



University of Alberta Students' Union

POLICY COMMITTEE

Tuesday, January 15, 2019

5:00 PM

SUB 0-55

We would like to respectfully acknowledge that our University and our Students' Union are located on Treaty 6 Territory.

We are grateful to be on Cree, Dene, Saulteaux, Métis, Blackfoot, and Nakota Sioux territory; specifically the ancestral space of the Papaschase Cree. These Nations are our family, friends, faculty, staff, students, and peers. As members of the

University of Alberta Students' Union we honour the nation-to-nation treaty relationship. We aspire for our learning, research, teaching, and governance to acknowledge and work towards the decolonization of Indigenous knowledges and traditions.

AGENDA (PC-2018-15)

2018-15/1 INTRODUCTION

2018-15/1a Call to Order

2018-15/1b Approval of Agenda

2018-15/1c Approval of Minutes

2018-15/1d Chair's Business

2018-15/2 QUESTION/DISCUSSION PERIOD

2018-15/3 COMMITTEE BUSINESS

2018-15/3a RAITZ MOVES to approve First Reading of the Engagement Political Policy.

See PC-2018-15.02.

2018-15/3b BILAK MOVES to approve the Second Reading of the Experiential Learning Political Policy.

See PC-2018-15.03.

2018-15/4 INFORMATION ITEMS

2018-15/4a PC-2018-14 Minutes

See PC-2018-15.01.

2018-15/4b Engagement Political Policy - First Reading

See PC-2018-15.02.

2018-15/4c Experiential Learning Political Policy - Second Reading

See PC-2018-15.03.

2018-15/5 **ADJOURNMENT**

2018-15/5a **Next Meeting:** TBD.



University of Alberta Students' Union

POLICY COMMITTEE

Tuesday, December 4, 2018

5:00 PM

SUB 6-06

We would like to respectfully acknowledge that our University and our Students' Union are located on Treaty 6 Territory.

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ATTENDANCE

NAME	PROXY	PRESENT	SUBMISSION OF WRITTEN FEEDBACK (IF ABSENT)
Robert Bilak		Y	
Kara Farris		Y	
Mpoe Mogale		Y	
Rowan Ley		Y	
Nathan Sunday		N	
Stephen Raitz (chair)		Y	
Akanksha Bhatnagar(ex-officio)		Y	
Adam Brown (ex-officio)		Y	
André Bourgeois (ex-officio)		Y	

MINUTES (PC-2018-14)

2018-14/1 INTRODUCTION

2018-14/1a Call to Order

RAITZ: Called the meeting to order at 5:05PM.

2018-14/1b Approval of Agenda

BILAK/BROWN MOVED to add item *2018-14/3b* for the purposes of the approving the First Principles of the Experiential Learning Policy.

7/0/0 - CARRIED

BHATNAGAR/FARRIS MOVED to add item *2018-14/3c* for the purposes of approving the Students in Governance Policy.

7/0/0 - CARRIED.

BHATNAGAR/BOURGEOIS MOVED to approve the agenda as amended.

7/0/0 - CARRIED.

2018-14/1c Approval of Minutes

BILAK/FARRIS MOVED to approve the minutes of *PC-2018-13-M*.

7/0/0 - CARRIED

2018-14/1d Chair's Business

RAITZ: Established that he received no further notice from members as to the Committee meeting schedule. Determined to proceed with the current schedule in the next term. Noted that he will be absent from the next Council session. Requested Bhatnagar and Bilak independently organise the proposal of their items at the next Council session. Commended Bhatnagar on her new comparative method for presenting policies.

2018-14/2 QUESTION/DISCUSSION PERIOD

2018-14/2a Check-in EDI, Food, Reconciliation Policy

BOURGEOIS: Established that the survey for Equality, Diversity, and Inclusivity Policy closed after receiving hundreds of responses. Determined to draft the first principles after receiving a report on the results of the aforementioned survey.

LEY: Determined to bring the Food Policy First Principles to the consideration of the Committee for the first meeting for January.

BOURGEOIS: Inquired into whether Ley spoke with the Department of Research and Advocacy concerning Campus food insecurity.

LEY: Responded by noting that, while he has not yet, he intends to reach out to them.

BOURGEOIS: Determined to use the results of the large Students' Union survey to further inform the development of the First Principles for the Truth and Reconciliation Policy. Determined to engage the parties jointly identified with ARRC in consultation on these First Principles.

BROWN: Established that he contacted the Association des Universitaires de la Faculté Saint-Jean to plan a Town Hall event in January. Considered that the Policy would come forward in late January or early February.

FARRIS: Determined to bring the Engagement Policy forward for consideration in January.

BROWN: Anticipated that the Student Employment Policy will also be ready for approval in January.

BHATNAGAR: Considered creating an Open Education Resource Policy after January. Noted that OER's extend beyond academic materials. Noted that OER's could also be integrated into existing policies.

RAITZ: Expressed concern at beginning any new policies without first completing the renewal of the Committee's existing items.

2018-14/3 **COMMITTEE BUSINESS**

2018-14/3a **BHATNAGAR/BROWN** to approve first reading of the Quality Instruction Political Policy.

See PC-2018-14.02.

BHATNAGAR: Established that the new Policy includes an amended Fact 1 to reflect the University's institutional strategic plan and the addition of Resolution 7 to address the Universal Student Ratings of Instruction.

BROWN: Inquired into whether provisions associated with treaty acknowledgement are most appropriate in this Policy or in the TRC Policy.

BHATNAGAR: Responded that the treaty acknowledgement provision is appropriate in this Policy to the extent that it connects to academic materials.

BILAK: Inquired into whether the Policy addresses the utilisation of tools other than the USRI's for assessing instructors.

BHATNAGAR: Responded that the Policy primarily relates to USRI's but does recognise the importance of a multifaceted approach in the assessment of teaching.

BOURGEOIS: Suggested that Resolution 2 should become a Fact or read "the Students' Union will advocate for conditions that promote the importance of teaching at the institutional and grassroots level". Noted that this provision associates with the Engagement Policy.

BHATNAGAR: Clarified that this Policy has the Students' Union advocating for classroom environments in which students can focus on grassroots education.

RAITZ: Advised that the Engagement Policy should reflect the engagement of

students on this issue.

BROWN: Proposed that the Policy address the continued modernisation of program content. Emphasised the need for modern and relevant course materials.

BOURGEOIS: Expressed concern that a provision concerning content modernisation does not strictly related to the quality of instruction. Illustrated that one may pursue an outdated degree which still has excellent instructors.

BROWN: Clarified that his proposal concerns curriculum content to ensure that students have relevant and modern skills and information when entering the workforce.

RAITZ: Advised that Brown's proposal is best addressed in the Academic Materials Policy.

BOURGEOIS: Considered that the disproportionate ratio of support staff and professors between faculties is a concern the Policy may address.

BHATNAGAR: Proposed, in keeping, adding a fact to recognise that smaller class sizes provide for higher quality of instruction.

BROWN: Noted that the Academic Materials Policy is centered around affordability and may not fit a provision on modernisation. Suggested the Committee clarify the scope of this Policy.

RAITZ: Considered that the provision which outlines a commitment toward excellence in instruction provides for curriculum modernisation.

BHATNAGAR: Proposed adding a separate provision reading "the Students' Union will advocate for the continuous modernisation of curricula to reflect our dynamic environment"

RAITZ: Noted that the Policy relates to styles of instruction and not instructors themselves.

BHATNAGAR: Added Fact 6 to address the relation between classes sizes and the quality of instruction. Added Resolution 2 to address curriculum modernisation.

BOURGEOIS: Proposed amending Resolution 8 to clarify that the provision directs its advocacy at the University and not the USRI.

LEY: Proposed amending Resolution 4 to remove the term "institution" to ensure consistent phraseology.

8/0/0 - CARRIED

2018-14/3b Experiential Learning Political Policy

FARRIS: Established that they rearranged the order of Resolution 1 and Resolution 2 for order. Noted that the Policy now defines holistic funding.

BHATNAGAR: Proposed that Fact 1 recognise work integrated learning to be inclusive of federal academic terminology as outlined by Brown.

BROWN: Inquired into whether the Policy relates to research in addition to co-opts and other work placements.

FARRIS: Responded in the affirmative.

BROWN: Outlined that, even while the federal government increases the amount of research funding, the amount of money received directly by student researchers continues to decrease. Proposed that the Policy address either investing more funds for direct grants or allocating existing funds to offer more direct grants as opposed to indirect grants.

BILAK: Noted that Resolution 3 provides for Brown's proposal.

BROWN: Proposed that it could read "international, experiential, and research learning opportunities" for greater clarity as research can be misunderstood as disconnected from experiential learning.

FARRIS: Clarified that the Policy defines research as part of experiential learning.

BOURGEOIS: Noted that one concern with health and wellness repository is the lack of a central registry.

BILAK/BHATNAGAR MOVED to approve the first reading of the Experiential Learning Political Policy.

9/0/0 - CARRIED.

2018-14/3c Students in Governance Political Policy

RAITZ: Expressed concern at the snide phrasing of the of the provision relating to students having limited representation on boards.

MOGALE: Inquired into whether the intent of the provision is to recognise the underrepresentation of undergraduate students in committees and boards.

BHATNAGAR: Responded in the affirmative. Noted that the provision relates to having too few undergraduate students.

BOURGEOIS: Proposed stating that limited representation extends to "some" committees and boards.

RAITZ: Expressed concern that the provision does not confine the boards and committees to those which are connected to the University.

BOURGEOIS: Proposed reframing the provision to recognise the importance of integrating student voice into all University committees and boards.

RAITZ: Supported this suggestion as also setting no end-point for the inclusion of student voice.

BHATNAGAR: Proposed the Fact state “integrating student voice on committees and boards is essential to effective undergraduate student representation” with a related resolution on advocating for additional student representative positions.

BOURGEOIS: Noted that this provision compliments Fact 4.

BHATNAGAR: Proposed amending the provision to read the “Students’ Union shall advocate for increased representation on boards and committees specific to student issues” and “advocate against the elimination of representation”.

BHATNAGAR: Expressed concern that the Faculty of Pharmacy does not include students on its premier decision making committees and that General Faculty Council technically has only two students.

MOGALE: Suggested that the Policy should apply as widely as possible.

RAITZ: Proposed stating that these committees and boards exist only in a University context.

BHATNAGAR: Confirmed Raitz’s suggestion in the Policy “intriguing student voices within Committees and Boards at the University of Alberta”.

LEY: Expressed concern at the phrasing of Resolution 6 stating the “the Students’ Union shall uphold the University to its obligation”. Proposed amending the provision to state “the Students’ Union shall encourage the University of Alberta to uphold its obligation”.

BHATNAGAR: Proposed phrasing the provision with “shall fulfil their obligation to continuously”

RAITZ: Noted that the term obligation refers to an ongoing commitment whereas, comparatively, the term promise refers to a single instance.

FARRIS: Expressed concern at the fluffy phrasing of Fact 6.

BHATNAGAR: Clarified that the provision recognises and supports the Faculty of Arts for their support of OASIS.

RAITZ: Proposed using the term “values” instead of “appreciates”.

FARRIS: Inquired into whether Fact 9 is too similar to a provision that already recognises the public good.

BHATNAGAR: Clarified that the provision is designed to emphasise the importance of involving students as primary stakeholders. Noted that faculty associations had many questions as to how the Students’ Union delivers on the recommendations contained in this Policy.

MOGALE: Inquired into whether Resolution 9 should detail the specific programming relating to reducing barriers for engagement.

BHATNAGAR: Responded that the provision should remain broad to allow individual office-holders to flexibility in applying the Policy.

BOURGEOIS: Expressed concern that Resolution 2.1 is too direct and snide. Proposed emphasising fair and equitable treatment.

BHATNAGAR: Noted that the University orients student representatives to have a primary duty to the Committee on which they sit and not students at large.

BOURGEOIS: Clarified that, in his experience, administration unfairly and inequally treated administrations and put student representation on a pedestal.

BHATNAGAR: Noted that the nature of committees is variant.

BOURGEOIS: Supported the resolution as “the University should act fairly and equitably toward Student representatives”.

MOGALE: Proposed that the Policy relate to the University valuing the perspectives of undergraduate student representatives.

RAITZ: Noted that the University could value undergraduate student representatives by treating students fairly and equability.

BOURGEOIS: Expressed concern at the differential treatment members of committees receive.

RAITZ: Suggested strengthening Fact 9. Proposed using the phrase “seriously consider”.

BOURGEOIS: Proposed using the term “reflect” as it indicates the University must represent student views.

BILAK: Inquired into whether the Fact relating to students as the University’s

largest stakeholders is evidenced in any University policy.

RAITZ: Noted that the Fact establishes a foundational principle of the policy.

MOGALE: Considered that the provision is more of a Resolution than a Fact.

BHATNAGAR: Clarified that the Student Participation Handbook is citable for the Fact. Determined to recognise this in a sub-point to the provision.

BOURGEOIS: Suggested that Resolution 9 have a sense of active responsibility for the Students' Union.

RAITZ: Proposed using the phrase "seek and create opportunities to reduce barriers".

BHATNAGAR/BOURGEOIS MOVED to approve the first reading of the Students in Governance Political Policy.

9/0/0 - CARRIED

2018-14/4 **INFORMATION ITEMS**

2018-14/4a *PC-2018-13* Minutes

See PC-2018-14.01.

2018-14/4b Quality Instruction Political Policy.

See PC-2018-14.02.

2018-14/5 **ADJOURNMENT**

RAITZ: Adjourned the meeting at 6:19pm.

2018-14/5a **Next Meeting:** TBD.

MOTION	VOTES
BILAK/BROWN MOVED to add item <i>2018-14/3b</i> for the purposes of the approving the First Principles of the Experiential Learning Policy.	7/0/0 - CARRIED.
BHATNAGAR/FARRIS MOVED to add item <i>2018-14/3c</i> for the purposes of approving the Students in Governance Policy.	7/0/0 - CARRIED.
BHATNAGAR/BOURGEOIS MOVED to approve the agenda as amended.	7/0/0 - CARRIED.

BILAK/FARRIS MOVED to approve the minutes of <i>PC-2018-13-M</i> .	7/0/0 - CARRIED.
BHATNAGAR/BROWN to approve first reading of the Quality Instruction Political Policy.	7/0/0 - CARRIED
BILAK/BHATNAGAR MOVED to approve the first reading of the Experiential Learning Political Policy.	8/0/0 - CARRIED
BHATNAGAR/BOURGEOIS MOVED to approve the first reading of the Students in Governance Political Policy.	8/0/0 - CARRIED

1 Facts

1. There is a broad variety of experiential learning opportunities including, but not limited to, work integrated or experiential learning such as co-ops, placements, practica, and field experience and non-integrated experiential learning such as work experience, undergraduate research, work abroad, and community service learning courses.
2. New learning experiences allow students to better learn, apply, and understand content within their studies.
3. Vital skills to programs and employment are developed outside of the classroom, and can be provided by experiential learning.
4. A Higher Education Quality Council of Ontario study confirmed that university students that participate in experiential learning opportunities have lower unemployment rates among full-time job seekers post-graduation¹.
5. Significant barriers exist towards participating in experiential learning such as:
 1. Institutional barriers such as lack of information, academic program restrictions, student status, unsatisfactory grades, external policy barriers such as credit transfer agreements, counting of credits toward degree and/or general requirements.
 2. Financial barriers such as lack of funding for program development and lack of financial support for students.
6. Money dispersed through undergraduate research awards at the University of Alberta has not increased in recent years, falling behind to increases to minimum wage and other cost of living expenses.
7. There is a lack of opportunities and funding for undergraduate students to present their research at national or international academic conferences.

2 Resolutions

1. The Students' Union will advocate for increased experiential learning opportunities for all undergraduate students.
2. The Students' Union will advocate for flexible program requirements that allow all interested undergraduate students to participate in experiential learning opportunities irrespective of barriers related to their academic or personal background, including but not limited to race, gender, sexuality, religion, spirituality, ability, age, student status, satisfactory academic standing², and Aboriginal and/or international student status.
3. The Students' Union will advocate to the University of Alberta, government stakeholders, and other external organizations to ensure increased up-front funding and bursaries for students participating in local or international

¹ http://www.heqco.ca/SiteCollectionDocuments/WIL_Grad%20Follow-up%20ENG.pdf

² As defined by <https://calendar.ualberta.ca/content.php?catoid=6&navoid=806>

experiential learning opportunities

4. The Students' Union will advocate for equitable financial and administrative supports for all undergraduate students so they have equal opportunity to participate in experiential learning opportunities.
5. The Students' Union will advocate for increased coordination between programs offering experiential learning, as well as a consolidated repository to connect students with experiential learning opportunities.
6. The Students' Union will advocate for increased holistic funding³ and opportunities for students to present research at conferences abroad.

³ We define "Holistic Funding" as funding towards items included but not limited to: transportation, room and board, and conference fees

1 Facts

1. The University of Alberta has declared the importance of student involvement in building a great university. **defines that student engagement includes, but is not limited to, students participating in community in multiple senses, including but not limited to:**

- a. Students getting involved in campus life through student groups and activities**
- b. Students having opportunities for input in shaping their community**

3. A comprehensive and holistic student experience is one that balances exceptional academic and extra-curricular opportunities and experience, both on campus and in the larger community.

4. Involvement opportunities lead to improvements in the mental, physical, and social health on campus and the larger community.

5. Community and campus involvement actively develops the leadership qualities of individuals. **from University administration, the Students' Union (SU), and the Graduate Students' Association (GSA) in 2013. This document sets out guiding principles, a continuum of student participation, and process with regards to engaging students on campus about changes and issues.**

2 Resolutions

1. The Students' Union shall encourage the University to actively foster campus community and student involvement by investing in initiatives and opportunities that promote engagement.

2. The Students' Union advocates that the University identify and reward the contributions of students who actively strive to improve their campus and the larger community.