

October 16, 2019 Student's Council Meeting – Audio Recording Transcript

Speaker Key:

VPE	Vice President External	VPSL	Vice President Student Life
BOUWER	Councillor Bouwer	STEWART	Councillor Stewart
DRUMMOND	Councillor Drummond	STRAYER	Councillor Strayer
DYKES	Councillor Dykes	VPOF	Vice President Operations & Finance
HASSAN	Councillor Hassan	VASQUEZ	Councillor Vasquez
MELECH	Councillor Melech	VPA	Vice President Academic
MIRZA	Councillor Mirza	YANISH	Councillor Yanish
NEWTON	Councillor Newton	CHAIR	Chair
PRES	President	GNAUCK	Craig Gnauck, Wellness and Psychological Services, MacEwan University
RUIZ	Councillor Ruiz (via telephone)		
SIMPSON	Councillor Simpson		

00:00:00

CHAIR Order. Thank you. I call this meeting to order. Item 1, We would like to acknowledge that this meeting of the Students' Association of MacEwan University is taking place on the traditional territories of the people of the Treaty 6 region in Central Alberta.

The Students' Association of MacEwan University is situated in the centre of what we call the city of Edmonton, which is called Amiskwaciy Waskahikan or Beaver Hill House in Nehiyawewin (Cree). This is the traditional home of the Nehiyaw (Cree) and Michif (Métis), and meeting place for many Indigenous peoples including the Nakawe (Saulteaux), Siksika (Blackfoot), Nakota Sioux (Stoney) and other nations.

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Item 2, Approvals. And 2.1, we have a motion. Anyone care to make that? Councillor Strayer?

STRAYER I move to approve the agenda for October 16, 2019.

CHAIR Thank you, Councillor. And a second? Thank you, Vice President Student Life. It has been moved

and seconded to approve the agenda for October 16, 2019. Is there any debate? Questions on the adoption of the motion as read? All those in favour? Thank you. And opposed? Motion carries.

Item 2.2, we have a motion. Councillor Dykes?

DYKES I move to approve the minutes of September 18, 2019.

CHAIR Thank you, Councillor. And the second? Thank you, Councillor Bouwer. It has been moved and seconded to approve the minutes of September 18, 2019. Is there any debate? Questions on the adoption of the motion as read? All those in favour? Thank you. And opposed? Motion carries.

Before we get on to presentations, we have Councillor Ruiz on the phone. Do you have anyone else calling in remotely? No. Okay, welcome Councillor Ruiz.

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Item 3, Presentations. [Inaudible]. Your welcome. 3.1. Vice President Student Life, I think you're introducing our guest.

VPSL I am. Thank you, Chair. In response to increasing demands on post-secondary institutions for a formal approach to mental health, MacEwan has decided to put forward a student mental health strategy. This is the draft version of that document. Myself and a couple of other councillors have been involved in providing feedback so far. And this is an opportunity for councillors to get a sense of what's in the document and provide their feedback. Please give a warm welcome to Craig from Wellness and Psych Services.

C. GNAUCK First of all, thank you very much for the invitation to present this. This has been a project in the making for about three years now. Oh, I have to admit. A little on a side note, I haven't been in this room since the renovations. I'm finding this exceptionally distracting. This looks so weird, but whatever. Colours, wood, whatever.

Anyways, the student mental health strategy plan, like I said, has been the works for about three years. But the really interesting thing about this is that it's had quite a history across Canada. It was back in about 2012 where the Canadian Mental Health Association had combined with Caucus, which is the National Student Services Committee. They got together for a national report, which is so cool.

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Because this one not only talks about the challenges related to mental health issues on post-secondary campuses, such as access to service, the quality, and the range of services. All of that. But it also proposes the framework as well as reflection questions. Those were recently developed, so when institutions step into this process, they're actually... There's a number of series of guided questions that people can think about in terms of how this is going get integrated into a system.

And I think this was really important, because it's a holistic approach and is intended to be integrated into a system. So, it's not hanging off the side of someone's desk. It's not the portfolio of someone who's in some faraway building.

This is something that is integrated, or going to be integrated, into our system. And over the course of this document's life, there have been a continual succession of post-secondary institutions that

have developed their own mental health strategy plan. So, we're in a really good company. A number of different kinds of post-secondaries across the country to participate in this.

The framework itself really stretches from crisis intervention all the way to early intervention and prevention. And in that range, again with the spirit of being integrated into the system and the multi-levels of the system, it's really... Its aim is to make sure that students are being supported and students are being supported in all areas of their life. Knowing that as students, you're just not here to study.

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That would be great, but life is also out there. Life interferes. Life brings in a lot of different kinds of things. So, we really want to make sure that there is a nice network. A webbing of support. Clear support services. As well as there should be no guess work on our end for faculty, staff, and out of scope as to what we need to do in terms of supporting students. So, this is really a guided, networked approach, which is going to be so cool when we get to the point of rolling it out.

So, this thing has an early history for us in 2016, and the student Services committee collected and established a mental health working group. Its task was to examine the issue of student mental health issues on campus, given our culture, given our system. This particular group developed a single page with a number of recommendations, which were presented to our academic governance council at the time in 2016 and was passed.

The next task after approval. The working group had to now go into a working phase and start pulling the pieces together, so that we could develop a really nicely articulated plan. The plan initially started off with collecting student data. Then it moved on to collecting data on faculty, staff, and out of scope. And then, last but not least, we hired consultants who were able to put together a draft of the plan itself. So again, it's been really exciting to see it has gotten this far. What I was hoping to do is give you a little bit of content. A little bit more of the background of the mental health and how it was developed.

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But then we can get into some of the content of the plan as well, knowing that this is literally the first time this has ever been public and presented in a public venue. Because there are going to be a lot of different kinds of consultations and conversations happening. We continue to get feedback on the plan. In particular the goals and key strategies.

I don't know if any of you recognize these. A year ago, in September, there were white boards put out across Buildings 5, 6, 7, 8, and 9. There were two questions. The first one was, how can MacEwan University be a healthier place to live, learn, work, and play? Again, in the spirit that this mental health plan is systemic and broad, we really wanted to collect a whole lot of different things from different angles of students' experiences here at MacEwan.

For the most... Did you see this one? There were lots of really interesting responses, which I thoroughly enjoyed. I managed to collect 508 responses that were so informative and worked out beautifully. There were a few others that... Well, let's just say I'll leave those ones to float away at some point. Something to do with the attractiveness of young men and young women and everything. So, I thought, nah, we'll just skip that.

The other question that students responded to was, what does mental health mean to you? A mental health plan only makes sense. What do students have to do? How do they conceptualize mental health? I think, fundamentally, the holistic approach was definitely reflecting a lot of students' responses. That this is part of their experience here. Then we can talk about the mental, the physical, the emotional, the spiritual et cetera. So, mental health plans have to really take all of that into consideration.

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The data was collected, and then it was synthesized, and last January I posted presentations in the hallways. I did Building 5, 6, and 9. And it was really cool to be able to present the data to students, because they were curious about what was going on. Some remembered the white boards, and so it was really cool to be able to step into some really detailed thematic conversations with students. Some of which... A lot of things came as a surprise, but other things really resonated with them, and they knew that other students that had been mentioning it too. So, they were fairly common and more... Really basically common issues. So, it was really great to be able to do that.

The other thing that I was really excited by... The number of faculty that stopped by and wanted to know what that was about. So, it was really cool to have conversations with them as well.

The document itself. There are layers to it. The vision, the guidelines, as well as then the content into the key goals as well as the strategies supporting those goals. So, the vision around this document again is this whole idea that it is interwoven into the system. It's not something that we visit periodically.

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It is regularly reviewed. It's regularly integrated in policy development, in service development, in programming development. All of that sort of stuff. It's always a consideration. It needs to be visible. Needs to be part of a conversation.

The second bullet is making sure that we have a sufficient array of resources, whether those are internal resources or community resources. And then of course the next question. How internal resources interact and work with partner relationships in the community. Once again, we can really bolster the quality as well as the scope of our services.

Then the other part too is the vision. It's really about developing a resilient community. So, as you can anticipate, there's going to be a lot of conversations about community development, and how we are as a community here at MacEwan. That also includes the physical environment. What do you have to do to make sure that the environment here is student friendly and supports students' learning?

The guiding principles. Inclusion, social justice, equity, shared responsibility. Really important idea that no one area is responsible. This is a collective. This is a community and community responsibility.

Accessibility and diversity. The student services committee that I was talking about earlier was the student mental working group who looked after this. There was actually a second group that looked after diversity issues. We're planning on scooping up all of their efforts and integrating them into this process.

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The collaboration. That's obvious, but what the heck. And of course, all of the evidence-informed approaches and practices that are really going to be paving the way to developing programs, services, and other types of interventions.

As I was mentioning, in the strategy plan there are four goals. Before I step into the detail of each of the goals, I think this is a really good point to note that this is the first round of the mental health strategy plan. We're still calling it a draft, because we've got some massaging to do. And we really do want to make sure that we have a lot more input, particularly from students and what they think of this, and how this is going to work out.

We're envisioning that this is not going to be a static process. So, say for example, we might be able to work and address a couple of the goals and, of course, evaluate them. But if they're... We've check it off. Then there's place and room to bring more stuff in, which is what we're planning to do.

This is going to be a cycling of different kinds of goals and strategies for the life of this document for as long as it's here in MacEwan University. It'll be open to review, open to feedback. And it won't be a static document, which I think is so vital and so important, because communities are not static.

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They need to grow and move with communities.

Goal number one is to embed student mental health policy within institutional strategic planning. As I was saying, it's going to be integrated into the multi-levels of this system, from senior administration down to programs, down to services and programs. It will all be there. It will be our responsibility to make sure that we're accounting our efforts. That we are supporting this in one way shape or form. So, the systemic layers. That also will be reflected in policies, partnerships, and, of course, we have to develop a system of metrics. Ways to evaluate our efforts.

Goal number two. To build and sustain a welcoming and inclusive campus environment where students, staff, and faculty feel safe and supported. This goal really speaks very directly to community development here in MacEwan. How do we develop the different pockets of community?

I thought it was really interesting, when I had the white boards, a number of students were talking about really wanting connection points. They wanted to be able to do things and do things together, such as... Karaoke was really popular. Board game night was also really popular. Just different ways in which people could actually connect.

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One of the hardest things in communities are when members feel isolated. That's a really difficult experience when you're surrounded by people but feeling alone and lonely. I thought that was really cool that people were saying we need connection points.

The community development is again happening at all levels. It's about developing a student community, a faculty community, an out of scope community. Again, the communities are talking to one another.

I noticed that when I collected data from the faculty, staff, and out of scope, there was a great sense of isolation. They work in their offices, or perhaps sessional or part-time faculty come here for one course, an evening course, and then disappear and resume their life. They're not necessarily feeling really connected to all of this. We have a lot of work ahead of us to make sure that all members in their own way can have touch points and connections within the larger community.

The other thing I was saying was the environmental scan. And that was really coming loud and clear with the student data as well. We really need our revisit our hallways, our corner places. And are there sufficient numbers of tables and chairs and places to sit? Places to sleep. You would not believe the number of people that were irritated in the Pedway. Remember what those couches used to look like? No arms. People couldn't sack out, have a nap. All that sort of stuff. There were a lot of comments about that. Even to the point that if you're planning a change in the furniture, could you feel free to ask us. I thought that was so cool.

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I like this idea of the environmental scan, and I think we really do have a fair amount of work to do on that one. I think there's way too many empty spaces around here. And unfortunately, it's really discouraging to see students just lying in a hallway, where there could be a chair or a table or something. But sitting in the hallway on the floor. We need to work on that.

Goal number 3. Enhancing diversities, communities, actions, and offering surrounding student mental health literacy, engagement, and support. I think that one... It really speaks to the idea of mental health literacy. We really need to make sure that the information around mental health is out there. How people talk about it. How the people do basic things like identify what's going on for them. To give them some language around articulating feelings, experiences. All of that sort of stuff. We really need to do some work on that front as well.

Destigmatizing. That is talking about not only destigmatizing any stigma related to mental health and mental health status, but it's also about promoting health-seeking behavior. And encouraging people to say, it's okay to ask for help.

And the last one. This one is really focusing very specifically to students who are in distress and crisis. Making sure that we have a very clear and specific plan familiar to all faculty, staff, student, out of scope. Anyone and everyone is well aware of where to go, what services are available, and how to proceed. As well as, in the spirit of developing, this also means that we're supporting one another, so hopefully community members in the moment of crisis have an idea of what to do.

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And so, there's going to be lots of little types of learning opportunities that we know that we need to invest and inject into communities. So, people can feel competent and confident in knowing what they're doing when they're providing support to other people. That's going to be really important.

The implementation timeline. Now this was very generous. We gave ourselves two years. It doesn't mean that we're not going to accomplish this a lot faster and a lot sooner. And as I mentioned, what we're going to be doing is conducting the internal/external stakeholder consultations. That

will be the first thing on the plate.

So, you might be, in the next period of time, hearing conversations about collecting groups of students for focus groups, for example. Or different ways students might be able to give feedback on the plan and do some more detail. We're going to be making it very focused on the goals, and to get people's responses and perspectives on them. And including, is there anything missing? Did we overlook something that we really should attend to?

Then we have the rollout strategy and the implementation, which is really massaging the whole thing throughout the layers of the university. Everything from the administration down.

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Then we had talked about the consultation process. We're going to be looking, first and foremost, at getting and collecting student feedback. We'll [unclear] for the senior administrators, the faculty and staff. And then we're going to be starting to identify external stakeholders. Other either community agencies, community groups, other post-secondary institutions, so that we can manage to get some sort of community larger perspective on our document. Again, to make sure that it sounds reasonable. It hopefully is addressing initially some of the most important issues, and we're collecting more [unclear].

That was basically an overview of the draft of the mental health plan, and if there are any additional questions, we have some opportunity right here. But I've also provided my contact information. I can be the gatekeeper to our AVP, Students and Learning, our Chair. I can be the thing for the rest of the community members as well, rather than bombard you with different names and all that sort of stuff. So, you can use mine. Mine can go into the minutes, so if people have any questions, there's always a document. Some sort of resource to remind you.

Just out of curiosity, what are your initial thoughts or responses to this?

PA? I was going to say, I love the initiative. I was wondering... Is there currently a portal that students, staff, and faculty individuals can engage with this initiative to provide feedback, or to see how it's going, or to engage in open dialogue? Is there a portal online that they can go to and see tangibly where it's at and how to provide feedback?

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C. GNAUCK Not quite yet, but that is what we're going to be talking about next week. Is how to make it accessible to everyone and how to structure the feedback. Because when you look at a document like that, I know that sometimes you're bored and you have nothing better to do. But this is something that might take a couple of hours, if we don't structure it and make it a lot more user friendly. So, that will be the first thing. Then yes, it'll be online, as well as there will be in-person conversations such as this. We're going to try to find a number of different ways of sending it out there. And everyone will be responding to it. Students, faculty, staff, as well as out of scope.

What are your thoughts? Does this make sense? Is it necessary?

PA? Sure.

PA? It wasn't on that point. I just wanted to congratulate you guys. In 2016, I was on the student services committee, and I remember you walking in with the banner, the question. You were so excited to

get the initiative going. So, to see it coming to a plan now is great.

- C. GNAUCK Yes, especially back then when things started to roll, I was so excited. You would not believe the quality of stuff I got off the white boards from the students. It was so good. It was so, so good, and it's in the document.

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PA? Awesome.

RUIZ I wanted to thank you for being here and sharing the goals and that this framework is in the works. I think that's really important. I think it's something that a lot of people at this table have talked about when it comes to mental health and how can we support the students. So, it's great that something is in the works.

I wonder if there's... I guess, there are quite a bit of resources, and I think we're familiar with those on campus. But in the meantime, since this might take up to two years, is there something online where there is at least an overview of the main resources or something that builds the spot without us having a framework at the moment, if that makes sense?

- C. GNAUCK Something like that. The number of resources, like say for example, off of wellness and psychological services. Our page. We have literally just found out. Well, I think it was two weeks ago. We actually have permission to start working on our website, because it was so sadly out of date. Yes, so we're rebuilding it, which is a really good thing.

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I think, though, that we've got a lot more work to do on community resources and making them be known to students. Because everybody and anyone can go online and go to 211 Edmonton, and it's a central repository of a whole lot of different types of resources. But it can be quite overwhelming if your trying to navigate your way through all of those resources and trying to figure out a resource that makes sense given what you need. There's that.

And we... I think it's going to be next month. Making some formal partnerships with some local agencies to help with students as well. So, it's happening, and it's definitely going on. It's in the works. We just know that we've got a lot of work to do, because the thing that I liked about that earlier model is when you look at it from crisis management/early intervention, that's a lot of very specific and tailored resources. And what we'd like to be able to do is make sure that when students see something like that, they don't see, oh wow, that's a lot. They see, okay this is where I really need to focus my attention on. These set of resources.

RUIZ Perfect.

PA? Thank you so much for this. I really appreciate that it's a grassroots kind of effort. It's really matching our culture. I like that it's coming from us. With that being said, the Canadian Mental Health Association is coming out with a national framework, I believe is what their calling it, for mental health strategies specifically for post-secondary. And I'm wondering if this is going to be appropriated with that.

- C. GNAUCK Canadian Mental Health?

PA? Yes, CMHA.

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C. GNAUCK So, are they doing...? I haven't heard. Are they doing an extension of this then?

PA? Corey [?] knows about it. He sent me the link to there for feedback.

PA? It's on its last finishing stages receiving public feedback. And it's expected to be released during our winter term. But it's basically a framework, and it's voluntary where institutions can take part in certain parts or all of it, and it basically is a framework with best practices. So, it really falls in line with what you're doing. But yes, there's that.

C. GNAUCK There is, and the really cool part of it is... The signal lights on this issue probably started about 15 years ago. That's when it really became quite known to all senior administrators as well as student services practitioners that the needs of the students was becoming quite paramount, and it was an important thing to address. And as well as to articulate some really clearly grounded strategy plan to address.

Probably in the last five years, the urgency has increased significantly, and we felt it in our service area too. So, I think that all of our efforts and the juice that's behind all of this is so cool, because it's happening nationally. And it's really a big deal when someone like Canadian Mental Health steps into the picture. That is really important.

Caucus also, like I mentioned, updated their other stuff connected to this approach to literally map out a set of how tos when trying to develop a framework. And how to make that framework alive in the system and how to engage everyone in the system. So, I'm really excited to hear that there's more stuff going on there. And if I can get my hands on it, then I'll probably look at the different ways that we can integrate it into this process, because they are all very, very consistent.

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PA? I have another question. Going back to your goal number one, I hope that you have some way of measuring what success looks like. What is something that you guys have in mind right now to gauge that success?

C. GNAUCK Actually, it will be really interesting, because student services committee... One of the other working groups was the student success committee. Now, the student success committee was responsible for identifying metrics in three different areas. Three different themes. And so, Theme 1 was actually approved at the general faculty's council last year.

The idea of metrics is very, very important. But, if you really take a step back for a second, the idea of developing a system of metrics could be an absolute total nightmare. Because you can develop stats on anything and everything. But whether or not they're used is another story altogether.

So, what we're trying to do is not just develop a set of metrics. We want to pay attention to the audience of those metrics, because if we're developing a set, but we don't have an audience, that means we're wasting our time. So, it's going to be very important to in a very considered way...

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We'll probably dovetail with what Student Success has done. And part two, actually, is... Of that

metric document, part two is on the holistic experience of students, so very much in tune with what we're doing.

PA? First of all, I thought it was great. I think the framework looks really promising and well thought out. I really like the way that it almost has built-in mechanisms for accounting for things that it might accidentally exclude. So, great job on that. I actually particularly liked the mention of space as a factor of mental health. That having a space that you can go to, even if it's not like a chair and desk sitting on the side of the hallway or something, but something to make it a bit more comfortable for people who do choose to sit wherever. I think that that would be... That's a really good thing to hear as one of the elements of it.

C. GNAUCK Do you know, I was a student for 11 years, so I know what it's like to live in an institution like a post-secondary. I think that given that students spend so much time here, it's kind of like their second home. And so, as a result, I sure would like to know that the second home is comfortable, and it really supports students and students in their learning.

One of the other things, which I thought was fascinating off the data. Some students mentioned that the business hours do not correspond to students' hours. What? I thought that was wonderful, and it was so well said. So, at 4:30 when everything shuts down, where do you go?

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PA? It's a really good point.

C. GNAUCK It is a good point. I was so appreciative to the students who mentioned that. And then I hear this other language about us being a commuter campus. I'm thinking at the same time, what's keeping students back? Services cut out at 4:30 or later than that. They're gone. We have a whole nighttime crowd that comes in here and to our students. But once again, how do we support them being a student here during evening hours?

So, we definitely... I actually wanted to... I don't know how far I'm going to get with this one. I actually want to develop an audit committee. A physical audit committee, and their only task is to go around and look at the physical environment and start looking and evaluating it. Because I think that would be really cool.

PA? You know one of the things that has come up in [unclear] working group sessions was not just space for people to study and be comfortable. But then also looking at natural lighting and making sure that the space is actually serving its function and people are using those spaces. So yes, you might have chairs here. But are people actually using those spaces? And how can we make reasonable for their needs and [overtalking].

C. GNAUCK Exactly.

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PA? Yes, so that's really cool.

C. GNAUCK One of the other ones that came out of Building 9 had to do with... If anyone's been in Building 9, second floor. Huge spaces, huge windows. Trees. They wanted lots of greenery in there. And I thought, that's another wonderful idea. We have winter ten months of the year. It's great to be able to have trees and greenery around there, so I'm all for it.

PA? Sorry to ask a second question. It's more a comment. I've been... I had a conversation with the Student Life Manager, Brett Farquharson. And one of the issues that we talked about is space, like [unclear] mentioned. And a simple solution that came to mind is allowing student to book classrooms, because currently they can't book classroom space. And that conversation ended once Booking Services got a hold of it and said that's not happening.

It would be really encouraging to see those as spaces students know they can book, instead of saying well, if it's open you can go in and then have Security kick them out. Because that just seems like a cost-effective way to also provide more space on top of it all. Thank you for all you're doing. It's really great.

C. GNAUCK Exactly, so accessible spaces too. And I think we need to revisit some of the rules around accessing spaces, because some of those rules I think were developed back in the mid-90s. And there was a different kind of context that we were working under.

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And I'm wondering whether or not some of the rules are a bit outdated, because they don't really fit current realities. All you'd have to do is look around hallways. There are a lot of students here. A lot. Sometimes I'm amazed with the lineups in front of Starbucks and Tim Hortons, more so because we're in Building 7. And I keep on looking around here, and people are trying to find a place just to sit.

Well, I'm looking around there and I'm thinking, what happens when students have anxiety issues around crowds? Or when they stand in a lineup for a very long time, and they're trying so desperately to try to keep their anxiety under control. There's a lot of stuff that I think we really need to think about our physical spaces and how they support students and the students' mental health as well as supporting what they're trying to do with their mental health as well. So, there are some things I think about the physical environment, which I fear act more like triggers and that is not helpful.

The time is drifting on. You folks have an agenda, but I still want to know any other last-minute commentaries or anything.

PA? Sorry [inaudible]. The e-mail and contact that you provided. Is that for us or is that for students as well?

C. GNAUCK For now, it's for you.

00:34:38

Because what we'll do is in our consultation plan, we'll make sure that that's abundantly clear. Who the contact is for any questions, any concerns, anything else like that, too. So, this one's for you for now.

CHAIR On that note councillors, unfortunately we're bound by our policies, which only allow for 30 minutes for presentations. So maybe a round of applause.

C. GNAUCK Thanks again. This has been so cool. And with that, have yourselves a wild and exciting evening.

CHAIR Item 4, For Information. 4.1 Reports. 4.1.1 President. Any oral supplements?

PRES Nothing.

CHAIR Okay, Item 4.12, Vice President Academic. Any oral supplements?

VPA Thank you, Chair. Yes, I do have one. Council was really helpful back when I was filling committees and councils. And as you noticed from last report, they're all essentially full. But I do need help recruiting students for two things: learning management system working group and a student research day working group.

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Both of those are occurring sometime in November. Learning management system's about Blackboard. We can put on that what we like. What we don't like about it. Student Research Day is about the annual event in April, where students in honours independent study disseminate their research. So, if you know people who've done online classes, for example, or they've been to Student Research Day and presented, then let me know to e-mail them. SAVP [?] Academic. The same thing goes for you, if you're interested. Thanks, Chair.

CHAIR Thank you Vice President. 4.13 Vice President External. Any oral supplements?

VPE Yes. Thank you, Chair. I'd like to note attended the spirit bear dialogue panel where our Vice President Student Life moderated, and it was truly eye-opening and a great event to attend. Also, I have been working very hard for the Edmonton Student Alliance panel, which is taking place October 29, where I secured six of 12 Edmonton city councillors to come and ask questions that are for... At the Edmonton Student Alliance and your student council.

So, your current student council is invited to come as well to ask questions to your Edmonton city councillors. More information will come from current councillors. Please keep that on your mind. Evening of October 29.

And also, I'd like to note that the executive committee was invited by MLA David Shephard to attend budget day at the legislature on the 24th. Not going to lie. It's really hard to get into that, so very exciting. And so, the President and myself will be attending the budget day. And that's all. Thank you.

00:38:00

CHAIR Great. Thank you, Vice President. 4.14 Vice President Operations & Finance. Any oral supplements?

VPOF Yes, thank you, Chair. Since my last report, we had another bylaws and policy meeting. Followed by, I attended the youth pass advisory meeting at Edmonton Tower. They're still discussing about Smartfare and implementing it a year from now for all student unions involved in youth pass. And they feel very confident in working with all ITs at the universities that this will still go ahead by the fall, which is the deadline.

I also touched base with events, beginning early talks about the town hall food for thought coming in the wintertime. And also attended regular SAMU risk committee meeting for the building, and it's crunch time. We're coming close to the finish line, so it's very exciting and full steam ahead. Thank you, Chair.

CHAIR Thank you. 4.15 Vice President Student Life. Any oral supplements?

VPSL As presented. Thank you, Chair.

CHAIR Thank you. Item 4.2 Executive Committee minutes of September 11 and 18, 2019 are provided for your information.

Item 5 Question Period. 5.1 I don't think we had any written questions this time around, if my memory serves me correct.

Item 5.2 Oral Questions. We'll open the floor to oral questions now. Councillor Yanish.

00:39:30

YANISH I have a question for the Vice President Academic in reference to... You said you sat on the group in reference to finding new President at MacEwan, and I'm just curious of what exactly do you anticipate?

CHAIR Thank you, Councillor. Vice President.

PA? Thanks, Chair. A lot of things. The challenge is... So, the... This is part of a larger context that there's a hiring committee for the President, which the President of SAMU sits on now. And then there was a consultation round where the person from the hiring firm who sits on that committee would go to different stakeholders like us and ask us what we want to see.

It's really hard for a student to talk about a president of a university and what they want out of a president. I sit on the Faculty of Arts and Science team search, and that's a lot easier to imagine, but even that is way beyond our scope. We know what we want out of our professors.

There was a few things tossed around, and I think what's critical is that they are into what MacEwan is. It's a teaching university for undergraduates and hopefully they won't want to stray from that too much.

00:40:46

But they'll keep to the draft institutional plan that we've seen. We'd like that to remain the case, although we know that they'll have some control over that. And thirdly, I suppose, we need somebody who knows their finances well, because obviously we're coming up on lean times and that's something that matters in that role. But yes, it's hard for students to imagine, but that's the priorities we laid out in that.

CHAIR Thank you, Vice President. Councillor Yanish, anything further?

YANISH No, thank you.

CHAIR Thank you. Other questions? Councillor Strayer.

STRAYER Yes, this is for the Vice President of Operations. Council was presented the budget in about March-ish and with that came a small review of the business plan for the new building. We have yet to see a concrete plan, and we open up in two months. I'm just curious if there has been a plan built within the operations of SAMU?

CHAIR Thank you, Councillor. Vice President.

VPOF Thank you, Chair. Yes, there has been. I know the Councillor and I have spoken about this. There

is going to be next month at the next student council meeting a chance for our Manager and Director of Building Operations and other staff to bring the business plan, so council members can take a look. Thank you, Chair.

CHAIR Thank you, Vice President. Councillor Strayer, anything further?

STRAYER Just to reiterate that we can expect a plan next month?

00:42:28

CHAIR Councillor, that's what I heard from the Vice President. Yes.

STRAYER Cool.

CHAIR Any other questions?

STRAYER No, I'm peachy. Thanks.

CHAIR Thank you. Other questions? Councillor Stewart.

STEWART Thank you, Chair. I do have a question myself, but I do know Ruiz has said that he has a question as well.

CHAIR Okay, you have the floor. We'll get to Councillor Ruiz afterwards.

STEWART No worries. Just so that that's on the table here. Thank you so much, Chair. I have a question for the Vice President Academic. In regard to their report, they mentioned sitting on the program and curriculum committee. And I was wondering which programs and studies may be terminated that was mentioned, if they can disclose that information.

00:43:11

CHAIR Thank you, Councillor. Vice President.

VPA Yes, the two programs that were recommended for termination were General Studies in the Faculty of Arts and Science and a vocational program I can't remember the name of in the Faculty of Nursing. The program in the Faculty of Nursing has been paused for years. I think they said four years, and they just hadn't got around to rescinding it yet. No one was applying for it, and nobody was in it.

And then the program of General Studies in the Faculty of Arts and Science had included in their report and request for rescission that it had abysmal numbers in terms of students accepted to that program and even worse numbers in terms of students who finished that program. So, when you look at... We were getting less than ten per year near the end, and then the rates of completion were super low.

So, they thought it best that maybe at this point... They've had that program for... Since it was a community college, I think. And they thought at this point maybe they should get rid of it. They threw around a few ideas for an alternative to General Studies. Something like an exit option, so if you don't finish your degree you can get some kind of exit option, but that's super early on in that discussion. So yes, those are the two.

CHAIR Thank you Vice President. Councillor Stewart, anything further?

00:44:32

STEWART Yes. In regard to the vocational nursing program, was there any talks about, because it was just shut down, why it was originally closed off for the last few years. Because obviously that would account for no one knowing about it or no marketing around the certification. Or is it just not as useful? I wonder if there's a background of why it's not been successful over just remaining [?] because it hasn't been, but because we haven't been putting any effort into it potentially. Or...? Is there anything more around that? Thanks, Chair.

CHAIR Thank you, Councillor. Vice President.

VPA Thank you, Chair. The reason I know so much about the General Studies one is because I sit in the Faculty of Arts and Science Council where it was first recommended to the Program Curriculum Committee to be rescinded. I don't sit in the Faculty of Nursing Council, and I can't because I'm not a nursing student. We have students on that council who could pry into this issue, but with the brief summary they gave at PCC it wasn't deeply laid out there. From what I can tell it's a defunct program.

CHAIR Thank you, Vice President. Councillor Stewart, anything further?

STEWART No, I'd just like to say that I'm sure that once it reached that decision-making level it made sense, but just always be aware of what kind of background knowledge is going into it or looking at the specific reason of why a program might be failing. But yes, thank you, Chair.

00:46:07

CHAIR Thank you, Councillor. Councillor Ruiz.

RUIZ [Inaudible].

CHAIR Thank you, Councillor. Vice President, if you heard the question, can you paraphrase please.

VPOF I did not.

CHAIR Can someone over there?

VPSL I can.

CHAIR Yes? Vice President Student Life can.

VPSL I can paraphrase. He was just asking about the voter turnout for the voting initiative on campus and [inaudible].

CHAIR Thank you. Vice President.

PA? Thank you, Chair. We're currently waiting on those numbers. Once our Advocacy Co-ordinator, Evan, returns those numbers, I'm happy to share those with you all. And thanks for the congratulations.

CHAIR Thank you, Vice President. Councillor Ruiz. Go ahead with your second question.

00:47:19

RUIZ Thank you, Chair. My second question is [inaudible].

VP SL To paraphrase here, looking for a bit more information on the update about the possibility of the international coverage for students.

RUIZ And I want [inaudible].

VP SL That one we need to double check on a little bit, because there is the numbers we were given and what exactly it would cover. Because there are two types of numbers with regards to certain amounts of coverage if students opt out and to cover a couple of the gaps. However, it will be coming forward with a business case to H and D, because it is something kind of out of the element of SAGU and its experience and many other SUs right now. A lot of us are just learning about this, so of course we are exercising on the side of caution with regards to it. It will be coming to H and D, and that's yourself, pretty soon to discuss that as well.

If you're looking for further details as well, we can also do that in an e-mail. It would take up a lot of time to explain it. It's something I'm learning so much more about. And I feel like I wouldn't be able to articulate it as well as, let's say, one of the reps on Galivan [?] who took this initiative and has really worked on it. Does that help?

CHAIR Thank you, Vice President.

00:49:22

RUIZ Thank you so much. [Inaudible].

VP SL Thank you very much.

CHAIR Vice President, for the benefit of the minutes and for those of us who don't know all of the acronyms. H and D is health and dental. Is that correct?

VP SL Apologies. Yes, the health and dental subcommittee.

CHAIR Thank you, Vice President. Councillor Ruiz, anything further?

RUIZ Thank you, Chair.

CHAIR Thank you, Councillor. It's like a mouse in a room. That's what the volume is like. You can minute that one too. It's not your fault. Any other questions? Councillor Drummond.

DRUMMOND Thank you, Chair. I was just wondering... This would be for VP Student Life, I think, or the President. I'm not quite sure. Is there any reason as to why the programs and services subcommittee hasn't met within this term or at all really? Thank you, Chair.

CHAIR Thank you, Councillor. Vice President.

00:50:29

VP SL Yes, I actually mentioned that in the written questions of last meeting that we're looking to restructuring some of our committee structure and that is a committee that really needs some operational direction. So, that's what we're waiting on.

CHAIR Thank you, Vice President. Councillor Drummond, anything further?

DRUMMOND That's all. Thank you Chair.

CHAIR Other questions? Councillor Stewart.

STEWART Thank you, Chair. I have a quick question for one of the executives who are working on the campaign 101 and campaign workshops. I was wondering what the turn-out and success of them were. It was really nice to see there was more hats in the ring for the student council election, but I was curious as to the success of those workshops and that project of theirs.

CHAIR Thank you, Councillor. Which one of you would like to answer? Vice President Operations and Finance.

VPOF Really great. Apparently, the year before there had been two and one people, so three people showed up. We had seven for one and then the few others who signed up for the next workshop had not shown. I was disappointed, but we still had seven people. And then we were still... I still got e-mails, and people swinging by or people who recognized me in the hallway and was able to have discussions. It doesn't have to be restricted to the workshop.

00:51:46

I also wanted to be transparent and help with as many people as I could in giving them those tips and tricks even beyond the workshop as well, which I hope, whether myself next year or somebody else, we'll continue to do given the success of it. Thank you, Chair.

CHAIR Thank you, Vice President. Councillor Stewart, anything further?

VPOF Just quickly want to mention, or say, that's awesome. That's really good to see more people interested even if they aren't some of the people who ran. But they're getting more involved in learning what student council is and SAMU. Just hope going forward you guys obviously make note of what you learn from that time and note the ways to improve the workshops or improve the marketing around it to increase future turnouts.

CHAIR Thank you, Councillor. Other questions? Councillor Dykes.

DYKES I have a last question. One. Sorry, I just realized this. We were supposed to possibly hear from the governance and investigations committee. I guess my question is to the President. Do you know if anything came out of this?

CHAIR Thank you, Councillor. President.

PRES I'll direct this to the governance advisor.

00:53:59

CHAIR Governance advisor?

PA? I would direct it to the chair of the governance investigations committee.

CHAIR That sounds good. It sounds like we're going to meet on Friday.

PA? All of us.

CHAIR No, the committee. I think we were working... Councillor, I think if you are familiar with the policy, we have a number of other stakeholders that need to be involved. And of course, we need to work with their schedules, and many of those have regular jobs. And so, we were able to pull together

that group on this upcoming Friday. I think we're going to have water and cake. No cake? Water. No, but we're meeting on Friday. Councillor Dykes, any other questions?

DYKES No. Thank you, that was it.

CHAIR Other questions? To be fair, councillors, I always ask if there's cake at meetings, because most meetings you don't actually need. If there's cake then there's a reason to meet, right? These are all dad jokes, by the way. No other questions? Last opportunity.

Item 6, In Camera Period. Nothing there.

Item 7, Motions and Business Orders of the Day.

00:54:19

7.1 is Business Orders of the Day. We have the councillor of the year award, and I believe the Vice President Academic will be speaking to this item.

VPA Thank you, Chair. Great. So, we have, as voted on by their peers, the winner of the councillor of the year award in this envelope. I debated if I should stand up and have them come up and shake my hand and take a picture, or just pass it over, but I don't know. It seems more ceremonial if they come up.

I'm going to announce the councillor of the year award. You do get a prize. A cash prize or a cheque prize. Get excited everyone. Councillor Dykes. Don't forget your envelope. [Overtalking]. Congratulations, Councillor Dykes.

CHAIR Yes, congratulations, Councillor Dykes. Well earned.

Item 8, Consultation. 8.1, Post Report Recess. Councillor Yanish, this was your item.

YANISH Yes, this came as a result of conversations within the last few CRC meetings, in reference to continued feedback from one or more councillors wanting there to be a five-minute recess immediately following executive reports, as to the need for a more effective oral question period. And just want to hear from council as to whether or not they think that it's a good idea.

CHAIR Thank you, Councillor. We'll open the floor to comments. Councillor Newton.

00:56:22

NEWTON Thank you, Chair. Yes, I looked over this, and I personally don't really think this is necessary, especially since we get our agendas a week in advance, which I think gives all councillors plenty of time to prepare their questions. And more so, I think that questions... The point of oral questions, I believe, is to follow up for written questions. So, we submit written questions, and then if we have follow-up after, that's what we should be using oral questions for. So, I don't really think that it's necessary. And if you do need to call a recess, we can do that, but to make it mandatory I think is unnecessary.

CHAIR Thank you, Councillor. Other comments. Councillor Dykes.

DYKES With that, I do agree with the sentiment Councillor Newton just said. How the structure should be. Because largely I feel like I try and always pose written questions if I'm going to ask a question,

because that way it's documented in the meeting minutes. Otherwise it's a struggle for our student body to find it. It's the most tangible way for our students to keep us accountable, and that's why I personally try and do it. And why, in the past, the SCRC has recommended it officially. But yes, I just thought I'd comment towards that.

CHAIR Thank you, Councillor. Councillor Stewart.

STEWART Thank you, Chair. I'm really happy to see this brought to the table.

00:57:46

I definitely can agree with some of the sentiments brought up in regard to recordings of written questions. If this went through, I would not want to see written question not used as effectively or those to be not used. I think it serves its purpose for when you are given... When we are first given our agenda packages, to use written questions. To ask questions that you have based on that information presented, so again, all of the Council can digest it.

Any questions, if it's towards a particular committee or member of EC, that they can appropriately answer that question. Give it enough time to reflect depending on what that question... They might need to look up some more things, where asking it in council may not be as effective.

However, during their reports they can also give supplemental reports during our council meeting. During which time, for instance today, there was quite a few by some of our executive team, which is great because things happen between the times that they finish their reports and when we meet.

I would suggest, or my perspective would be having a little bit of a break between those reports and question period would also allow us to digest that material a bit better. I see arguments [?]. A lot of our goal as to being councillors is to listen first and feed [?] after. Really take your time to listen. Not be thinking of what questions you might be wanting to ask, or trying to go through the agenda to figure out... So that you can get a question asked during the oral question period, if you have one of those. Whether that be based on the agenda or more likely based on the supplemental reports from EC.

00:59:35

So yes, I think it would be... Personally, I am in favour of having a post-report recess to enable us as councillors to have a bit of time to digest that material, ask personal questions if we need to that may not need the whole scope of SC. But then also for us to be able to take the time to listen. Give the time to digest the information, and if we need to ask questions, we can still do so. I wouldn't want to see us not use written questions. I think that's always [unclear] that's encouraged. But if having a little break can allow us to again formulate those questions, be a bit more clear in what we have to say, I think that would be a good addition to our formal agendas and meeting schedule. Thank you.

CHAIR Thank you, Councillor. Other comments? Councillor Strayer.

STRAYER Thank you, Chair. I think this is a really interesting idea. Quite frankly, I'm not in a rush to get out of here. Five minutes isn't going to break us, considering the fact that we have a week when we get this agenda. Five minutes isn't going to kill us. There are, as Councillor Stewart said, oral supplements that are given [unclear], as she said. Having that time to process that. think of good

questions, even talking to your executive during that five minutes, I think is important. That isn't to discount the importance of written questions.

01:01:01

Written questions are an integral part. As much as I fail to utilize them, I would argue the fact that written questions are the only way for our student body to see our representation. After all, we do have oral transcripts that are posted on the website, so oral questions do have their value. Having that five minutes allows us to put more thought into the questions that we might propose to our executive. As I said, five minutes isn't going to kill us. Thank you, Chair.

CHAIR Thank you, Councillor. Other comments? Councillors, I have a perspective if you're willing to hear it. I think that I'm always hesitant to tie the hands of council with a policy that we can enact by using Robert's Rules. And so, I would suggest to you that if you ever need to recess to five or seven or ten minutes for that matter, that option is always available to you.

I certainly see the value in scheduling those types of things in agendas. My preference generally is to leave that out, because I think that that option should be available to you. Because I think one of the questions you can ask yourself is, is five minutes enough? Why wouldn't it be ten minutes or something else or two? So, that's just my perspective. I know I don't have a seat at this council, but I think when it comes to this type of policy question, hopefully that was of value to you, Councillor.

Councillors. Any other comments? Councillor Drummond.

01:02:56

DRUMMOND Thank you, Chair. I'm not going to reiterate what Councillor Newton or Dykes or you said, but I'm not necessarily in favour of this. I think as councillors, when we come to a moment where we feel like we do need a break or we need time to digest whatever we're talking about or need to speak to someone, we have that right within Robert's Rules of Order to take that break. And I think if we're putting in an allocated break, it may not necessarily always be used properly. People may be sitting around on their phone or whatnot, because not everybody's going to have a question that they need more information on.

So, I think if it comes to a point where someone does need that information, we can always take that, and it doesn't necessarily have to be mandated. Thank you, Chair.

CHAIR Councillors, other comments? Councillor Hassan.

HASSAN I was just going to say, I think whether it's in the framework for our meetings or if it's not, if we need it, we can ask for it. And if it's already in, we can forgo it, so either way we have something in place to ask for that time if we need it. So, I love the idea of having something in place. I think it would allow us to feel comfortable having that time protected, but we can also ask to protect that time if we need it.

CHAIR Thank you, Councillor. Councillors, other comments? Seeing none, Councillor Yanish, I think you've been consulted.

Item 8.2, Agenda Publication. Councillor Stewart, I believe this is your item.

01:04:27

STEWART Yes, thank you, Chair. I hope you all read through my consultation item. I won't read through everything I put in there, but I'll give a brief summary. Basically, I had gone to the U of A students' council, and it was brought to my attention that they post their agendas before their meeting. This allows some of the students who were attending that meeting to know what was happening, follow along, stuff like that.

I actually did some more research, and reached out, and as you might have noticed, some links were available to look at how other councils post their meeting agendas. Some of which I reached out to and talked to them, and they told me that some of them don't... In their agenda it's still... In their agenda it still needs to be approved. So, if an issue ever came up that well, we haven't approved our...

So, my initial understanding is maybe because we haven't approved this agenda, we haven't approved the minutes, we can't post them yet. Maybe that's just the standard. But it seems like that's not necessarily the case. If... Yes, so that's... There is a precedent out there that agendas can be posted online before they're being approved, and I think that enables students to be engaged. It allows us also as councillors to use our role to engage with students and let them know what's happening at the table.

01:05:56

Currently, if you probably noticed, or you should know, our stuff doesn't go out until a month later. To me that's not acceptable, because students then don't know what's happening until a month later. How do we expect them to be engaged or come to our meetings? Of course, they can reach out, but that's asking a student with an already busy schedule to do that and try to find that information. But they don't even know what we talk about. What's their incentive to do that?

Obviously, we should always be engaging with students, but that's... Yes, so basically what I am asking for today is to hear you guy's perspectives on if you think that we should post our agenda when we get our agenda package. I think we should. Personally, I would like to see our whole agenda package posted. I think most of our reports are available to students in other means. And obviously that would make it so any links that are included... Those would be excluded. Or any confidential information.

It would all be in one package nicely placed, so that myself, or if another person at the table wants to post it themselves, you don't have to worry about potentially posting something online that they're not supposed to, which is an issue I had run into. I have other questions I can answer, depending on people's feedback. But basically, yes, I think this would be a super easy solution. I know it would take a little bit of the time of our team to post this every month, but I don't see why that should be a huge issue, especially for the benefit that it would have for engaging with students. Hopefully that makes sense. I reviewed a lot in the consultation item. Thanks, I open the floor.

CHAIR Thank you, Councillor. Councillor Bouwer.

01:07:43

BOUWER This is more of a question, not so much directed towards Councillor Stewart, but towards the team responsible for posting the agenda package after that fact. Is there a particular reason for the delay or the organization scheduling? I'm just curious if there is a rationale behind that. I don't know

where to direct that.

CHAIR Thank you, Councillor. Alan, maybe you have an answer. What does our policy say?

PA? Five business days after the approval of the minutes.

CHAIR Aha, so I guess we'd have to look at our policy and once the minutes are approved, we have to post within five business days, according to the policy. But I think we're talking about the merits of that here. Councillor Bouwer, since you asked a question, did you have a comment?

BOUWER Yes. I think it's a good idea. I think there's not really a... I don't see... There's not a pressing immediately obvious reason, or maybe the case will be made for it to be posted after the fact. I don't see it... Think there's harm. Especially if it will make it easier for people who want to sit in on a meeting, and they just want to have a vague idea of what's going on. Or they're like, hey, I'm really curious if this person does anything on Council. I can go through... Again, there are always going to be other avenues for people to find that information, but I think we're talking about increasing accessibility. We want more channels, and I think this is good one.

01:09:09

STEWART If I can just... It's a question that was in there. Currently, our minutes that include our agenda are posted a month later, because we have then approved them. So, after this meeting, what will be posted is last month's minutes. But there is no posting of the prior agenda that may not be approved, but I think that could be said that it still needs to be approved. And I think that's a common practice that that can still be shared to our members, and then just excluding any confidential information. But I think it's also important for any of the background information to also be there for context.

CHAIR Thank you, Councillor Stewart. Other comments? Councillor Dykes.

DYKES I really like the idea of engagement, because that's one thing that a lot of Councillors campaigned on this year. Having that engagement with students. I think maybe an idea would be having a draft agenda, so not the past agenda exactly, and then just sort of a rough layout of what will be discussed today. Especially if we have any pressing motions that might involve students' concern or presentations that students might be concerned with, so maybe more so a rough agenda. I could be... Or the items of the day maybe. I don't know.

STEWART [Inaudible].

CHAIR Councillor Stewart. It's not a conversation. I'm bound by the policy. Sorry. Councillor Drummond.

01:10:28

DRUMMOND Thank you, Chair. I just wanted to add on to Councillor Dykes idea. I really like that this kind of thing goes out of my mind. If we have... We could speak about in councillors' day web chats, wherever we live [?]. Maybe, next council meeting, we'll be discussing these two things, and then people can know that way. Or even through SAMU's social media, they could post it on Instagram a colourful, beautiful story to get people's attention. To be like, hey we're talking about this and this. All flashy and whatever, so it's like, two seconds, students see it. It's really straightforward, because our agenda's not really pretty to look through, and it's not going to get students' attention. So, I think if we have a two-second blurb on our Instagram story, or in our webinar thing, that would be effective.

Thank you, Chair.

CHAIR Thank you, Councillor. Other comments? Councillor Yanish.

YANISH When I think about this issue, I think about risk management, and if there is any sort of risk in posting a non-approved agenda. I can't think of one. And I can't think of anything during my time in council that has been changed, insofar as when we make edits the agenda before it's approved. I can't think of anything that's been changed that would pose any sort of risk if a student at large or a member of the student body had seen that before and after it was edited. I don't see any harm there, so I ultimately agree that it, yes, absolutely should be posted as soon as possible.

CHAIR Thank you, Councillor. Councillor Strayer.

01:11:59

STRAYER I'm looking at the UASU minutes right now, and they also have the commentary from their executive team right on the minutes available, and we don't have that. We have the minutes available, as we said. It's posted on Twitter, but our minutes also don't have any commentary that we get. Any of the reports that we get from the executive. I think these are all important things to add, but also the accessibility stuff [inaudible].

CHAIR Thank you, Councillor. Other comments? None? Okay, Councillor Stewart. Did we have one over here? No. Councillor Stewart, I think you've been consulted.

STEWART Thank you.

CHAIR Thank you. Item 9, Evaluation. I'll leave it to you and your devices.

I think there's one more that we need. Someone in the room still working on it? Councillor Ruiz, did you fill it out?

RUIZ I did, yes. Thanks, Chair.

CHAIR Anyone need...? Oh, there we go. I can never tell if you're filling out the form or playing Minesweeper or something. I got laughs. I tell my wife every time. I get laughs, I swear.

Item 10, Recognition. We'll open the floor to recognition. Councillor Dykes.

DYKES I'd like recognize and thank council for councillor of the year.

01:16:53

It's been a great year or time I've spent on council, and I want to thank you all so much.

CHAIR Councillor Ruiz.

RUIZ Thank you, Chair. I would like to take this opportunity to congratulate the newly elected councillors as well as the rest of the council I have known for their re-election. And also, I do want to say that it's really a pleasure to have worked on all these things for the past four years. This is my last official meeting, so I do want to wish everyone there best. And I hope that [inaudible] a lot of amazing [inaudible]. It's been great. And also, I want to thank Alan [?] as well as Kim [?] for all of your help. For being really great as members and most important always being there for us. Thank you.

CHAIR Vice President.

VPOF Thank you, Chair. I have three points of recognition. The first point of recognition goes out to all the councillors who this is their last day. Thank you so much for your time and effort. It's sincerely appreciated. You've made your mark and thank you so much for representing the students.

Second point of recognition goes to the re-elected councillors. Thank you for continuing your hard work. I'm very excited to be working with you all and watch us all progress in a good direction.

The last point of recognition is to the folks in the room around me who are newly elected. I'm so proud to be working with you. Very excited. That does it. Thank you, Chair.

CHAIR Thank you, Vice President. Vice President, Student Life.

01:18:59

VPSL I'm literally going to be reiterating what everyone else said, but you're just going to have to wait. I would like to congratulate all of council who are here, whether you've been re-elected or not. Thank you for all of your awesome work. I know you're making students proud. It's been a really great year working with all of you. And congratulations to our newly elected Councillors as well. And thank you for listening.

CHAIR Other recognition? Councillor Yanish.

YANISH I would like to recognize the VPA for, as you put it, working to fulfil part of your campaign platform with respect to the week-long fall break. I think... Not I think, I know that's something a lot of students talked to me about. Any time they wanted on students' council they say, oh can you give us a week-long break. And it's nice to see something so often brought up, actually [unclear].

CHAIR Councillor Stewart.

STEWART Thank you, Chair.

01:20:00

I would just like to recognize Councillor Yanish and the student council review committee for bringing their consultation item to the table today as well as Ruiz phoning in. I was so happy to spend some more time with Ruiz on Council. And I'm glad that he could make it, even if it was just via phone. And I hope that you are doing an amazing job in your program. It's really exciting, and I think we all appreciate all the work that Councillor Ruiz has done on council. Thank you, Chair.

CHAIR Other recognition? Council, I always get the last word in recognition, right? So good meeting today. I thought the dialogue during the consultation was really valuable. I appreciate that. The question period was really good. Also, want to say, for those of you that are not returning to council, I think I've said this for two years in a row now. I think I've been here for four years.

This was a really great council. I thought that we had good dialogue. We made important decisions. We asked the right questions. And so for those of you who are departing, I hope that you continue to look for more engagement opportunities outside of MacEwan, because the experience you've gained here is valuable and valuable to other Boards. And so, take what you've learned here, which I guarantee you is more in-depth than many others and what they've learned.

For those of you who are continuing, I expect you help and mentor the new individuals. So, I hope you take the time over the next month to do so. And for those of you who are new to council, who are joining us, you're in for it. I'm kidding. People tell me I'm approachable. So, reach out to your fellow councillors, both those continuing and departing. And we'll certainly see you during training. And of course, if you'd like to reach out to me, you can do so at any time. So, congratulations to those who are returning. Congratulations to those who are leaving. And congratulations to those who are joining.

Item 11, Adjournment. We have a motion? Councillor Ruiz.

RUIZ I vote to adjourn.

CHAIR Thank you. That motion only requires one mover and is not debatable. All those in favour? Thank you. And opposed? Motion carries. This meeting is adjourned.

01:23:12