

SAMRU Position Statements

For over a hundred years students have organized to effectively serve and represent the needs of their student community. We had student leaders when Mount Royal was a high school, when it was a college, and to this day where it stands as an undergraduate university. With such a long history, it is important that students are aware of the positions that their student leaders are advocating on their behalf. In the past, there was no mechanism to record the core beliefs that SAMRU's student leaders acted upon, leaving students in a position where they struggled to understand how SAMRU advocated for them. Now, as student leaders, we realize more than ever the importance of communicating SAMRU's student representation and advocacy priorities.

We hope that these Position Statements will help inform you of the type of advocacy we engage in as student leaders. These

statements aren't robust nor perfect, but they are meant to be improved upon over the years as new student leaders come and go, and as you impact them with your voice. An additional purpose of this document is to communicate our positions to the entities we advocate to, such as to MRU individuals, committees, councils, and to the MRU Board of Governors, as well as to external stakeholders, such as the public, all levels of government, and to the media.

This is an invitation for you to get more involved with your Students' Association! Part of a healthy dialogue is knowing what your Representation Executives stand for, and understanding how you can impact those positions. You can do so by reaching out and having your voice heard - maybe by joining our Representation Executives Advisory Committee, sending us an email or even running to be a Representation Executive yourself! And now...

The Representation Executives, on behalf of SAMRU, declare...

MRU BUDGET

That students should be able to easily access and understand financial information about their university/institution and how it impacts them as a student.

TUITION AND FEES

That MRU should not increase tuition more than by inflation (Alberta Consumer Price Index). Should an exceptional increase be required, it shouldn't be over 7% per year and students must be meaningfully consulted.

CULTURE OF PHILANTHROPY AT MRU

That students experience the benefit received from the generosity of donors. In an ideal world, there is a culture of appreciation at MRU towards donors, faculty, staff and fellow students.

STUDENT SERVICES AND FACILITIES

That MRU should engage in meaningful consultation with students regarding the development of facilities and services on campus.

INDIGENOUS

That MRU should work to remove the barriers that Indigenous students face when accessing and completing their post-secondary education.

That MRU works towards reparations towards the Indigenous community.

That the voices of Indigenous students help direct the institution's work on Indigenization, Decolonization and Reconciliation, emphasizing "Nothing for us, without us."

That MRU maintains the resolution that it recognizes the genocide done to Indigenous peoples.

MENTAL HEALTH & WELLBEING

That MRU students should feel a meaningful sense of belonging to their Campus Community.

That MRU answers the SAMRU's Calls to Action on Dating, Domestic and Sexual Violence.

That students should be meaningfully consulted on major changes made to Wellness Services when they affect students.

That students have a variety of booking and delivery options for counselling services.

That all faculty should undergo mental health and disclosure training and all faculty are prepared to communicate safely with students when it comes to topics of mental health.

That BIPOC students should be compensated and their mental health supported when they provide the emotional labour of sharing their experiences as racialized students.

That all students should receive content warnings regarding triggering content on campus and in the classroom (e.g. domestic, dating and sexual violence, graphic protests).

That up to date mental health information, especially including suicide prevention information, should be a communication priority to students.

That Wellness Services regularly reviews the effectiveness of their communication strategies.

That Counselling Services understands that it has a duty to care for students when they are in crisis.

That International students do not experience exceptional barriers to accessing mental health support.

That International students are supported in creating stronger support systems due to their unique situations.

EQUITY, DIVERSITY, AND INCLUSION

That students who have faced discrimination based upon race, national or ethnic origin, gender, sex, sexual orientation, age, ability status, or any other protected grounds should be supported in amplifying their experiences.

That all ethno-cultural identities of students should be respected, recognized and celebrated, including the wide mosaic of Indigenous nations across North America.

That the MRU campus community should regularly collaborate together regarding Equity, Diversity, and Inclusion.

That the MRU campus community will be actively accountable and action orientated in areas where it lacks Equity, Diversity, and Inclusion.

MRU GOVERNANCE AND POLICY

That students understand the governance structures of MRU, and how to meaningfully impact those structures.

That governance and policies are easily accessible and readable for students.

That students are informed of key policy changes and updates throughout the year on issues that directly impact them as students.

MRU WITHDRAWAL DATE

That the Grades and Examinations policy reflects a withdrawal date set to the last day of classes.

STUDENT AWARDS

That MRU awards, scholarships and bursary applications are inclusive towards equity-seeking groups.

That students are provided adequate reminders and time for filling out scholarship applications.

That there are a wide range of criteria for MRU awards, scholarships and bursaries outside of academic achievement.

MRU COURSES

That MRU markets GNEDs in a way where students understand the added value of GNED courses to their lives and to their education rather than simply as a requirement to fulfill for graduation.

That students are well informed about the content themes of the course sections they are registering to.

That Honour Degree supervisors support students from equity-seeking groups by advocating and limiting barriers for those students.

That in order for students of equity-seeking groups to be successful in their courses, MRU faculty should actively seek Equity, Diversity and Inclusion in the classroom and actively work towards reducing barriers for those students.

FACULTY FEEDBACK

That students can give feedback on the course delivery of all professors, and that the feedback is used meaningfully.

FACULTY RECOGNITION

That students are provided practical means of appreciating faculty, including vocal and shortened written nomination options for faculty awards.

That students get a better learning outcome when faculty are adequately recognized and appreciated for the quality of their teaching.

ALBERTA POST-SECONDARY EDUCATION SYSTEM

That post-secondary institutions meet the needs of students first by focusing on key outcomes like program diversity and breadth, quality student experiences, student services, retention, and graduation rates for diverse populations.

That any boards, councils or committees to the Ministry of Education that advises or makes decisions on behalf of the post-secondary system should include post-secondary institutional stakeholders, especially students.

That provincial post-secondary education policy performance indicators should be relevant and attainable and that there is an uncomplicated reporting framework to keep bureaucracy and administrative costs down and support system transparency.

That the government should provide stable, predictable, and sustainable funding for post-secondary institutions to focus on their missions.

STUDENT EMPLOYMENT AND WORK-INTEGRATED LEARNING

That students are supported to feel confident in their ability to practice the skills they learned in their programs of study.

That students are supported in finding gainful employment.

MUNICIPAL (CITY) AND TRANSPORTATION

That the City should engage in meaningful consultation with MRU students in Municipal Planning & Development because the quality of the student experience involves where they live, including their streets, their neighbourhoods, and their overall community.

That MRU students should have affordable, accessible and efficient transportation options when accessing campus.

PROVINCIAL ADVOCACY CAMPAIGNS

That SAMRU will mobilize students, as well as the public, in appropriate grassroots activity when SAMRU deems that the advocacy of student leadership alone is no longer effective at improving the student experience and that this course of action is in the best interests of the students of MRU and their student organization, SAMRU.

COVID-19

That mandatory masking is an appropriate measure during larger provincial outbreaks.

That students are able to freely access the campus.

That it is in the best interest of students to have the option to be in-person because, as users, students pay for facilities, supports, resources and a student experience that can only be experienced in-person.

That safety is a priority for students, but any safe way to have students in-person should be prioritized.

That there are no mandatory vaccinations in the strictest sense; no student should be denied their education because of their vaccination status.

That, until the withdrawal date is officially set for the last day of classes, the withdrawal date during pandemics should be set for the last day of classes.

That the winter break should be extended to give students adequate time to recover from the added stress of a pandemic.

That the faculty and administration should have flexibility and compassion with students during pandemic periods.



samru
students' association
of mount royal university