA counterparts to shape my advocacy and ensure we are working together to get students the adequate services they are entitled to.

*Peer Support Network* - Kevin Friese (DoS) is working with CHMA Edmonton to pull together various Peer Support volunteers. Our past PSC Program lead has attended in the past. The goal is to look towards various options in how we support our peer supporters, especially knowing a lot of them were affected during the pandemic. The other goal was also to give the platform for peer supporters to network and talk about the quality of training. They're looking at working together to come up with common training across institutions.

The Peer Support Centre does a lot of work around supporting students, however, the bulk of its services are volunteer-run and not meant to be a replacement for professional counseling. I am meeting with Karen, to figure out what are the best ways in which I can support them alongside other volunteers.

*Interview with CBC* - I had an interview with CBC last week to talk about the context of our Mental Health Services. I'll share the interview with the council once it's published.

### **PERIOD EQUITY**

I was able to work with DoS and managed to secure 5000\$ for the period equity initiative!!! This is very exciting for us as we can use this money to buy new dispensers and replace our current ones. This will be the first step in implementing our new strategy for the period equity initiative, specifically the emergency use

dispensers.

### **SV ADVOCACY - Update & What's next?**

*Residence* - I am so happy to let students know that many of our SV recommendations will be implemented this fall. Here is a TLDR of areas that will get changed :

- Student Staff Training: online e-class module, In-person session during Fall Training. I recently got an update that all RAs will be able to participate in 1on1 scenarios and get more hands-on practical training.
- Orientation - Basecamp
- Joint Executive Training - this is the first time that Residence Association executives will receive

*Overall advocacy* - I have talked to Deb(SVRC) about setting up a student leader forum to talk about the next steps in SV work, initiatives, and advocacy. This is a crucial conversation to have not only because of the importance of the matter but 1) with the new policy approval approaching, we need to talk about what comes next 2) the SVRC although they work under the Provost, students helped make their hiring possible through partial funding provided by the MNIF. Student voices must be heard. I am working with my counterpart from the GSA to set this up and will provide more information in the near future.

**Surprise!** Today's fun fact is a **PopQuiz** open book ;) - I would love to take one of you out for lunch to Cafe Bicyclette. To be that lucky individual you must be the first to bring back an answer. In my last report, I asked you all to learn more about the SSJ campaign. You may have found information that will help you out.

**Question** - *How much did CSJ recently receive in terms of funding and from who?*

\*this is external funding from the Un



**Joannie Fogue**

Vice President Student Life

University of Alberta Students' Union

# UASU Students' Council Agenda Submission

**Council Meeting Date** Tuesday, August 23, 2022

**Mover** Dorscheid

**Motion** Bog Representative Report

**Email** alex.dorscheid@su.ualberta.ca

**Action Requested** Information Items

**File Upload**

 August 23 Bog Update.pdf

**Date: August 23, 2022**  
**To: Students' Council**  
**Re: Board of Governors Representative Report #8**

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**Dear Council,**

This week I was pleased to discuss with councillors some of their concerns council and ways to address them to make the council a more inclusive and functional environment. Apart from this I don't have much to update everyone on until the board retreat that is taking place September 1-2. In the meantime I will be looking to hear from various students what any concerns they might have are going into this school year.

# UASU Students' Council Agenda Submission

<b>Council Meeting Date</b>	Tuesday, August 23, 2022
<b>Mover</b>	Wattamaniuk
<b>Motion</b>	WATTAMANIUK MOVES TO allow a presentation from the CRO
<b>Email</b>	wattaman@ualberta.ca
<b>Action Requested</b>	<div style="border: 1px solid #ccc; border-radius: 5px; padding: 5px; display: inline-block;">Presentation</div>
<b>File Upload</b>	<div style="border: 1px solid #ccc; border-radius: 5px; padding: 10px; display: flex; align-items: center;"><span>OFFICE OF THE CHIEF RETURNING OFFICER....</span></div>



## OFFICE OF THE CHIEF RETURNING OFFICER

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Date: 17/08/22

To: Students' Council

Dear Council;

I hope that you are doing well and would like to initially wish all of you the best of luck in the upcoming academic year.

In accordance to Council and CAC regulations, the CRO is responsible to present The Election's Office Marketing and General Strategies for the upcoming elections in September and March. This presentation includes our Strategy shift in Social Media and In-Person Events and our efforts to collaborate with FA's in their elections and potentially host events in different Faculty's to promote our elections and involvement in Student Governance throughout the year.

I am looking forward to hear your thoughts and opinions and answer any question you may have.

Sincerely Yours;

Matin Koohkan

Chief Returning Officer

# UASU Students' Council Agenda Submission

**Council Meeting Date**

Tuesday, August 23, 2022

**Mover**

MONTEIRO

**Motion**

MONTEIRO MOVES TO have Logan Mardhani-Bayne present on the Renewal of the University's Strategic Plan for Equity, Diversity and Inclusivity (EDI)

**Email**

president@uasu.ca

**Action Requested**

Presentation

**File Upload**



EDI Consultation for Strategic Planning.pdf



Renewal of the University's Strategic Plan for...



edl-strategic-plan-final\_feb2019.pdf

## **Renewal of the University's Strategic Plan for Equity, Diversity and Inclusivity (EDI)**

### **Overview:**

The university's Strategic Plan for Equity, Diversity and Inclusivity (EDI) was adopted in 2018-19. The plan was intended to be reviewed periodically. The EDI Scoping Group is seeking input to inform the plan's renewal in 2022.

### **Background:**

The EDI Strategic Plan was developed under the leadership of the EDI Scoping Group, an open-membership group of interested faculty, students and staff from across the university, including academic and professional experts. The plan was formally endorsed by the Board of Governors.

The Plan included a commitment to regular review and renewal to respond to the changing environment and to add goals for future years. The current renewal process is intended to be informed by the development of the university's Indigenous Strategic Plan, and consultation will continue through fall 2022.

### **Objectives and Scope:**

The renewal process has the following objectives:

- To evaluate the implications of changes to the internal and external environment and identify new and emerging priority areas;
- To identify future year goals in existing priority areas;
- To review the thematic structure of the existing plan to ensure it continues to reflect an appropriate organization of the university's goals; and
- To ensure the EDI plan articulates with the Indigenous Strategic Plan: Braiding Futures

### **Consultation Process:**

Consultation is ongoing and will include major stakeholder groups; governance committees; those leading EDI initiatives within faculties, colleges, and units; academic experts; and opportunities for all members of the university to provide input.

### **Emerging Themes from Consultations to Date:**

The following is a brief summary of major themes emerging from consultation discussions:

- **Inclusion, accommodation and accessibility** (including barriers faced by students/faculty/staff; infrastructure; service & funding models; dispositional approaches; accessibility in teaching & learning);

- **Education, skill building and capacity building** (including importance of communities of practice; coordination and knowledge sharing re: faculty and college-level initiatives; building and incenting relevant skills in teaching & learning; building capacity to embed EDI across practices, e.g. recruitment, promotion, evaluation, staff/student services; leadership training; anti-racism education);
- **Communication** (how we communicate our vision, communicate our impact and amplify voices);
- **Research** (embedding EDI throughout the research ecosystem; leveraging external requirements; data; importance of investing in and engaging our scholarly expertise);
- **Accountability** (making accountabilities meaningful, transparent, reciprocal; moving beyond reporting; moving beyond the leadership level to build accountability across the community).

### **Discussion Questions:**

- What are the key opportunities and constraints to developing and advancing EDI goals relating to students?
- How has your environment changed over the last several years? What new challenges, barriers, or opportunities are you experiencing?
- Which priorities articulated in the existing EDI Strategic Plan resonate most strongly for you?
- What key priorities do you feel should be reflected more strongly in the renewed plan?

### **Attachments**

[EDI Strategic Plan](#)

## **Motion**

MONTEIRO MOVES TO have Logan Mardhani-Bayne present on the Renewal of the University's Strategic Plan for Equity, Diversity and Inclusivity (EDI)

## **Abstract**

The University of Alberta is beginning the process to Renew the University's Strategic Plan for Equity, Diversity and Inclusivity (EDI). The university's Strategic Plan for Equity, Diversity and Inclusivity (EDI) was adopted in 2018-19. The plan was intended to be reviewed periodically.

Attached to the submission is the university's current EDI plan for reference. Please review it and be prepared to provide feedback on the following questions:

- What are the key opportunities and constraints to developing and advancing EDI goals relating to students?
- How has your environment changed over the last several years? What new challenges, barriers, or opportunities are you experiencing?
- Which priorities articulated in the existing EDI Strategic Plan resonate most strongly for you?
- What key priorities do you feel should be reflected more strongly in the renewed plan?



STRATEGIC PLAN FOR  
**EQUITY, DIVERSITY, AND INCLUSIVITY**

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The University of Alberta respectfully acknowledges that we are located on Treaty 6 territory, traditional lands of First Nations and Métis people.

# PREAMBLE

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The University of Alberta has a long history of work in support of equity, diversity, and inclusivity (EDI)—in programming, services, teaching and learning, scholarship, and advocacy.

This EDI strategic plan builds on that history, while also reflecting the commitments incorporated in *For the Public Good* to advance EDI and build respectful relations across and among our people, disciplines, faculties, and campuses, as well as beyond our institution. At our university, we are dedicated to achieving a more diverse, equitable, accessible, and inclusive environment for all who work, learn, and live within our community—an environment characterized by a fundamental shared commitment to respectful engagement and human dignity. We value academic freedom, and welcome and support a diversity of perspectives.

This strategic plan aims to embed EDI into the culture of the University of Alberta community, from the grassroots to the senior-most levels. It sets out strategic directions and senior-level accountabilities that are intended to empower faculties, departments, and administrative units across the university to develop and implement their own EDI plans and initiatives. It includes a set of proposed structures and approaches with explicit desired outcomes that will support efforts across our community as we seek to become more diverse, equitable, and inclusive. However, this is not a top-down plan.

To achieve our goals, every member of the University of Alberta has a role to play. To weave EDI into the fabric of our culture, each of us must develop plans and initiatives at the local level. We must take deliberate action informed by the best available evidence and institutional data. Working together, we can ensure EDI thrives in our community and enriches the lives of all.

## **VISION**

The University of Alberta is committed to cultivating an institutional culture that values, supports, and promotes equity, human rights, respect, and accountability among faculty, staff, and students. In our inclusive community, we encourage and support individual and collaborative efforts to identify and address inequities, and we welcome and enable contributions of all voices as we engage with diverse ideas, knowledges, and perspectives in the pursuit of inclusive excellence for the public good.

## **MISSION**

The University of Alberta will work to achieve an accessible, equitable, and inclusive community of students, faculty, and staff that supports our learning environment shaped by curiosity, rigorous inquiry, and evidence-based decision making, respect, and a culture of human rights. We are committed to achieving equitable access and opportunities in admissions, employment, retention, and advancement; and to a working, learning, and living environment free from discrimination, bullying, and harassment. It is only through such a commitment that the University of Alberta can reach our larger vision of being a space that actively fosters intellectual curiosity, rigorous inquiry, and ingenuity.

We envision—and will cultivate—a community that recognizes equity and diversity as fundamental to achieving inclusive excellence in learning, teaching, research, service, and community engagement.

We acknowledge this commitment requires identifying and addressing formal and informal obstacles, barriers, and biases that limit equitable access and opportunities, as well as intentionally pursuing and implementing system-wide equity initiatives to embed diversity in all university structures, programs, policies, and practices, as well as in our visual and text identities.

Determined to influence those formal and informal structures and mechanisms that limit access and opportunities, we will use principles of fairness and evidence-based policies and practices to support decision-making; collect and analyze diversity data; establish equity goals, targets, and benchmarks; and develop and implement policies. Recognizing that achieving EDI goals requires responsible and accountable leadership at all levels of the university, we will regularly evaluate and report on progress toward achieving an equitable and inclusive university.

# PRINCIPLES

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Principles are more fundamental than institutional policies and objectives. They inform policies, procedures, and objectives; they help us determine the University of Alberta's strategic goals, objectives, and actions. All of our principles and actions are underpinned by respect for the dignity, rights, and full participation of all those who live, work, and learn within the university. The university's EDI Strategic Plan is guided by the following principles:

**Diversity**

**Equity**

**Inclusion**

**Human Rights**

**Equality - substantive**

**Intersectionality**

**Accessibility**

**Respect for reconciliation with Indigenous peoples**

## **DIVERSITY**

Diversity refers to difference or variety. In a broad societal EDI context, diversity refers to demographic or identity diversity, including that based on the protected grounds. Within universities, diversity encompasses these, as well as difference or variety in education, perspectives, opinions, heuristics, disciplines, faculties, skills, and learning opportunities. The University of Alberta supports and encourages diversity through the identification and removal of barriers and biases, and the creation of workplaces and learning environments that are free of harassment and discrimination.

## **EQUITY**

Equity is about fairness in access to education and employment and in the opportunity to succeed in these domains. Employment equity principles, policies, and practices enable equitable access, representation, opportunities, and meaningful participation of socially diverse people—from the federally designated and other equity-seeking groups such as women, members of visible minority groups, Indigenous peoples, persons with disabilities, and LGBTQ2S+ people.

We recognize that policies, practices, informal processes, and language created by and for particular groups of people, with a default norm in mind, produce structural barriers that limit access and inclusion for other individuals and groups. Taking equity as a guiding principle means that the university will respect and value the differences of our members by actively identifying and removing barriers, including structural barriers, to ensure that historically excluded groups have the same opportunity to fully flourish at the University of Alberta.

## **INCLUSION**

Inclusion means that we value and cultivate full and meaningful engagement of historically and structurally excluded individuals and groups. Inclusion refers to enabling all individuals on our campuses to fully enjoy the opportunities the university has to offer, and to have all equity-seeking groups meaningfully represented in all aspects of university life and decision-making roles university wide.

## **HUMAN RIGHTS**

Every person, by virtue of being human, is entitled to certain fundamental rights regardless of race, colour, ancestry, place of origin, religious beliefs, gender, gender identity and gender expression, physical disability, mental disability, marital status, family status, sexual orientation, age, political beliefs, and any other protected ground as amended over time. Each person is entitled to a life of dignity, equality, and respect, free from discrimination, harassment, and bullying. The university's commitment to human rights is reflected in its policies and practices, as well as the supports it makes available to the members of its community.

## **EQUALITY - SUBSTANTIVE**

The University of Alberta embraces a substantive approach to equality—this means that achieving equality is not only a matter of treating likes alike (formal equality), but also requires us to consider and address the range of conditions that create experiences of disadvantage for some individuals and groups. We consider the full context and impacts of our practices and processes, recognizing that these may be experienced differently by different individuals and groups.

## **INTERSECTIONALITY**

An intersectional approach to equity, diversity, and inclusivity begins from the understanding that the different vectors of social diversity, (race, class, gender, sexuality, disability, nationality, religion, language, age, etc.) do not exist separately or in isolation from each other. Instead, the various vectors of social diversity are interwoven and affect each other. Intersectionality focuses on how multiple, interwoven vectors shape social belonging, cultural representations, social and political institutions, as well as the material conditions of our lives in ways that are not reducible to any singular vector or social category. Initially developed by women of colour seeking to understand how their existence and experiences of marginalization could not be reduced to gender or racial categorization alone, today we understand that everyone's life is shaped by intersecting social categories. Intersecting social categories play a role in exclusion and shape social, political, and material marginalization and dominance. Experiences and systems of persistent social inequality cannot be understood without an intersectional framework.

## **ACCESSIBILITY**

Accessibility refers to the degree to which physical, pedagogical, and administrative structures of the University of Alberta are (re)designed to enable the full, meaningful, and equitable engagement of all of the university's community members. Accessibility includes, but is much broader than, ramped access to buildings. It also includes, for example, designing for physical, financial, sensory, social, and language-level access. Whereas accommodation refers to making specific changes to support the full participation of an individual who has encountered barriers, an accessible campus is one that seeks pro-actively to reduce as many barriers as possible, while creating efficient and transparent processes for individuals to gain the accommodations they require and are entitled to by law.

## **RECONCILIATION WITH INDIGENOUS PEOPLES**

Reconciliation refers to a process of building and sustaining respectful, ethical relationships between Indigenous peoples and the rest of Canada based on mutual understanding and respect. Universities across Canada have responded to the Truth and Reconciliation Commission's 94 Calls to Action in ways relevant to their institutional context. The University of Alberta has responded with an emphasis on capacity building and foundational change in support of Indigenous initiatives, programming, and personnel with a vision for making the U of A a welcoming place for Indigenous students, faculty, and staff. The university's EDI initiatives will endeavor to support the principles of the Indigenous strategic plan and prioritize cross-collaboration with it.



# STRATEGIC PLAN THEMES

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The following plan identifies themes and benchmarks of excellence, goals, outcomes, and directions to help us achieve our vision. The plan is organized around five core themes:

**Vision and Leadership:** The university's leadership, communications, and statements about itself reflect a high-level, consistent, and reliably strong commitment to EDI.

**Research, Teaching, and Public Service:** Research, teaching, and public (academic) service are understood to be implicated in the development of EDI. They are also the major functions of the university and areas of work for academic staff. Faculty are encouraged to do, and are recognized for, work that thoughtfully and rigorously incorporates or contributes to equity, diversity, and/or inclusivity.

**Workforce (all faculty and staff):** The university's commitment to EDI is reflected in recruitment, retention, and advancement of faculty and staff; faculty and staff are prepared to work in a diverse environment and to have the knowledge and skills to contribute to equity and inclusivity.

**Students, (Research) Trainees, and Student Life:** The university strives to provide equitable access for students and trainees, including post-doctoral fellows, to disciplines of study and scholarly opportunities; to study and disseminate knowledge about EDI; and to provide an environment attentive to, and that addresses, barriers to inclusion, access, and success, (especially of historically excluded groups).

**Climate:** The university strives to create an equitable and inclusive environment and culture for all members of its community.

## **ACCOUNTABILITY**

Overall accountability for this plan resides with the President and the Provost and Vice-President (Academic). On an annual basis, the university will evaluate its progress, report to the community, and update the plan as necessary.

The plan itself contains specific commitments to develop and report on targets and benchmarks, and establishes specific expectations and accountabilities for senior-level leaders. These accountabilities will be incorporated into the formal performance evaluations for senior positions, with the expectation that these leaders, in turn, hold their own units accountable for developing and implementing their own strategies to support the EDI goals laid out in this plan.



# THE PLAN

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This is a four-year plan, with specific goals and deliverables identified for each year. Benchmarks are used to assess progress toward goals and outcomes.

The goals listed below are staged over four years, reflecting work that is already underway and recognizing that other work will take time to develop thoughtfully—indeed, many of the goals are interdependent, and activities undertaken in the first two years of the plan are needed to inform and set the stage for some of the goals slated for years three and four.

The University of Alberta is committed to addressing any issues related to pay equity in collaboration with our staff associations.

# 1. VISION AND LEADERSHIP

The university’s leadership, communications, and statements about itself reflect a high-level, consistent, and reliably strong commitment to EDI.

2018/19	2019/20	2020/21	2021/22
<b>GOALS 1.0</b>			
<p>Statements of commitment are developed and made by senior leadership</p> <p>Senior leaders understand their roles as ambassadors for EDI</p> <p>Demographic survey for faculty and staff is developed and launched</p>	<p>Establishment of working group on metrics and benchmarking for EDI</p> <p>Analysis of data collected through survey (and other information submitted)</p>	<p>Establishment of baseline EDI data and benchmarks – demographic and cultural - for the institution (in consideration of comparators)</p>	TBD
<b>OUTCOMES &amp; DELIVERABLES 1.0</b>			
<p>Institutional and senior leadership statements exist in prominent venues.</p> <p>High level target outcomes established (qualitative and quantitative)</p>	<p>Set of measurable target benchmarks established</p> <p>Template for prioritizing targets and financial commitments associated to their achievement is developed</p>	<p>Assessment completed and U of A performance against target benchmarks available</p>	TBD
<b>ACCOUNTABILITY 1.0</b>			
<p>President, Vice-Presidents, Deans</p>	<p>Vice-President (Finance &amp; Administration)</p>	<p>Provost &amp; Vice-President (Academic); Vice-President (Finance &amp; Administration)</p>	TBD

**BENCHMARKS FOR EXCELLENCE**

Institutional commitment and targets are established

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Institutional values and goals around EDI are clearly articulated

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Specific numerical targets are established and reported across our EDI goals

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Accountabilities for achieving goals are clear, with specific consequences for failure to meet targets

2018/19	2019/20	2020/21	2021/22	
<b>GOALS 1.1</b>				<p><b>BENCHMARKS FOR EXCELLENCE</b></p> <p>U of A community affirms the EDI Strategic Plan</p>
<p>Socialization sessions held to affirm accountabilities</p> <p>Rollout discussions for broader affirmation and ideas for local implementation</p> <p>Communications and education plan to support initial stages of Plan implementation</p>	<p>Members of the university community receive information (commensurate with their position) and education on the nature and importance of the EDI strategic plan</p>	<p>Members of the university articulate their own plans for implementing EDI strategies</p> <p>Incorporation of financial commitments required to achieve EDI goals into annual unit planning processes</p>		
<b>OUTCOMES &amp; DELIVERABLES 1.1</b>				
<p>Formal adoption of the EDI strategic plan</p>	<p>Strategic plan is reviewed annually with consideration of community feedback</p>	<p>Local plans for EDI strategies are developed and articulated</p>	<p>Evaluations include attention to EDI strategy implementation</p>	
<b>ACCOUNTABILITY 1.1</b>				
<p>Provost &amp; Vice-President (Academic)</p>	<p>Vice-Presidents</p>	<p>Vice-Presidents</p>	<p>Vice-Presidents</p>	

2018/19	2019/20	2020/21	2021/22
<b>GOALS 1.2</b>			
<p>Bias awareness training held for senior leadership (Deans, VPs)</p> <p>Inclusive excellence training held for Vice-Provosts' Council</p>	<p>Annual review and goal-setting session established for senior leaders</p> <p>Requirement for explicit and specific goals and reporting back in annual performance reviews of senior administrators</p>	<p>Continuation of annual review of EDI progress</p> <p>Development of requirement for explicit and specific goal setting and reporting back for direct reports of senior administrators</p>	<p>Continuation of annual reviews of EDI progress and goal-setting</p>
<b>OUTCOMES &amp; DELIVERABLES 1.2</b>			
<p>Two training sessions for senior administrators completed</p> <p>Templates for explicit and specific EDI goal setting and associated evaluation through annual reviews of senior administrators</p>	<p>Annual session established</p> <p>Reporting on short-term review and goals (last year, this year, next year pattern)</p> <p>Build matrix of EDI goals and associated progress for the senior administration portfolios</p>	<p>Continuation of annual reporting</p> <p>Reporting strategy and process on progress from senior administration portfolios</p>	<p>Evaluation and reporting on implementation and achievement of unit plans and targets</p>
<b>ACCOUNTABILITY 1.2</b>			
Vice-Presidents, Deans	Vice-Presidents, Deans	Vice-Presidents, Deans, other administrators (Chairs, Vice Provosts), Faculty and Staff Relations, Human Resources	Vice-Presidents

**BENCHMARKS FOR EXCELLENCE**

Senior Leadership engages in ongoing professional development in Equity, Diversity, and Inclusivity

University leadership annually reviews and reports on its EDI education and professional development activities

Senior leadership sets and reports on EDI specific goals

2018/19	2019/20	2020/21	2021/22
<b>GOALS 1.3</b>			
Development of EDI website as a hub for EDI information, education, resources, and stories at the U of A	Development of EDI lens(es) which inform brand platform development and review university websites, communications, and marketing vehicles, including Advancement materials, for evidence of diversity and inclusiveness	University online communications meet enhanced standards for accessibility going forward	
<b>OUTCOMES &amp; DELIVERABLES 1.3</b>			
Report on methods and results of review and subsequent actions taken or planned	Tools and guidelines in place for university communication and marketing materials	EDI considerations reflected in brand platform development	
<b>ACCOUNTABILITY 1.3</b>			
Vice-President (University Relations); Vice-President (Advancement); Vice-President (Academic)	Vice-President (University Relations); Vice-President (Advancement)	Vice-President (University Relations)	

**BENCHMARKS FOR EXCELLENCE**

EDI values are reflected in external marketing and communications

## 2. RESEARCH, TEACHING, PUBLIC SERVICE

Research, Teaching, and Public (academic) Service are understood to be implicated in the development of EDI. Faculty are encouraged to do, and are recognized for, work that thoughtfully and rigorously incorporates or contributes to equity, diversity, and/or inclusivity.

2018/19	2019/20	2020/21	2021/22
<b>GOALS 2.0</b>			
Develop targets, plans, incentives for incorporating EDI principles and practices into conducting, evaluating, and disseminating research	Implement targets for EDI amongst trainees	Based on assessment of university culture and climate, develop strategies to promote EDI in research training	Develop a mechanism/ community for sharing best practices in EDI in research activities
<b>OUTCOMES &amp; DELIVERABLES 2.0</b>			
		Strategies and action plan in place	
<b>ACCOUNTABILITY 2.0</b>			
Provost and Vice-President (Academic); Vice-President (Research)	Provost and Vice-President (Academic); Vice-President (Research)	Vice-President (Research)	Vice-President (Research)

**BENCHMARKS FOR EXCELLENCE**

The university supports a culture of EDI across its research, teaching, and training activities (including post-doctoral fellows)

The university leverages external requirements for EDI targets to mobilize and model change, and achieve outcomes more quickly.

2018/19	2019/20	2020/21	2021/22
<b>GOALS 2.1</b>			
Continue implementation of CRC and CERC equity plans and targets			
<b>OUTCOMES &amp; DELIVERABLES 2.1</b>			
Annual reports on CRC allocations and processes and progress against targets Annual reporting to funding agencies			
<b>ACCOUNTABILITY 2.1</b>			
Provost and Vice-President (Academic); Vice-President (Research)	:		

**BENCHMARKS FOR EXCELLENCE**

The university meets or exceeds diversity and equity targets for Canada Research Chairs (CRCs) and Canada Excellence Research Chairs (CERCs).

2018/19	2019/20	2020/21	2021/22
<b>GOALS 2.2</b>			
	<p>Teaching: CTL educational developer position established to support EDI in curricula and pedagogy</p> <p>Learning: Programming developed for instructors to create inclusive and accessible learning environments.</p>	<p>CTL support for developing EDI in curricula is launched</p> <p>CTL EDI programming is launched</p>	<p>Development of accessible and inclusive learning policies</p>
<b>OUTCOMES &amp; DELIVERABLES 2.2</b>			
	<p>Position created in CTL</p> <p>Learning opportunities for instructors created and launched</p>	<p>CTL EDI programming delivered, evaluated, and reported on</p>	<p>CTL ongoing education and training, with evaluation and reporting</p>
<b>ACCOUNTABILITY 2.2</b>			
	<p>Provost and Vice-President (Academic)</p>	<p>Provost and Vice-President (Academic)</p>	<p>Provost and Vice-President (Academic)</p>

**BENCHMARKS FOR EXCELLENCE**

Centre for Teaching and Learning (CTL) maintains ongoing focus on, and resources for, EDI, with an emphasis on removing barriers to accessible participation in scholarship and the adoption of principles of universal design for learning.

2018/19	2019/20	2020/21	2021/22
<b>GOALS 2.3</b>			
Development of guidelines (and position papers) on best practices for supporting EDI in teaching, research, and service	Development of proposed methodology for conducting an inventory of curricula and pedagogies that support EDI values; this to include reviewing topics, methods research practices, (e.g. composition of research teams).	Conduct of and reporting on an inventory.  Release of initial recommendations emerging out of inventory project.	
<b>OUTCOMES &amp; DELIVERABLES 2.3</b>			
Guidelines available	Report on methods for conducting such an inventories and subsequent reporting	Progress report on programming development and planning	
<b>ACCOUNTABILITY 2.3</b>			
Provost and Vice-President (Academic); Vice-President (Research)	Provost and Vice-President (Academic); Vice-President (Research)	Provost and Vice-President (Academic); Vice-President Research; Vice-President Finance and Administration	

**BENCHMARKS FOR EXCELLENCE**

**Diversity in scholarship:**  
Innovation that addresses EDI is encouraged in all scholarly activity and curriculum development

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Pedagogical innovation that addresses EDI is encouraged

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Both curricula and pedagogies are regularly reviewed and revised to reflect emerging EDI goals and objectives

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Development of programming in EDI Studies, (such as courses or certificates or major/minor)

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Diversity is reflected in research teams, methods, and participant samples

2018/19	2019/20	2020/21	2021/22
<b>GOALS 2.4</b>			
Identification of existing pathway programs, potential gaps, and potential new programs, including training environments Review of literature on pathway programs	Report on inventory of existing pathway resources and gaps Development of report and recommendations based on review of the literature	Expansion of existing program(s) and/or design additional programs to address gaps	
<b>OUTCOMES &amp; DELIVERABLES 2.4</b>			
Methods and procedures developed to survey existing programs and resources Completed literature review	Recommendations identified based on survey and review, including study of options to resource planned changes	Proposal of new and or expanded processes to support EDI in faculty and trainee recruitment, retention, and advancement	
<b>ACCOUNTABILITY 2.4</b>			
Accountability:Provost and Vice-President (Academic); Vice-President (Research)	Accountability:Provost and Vice-President (Academic) ; Vice-President (Research)	Accountability:Provost and Vice-President (Academic) ; Vice-President (Research), Deans	

**BENCHMARKS FOR EXCELLENCE**

Faculty pathways:  
Pathways into science, technology, engineering, and math (STEM) are supported and enhanced

Pathways into and through the professoriate are supported and enhanced

2018/19	2019/20	2020/21	2021/22
<b>GOALS 2.5</b>			
Initiation of research to identify best practices in mentorship programs	Implementation of pilot mentorship programs	Evaluation, refinement, and expansion of opportunities	Initiation of process of encouraging faculties/ units to explicitly engage in community partnerships that are mutually beneficial in development of EDI
<b>OUTCOMES &amp; DELIVERABLES 2.5</b>			
Report and recommendations based on best practices review	Selection of programs or target faculties/ units for pilots	Sustainable implementation of effective programming.	Process recommendations in place to facilitate community-university engagement
<b>ACCOUNTABILITY 2.5</b>			
Provost and Vice-President (Academic)	Provost and Vice-President (Academic); Vice-President (Finance & Administration)	Provost and Vice-President (Academic); Vice-President (Finance & Administration)	Provost and Vice-President (Academic)

**BENCHMARKS FOR EXCELLENCE**

Sufficient resources and supports are in place for underrepresented students, faculty, staff, and post-doctoral fellows at U of A to have equitable access to teaching, research, and leadership opportunities

### 3. WORKFORCE (FACULTY AND STAFF)

The university’s commitment to EDI is reflected in recruitment, retention, and advancement of faculty and staff; faculty and staff are prepared to work in a diverse environment and have the knowledge and skills to contribute to equity and inclusivity.

2018/19	2019/20	2020/21	2021/22
<b>GOALS 3.0</b>			
Review of all relevant policies and procedures for recruitment, retention, and selection of all faculty and staff to explicitly incorporate structures and steps to support EDI focus	Development of training/education sessions Convening of working group to develop materials for EDI (and related) training, (to be overseen by the Mandatory Training Working Group)	EDI and related training is implemented for all supervisory staff; knowledge and proficiency are regularly evaluated  Increase participation of under-represented groups across the university	Incorporation of an EDI lens into policy development and review
<b>OUTCOMES &amp; DELIVERABLES 3.0</b>			
Revised recruitment and selection policies and procedures initiated, with governance approvals process underway		Collection of data on demographics of supervisory staff and their respective supervisees; implement plans and associated evaluation to change the culture of under representation where it exists  Instrument created, data collected, report created, next steps planned for resultant recommendations and for future data collection cycles	
<b>ACCOUNTABILITY 3.0</b>			
Provost & Vice-President (Academic); Vice-President (Finance & Administration)	Provost & Vice-President (Academic); Vice-President (Finance & Administration); Vice-President (Research)	Provost & Vice-President (Academic); Vice-President (Finance & Administration); Vice-President (Research)	

**BENCHMARKS FOR EXCELLENCE**

EDI values are consistently reflected in recruitment practices, including the development and implementation of processes for establishing meaningful and sustainable relationships with under-represented communities

Attitudes, behaviours, skills, and knowledges relating to EDI are recognized and rewarded in performance reviews and in advancement practices.

Creating access for persons with disabilities to supports, services, and information, and effectively communicating these

2018/19	2019/20	2020/21	2021/22
<b>GOALS 3.1</b>			
<p>Create an inventory of existing supports for faculty and staff</p> <p>Review award practices to be inclusive and recognize diversity (e.g., Vargo, UCup, DUP, Kaplan Research Awards)</p>	<p>Review of Faculty Standards (for evaluation) for evidence of facilitators and barriers to EDI, as well as multi-disciplinarity</p> <p>Review annual evaluation processes for staff to ensure support and recognition of EDI</p>	<p>Evaluate existing support for staff, faculty, students, and post-doctoral fellows who experience discrimination and harassment on the basis of the protected grounds (e.g., training for academic supervisors)</p>	
<b>OUTCOMES &amp; DELIVERABLES 3.1</b>			
<p>Review of existing services completed</p> <p>Educational and training needs to improve supports identified</p>	<p>Report completed on methods and results of review of Faculty Standards, and award practices, including recommendations for faculty and staff</p> <p>Recommendations developed to address EDI in Faculty Standards and award practices</p>	<p>Implementation of recommendations from reviews is in progress</p>	
<b>ACCOUNTABILITY 3.1</b>			
<p>Provost and Vice-President (Academic); Vice-President (Research); Vice-President (Finance &amp; Administration)</p>	<p>Provost and Vice-President (Academic); Vice-President (Research); Vice-President (Finance &amp; Administration)</p>	<p>Provost and Vice-President (Academic); Vice-President (Research)</p>	

**BENCHMARKS FOR EXCELLENCE**

EDI-related supports for all faculty and staff are robust and accessible, including both service and advocacy supports.

## 4. STUDENTS, (RESEARCH) TRAINEES, AND STUDENT LIFE

The university strives to provide equitable access for students and trainees, including post-doctoral fellows to disciplines of study and scholarly opportunities; to study and disseminate knowledge about EDI; and to provide an environment attentive to, and that addresses, barriers to inclusion, access, and success (especially of historically excluded groups).

2018/19	2019/20	2020/21	2021/22
<b>GOALS 4.0</b>			
Begin inventory of offices concerned with student life and services	Convening of Student/ Trainee Life working group  Identification of strengths and gaps in supports and services for undergraduate and graduate students, and post-doctoral fellows and research trainees	Accommodation processes and procedures reviewed  Assessment of equitable access to programs and disciplines of study	Reviews of application processes for professional programs for barriers and facilitators of EDI  Implementation of recommendations for accommodation and equitable access
<b>OUTCOMES &amp; DELIVERABLES 4.0</b>			
List of known offices and services	Priority areas are identified by population group and issue	Recommendations and resources are identified and implementation plans developed	Reviews completed and recommendations identified
<b>ACCOUNTABILITY 4.0</b>			
Provost and Vice-President (Academic); Vice-President (Research); Vice-President (Finance & Administration)	Provost and Vice-President (Academic); Vice-President (Research); Vice-President (Finance & Administration)	Provost & Vice-President (Academic); Vice-President (Finance & Administration); Vice-President (Facilities & Operations)	Provost & Vice-President (Academic)

**BENCHMARKS FOR EXCELLENCE**

Outreach programs are in place to recruit academically competitive students from under-represented groups

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Creation of access to supports, services, and information for persons with disabilities

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The university provides resources, including supports, to address workplace climate related to protected grounds

2018/19	2019/20	2020/21	2021/22
<b>GOALS 4.1</b>			
		Work initiated with Dean of Students and Vice Provosts' Council to determine placement of student-focused equity supports	
<b>OUTCOMES &amp; DELIVERABLES 4.1</b>			
		Recommendation for placement of student-focused equity supports is developed	
<b>ACCOUNTABILITY 4.1</b>			
		Provost & Vice-President (Academic); Vice-President (Research)	

**BENCHMARKS FOR EXCELLENCE**

The university ensures adequate and ongoing EDI-related resources for students

## 5. CLIMATE

The university strives to create an equitable and inclusive environment and culture for all members of the University of Alberta community.

2018/19	2019/20	2020/21	2021/22
<b>GOALS 5.0</b>			
<p>Review of availability of institutional culture assessment processes</p> <p>Focus groups conducted with members of the designated groups* and members of demographically underrepresented groups with U of A, as well as U of A specific special populations (e.g., international students)</p>	<p>Development of a study of university engagement including EDI</p>	<p>Implementation of regular assessment of engagement</p> <p>Review of structure of funding programs (e.g. accommodation and benefits).</p>	<p>Develop plans for implementation of education/training</p>
<b>OUTCOMES &amp; DELIVERABLES 5.0</b>			
	<p>Culture assessment project is launched</p> <p>Report of focus group process completed</p>	<p>Report on outcomes of engagement survey</p>	<p>Report back to the university community on engagement survey with priority areas identified</p>
<b>ACCOUNTABILITY 5.0</b>			
<p>Vice-Presidents</p>	<p>Provost &amp; Vice-President (Academic); Vice-President (Finance &amp; Administration)</p>	<p>Provost &amp; Vice-President (Academic); Vice-President (Finance &amp; Administration)</p>	<p>Provost &amp; Vice-President (Academic); Vice-President (Finance &amp; Administration)</p>

**BENCHMARKS FOR EXCELLENCE**

The university regularly identifies and remediates areas requiring improvement for inclusivity and celebrates areas working well

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Surveys of institutional culture and climate reflect knowledge about, and commitment to, EDI

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Surveys of institutional culture and climate reflect that members of historically excluded and marginalized groups identify the U of A as an equitable place to learn and work

\* women, visible minorities, Indigenous persons, persons with disabilities, LGBTQ2S+ persons.

2018/19	2019/20	2020/21	2021/22
<b>GOALS 5.1</b>			
Develop Terms of Reference and establish a working group to develop a set of guiding principles, design guidelines, and category priorities for planning, design, and budgeting purposes	Develop a three-year planning, and implementation road map to align with the university's Infrastructure Strategy as supported by GOA-allocated capital and Infrastructure Maintenance Program (IMP) funding	Implement Year One projects	Evaluate completed projects and adopt lessons learned to Year Two projects
<b>OUTCOMES &amp; DELIVERABLES 5.1</b>			
Working Group established and guiding principles created	Road map for project planning and implementation developed	Implement funded projects	Evaluation of lessons learned from implemented projects integrated into Year Two and beyond design and project execution
<b>ACCOUNTABILITY 5.1</b>			
Vice-President (Facilities & Operations)	Vice-President (Facilities & Operations)	Vice-President (Facilities & Operations)	Vice-President (Facilities & Operations)

**BENCHMARKS FOR EXCELLENCE**

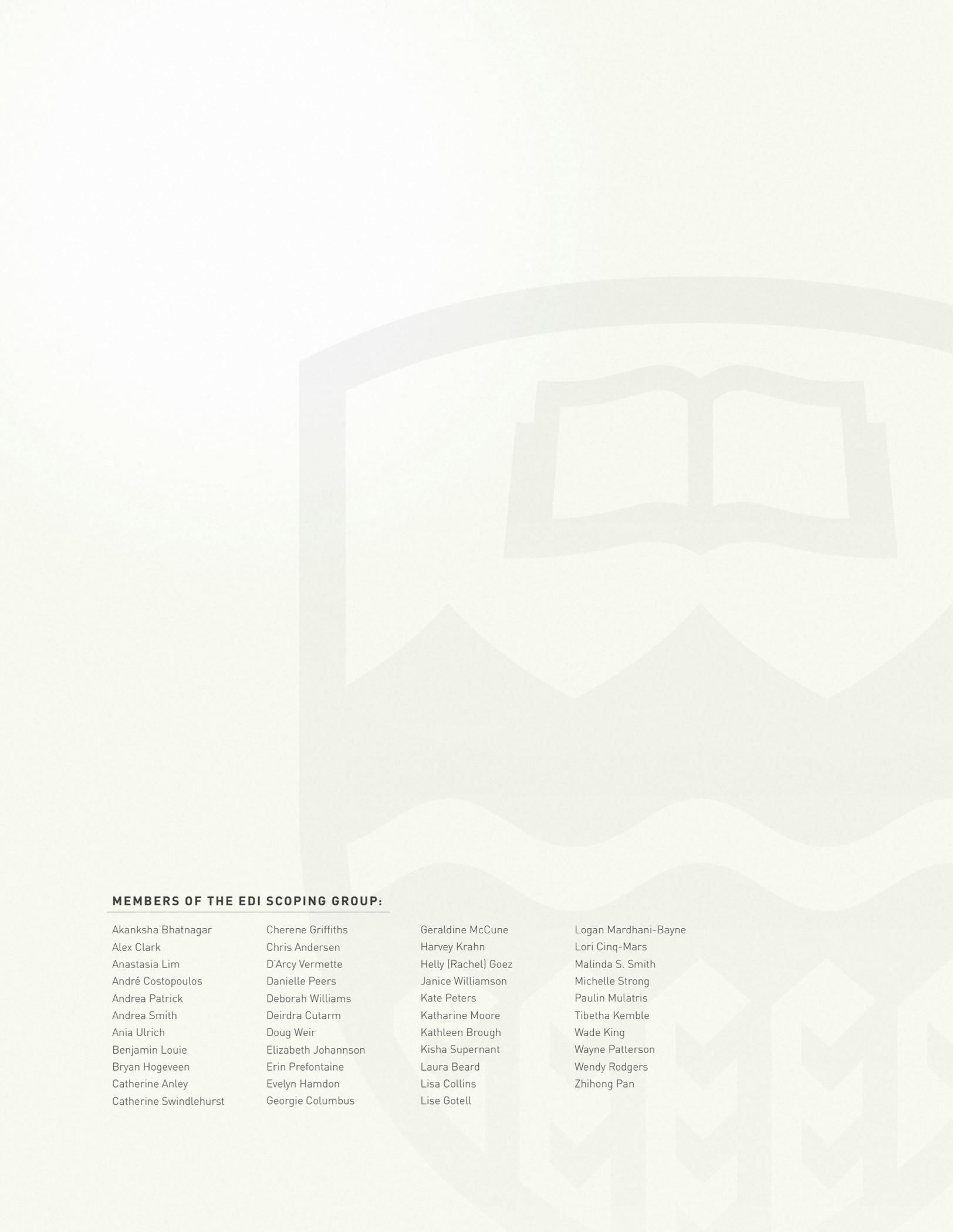
The University of Alberta meets or exceeds accessibility standards articulated in the Alberta Building Code and strives to achieve principles of universal design

The university has a robust process for recognizing accessibility barriers and reducing them wherever possible

2018/19	2019/20	2020/21	2021/22
<b>GOALS 5.2</b>			
	Review accountability and support processes and identify opportunities for improvement (so individuals do not have to advocate for themselves)	Develop accountability and support processes based on opportunities identified	
<b>OUTCOMES &amp; DELIVERABLES 5.2</b>			
	Engagement process developed and in place Resource implications considered	Final report and recommendations available Early implementation of obvious interventions	
<b>ACCOUNTABILITY 5.2</b>			
	Provost & Vice-President (Academic); Vice-President (Finance & Administration)	Provost & Vice-President (Academic); Vice-President (Finance & Administration)	Provost & Vice-President (Academic); Vice-President (Finance & Administration)

**BENCHMARKS FOR EXCELLENCE**

The university has an efficient and transparent process for supporting university community members who have encountered barriers



**MEMBERS OF THE EDI SCOPING GROUP:**

Akanksha Bhatnagar  
Alex Clark  
Anastasia Lim  
André Costopoulos  
Andrea Patrick  
Andrea Smith  
Ania Ulrich  
Benjamin Louie  
Bryan Hogeveen  
Catherine Anley  
Catherine Swindlehurst

Cherene Griffiths  
Chris Andersen  
D'Arcy Vermette  
Danielle Peers  
Deborah Williams  
Deirdra Cutarm  
Doug Weir  
Elizabeth Johannson  
Erin Prefontaine  
Evelyn Hamdon  
Georgie Columbus

Geraldine McCune  
Harvey Krahn  
Helly (Rachel) Goez  
Janice Williamson  
Kate Peters  
Katharine Moore  
Kathleen Brough  
Kisha Supernant  
Laura Beard  
Lisa Collins  
Lise Gotell

Logan Mardhani-Bayne  
Lori Cinq-Mars  
Malinda S. Smith  
Michelle Strong  
Paulin Mulatris  
Tibetha Kemble  
Wade King  
Wayne Patterson  
Wendy Rodgers  
Zhihong Pan



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MMRCOMM-13136

# UASU Students' Council Agenda Submission

<b>Council Meeting Date</b>	Tuesday, August 23, 2022
<b>Mover</b>	Gurleen Kaur
<b>Motion</b>	Presentation by Janice Causgrove Dunn, Vice-Provost (Programs) on Embedded Certificates
<b>Email</b>	gurleen.kaur@su.ualberta.ca
<b>Action Requested</b>	<input type="text" value="Presentation"/>

## UASU Students' Council Agenda Submission

<b>Council Meeting Date</b>	Tuesday, August 9, 2022
<b>Mover</b>	Regmi
<b>Motion</b>	Discuss recent cuts to the Alberta Student Grant for Full Time Students
<b>Email</b>	mregmi@ualberta.ca
<b>Action Requested</b>	Discussion

## UASU Students' Council Agenda Submission

<b>Council Meeting Date</b>	Tuesday, August 23, 2022
<b>Mover</b>	Ali
<b>Motion</b>	Moves to go in camera (personnel discussion)
<b>Email</b>	haruun@ualberta.ca
<b>Action Requested</b>	Approval

## UASU Students' Council Agenda Submission

**Council Meeting Date**

Tuesday, August 23, 2022

**Mover**

Wattamaniuk

**Motion**

WATTAMANIUK MOVES TO go in camera to allow the Speaker to share a report on member eligibility and answer questions regarding that report

**Email**

wattaman@ualberta.ca

**Action Requested**

Discussion

**File Upload**



Eligibility Report Submission.pdf



*University of Alberta Students' Union*

**COUNCIL  
ADMINISTRATION  
COMMITTEE**

Dear Council,

Please find attached a redacted copy of an eligibility report prepared by Speaker Zukowski for presentation at the Council Meeting of August 23rd, 2022. The full, unredacted report will be provided during the in-camera session, pursuant to Bylaw 500, as it includes confidential information provided by the Registrar's Office. I look forward to a productive discussion at Council. Please don't hesitate to reach out by email if you have any questions.

Regards,

Adrian Wattamaniuk  
Chair, Council Administration Committee

Dear Council:

As promised, you will find in this letter my report on Council Eligibility collected in accordance with section 8(1)(c) of Bylaw 100. This report seeks to do four things. First, it states for the record when the information was requested, when it was received, and from whom. Second, it discusses the data presented and how it has been interpreted. Third, it presents items identified for follow up. And fourth, it presents the data as **Appendix I**.

### **Data Collection Process**

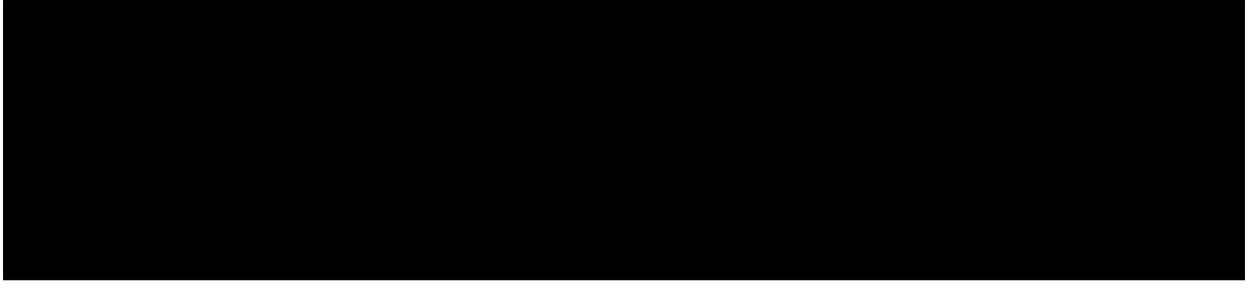
The Speaker submitted the request for data internally on July 15, 2022. Due to the requirements of the Students' Union's information sharing agreement with the University, only certain officials are empowered to request information from the Registrar's Office. After providing additional information to our staff, enrollment information for Fall 2022 was received on July 18, 2022. Information for Winter 2022 enrollment was received on July 26, 2022. After further delay, information for Spring and Summer 2022 was received on August 11, 2022. All information was received from the Registrar's Office.

### **Data Preparation and Interpretation**

In order to be presented to Council, emails and ccid's in the dataset were removed. In addition, faculty of enrollment for certain members returned as blank for Spring and Summer semesters. This is because the spreadsheet function used to retrieve information from the Registrar's Office's datasets requires class enrollment in order to return a faculty value. The Registrar's Office clarified that "where there is no registration in the term use the Faculty from the latest term. For example, the faculty of Winter 2022 can be used if Spring and Summer registration is not there" (edited for grammatical clarity). On this basis, faculty was filled in from Winter 2022 if Spring/Summer returned blank. This is indicated by a star (\*).

### **Items Identified for Follow Up**

Personal information — confidential under Bylaw 500 section 1(2)



### Appendix I: Eligibility Verification Data

Last Name	First Name	Council Faculty	CODE	Winter 2022	Spring 2022	Summer 2022	Fall 2022	Notes
Ali	Haruun	Arts	AR	Personal information — confidential under Bylaw 500 section 1(2)				<p>Councillors are required to be enrolled in the faculty that they represent on Council.</p> <p>Stars (*) indicates that, due to a member not being enrolled in a class, faculty enrollment returned blank. This was due to how Google Sheets crossreferenced ccid's with the Registrar's list. The Registrar's Office clarified that the Faculty from Winter 2022 carries over.</p> <p>Yellow Highlight indicates that Faculty of enrollment does not match Council Faculty.</p>
Han	Jaida	Arts	AR					
Mahal	Jashan	Arts	AR					
Huang	Leo	Arts	AR					
Regmi	Milan	Arts	AR					
Avila	Rebeca	Arts	AR					
Abbasi	Abdul	Augustana	AU					
Arslan	Fateh	Business	BC					
Flaman	Levi	Business	BC					
Steinbusch	Pien	Education	ED					
Wattamaniuk	Adrian	Engineering	EN					
Singh	Chanpreet	Engineering	EN					
Brooks	Jayden	Engineering	EN					
Usserbayeva	Madina	Engineering	EN					
Reisbig	Polina	Engineering	EN					
Ojo	Ibukun	Nursing	NU					
Liu	Lionel	KSR	PE					
Soto	Gabriela	FSJ	SA					
Dhamija	Charvi	Science	SC					
Velez	Daniela	Science	SC					
Lee	David	Science	SC					
Khan	Mobashhir	Science	SC					
Sunjong	Rana	Science	SC					
Dhillon	Simran	Science	SC					
Vyas	Vedant	Science	SC					

Dorscheid	Alex	BOG	-					
Monteiro	Abner	EXEC	-	-	-	-	#N/A	Exec and BOG Rep are only required to be registered in classes. There are no faculty requirements.
Fotang	Christian	EXEC	-	-	-	-	#N/A	
Kaur	Gurleen	EXEC	-	-	-	-	#N/A	
Fogue	Joannie	EXEC	-	-	-	-	#N/A	
Villoso	Julia	EXEC	-	-	-	-	#N/A	

# UASU Students' Council Agenda Submission

<b>Council Meeting Date</b>	Tuesday, August 23, 2022
<b>Mover</b>	VILLOSO
<b>Motion</b>	receive two presentations from General Manager Dumouchel in-camera.
<b>Email</b>	julia.villoso@su.ualberta.ca
<b>Action Requested</b>	<div style="border: 1px solid #ccc; border-radius: 5px; padding: 5px; display: inline-block;">Presentation</div>
<b>File Upload</b>	<div style="border: 1px solid #ccc; border-radius: 5px; padding: 10px;"><div style="display: flex; align-items: center;"><span>Marc In-camera presentation.pdf</span></div></div>

In-camera presentation 1: Report on Catering: In response to Council's request, this presentation provides an overview of catering practices as they pertain to Students' Council. It is in camera as it may include information about staff.

In-camera presentation 2: Presentation regarding potential strategic operational challenges and the SU's strategy for dealing with an adverse policy environment. This is in camera as it contains proprietary business information.

# UASU Students' Council Agenda Submission

**Council Meeting Date**

Tuesday, August 23, 2022

**Mover**

FLAMAN

**Motion**

Moves to introduce two written reports; an update on Bill 1 and a trimester report for the Spring/Summer 2022 trimester required as per Bylaw 100.16.1

**Email**

lflaman1@ualberta.ca

**Action Requested**

Information Items

**File Upload**



Bill 1 Update 08-19-2022.pdf



Spring & Summer 2022 Report.pdf

**Date:** August 19th, 2022

**To:** Students' Council

**Re:** Bill #1 Second Reading

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Hello Council,

As you may remember, the first principles for Bill 1: Simplifying and Clarifying Governance Documents went to Council for approval back on August 9th. While we had hoped to recommend approval of Second Reading to Students' Council in time for Tuesday's meeting - even pushing back our regularly scheduled off-council Tuesday evening meeting to Thursday evening in order to give members a couple extra days to work on it - so that we could wrap up and pivot towards Bylaw reviews and amendments beginning in the Fall term, we were just not ready to put out the final product just yet.

This restructuring is one of, if not **the** single largest project Bylaw Committee has undertaken; at least during my tenure as a Council Member, and so it is incumbent upon us to take our time to get it right. Rushing can lead to mistakes and sloppy work; good work takes time and patience. While we do have other tasks coming that we will need to attend to, we should have a bit more time we can devote to ensure the result we want is the result we'll get.

If you have any questions, comments or concerns, I've asked Adrian to attend to matters that come up over the weekend as I will be undergoing a procedure at the university hospital Friday afternoon under anaesthesia and using the following couple of days to get back to normal. Barring any complications, I do expect to be present on Tuesday.

Best regards,

Levi Flaman, Bylaw Committee Chair 2022-23

**Date:** August 19th, 2022

**To:** Students' Council

**Re:** Spring/Summer 2022 Committee Report

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## Introduction

Hello Council! Pursuant to Bylaw 100<sup>1</sup>, Section 16, Subsections 1 and 3, the following is a report on the activities of the University of Alberta Students' Union Students' Council Bylaw Committee for the Spring/Summer 2022 trimester.

## Activities of Bylaw Committee during the trimester

Bylaw Committee started off the trimester with its first meeting on May 30th by choosing a chair and approving its standing orders.

The next meeting on June 7th, we went over our personal goals and what each member hoped to achieve over the year, discussed potential standing orders revisions and a review of D.I.E. Board rulings over the past few years.

June 21st is when we embarked on our gargantuan task of simplifying and clarifying our governance documents which essentially took up the remainder of Spring/Summer. We started off with a recap of a meeting I had with President Abner Monteiro and General Manager Marc Dumouchel and their proposal with the following meeting going over the trial run of overhauling Bylaw 100 which would serve as the model with which we would overhaul the remainder of the bylaws.

In addition to the above project, we also briefly discussed the composition of Students' Council, and what changes we could make regarding eligibility and what to do for students who change programs mid-year such as dual degree students. We will tackle these changes and more during the Fall 2022 trimester.

## Summary of decisions, recommendations and motions

Item of Business	Motion	Result
2022-00/3a	To Elect a Chair as per Bylaw Committee Standing Orders 2.2.a	FLAMAN is declared the chair of Bylaw Committee by acclamation
2022-05/3a	FLAMAN/MONTEIRO MOVE TO recommend the Approval of Bill 1: Simplifying and Clarifying Governance Documents to Students' Council	CARRIED 7/0/0

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<sup>1</sup> [Bylaw 100.16: Written Reports](#)

**Date:** August 19th, 2022

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## **The presumptive schedule for the coming semester**

We are still waiting on a couple more responses for our Doodle Poll before we can confirm a meeting time for the Fall 2022 term but at the moment, the most likely candidate would be Thursday evenings at 17:00 local time.

## **Conclusion**

As a reminder, Bylaw Committee Standing Orders Section 7, Subsection 1(a) states that all members of Students' Council are non-voting members of the committee. So if there is something you would like Bylaw Committee to address this semester or want to come debate and discuss the business we will be attending to, you're more than welcome to join us.

Best regards,

Levi Flaman, Bylaw Committee Chair 2022-23

# UASU Students' Council Agenda Submission

**Council Meeting Date** Tuesday, August 23, 2022

**Mover** VILLOSO

**Motion** Staff EDI Survey Results

**Email** julia.villoso@su.ualberta.ca

**Action Requested**

Information Items

**File Upload**

 UASU Staff EDI Survey Results – FINAL.pdf

# Staff EDI Survey Results

August 2022

Prepared for Students' Council, Executive Committee, and Core Management Team



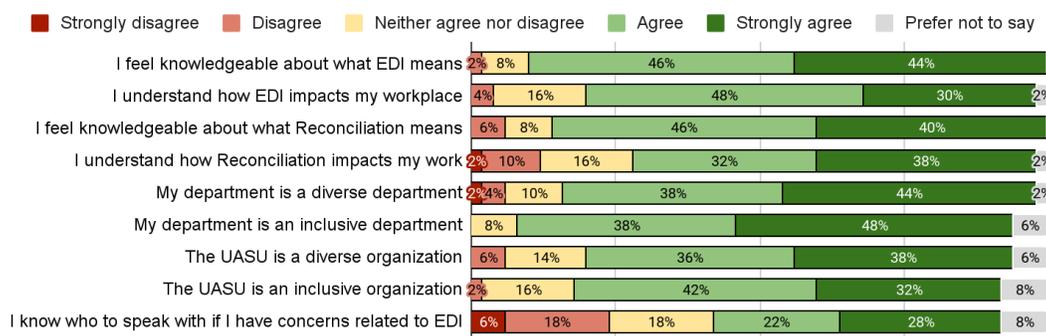
## Overview

The UASU's EDI Steering Committee designed this optional survey and distributed it to UASU staff on March 2nd. 50 employees, roughly 1/4 of the UASU's staff, opted to take the survey. This is a reasonably strong turnout. However, when focusing on departments or equity-seeking groups, the results should be taken with a grain of salt due to the low numbers involved.

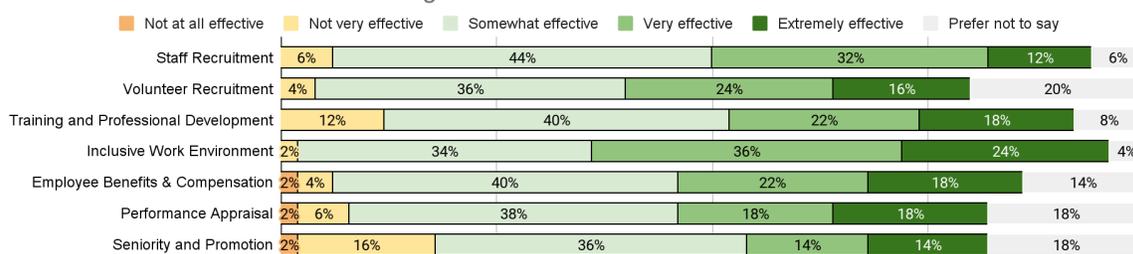


Respondents (n=50) as 10 people

All participating staff remain completely anonymous, and the raw data remains private and tightly restricted. The only results released to anyone at any time (including the General Manager, the UASU Executive team, and the EDI Steering Committee) were high-level aggregated data or fully anonymized quotes (e.g. this report.) The results, while largely positive, point toward areas for organizational improvement and future work by the EDI Steering Committee.



### "How effective is the UASU at addressing EDI in these areas?"



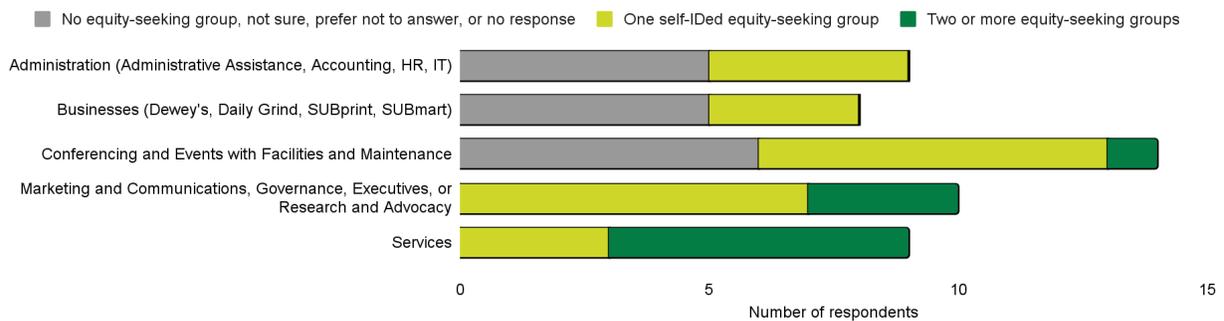
## Equity-Seeking Groups

To maximize anonymity and help spot trends, related departments have been combined, and the survey only gave high-level options for self-identification as a member of an equity-seeking group.

While employees with an interest in EDI may have been more somewhat likely to take the survey, 68% of respondents self-identified as a member of one or more equity-seeking groups. To keep respondent anonymity a top priority, the survey asked about four high-level envelopes of equity-seeking groups:

- Related to race or ethnicity (25% of respondents)
- Related to disability (21%)
- Related to sexual or gender identity or expression (40%)
- Other equity-seeking groups (21%)

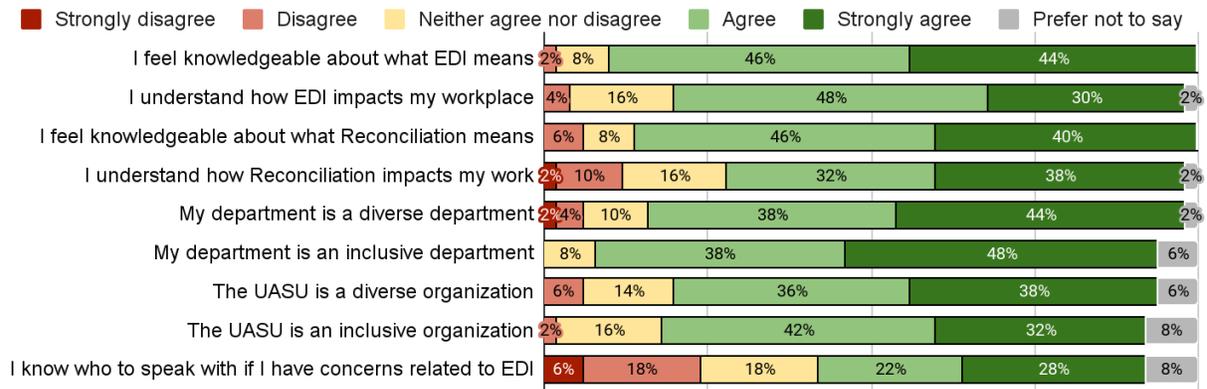
We recognize each envelope contains widely varied experiences, needs, and opinions. Also, equity-seeking groups often overlap and are not mutually exclusive.



Based on our respondents, roughly half of the staff in Administration, Accounting, HR, IT, Business, Conferencing and Events, and Facilities and Maintenance self-identify as a member of one or more equity-seeking groups. Self-identification as a member of these groups is even more common in the envelopes that include Marketing and Communications, Governance, the Executives, Research and Advocacy, and especially Services. Again, take all comparisons and divisions with a grain of salt due to the low number of responses.

## General Ratings of EDI in the Workplace

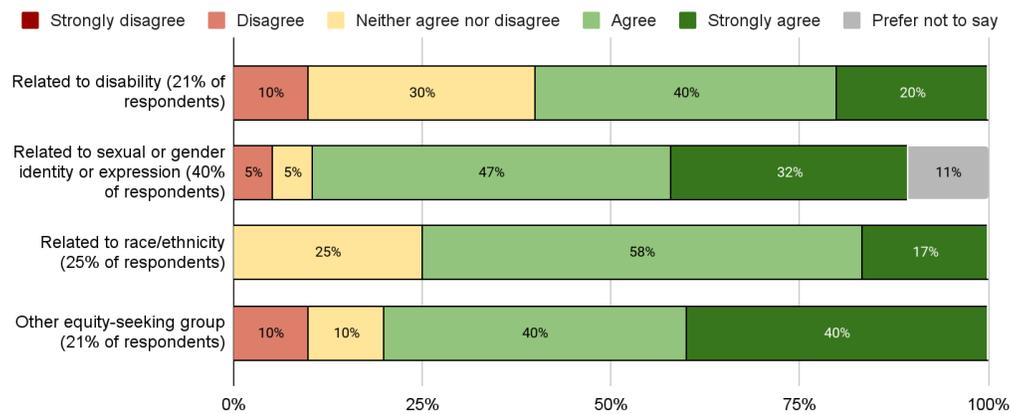
These five-point Likert scale questions assessed participants' feelings about their own level of understanding, and the diversity and inclusivity of their department and the UASU as a whole.



The 'disagree' responses to 'how Reconciliation impacts my work' (12% of respondents) were broadly distributed across departments.

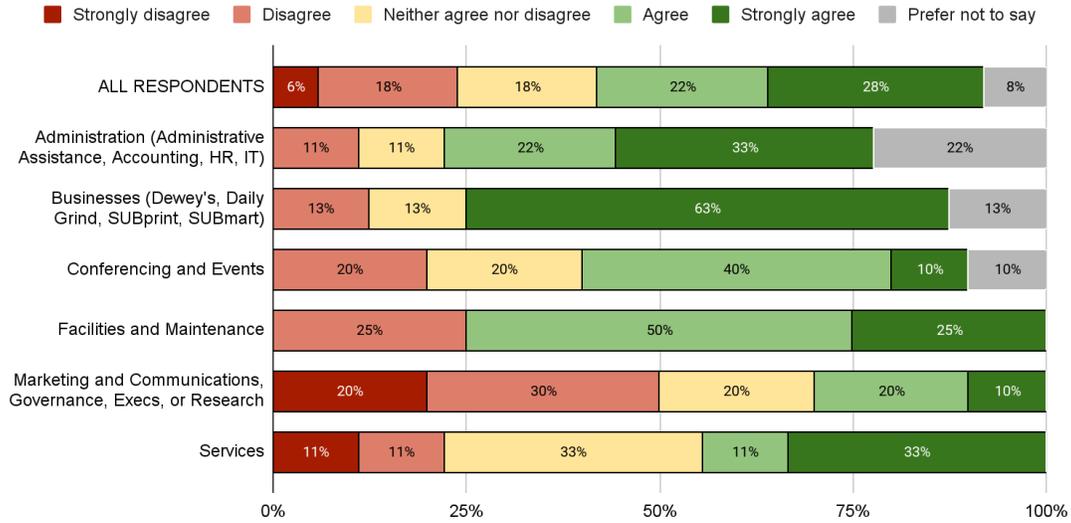
Disability (very broadly construed) emerged as a point of concern in the question that asked whether the UASU is inclusive. Around 1/3 of these respondents answered 'disagree' or 'neither agree nor disagree.'

### Agree or disagree? "The UASU is an inclusive organization."



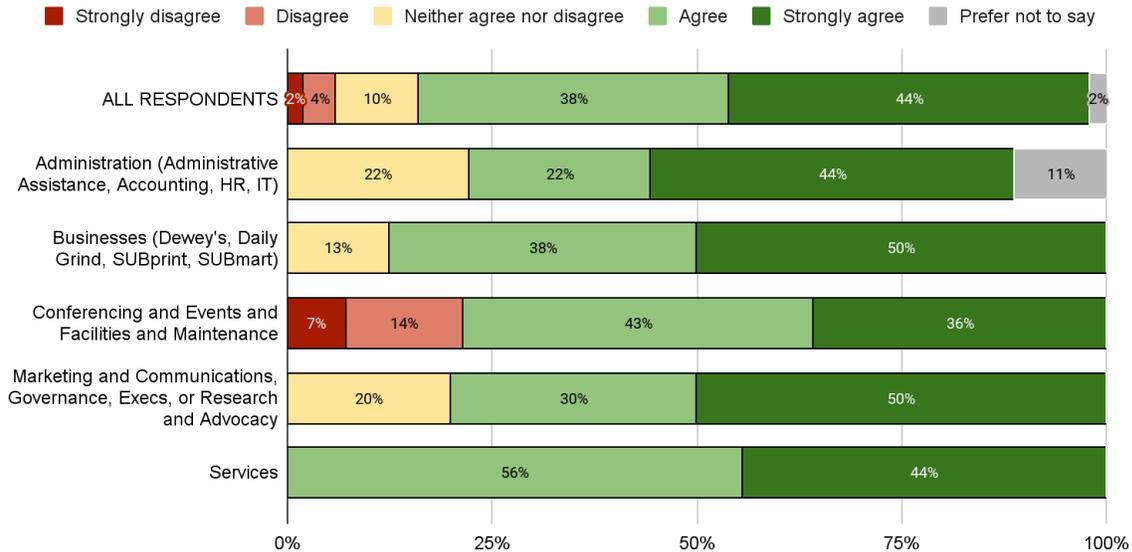
Looking closely at the "I know who to speak with" question, which had more negative responses than other questions, we saw no particular clustering of negative responses around equity-seeking groups. However, there was significant variation by department envelope. Negative responses were clustered around the large envelopes that included Research and Advocacy, Governance, the Executives, Marketing and Communications, and Services. The UASU will work to ensure that staff know who they can speak with if they have EDI-related concerns.

### Agree or disagree? "I know who to speak with if I have concerns related to EDI."



Another point of interest emerged when looking at the "My department is a diverse department" question. 'Disagree' responses were clustered in the large Conferencing and Events/Facilities and Maintenance envelope, as shown below. Respondent privacy prevents closer examination, except to say that no additional red flags appeared. (For example, if these responses had been clustered around racialized respondents, that would have been a major concern; they were not.)

### Agree or disagree? "My department is a diverse department"



**Text Responses: "Thinking about EDI, in what areas could the UASU improve? (You can also say "Don't know" or leave the text box blank.)"**

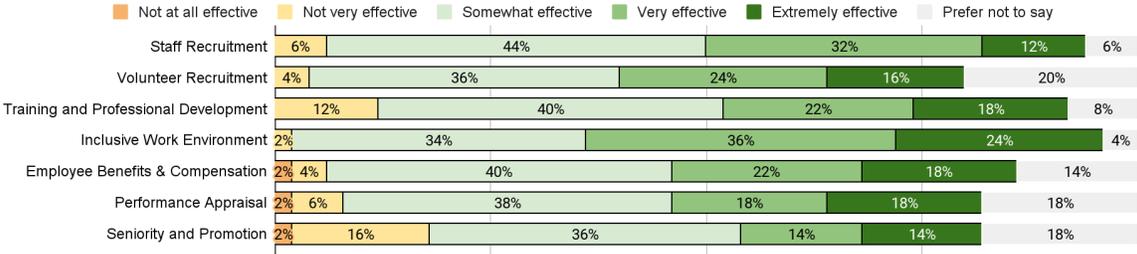
Around one third of respondents opted to answer this question. It proved impossible to break down these responses by equity-seeking group or department in a way that protected anonymity. Some of the most substantive responses, both positive and negative:

- "Benefits for pharmaceuticals and dental are great, but being a part of multiple equity seeking groups means that I am severely at risk for mental health problems and only offering \$500 per year for psychological (about 3 therapist appointments) is abysmal."
- "I think the UASU could improve physical barriers to accessibility for persons with a disability who may access the office. For example, they could lower the height of the main reception desk so a person in a wheelchair can easily interact with individuals behind the desk."
- "Sometimes feels as though there is tokenization of marginalized staff."
- "The performance appraisal is extremely ableist. The areas that I was listed as "need improvement" for were things directly related to my disability - how am I ever supposed to get the merit increase I deserve while I have disabilities?"
- "I think it would be good to have a more racially diverse group of managers / folks working in 2-900."
- "Employ more Indigenous staff (e.g. have more than one FNMI specialist as the one specialist has a lot of responsibility and a lot of emotional labour that they put into their role)."
- "More commitment to anti-bias training on intersectional identity positions for [more senior roles]."
- "Awareness of who the UASU is - for example, it's more than just the execs or the office staff, it's businesses, and facilities, and events and every person that works in all these areas."
- "I'd like to see the SU keep working towards ARRC recommendations. Also, some roles do a lot of emotional labour, and in my opinion, they don't get compensated enough for the kind of work they do."
- "In the past, there has been some defensiveness around this topic, which is understandable but can shut down discussions. How can we make space for these discussions to feel less intimidating?"
- "More EDI workshops and awareness of EDI issues within the workplace."
- "Not sure how to improve in this area, but the majority of the decision makers for the UASU are part of the majority in our society. Finding out how to diversify the leadership of the UASU (both executive and otherwise)."
- "Paying attention to representation and whether certain departments have enhanced barriers for specific groups."
- "Providing more information via email or physically regarding where services dealing with EDI issues are located on campus, especially for staff who are not on campus as often as students or other colleagues."

# "How effective is the UASU at addressing EDI in these areas?"

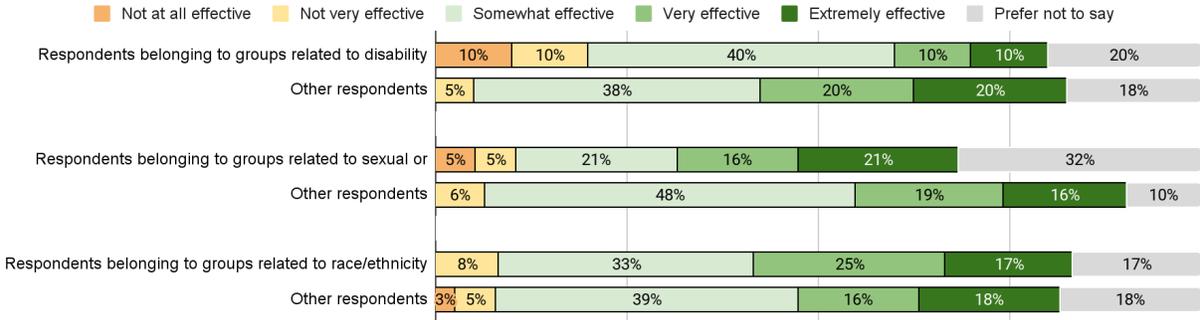
These results are generally positive, but suggest areas for improvement.

## "How effective is the UASU at addressing EDI in these areas?"



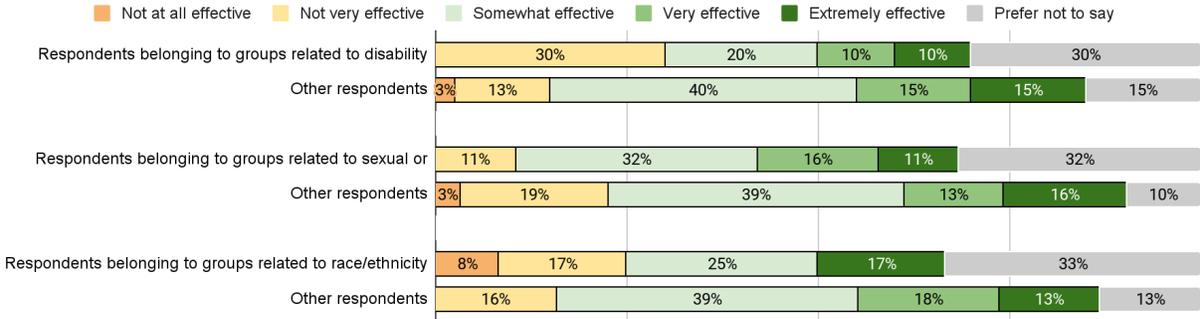
A closer look suggested that a significant minority (~1/5) of respondents from disability-related equity-seeking groups considered the UASU ineffective at addressing EDI in performance appraisals.

## How effective is the UASU at addressing EDI in these areas? [Performance Appraisal]



Respondents from disability-related groups, as well as race/ethnicity-related groups, were more likely than other respondents to consider the UASU ineffective at addressing EDI in seniority and promotion.

## How effective is the UASU at addressing EDI in these areas? [Seniority and Promotion]



The proportion of respondents who prefer not to answer some of these questions (1/5 of respondents, in some cases) suggests that a significant fraction of UASU staff,

regardless of assurances about anonymity, may not be comfortable rating the UASU's EDI effectiveness in a UASU-run survey.

As a general rule, members of the 'race/ethnicity' envelope were less likely to answer the questions about training and PD, an inclusive work environment, or seniority and promotion. Members of most equity-seeking groups were less likely to answer the questions about seniority and compensation. (As one point of context, in 2021-22 the UASU developed a standardized compensation framework and is in the process of aligning all positions.)

### "In the UASU, what do you think inclusion should look like? You can opt not to answer."

Around one third of respondents opted to answer this question. Some of the most substantive responses:

- "Actually caring about the experience of marginalized folks within the service. It seems like all the EDI initiatives currently are geared toward service users, recruiting, etc and not the actual people who work here and experience marginalization."
- "Active effort behind the scenes that translates to positive interactions with students."
- "Continuing to hire and encourage further promotion to those in diverse minority groups."
- "Diversity throughout areas - not just front facing student levels, but within higher management roles."
- "Everyone feels comfortable, and accepted by others, with who they are, and where they are from."
- "I think the UASU should reflect more visible and gender minorities within the core positions (e.g. senior management). The office space should include aspects that make it a more welcoming environment for all students."
- "Inclusion I feel should be awareness focused while providing ample opportunities for education."
- "Striving to include all parties and seeking input for new initiatives."
- "Inclusion looks like an open space to communicate a wide range of experiences, without defensiveness and through active listening to people's lived experiences."
- "Inclusion should look like providing everyone with equal possibilities and judging them on merit whilst being mindful of the struggles and challenges that they may face due to identifying (or not) as part of an equity seeking group."
- "UASU's inclusion should look like training for program leads to manage staff without ableist sentiment in completing work objectives."
- "Inclusion should look like BIPOC work recognition throughout the year; inclusion should look like more of a push for organization-wide racial and gender-equity training."

A small number of comments also expressed opinions that suggest a need for additional awareness of the importance of gender equity and respecting others' pronouns.

### "Any other comments?"

- "Easily the most inclusive organization I have ever been involved with."
- "I'd be interested to know if there is a disconnect in how management perceives EDI vs the rest of the staff."
- "Regarding volunteers - sometimes EDI convos can focus on lack of compensation or reducing time commitments to reduce these as barriers, but I would argue that it should be more about variety of opportunities. i.e. Not everything is right for everyone, but there is something that is right for anyone."

