

# A G E N D A

2013-2014/POLICY/05

## Policy Committee

**Date:** July 9, 2013

**Time:** 6:00PM

**Location:** SUB LLMR

### 1. Approval of the Agenda

### 2. Approval of the Minutes

*(Please review the minutes from our last meeting - attached)*

### 3. Chair's Announcements

#### a. Policy Task Forces

*(Task forces available on the Drive if you need to clarify. Still need councillor(s) for Affordable Housing)*

#### b. Vice Chair – Dylan Hanwell

### 4. Presentations

#### a. Policy Task Force: Internationalization

*(Wood, Lau, and Bashir)*

#### b. Executive Presentations: Policy Implementation Plan

*(Lau, Woods, and Chelen. Plans attached)*

### 5. Executive Committee Reports

Written/Oral Reports

#### a. VP Student Life

#### b. VP Academics

#### c. VP External

### 6. Question Period

### 7. Old Business

#### a. Quality Instruction: Review and approve amendments

*(See attached document for changes made to the policy)*

### 8. New Business

#### a. Policy Review: Internationalization

*(Please be prepared to discuss any changes that you recommend with the Internationalization task force)*

**9. Discussion**

*(If you have an item to discuss, please be prepared to open discussion and bring it to the table)*

**10. Confirmation of Next Meeting Date**

Next meeting is scheduled for **July 23, 2013 at 6:00 pm**

*(Please be prepared to confirm your schedule and/or provide justification for amending this time/date)*

## **ATTACHMENTS:**

### **I. INTERNATIONALIZATION**

WHEREAS international student differential represents a serious threat to affordability and accessibility;

WHEREAS international students should not bear the burden of institutions' financial deficits;

WHEREAS the University of Alberta clearly recognizes the importance of international students;

WHEREAS the Government of Alberta does not require educational institutions to charge international student differential fees;

WHEREAS the Public Post-Secondary Institutions' Tuition Fees Regulation makes no provisions for international student differential fees;

WHEREAS international student differential limits the geographic diversity of our international students;

WHEREAS international students may work in Canada for up to three years after completion of their program and may also apply for landed immigrant status;

WHEREAS a diverse student body and institutional internationalization is a fundamental feature of a high-quality university education;

WHEREAS studying abroad is a unique and highly valuable experience that all University of Alberta students should be able to access;

WHEREAS the transfer credit system plays a pivotal role in enhancing the quality of internationalization at the University of Alberta;

**BE IT RESOLVED THAT the Students' Union shall support accessible post- secondary education for international students at the University of Alberta;**

BE IT FURTHER RESOLVED THAT the Students' Union shall not support the Board of Governors of the University of Alberta increasing differential tuition for international students;

BE IT FURTHER RESOLVED THAT the Students' Union shall advocate to the University to provide international students with the support and services needed to help them achieve success in the pursuit of a quality undergraduate experience; and

BE IT FURTHER RESOLVED THAT the Students' Union advocates to the University for clear and transparent transfer credit processes at the faculty, Campus Alberta, national, and international levels.

## Policy Implementation Plan - VPA

Hello Policy Committee,

As required in Policy Committee Standing Orders, I am required to present to you a plan on how I will work to advocate on the policies delegated to my portfolio.

Advocacy is a complex process. It is the interplay of soliciting feedback, identifying challenges, designing potential solutions, and influencing decision makers. More thoroughly, basic components of the advocacy process could be summarized as:

- Informing constituents
- Encouraging feedback
- Researching the issue
- Understanding the decision-making process
- Prioritizing
- Strategizing
- Using the existing feedback structures
- Seeking new feedback structures
- Building allies
- Maintaining focus on the issue
- Evaluating

For each of the political policies delegated to the VPA portfolio, depending on prior progress, success depends on how well our organization completes and integrates these 11 components.

Developing a comprehensive implementation plan will be an ongoing process. Information, student perspectives, contexts, and personalities all rapidly change at this highly complex institution. This requires that the below implementation plan is a dynamic document, and is dependent on the support of Policy Committee, Students' Council, as well as my successor.

### I. Academic Materials

**Background:** The micro-economy of postsecondary textbooks is rife with unique challenges. Publishers have developed aggressive practises that force students to spend more money on textbooks: providing access codes, bundling materials, changing editions, schmoozing with professors, and driving up costs of eBooks. Unlike most products, while the professor chooses what to buy, students are left on the hook for the price tag. Finally, changes in technology have created other challenges: the increasing desire to access textbooks online, integration with the Learning Management Systems, potential for multimedia and assessment integrated in books, open source eBooks, availability of illegally downloaded materials, and access to lower cost online retail outlets. Needless to say, the Bookstore at the U of A hasn't been able to cope with these complexities to ensure that they have the lowest cost options available for students.

As a member of the Bookstore Advisory Group, I can lobby for practices that will reduce the cost of academic materials, with the awareness that the Bookstore has a mandate to be cost-neutral. I can also continue to gather information on costs and processes that may be inefficient, which lead to overall higher textbook prices. Because the Bookstore has a mandate to be cost-neutral, their costs are passed directly to students through a mark-up in textbook prices. This mark-up forms approximately 22% of the final cost of the book, which is nearly double the corporate standard, and triple that of some digital retailers. Thus, I will consistently advocate for reduced costs and the shedding of non-core activities as a way to save students money.

Last year I submitted a report to the Bookstore's strategic plan – slated for completion in March 2013. With the sudden departure of the Director, this plan has been placed on hold. This means that the Bookstore will not look at substantive changes, and in effect slow down efforts to reduce costs for students for the foreseeable future. I intend to maintain pressure on the Bookstore to advance their practices to become more student-friendly and think carefully about factors that increase costs for students.

I believe that the best strategy is to inform instructors and students about the cost of materials, and alternatives available to them. Ultimately, instructors or department chairs make decisions on what materials to use, and for students, what materials to purchase. However, due to the decentralized nature of the University, communicating with all teaching staff is notoriously difficult. Previously, the SU communicated to students and instructors via the “Be Booksmart” campaign. Students were given brochures and bookmarks, FAs were given information packets, and letters were sent to Deans. Whether or not it was successful isn't easily measured, although reception from University administrators and Council of Faculty Associations (COFA) was positive overall.

Peripheral academic materials can be widely defined to include supplementary course notes, course packs, lab materials, lab manuals, e-books, and e-course packs. While standardization may be seen as a way of infringing instructor academic freedom, I do see potential for improved inter-faculty communication with regards to academic materials. For example, when ordering textbooks, professors should be given a list of textbooks previously used for that course

## Next Steps:

- Request for an external review of the Bookstore's operations, to inform their strategic planning process.
- Gather more data on the Bookstore's financial performance through the Bookstore Advisory Group.
- Make the minutes of the Bookstore Advisory Group public so students are aware of advances made toward reducing academic material costs.
- Advance the Bookstore's communication with primary purchasers – instructors – through a redeveloped online materials ordering process for instructors. This process should include information on the cost of textbooks that professors are ordering.
- Advocate to the VPIT's office for a more comprehensive product management system that gives more data to instructors.
- Build a close working relationship with the new Vice Provost and Chief Librarian.
- Inform students about alternatives to purchasing new academic materials through a comprehensive marketing campaign.
- Develop a resource for professors to refer to when considering alternatives to new textbooks.

## II. Experiential Learning

**Background:** The University of Alberta has valued learning by experience, which was reinforced in the 2009 Teaching, Learning, and Discovery report of CLE. Among its key recommendations are to increase the number of capstone courses offered, provide funding for curriculum development, increase undergraduate research opportunities, collect data on student perceptions, and ensure that professors are rewarded for their advances in experiential learning.

Since then, the University has made a number of visible moves toward enhancing experiential learning opportunities. Community Service Learning now offers a CSL component in over 70 courses per year. The Undergraduate Research Initiative provides support and information to students interested in research. And the Centre for Teaching and Learning provides workshops for instructors on how to incorporate discovery learning methods into their classes. However, there seems to be little coordination of these projects, and a lack of student awareness of opportunities available to them.

The Experiential Learning policy is new, which means that a substantial amount of this year will be spent preparing my successors to be successful advocates to the University. This is a new focus for the Students' Union, so there may be some inertia when trying to move the University toward these goals.

Funding for student work programs is an immensely decentralized issue: it's managed not by the University, but often by employers or public agencies. This year, I'll have to focus on working with CAPS to better understand the funding structure for such programs.

This past year, the Office of Advancement raised nearly \$400,000 that went directly to students participating in undergraduate research, professional development activities, or study abroad. I intend to write the VP Advancement to thank his office for supporting student experiential learning opportunities

and encouraging future growth in this area. With that said, I would like to work with the Director of CAPS to determine the value of the Green and Gold Leadership Grants: \$120,000 was distributed to 79 students to attend conferences, which I don't believe is the most effective use of funds.

Support for Experiential Learning is especially decentralized. URI is managed by the Dean of Students. CSL is managed by the Faculty of Arts. Practica, field experience, and co-ops are managed by Faculties and Departments. Work programs are managed by CAPS. Work Abroad is managed by UAI. And CTL is managed by the Provost's Office. While this isn't necessarily a bad thing, it does mean that it is more difficult for students to find information and funding in order to complement their studies with a learning experience. The current budget situation may be to our advantage, as working together and saving costs is more important than ever.

The experiential learning policy was created after a policy on "co-ops and internships" was determined to be too narrow. However, a key tenant of that policy is still important: that international students should have equal access to co-op opportunities. There are other barriers to experiential learning besides nationality, including ability and financial status.

While some programs are designed specifically for experiential learning – co-ops in engineering, clinical in nursing, and work experience in business – others are too restrictive to allow students to participate in experiential learning activities. The University is looking at developing an academic accommodation policy that would help alleviate pressures faced by students with extra-ordinary commitments. This could be expanded to accommodate students involved in field experience, undergraduate research, or CSL.

**Next Steps:**

- Build a rapport with the Director of CAPS
- Write to University Advancement thanking them for their support of student experiential learning opportunities, and publicly thank donors through a blog post.
- Work with leaders of experiential learning services to gauge their interest in collaboration.
- Meet with SSDS to discuss the barriers that they perceive to experiential learning opportunities like CSL and Undergraduate Research.
- Work with the Dean of Students to expand the scope of the Academic Accommodation policy.

### **III. Internationalization**

**Background:** International students make up approximately 12% of campus, a ratio the University is hoping to increase to 15%. University of Alberta International (UAI) is a consolidated unit on campus that is responsible for supporting the internationalization of the University, including recruiting and supporting international students. The U of A has made progress towards internationalization with the hiring of a Vice Provost International, and developing a comprehensive international strategy. Over the past two years, however, this strategy document has taken a backseat to other initiatives. However, with the stable funding that they bring, the University will likely be interested in increasing the number of international students over the next few years.

Services to international students are housed mainly through International Student Services, although

they also have access to most student life and academic support services housed elsewhere on campus. Barriers to accessing these services could include language and cultural differences. My perception is that international students aren't adequately served on campus, but that claim isn't easily measured or supported with data.

International students are a unique and growing population on campus. One of the ideas discussed was an international student representative group, however consultations yielded that the governance structure would be tremendously unstable. International students may spend less time at the University than local students, cultural barriers may exacerbate inter-executive conflict which is common among student groups, and the international student perspective is too diverse to be summarized by a common voice.

Last year a subcommittee set a target of 20% of students graduating with an international experience. While this is great, it needs to be followed up with a close evaluation of the barriers that prevent students from participating in study abroad. These include costs, academic program barriers, awareness, and number of opportunities available.

International students are tasked with paying a much steeper cost to education: they pay 3.55 times more than national students do. That decision is made by the Board of Governors, and is not regulated by the government. As VP Academic, my role is to ensure that international students are given every opportunity to grow and succeed in their classes at the UofA. I see potential for greater academic services and multilingual supports for international students at the U of A.

Transfer credit is a hyper-complex process at the University. Courses from other schools may not transfer for a variety of reasons, including insufficient instructor credentials, mismatch of content, differing assessment techniques, applicability to the program, time when the courses were taken, equivalency to a pre-existing course, or grade in the prior course. The University is making efforts to increase transferability, but the decision-making structure is decentralized. The government mandate to increase in-province transferability may improve the transferability in to and out of the U of A.

#### **Next Steps:**

- Gather data on UAI International Student Services compared to peer institutions.
- Better understand barriers to international students on campus, perhaps through a focus group.
- Build a strong working relationship with the Vice Provost International
- Work with Extension and the RO to expose more international students to Canadian culture.

## **IV. Quality Instruction**

**Background:** As 2009-2010 VPA Leah Trueblood stated, "This is why I ran. I will work on this political policy in every meeting, every day."

The SU can best support instructor professional development by supporting the work of the Centre for Teaching and Learning (CTL), formerly University Teaching Services. Under the leadership of an

interim Director, CTL has expanded its staff complement and has begun to plan for a larger space and larger mandate.

The University currently commits \$800,000.00 annually to supporting better teaching through the Teaching and Learning Enhancement Fund. As a committee member, I can persuade members to direct funding to initiatives that I believe will best impact students in the classroom.

Besides the annual SALUTE award, the SU does not currently facilitate programs that support instructor professional development. My understanding is that we do so because it would overlap with the mandate of CTL. From an efficiency standpoint, I believe that this is an appropriate position. CTL currently provides workshops, curriculum development support, technology support, and orientation manuals to instructors. The UofA provides a number of awards, and three celebrations to recognize excellent teaching.

Teaching is fundamental to the mandate of the University of Alberta. Faculty members typically dedicate 40% of their time to research, 40% of their time to teaching, and 20% of their time to service. Teaching is fundamental to their Academic Plan and Visionary Document. Teaching is also highlighted through a number of awards like the Rutherford Award, 3M Award, University Cup, and University Professor. It is celebrated through the Festival of Teaching, Celebration of Teaching and Learning, and the Celebration of Teaching Award Winners.

The history behind the Universal Student Ratings of Instruction (USRIs) is complex. A subcommittee was struck in 2009 to research the current USRIs. It was shown that they can be an effective measure of teaching quality, but needs reform. The questions are out-dated and psychometrically ineffective. They are also often the sole assessment method in the Faculty Evaluation Criteria process which impacts merit increase, tenure, and promotions. Because they are fundamental to how instructors are paid, it is a sensitive topic, and the SU pulled out of discussions in 2010 when discussion was heated. The discussion surrounding building an effective evaluation mechanism needs was restarted last year, and agreed that policy needed to be re-developed and that department chairs need more information on how to evaluate teaching.

While this policy is in the process of redevelopment, the Next Steps will be adjusted once a new policy is approved by Council.

**Next Steps:**

- Involve the SU in long-term planning for the Centre for Teaching and Learning.
- Actively participate in TLEF allocation discussions.
- Advocate for continued funding for TLEF grants, even in tough budget times.
- Review the University vision for teaching through the rescission of GFC policy 111 and the development of a new teaching strategy or teaching evaluation policy.
- Every day, find ways to encourage and celebrate excellent teaching on campus.
- Provide a higher level of visibility for excellent teaching through a re-developed teaching and learning webpage.

## V. Research

**Background:** The University of Alberta is a joint teaching and research institute. It is one of four “comprehensive” academic research institutions in Alberta that educates students, from bachelor to postdoctoral studies, and engages in research and creative activity. Maintaining the balance of a research-intensive educational institution can be challenging, and the SU consistently advocates that this balance be represented in funding and strategic decisions. In the current budgetary context, the University’s accounting and reporting system makes it difficult to ensure that research efforts are not prioritized over teaching.

In the academic plan, there is a balance between supporting research and teaching initiatives. Key objectives include enhancing undergraduate research opportunities, building capstone courses that integrate ideas from within a program, and expressing attributes and competencies built from a degree. The establishment of an undergraduate research office was an initiative that was included in the academic plan, and followed through on based on the advocacy efforts of three VPAs. The Undergraduate Research Initiative (URI) was opened in 2011, and provide training, funding, and programming for undergraduate researchers.

Advocating for a balance between research and teaching is complex, and is easiest done during the funding or strategic planning stages of university development. The SU regularly discusses the value of the teaching enterprise when meeting with government officials, lobby groups, and upper university administration.

How the University “values” its research is an unanswered question. The UofA highlights research from all three members of the tri-council funding bodies, using its various communication methods. It also provides across the board financial and HR support for researchers on campus. More information is needed before advocating that the UofA values the totality of research, so that we understand what research currently isn’t being valued. That said, the SU has a longstanding tradition of valuing a “balanced academy” which recognizes the essential value of the theoretical arts and sciences in supporting the applied and professional studies we do.

The decision to hire more undergraduate researchers is made by individual researchers, and is often affected by how much money they have at their disposal. This year, I’m hopeful that some professors will choose to higher undergraduate instead of graduate summer research assistants. The Undergraduate Research Initiative should play a critical role in helping students and researchers better connect.

The SU has hosted the Undergraduate Research Symposium for the past two years, to much success. This year it was determined that the event would be best hosted by the URI, which has greater leverage and resources than the SU. I still intend to maintain support and involvement of the new Festival of Undergraduate Research and Creative Activity, and hope to see it grow in future years.

### **Next Steps:**

- With the Director of URI, advocate for a consolidated and easy to access database of undergraduate research opportunities.
- Provide support to the Festival of Undergraduate Research and Creative Activity as needed.
- Advocate for greater online presence of the Undergraduate Research Initiative.

- Develop information on integrating teaching and research at research-intensive universities.
- Continue to encourage applications for tri-council undergraduate research awards, Kule Institute for Advance Study grants, Roger Smith Undergraduate Researcher Awards, and the undergraduate researcher stipend.

## VI. Scholarships and Bursaries

**Background:** Scholarships are overseen by the Registrar’s Office, Departments, and Faculties. Approximately \$25 million is handed out by the RO, and \$9 million from Departments and Faculties. These are based solely on merit – leadership potential, community service, and academic achievement. Approximately 85% of scholarships are given to first-year students as an incentive to attend the University of Alberta, with 15% given to students in there 2-4 years of study.

Bursaries are given out by the Students’ Union and University Bursaries and Emergency Funding. They give out approximately \$13 million, which is less than a quarter of the amount given for students without need.

The University primarily uses scholarships to attract students to the University, while bursaries are used to keep students in school. They are used strategically to meet the needs of students who may otherwise drop out, while scholarships are handed out to those with high capacity to add to the University’s reputation. It’s worth re-emphasizing that in no way do the \$25 million dollars in scholarship attempt to address students in need of that money. With nearly one-quarter of U of A students taking on a debt-load of greater than \$10,000 this just doesn’t make sense.

Policies for scholarships and bursaries are managed by the units that oversee them: the Dean of Students and Registrar’s Office. For some of the 1400 endowed scholarships, they have particular donor requirements that delineate how they must be awarded to students. According to alumni relations, there is a mixed desire among donors to support bursaries, when scholarships help attract the best and brightest students.

Right now two major barriers for an effective use of scholarship funds include the decentralized management structure of student awards and bursaries, and the lack of focus on strategic, data- driven funding decisions. The Registrar’s Office is currently leading a task force on student financial aid which will provide recommendations to the Provost for changes.

### Next Steps:

- Lobby administration to use a student data system to account for available resources and costs when making scholarship and bursary decisions.
- Ensure that there is policy in place that mandates the Registrar’s Office to provide a percentage of need-based aid.
- Continue to collect data on the impacts of continuing scholarships on student retention.
- Collect more data from the Dean of Students on student retention.
- Recommend a more coordinated management approach to scholarships and bursaries at the University.

## **Policy Implementation Plan - VPX**

### **Academic Materials:**

This is not a policy I intend to spend a great deal of time on, however I still consider it to be a very important issue. I have brought up Academic Materials in both CASA discussions and CASA committee discussions, indicating that I think it should be one of the organizations larger priorities for the year.

Unfortunately at this time, I do not feel it will become an issue adopted by CASA. This is because of a recent motion in the House of Commons that put education under “fair dealing”. This was a very difficult bill for the federal government to pass, and as a result many on CASA feel that no more ground can be made in this fight at this time.

With that being said, there’s no reason that I can’t continue to make this an issue federally. Being the Chair of the National Advocacy Team, it will be my responsibility to facilitate and attend lobby meetings with Members of Parliament throughout Alberta and in other sectors if possible. I will ensure that in any meeting in which I meet with an MP, Academic Materials will be brought up.

### **Affordable Housing:**

Realistically the VP Externals only involvement with Affordable Housing is through property taxes, which I will cover in more detail under “Deferred Maintenance”.

### **Deferred Maintenance:**

I intent to lobby a great deal on this issue in the upcoming year. As I’ve mentioned before, every province in Canada has the right to charge its Universities property taxes, yet Alberta is the only jurisdiction that charges these fees on its students across the country.

My goal is to lobby every mayoral candidate and all the successful city councilors on the topic of University residence property taxes. My argument will be that these fees are both unnecessary and in no way benefit students. While one success on this topic would to simply have residence property taxes eliminated, my preference would be that student property taxes go directly towards deferred maintenance.

Ultimately this would still charge students money, but would go towards something that directly benefits students. Given the current state of many of our buildings, residences and the excessively high amount of money needed to repair them I feel this would benefit student’s. I look forward to policies thoughts on this issue.

### Internationalization:

This is another policy I feel I won't be able to spend a great deal of time on due to larger issues in the provincial sector, however I can say that whenever lobbying at the Federal level this will be an issue that I bring up. I have worked through the National Advocacy Committee of CASA to ensure that things like multiple entry visas and the ability to work off campus are among our endorsements.

While I do not know if any of these issues will be voted as a priority in CASA's upcoming year, I make the same statement I made with Academic Materials, being that any opportunity I have to lobby an MP I will bring up the issue of multiple entry visas.

### Mandatory Non-Instructional Fee's:

This is evidently a policy I will be spending a great deal of time on, given that it was one of my larger platform issues. I see two possible routes to go through in order to hopefully achieve a regulation of Mandatory Non-Instructional Fee's. The first is through the upcoming review of the Post Secondary Learning Act. While this would be extremely tough to achieve, it's feasible that the government would be willing to legislate a section outlining proper procedure for fee assessment. This will require a lot of collaboration between CAUS and the other student based provincial lobby groups.

The second route is the one the Students' Union has been working on for the past five years, that of simply having the Minister of Advanced Education and Enterprise make clear to post secondary institutions in Alberta that MNIF's need to go through some form of student approval process before these fees are charged. This would ideally be through a campus wide referendum; however approval by Students' Council would also suffice. It should also be noted that a similar process will likely be proposed for the PSLA.

### Scholarships and Bursaries:

Scholarships and Bursaries is hopefully a policy that the Committee will split during the upcoming year. If they were two separate policies at this time, I would start by saying there isn't much need to lobby the government for more money towards merit based scholarships. This is because currently Alberta has the highest funding towards scholarships in Canada. There isn't any political traction on the issue, and furthermore wouldn't make sense as a lobby priority this year.

Bursaries however are a completely different topic. Every time the government has raised merit based scholarships, they have reduced funding for needs based aid and non refundable aid. This is a big problem, given that the majority of financial assistance in the province is done on a merit based basis. This will be a large lobby priority for CAUS, and it will be something that I bring up in meetings with MLA's. Needs based aid and non refundable aid are absolutely essential for a large demographic of the province to be able to attend post secondary, and lack of funding towards bursaries is hurting a lot of students and potential students.

## Student Loans:

This will be an area that I largely work on at a federal level. As it stands there are problems surrounding student loans in Alberta, however provincially loans are an issue that requires more research. The recent exceptions of parental income contribution are wonderful for students across the province and it may become a lobby ask at the federal level through CASA during the upcoming year.

CASA also appears it will do a great deal of lobbying to ensure the amount of aid available to a student during the year is consistent with raises in CPI. At the moment this is not the case. While a student's fees and tuition rise with inflation, the amount of aid they receive does not necessarily follow the same pattern. At CASA I will support advocacy towards both parental income exceptions and ensuring student loans rise with CPI.

## Tuition:

As many of you know there is currently a tuition freeze in Alberta, so we do not have to worry about our rates for the upcoming year. However this says nothing about future years, especially given the deficit the University is running this year. There is also a tuition cap set in place to ensure that our tuition cannot rise above CPI, however this can be removed by the government at any time it chooses.

This is another area that will be very relevant towards the PSLA. I will be spending much of my time during the year lobbying on the PSLA and one of the things I will constantly be bringing up is having the tuition cap legislated in the Act. At that point, it could not be touched by the government or the University and our tuition could never rise above inflation again. In addition to the potential regulation of fees, tuition in Alberta could be 100 percent predictable.



# POLICY COMMITTEE MINUTES

2013 – 2014 #4

*Date: June 25<sup>th</sup>, 2013*

*Time: 6.06 pm*

## In Attendance:

*Kareema Batal (Chair)*

*Adam Woods*

*Dylan Hanwell*

*Kelsey Mills*

*William Lau*

*Dustin Chelen*

*Colin Champagne*

## Excused Absence:

*Natalia Binczyk*

*Braiden Redman*

## Others in Attendance:

*N/A*

- 1. CALL TO ORDER:** The meeting was called to order by *Batal* at 6.06 pm.
- 2. APPROVAL OF AGENDA** *Woods/Lau* move to approve the agenda. Motion carried 7/0/0.
- 3. APPROVAL OF PAST MINUTES** *Hanwell/Woods* move to approve the minutes. Motion carried 7/0/0.
- 4. CHAIR'S ANNOUNCEMENTS** Councillors provided an update on their activities over the past two weeks.
- 5. PRESENTATIONS** *Woods* provided an updated on policies he's working on, primarily Scholarships and Bursaries and Internationalization.

*Chelen, Lau and Woods* agreed to provide their policy implementation plans to the committee by June 30<sup>th</sup>.

*Chelen and Hanwell* discussed the quality instruction policy.

## 6. EXECUTIVE REPORTS

*Lau* reported that residences are facing a 0.62% CPI increases this year, and the University is intending to re-evaluate this amount. The University would like to raise rent by 5% for 4-month leases to incentivize students to rent for 8 months. Newton Place and graduate residences will also face higher rent locations due to an increase in the market evaluation of the properties. There is also a proposal for implementing wifi fees instead of having students purchase their own cable hook-up at \$25/month.

## 6. QUESTION PERIOD

*Batal*: What is the student health committee?

*Lau*: NUFSSA does sit on the committee. They consist of representatives from health-related student groups to discuss opportunities for collaboration. They are not tied to the SU.

*Batal*: What does the future of the Bookstore look like?

*Chelen*: With the absence of the Director it has been put on pause.

*Batal*: What are the leadership development grants?

*Chelen*: The Green and Gold Grant funds professional development activities for students. Approximately 40-50 students receive this per year. I think that the funds could be better used to support broad leadership development activities on campus.

*Hanwell*: What happens when policies are silent?

*Chelen*: Execs have the freedom to advocate as they see fit.

## 7. OLD BUSINESS

*Batal* reviewed the list of Councillors interested in reviewing policies that needed to be updated.

## 8. NEW BUSINESS

*Woods* discussed his PSLA Task Force.

*Hanwell* provided a grammatical correction to the terms of reference.

*Batal* recommended providing Councillors an idea of the timing commitments.

*Woods/Batal* move that Policy Committee recommend that Students' Council create the Post Secondary Learning Act Task Force based on the following principles: (see attached). Motion carried 7/0/0.

**[Wording for Council: Woods/Batal move that upon the recommendation of Policy Committee that Students' Council create the Post Secondary Learning Act Task Force based on the attached principles.]**

*Batal* recommended a timeline of having recommendations to PC on Quality Instruction by the next meeting.

*Chelen* agreed to meet with councillors interested in the policy before the

next meeting.

**9. DISCUSSION** Discussed the order of political policies to address over the summer and during the school year  
Arranged for the first 6 and will re-evaluate after they are completed.

**10. NEXT MEETING** July 9, 2013.

**11. ADJOURNMENT** *Hanwell/Lau* move to adjourn the meeting at 7:13. Motion carried 7/0/0.



## POLICY COMMITTEE MEETING SUMMARY REPORT TO COUNCIL

<i>Date: June 25, 2013</i>		<i>Time: 6:06 pm</i>	2013 – 2014 <i>MEETING # 4</i>
<b>Motions</b>			
1.	<b><i>Woods/Lau</i></b> move to <b>approve</b> the agenda	<i>CARRIED</i> 7/0/0	
2.	<b><i>Hanwell/Woods</i></b> move to <b>approve</b> the minutes	<i>CARRIED</i> 7/0/0	
3.	<b><i>Woods/Batal</i></b> move that Policy Committee recommend that Students' Council create the Post Secondary Learning Act Task Force based on the following principles: (see attached)	<i>CARRIED</i> 7/0/0	
4.	<b><i>Hanwell/Lau</i></b> move to <b>adjourn</b> the meeting at 7:13	<i>CARRIED</i> 7/0/0	