

STUDENTS' COUNCIL

Tuesday July 30, 2013
ETLC 1-008

ORDER PAPER (SC 2013-07)

2013-07/1 SPEAKER'S BUSINESS

2013-07/1a Announcements – The next meeting of Students' Council will take place on Tuesday, August 13, 2013

2013-07/2 PRESENTATIONS

2013-07/2a Executive Committee Goals, Presented by the Executive Committee, Sponsored by Petros Kusmu, President

The executive committee will present Council with their goals for the 2013/2014 year. This presentation is meant to provide Council with a first look at the executive goals and facilitate the opportunity for Council to provide feedback for the final goals document that will be published at the end of the month, as per SU Bylaw 4000.

2013-07/3 EXECUTIVE COMMITTEE REPORT

2013-07/3a Executive Committee Report

Please see document SC 13-07.01

2013-07/4 BOARD AND COMMITTEE REPORTS

2013-07/5 QUESTION PERIOD

2013-07/6 BOARD AND COMMITTEE BUSINESS

2013-07/6a **BATAL/CHELEN MOVE THAT**, on the recommendation of the Policy Committee, the Omar Khadr Policy be postponed indefinitely.

Please see documents SC 13-07.02

2013-07/7 GENERAL ORDERS

2013-07/7a **KUSMU MOVES TO** create the Engagement Task Force based on the attached terms of reference.

Please see document SC 13-07.03

- 2013-07/8** **INFORMATION ITEMS**
- 2013-07/8a** Dustin Chelen, VP Academic- Report
Please see document SC 13-07.04
- 2013-07/8b** Adam Woods, VP External- Report
Please see document SC 13-07.05
- 2013-07/8c** Petros Kusmu, President- Report
Please see document SC 13-07.06
- 2013-07/8d** Ignite Alberta – Post-Conference Report
Please see document SC 13-07.07
- 2013-07/8e** Brent Kelly, BoG Rep- Report
Please see document SC 13-07.08

July 3

WOODS/KUSMU MOVED THAT the Executive Committee approve a projects allocation not to exceed \$1700.00 for the COFA collaborative marketing campaign.

5/0/0 CARRIED

July 5

WOODS/CHELEN MOVED THAT the Executive Committee approve a budgeted expense not to exceed 900.00 for the Executive Committee to attend the CAUS Roundtable on July 12, 2013 in Calgary, Alberta.

4/0/1 CARRIED

The Principle of the legislation:

- Omar Ahmed Khadr is a Canadian Citizen;
- Omar Ahmed Khadr was the youngest captive and last western citizen to be held in Guantanamo Bay;
- Omar Ahmed Khadr has been formally identified as a Child Soldier by the United Nations;
- Omar Ahmed Khadr has been a victim of torture such as prolonged sleep deprivations, assaults, hooding, intimidation by dogs, forced nakedness, body cavity searches, forced feeding, short-shackling in stress positions, prolonged solitary confinement, cell conditions of extreme cold, noise, and constant light, and withholding of medical treatment;
- Omar Ahmed Khadr has been denied his right to an Education;
- Kings University College is providing and advocating for Omar Ahmed Khadr's formal Education;
- Kings University College stated that they would treat his application like any other students;

The outline of the Students Union is found in the PSLA on Section 93, subsection 3, this states that:

"The students association of a public post-secondary institution shall provide for the administration of student affairs at the public post-secondary institution, including the development and management of student committees, **the development and enforcement of rules relating to student affairs and the promotion of the general welfare of the students consistent with the purposes of the public post-secondary institution.**"

Section 1 and Subsection A of Bylaw 4000 (Which gives the Strategic Plan its power) states that it must:

"a) Provide a framework under which the Students Union may pursue its long and short-term objectives in a practical and efficacious manner,"

Bylaw 4000 requirements for a Strategic Plan

- a) A Mission Statement of the Students' Union as a whole,***
 - b) A Vision for the Students' Union as a whole,***
 - c) A statement of Values under which the Students' Union conducts its operations and relationships,***
 - d) Critical Success Factors which support the achievement of the Vision, and***
 - e) Strategic Goals that are to be realized in order to achieve the Vision.***
-

Mission Statement

The Students' Union exists to serve and represent University of Alberta undergraduate students in order to support their pursuit of knowledge and enhance their university experience.

Innovation: We value approaching challenges with openness, ingenuity, and initiative, ***while embracing change and encouraging creativity.***

Compassion: We value respecting and supporting the rights, dignity, needs, and talents of all ***within an inclusive, diverse, and safe community.***

Citizenship: We value fostering an environment that encourages ***critical thinking, leadership, personal growth, professional development, and active participation in the community.***

Vision statement

*Our Students' Union will reflect the passion, ambition, and unbounded potential of our members. We will strive to exceed student expectations by **championing their interests and needs**, playing a central role in how they engage and connect with their university.*

Students' Union Council Engagement Task Force Terms of Reference

Purpose

Engagement with the student body and Good Governance of the Students' Union are critical success factors outlined in the SU's Strategic Plan. Furthermore, the continuous review of the SU and its practices is another principle outlined in its Strategic Plan.

The SU Council Engagement Task Force will examine ways for Students' Council to be more engaging. This will involve a systematic review of Students' Council's bylaws, standing orders, and its general practices to increase Council's visibility to the greater student population, make Council more inclusive to traditionally underrepresented demographics, and empower members of Council to better connect with their constituents.

Scope

The task force will provide recommendations to the Students' Council before January 31, 2014 that will seek to address the following issues:

- **Visibility** – How can Students' Council increase its visibility to the greater student population?
- **Inclusivity** – How can Students' Council eliminate barriers to participation and expand opportunities for involvement with Students' Council?
- **Connection** – How can Students' Council better connect with its representatives and further empower its Councillors?

Meetings

Meetings will be held biweekly until the end of January 2014.

Membership

- 2 Students' Union Executives;
- 1 Representative of the permanent members of Students' Union Council Administration Committee;
- 1 Representative of the Students' Union Elections Review Committee;
- 1 Representative of the Students' Union Bylaw Committee;
- 2 Representative from Students' Council who are not members of the Executive Committee, the Elections Review Committee, or permanent members of the Council Administration Committee; and
- 3 Student-at-Large positions selected by the aforementioned members.

Resource Personnel

- Chief Returning Officer
- Speaker of the SU
- Discover Governance
- Department of Research and Political Affairs



July 25, 2013

To: Students' Council 2013-2014

Re: Report of the Vice President Academic

Hello Council,

Below you'll find an update of my activities from the past two weeks.

I. Attributes and Competencies

The Graduate Students' Association VPA and I wrote to the Provost urging him to continue the work on integrating transferable skills, character attributes, and competencies into University curriculum. We followed up with the report we submitted in the spring, urging him to show leadership through the hiring of a Provost's Fellow to continue work on the project. We've yet to receive a response.

II. New University Governance and Advocacy Advisor

Kyle Marshall, our UGAA has left us to pursue further study. I've been involved in the hiring of a new UGAA, and am pleased to welcome Surma Das to the role. Surma has extensive experience working as a researcher and involvement in non-profit advocacy groups. She'll be a tremendous addition to our team.

III. Technology

I met with the AVP Digital Strategy, AVP Information Technology, and the Director of AICT to discuss priority technology initiatives for students. These included better processes to reduce the cost of textbooks, easier to navigate rules, cleaner BearTracks, and a more effective online calendar. Due to budgetary pressures, all three individuals were unable to make tangible commitments at this time.

IV. Tuition, Mandatory Non-Instructional Fees, and Budget

President Kusmu and I have been involved in a number of budget-related meetings over the past few weeks. At the Tuition and MNIF Budget Advisory Committee we shared our misgivings around the increase to the international student differential. At a separate meeting we presented the University with a summary of our MNIF report which we will be publishing next week. They've promised to provide feedback in the near future. Finally, we received a budget briefing surrounding the 2013-2014 budget. It described the process by which Faculty budgets were



determined and re-emphasized that how budget cuts are managed are up to the Deans. We were not given data on the 2013-2014 budget other than what is already publicly available. Moreover, the University has refused to provide us with any greater detail around the current budget besides the very summative information contained in the consolidated budget.

V. Miscellaneous

We had an Executive retreat to discuss broad issues as a team. I have been working away on plans for the Fall and Winter semesters, working on changes to Discover Governance, and finishing my goals document. I've also made preparations for a more formal student survey to take place in the Fall term.

If you have any questions or concerns, please don't hesitate to call me at 780-492-4236, or email me at vp.academic@su.ualberta.ca.

Sincerely,



Dustin Chelen

July 24th, 2013

To: Students' Council

Re: Report to Council (for July 30th meeting)

Introduction:

Hello Council,

I have a few updates to provide in my written report, and I will also be providing an update in my oral report. Prior to Council, I will be attending government orientation at Government House, which is an event with the purpose of giving student lobby organizations the opportunity to meet with the civil servants and the Minister to discuss policy initiatives and priorities. It will also be the venue in which the first quarterly meeting with Minister Lukaszuk will take place, followed by a CAUS meeting. Overall it will be a very eventful day. I am looking forward to hearing what the government has to say regarding the current state of post secondary, the implementation of Campus Alberta, and hopefully thoughts on the Post Secondary Learning Act.

Municipal Elections:

I have a brief update regarding the Municipal Election campaign that the UASU will be participating in along with the rest of Edmonton's post secondary institutions. As I said last time, we were successful in asking the City to provide on-campus election booths. I should state that this wasn't difficult; the City was incredibly easy to deal with and said yes immediately. In addition to this good news, I was recently informed that these voting stations would not be just for students living within the specific ward each campus is located in, but all students living in Edmonton. Come October, any student who calls Edmonton home will be able to walk to SUB and vote between classes.

Premier's Pancake Breakfast:

While this may seem like a strange thing to report on, public events and constituency barbeques (especially those surrounding the Premier) are some of the best opportunities to have a conversation with members of the government. In the time I was there, I had conversations with Jacques Fenske (MLA Vegreville-Fort Saskatchewan), Matt Jeneroux (MLA Edmonton-South), Stephen Khan (former Minister of Advanced Education and Enterprise and MLA St. Albert), as well as Steve Young (MLA Edmonton-Riverview). While there was minor conversation surrounding lobby issues, the main benefit of this was an attempt to book future meetings with them. I have been successful thus far in setting up a meeting with Matt Jeneroux next week.

CASA:

As I have mentioned in previous meetings, the CASA National Advocacy Team will be launching a cross Canada campaign focusing on the issue of student debt. This campaign will happen in October, taking place somewhat concurrently with the Mayoral campaign. While the timing of this campaign is not ideal, in order for it to be fully effectively in needs to take place at the same time across all the CASA member schools. One area of flexibility however will be the type of campaign, given that the Committee has decided each school is free to pursue a theme of their choosing so long as it relates back to the general issue of student debt.

After much discussion and thought, it has been decided that the UASU will likely create another wall of debt. While this campaign idea has been used in the past, it has proved largely effective in bringing attention to the issue of student debt while also given image to the magnitude it has reached in Canada. Students with debt will be able to write their name on a "brick" and keep them all on display in quad. It gives a very realistic image

to the issue of mounting student debt, and gives numbers to associate with it. All in all, I am excited for this campaign.

At this point that's all I have to report, however I look forward to providing detail on many other initiatives at Council.

Thank you for your time,



Adam Woods

Vice President External 2013-2014 | [University of Alberta Students' Union](#)

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July 26th, 2013

To: Students' Council

From: Petros Kusmu, President 2013-2014

Re: Report to Students' Council (for July 30th, Meeting)

Hello Council!

It's been a while since my last report, so here it is!

I. General Faculties Council (GFC) Governance Review

As the Councillors on GFC know, President Samarasekera wants to pursue a large governance “audit” (i.e. review) of GFC. The Students' Union (SU) was adamant in ensuring student representation from undergraduates and graduate students exist on this two-person committee handpicked by the President. President Samarasekera eventually agreed to permit an undergraduate and graduate student on this committee. But the caveat that Vice-President Chelen later discovered was that despite Students' Council – the official voice of students according to the Post-Secondary Learning Act – selecting a member to sit on this task force, the President would handpick their undergraduate and graduate representative. With that being said, they agreed to consider a slate of undergraduate students that we recommended to them.

II. Community Standards Review Committee (CSRC)

So Vice-President Lau and I have spent a lot of time working with the CSRC – a committee that reviews the policies surrounding students living in residence. A point of large contention between the University and ourselves is the fact that we believe there is little accountability surrounding students being evicted. Right now Lau and I are planning of working with members of the CSRC to ensure that there is greater accountability and transparency when it comes to what's evictable. Furthermore, Lau and I are interested in implementing an appeals process within the university's Community Standards policy.

III. The Augustana Students' Association (ASA)

The SU Executive and the ASA Executive had the opportunity to meet with one another earlier this month to introduce ourselves and our goals for the year to one another. One of the reoccurring themes was finding ways to bridge the physical gap between students on the Augustana campus and main campus. The SU Executive promised to try to swing by Augustana sometime in the Fall.

IV. New Staff at the Advocacy Department

Kyle Marshall, the SU Advocacy Departments' University Governance and Academic Advisor (UGAA), will be leaving his post after spending a wonderful 2+ years with the SU. He's going to be greatly missed. Luckily his replacement, Surma Das, is an unbelievably sweet person who has a tremendous skill set. We're looking forward to a fresh face on the team this year! VP Lau, VP Chelen, and I have spent a lot of time this month to hire a new UGAA.

V. Ignite Alberta

Last year, as Vice-President External, I spent a tremendous amount of time on a provincial-wide, student engagement plan entitled *Ignite*. Phase I, the conference that took place last year in February, is complete and now Phase II is pending – provincial-wide student consultation on what the future of post-secondary education (PSE) should look like in this province. As President, I've continued to work on this project

and assist the new members on Ignite's Steering Committee move forward. Currently, the Ignite Steering Committee as a Request for Proposal (RFP) up online to hire an agency to assist us in this large endeavor for Phase II. Furthermore, I'll be presenting Ignite's Phase I findings, alongside other student leaders, to the Deputy Premier next week at his first Quarterly Meeting with student leaders from across the province. (I've attached Ignite's Phase I findings to the Council report in case you're interested.)

VI. International Differential Fee (IDF)

Vice-President Woods, VP Chelen, and I attended the University's Tuition Budgetary Advsiroy Committee/Mandatory Non-Instructional Fee Budgetary Advisory Committee (simply known as TBAC-MBAC) meeting last week. There we received more information surrounding the tuition increase international students will face. The University administration told the SU and the Graduate Students' Association (GSA) that international students will simply see a tuition increase that is the equivilant of CPI not being frozen. Currently, CPI is frozen. This is to make up for the lost revenue from international students because apparently the provincial government only gave the University enough money to cover the cost of a tuition freeze to domestic students, not international students. There is still a lot of questions we have but we're looking forward to raising them at the meeting VP Woods and I will have with the Deputy Premier next week.

VII. Mandatory Non-Instructional Fee (MNIF) Report

The SU has been working on a detailed MNIF report for quite a while now. This report outlines our grave concerns with how MNIFs are implemented at the institution and highlights the unfairly implemented Common Students Space, Sustainability, and Services (CoSSS) fee. We plan on releasing this report in the nearby future.

VIII. Executive Retreat

The Executive Committee finally had its much overdo Executive Retreat where we went over various discussion items and reflected on our progress since being in office. One of the large conversations we had surrounded what we want the future of the North Power Plant (NPP) – the building Dewey's is in – to look like in the future. Currently, Vice-President Le is working on a visioning document to be complete by next week.

VIII. The Gateway and the Executive Hang Out

The Gateway and the Executive Committee found some time this month to hangout with one another, talk about each other's work, give a tour of each other's offices, and do some overall relationship building. Furthermore, I met with the Gateway's Editor-in-Chief (Andrew Jeffry) and its Business manager (Ryan Bromsgrove) to discuss about the Gateway's plans for the upcoming year and some of the challenges they're facing.

That's it for now folks! Till next time!

Signing off,



Petros Kusmu

Governor | [University of Alberta Board of Governors](#)

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P.S. Since this page has a ton of empty space, here is a sweet picture from the Executive Committee with some snazzy ties we received from the Alumni Association.

Enjoy.



IGNITE

IDEAS FOR POST-SECONDARY EDUCATION

WHAT WE HEARD

POST-CONFERENCE REPORT | APRIL 30, 2013



THANK YOU TO OUR SPONSORS

Ignite Alberta: Ideas for Post-Secondary Education would not have been possible without the kind support of our friends in Alberta's post-secondary community:

The University of Alberta
Grant MacEwan University
The University of Calgary
Alberta Colleges and Institutes Faculties Association
Athabasca University
The University of Alberta Students' Union
The University of Calgary Students' Union
Council of Alberta University Students
Alberta Students Executive Council
Confederation of Alberta Faculty Associations
Alberta Graduate Council
The University of Lethbridge
Athabasca University Graduate Students' Association
The University of Alberta Graduate Students' Association
The University of Lethbridge Students' Union
Students' Association of Mount Royal University

ACKNOWLEDGMENTS

Thank you to all the participants who attended the Ignite Alberta conference and special thanks to all of the volunteers and staff who spent countless hours ensuring this engagement plan's success.

We deeply appreciate your contributions.

IGNITE ALBERTA STEERING COMMITTEE

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LETTER FROM THE IGNITE STEERING COMMITTEE

Alberta's student umbrella organizations noted through the summer and fall of 2012 the substantial and transformational changes coming through our post-secondary system—new institutional leadership, new technologies in the classroom, a new minister and name for our department—and of course we know that our students are changing as well.

No longer is post-secondary education only the purview of a few urban high school graduates. Alberta's students come from every region, background and demographic in our province. Together, we realized we needed to start a conversation with students and other stakeholders on those transformational ideas within our post-secondary education system—a conversation that needs to go well beyond just our elected student executives and reach into our campus communities.

In her first address to the Alberta Legislature after becoming Premier, Alison Redford said:

“There is no better investment of public funds than in learning. Without a skilled and highly educated workforce, we will not attract the cutting-edge companies to carry out research and development, much less the finest minds to lead it. We need outstanding schools and post-secondary institutions... Our government is committed to strengthening our universities and post-secondary institutes.”

We could not agree more. Making that strategic investment in ways that are focused on improving the educational experience, developing value to the credentials earned at our institutions, and directly addressing our province's post-secondary participation rate is crucial for Alberta. But that conversation needs a start—it needs a spark. With the massive cuts to the post-secondary system in the provincial government's Budget 2013, this conversation has never been more pertinent than now, for the future of Alberta's post-secondary system depends on its stakeholders uniting for its collective vision.

Signed by the Members of the Ignite Steering Committee,

**COUNCIL OF ALBERTA
UNIVERSITY STUDENTS**

*Petros Kusmu
Raphael Jacob
Julia Adolf*

**ALBERTA STUDENT
EXECUTIVE COUNCIL**

*Jed Johns
Matthew Armstrong
Kaylene McTavish*

**ALBERTA
GRADUATE COUNCIL**

*Amanda Nielsen
Franco Rizzuti*

BACKGROUND TO IGNITE ALBERTA

In the midst of a technological revolution and the aftermath of a global recession, the way Albertans teach, learn, and discover within our post-secondary education system is changing dramatically and rapidly.

What's more, the Government of Alberta is taking a different approach to how it provides public services, which also impacts our post-secondary education system. Now is the time to engage and collaborate with our students to develop a vision of what Alberta's post-secondary education system will look like in the future—not just next year, but five, ten, and twenty years down the road. In this spirit, Alberta's student leaders are planning an engagement strategy with students and other stakeholders.

Ignite: Ideas for Post-Secondary Education kicked off with a two-day conference at the University of Alberta on February 21 and 22, 2013 where students and a multitude of other stakeholders explored the bright future our post-secondary system holds for our province.

Ignite brought stakeholders from all areas of the post-secondary education system to sit down for two days and develop inclusive outcomes that move beyond our individual objectives and find common goals. Following the conference, delegates were encouraged to take those conversations further into their communities and gather feedback and insight into the themes developed at the conference. The dialogue at the conference is intended to only be the beginning of the conversation, and students from across the province will be given the opportunity to share their thoughts to all stakeholders through the spring and fall of 2013. These dialogues at campuses across the province will be completed by the fall of 2013, with the feedback from the entire engagement plan to be made available by November 30, 2013.

Ignite represents an ideal opportunity for Alberta Enterprise and Advanced Education to support a student-led initiative to get learners and other stakeholders talking about the future of our post-secondary education system. Starting with the conference and moving forward from there the organizers see a process that directly aligns with the goals of Alberta Enterprise and Advanced Education by building a post-secondary education system that increases our provincial participation rate, embraces the value of being learner-focused and incorporates feedback from students from a wide variety of institutions and programs.

ORGANIZATIONAL MEMBERSHIP OF IGNITE ALBERTA'S STEERING COMMITTEE

Alberta Graduate Council

The Alberta Graduate Council (AGC) represents and promotes the interests of over 18,000 graduate students from Athabasca University, the University of Alberta, the University of Calgary, and the University of Lethbridge to the Government of Alberta and other interested stakeholders. AGC also provides a medium of communication among its graduate student membership and promotes the value of graduate students in Alberta in their varied roles as students, researchers, and teachers.

Alberta Students Executive Council

ASEC unites over 175,000 students from 14 post-secondary institutions across Alberta. Through a combination of four yearly conferences, ASEC members come together to discuss advocacy goals, network with other student leaders, and engage in professional development. ASEC represents students from the Alberta College of Art and Design, Athabasca University, Bow Valley College, Grande Prairie Regional College, MacEwan University, Keyano College, Lethbridge College, Medicine Hat College, Mount Royal University, NAIT, NorQuest College, Olds College, Red Deer College, and SAIT.

Council of Alberta University Students

The Council of Alberta University Students (CAUS) represents the interests of over 70,000 Alberta university students across Alberta. CAUS represents undergraduate students from the University of Alberta, the University of Calgary and the University of Lethbridge to the public, the Alberta government and other post-secondary education stakeholders. Based in Edmonton, CAUS is a non-partisan and active advocacy group looking to ensure a fully accessible and high quality system of education in Alberta.



PURPOSE OF IGNITE ALBERTA

Ignite's engagement process brought together stakeholders from all areas of Alberta's post-secondary education system—those stakeholders are now taking those conversations back out into their campus communities. These dialogues will allow for greater collaboration and coordination in our shared efforts to build a system that is more responsive to Alberta and Alberta's learners. We envision that this engagement process will help inform and shape post-secondary planning by government, institutions, and other stakeholders in the years to come.

The host organizations identified three objectives for Ignite:

1. Build student and stakeholder engagement.

Ignite's engagement strategy began with a two-day conference. From there, stakeholders headed out into their respective communities to engage learners on their hopes, goals and vision for Alberta's post-secondary education system—the first and most important initiative to take place in the immediate follow-up to the conference.

In order to build on the momentum and the vision created at the conference, Ignite wants to bring this back to the core stakeholders of the post-secondary system: the students. As the learners of today and the innovators of tomorrow, it is absolutely vital that students are given the opportunity to provide broad feedback on the greater vision of Alberta's post-secondary education system of tomorrow.

Ignite's engagement strategy involves two post-conference reports co-published by its host organizations:

- The post-conference report that summarizes and highlights the discussions held at the Ignite conference is called *What We Heard* and will be published April 30, 2013. Recommendations from this report will drive the delivery of our on-campus engagement strategy.
- An on-campus engagement report that summarizes and highlights feedback given by students through conversations across Alberta's campuses: town hall meetings, online surveys and forums, on-campus focus groups, and direct feedback. Questions posed will probe students on what desired outcomes they expect in our system today, in five years, in ten years, and beyond. Throughout this extensive engagement process, discussions will begin amongst all stakeholders on the steps needed to achieve this vision.

2. Create an inclusive vision for Alberta's post-secondary system.

To create a vision for the future of Alberta's post-secondary education system, Ignite brought together the perspectives of various stakeholders including the Alberta government, civil servants, university administrators, staff, and students. Participants were challenged to consider ways of broadening participation in post-secondary education by opening access to underrepresented groups and developing a more robust technological toolkit to deliver post-secondary education.

3. Foster the needed relationships between post-secondary stakeholders.

Only by listening to each other can we make real progress on our goals. By bringing all post-secondary stakeholders together, Ignite has fostered better working relationships between all parties and ensured that the future of post-secondary education in Alberta is an inclusive one with a diverse range of views and perspectives. The corollary of a successful conference that includes a diverse set of community leaders is that it helps raise awareness of post-secondary issues not only among all of the participating groups but, more broadly, within the greater community.

PHASE ONE OF IGNITE: OPENING CONFERENCE

Ignite kicked off with a two day conference on February 21 and 22, 2013 at the University of Alberta. This conference was the first of several important meetings where our various groups have engaged in forward-looking dialogue.

Key stakeholders that were invited include:

- MLAs from all four parties in the Legislative Assembly of Alberta
- Alberta MPs from the House of Commons
- Civil servants from Alberta Enterprise and Advanced Education
- Administrators from Alberta's post-secondary institutions
- Faculty associations from Alberta's colleges, technical institutes, and universities
- K-12 school boards and the Alberta Teachers' Association
- Alberta Chambers of Commerce and other industry representatives
- Student leaders from our post-secondary education system

Schedule

The first day of the conference featured an opening reception and a post-secondary education art and science fair followed by a keynote address from former Assembly of First Nation's National Chief Phil Fontaine, who discussed residential schools and their troubling legacy, one of the historical reasons that aboriginal students have been underrepresented within the education system. Fontaine's talk helped to frame the conversations planned for the next day that discussed underrepresented groups in post-secondary education.

The second day included four speakers and six breakout sessions to explore individual topics in greater depth.

- Throughout the day three inspiring and provocative keynote panels covered a specific theme on post-secondary education—Access and Costs of Post-Secondary Education, Quality in our Post-Secondary Education System, and Technology in the Classroom and Beyond.
- Following each panel, two concurrent breakout sessions covered a specific topic under each theme commenced, such as panels addressing Open Educational Resources (OERs) and Massive Online Open Courses (MOOCs).
- Each session had stakeholders divided into various groups where they discussed a set of questions regarding the session's theme. A facilitator gave each group the opportunity to share their collective answers and to look for areas of consensus.
- Opportunities to identify further action following the conference and the engagement of individuals within Alberta's post-secondary system were highlighted in each breakout session.

PHASE TWO: FURTHER STUDENT ENGAGEMENT

Moving past the two-day conference the host organizations want Ignite to take that work and bring it into our post-secondary communities for further discussion, feedback, and input. As student organizations, we are committed to engaging our student communities in early fall 2013 to discover where our diverse learners see their post-secondary education system going in the next five years, ten years, and beyond.

An initial post-conference report will be made available online to all conference participants which will share some video footage of the speakers from the conference as well as provide a toolkit for further engagement, especially for learners.

Ignite's three host organizations—but more importantly the student associations they represent—will build on the discussions at the conference and take that to their membership, the over 260,000 students that study in Alberta's post-secondary institutions. Over the summer and fall of 2013, the student associations supported by AGC, ASEC, and CAUS will host town hall meetings, online surveys and forums, on-campus focus groups, and solicit direct feedback on what our learners see as the next steps for Alberta's post-secondary education system.

Ignite's three host organizations will prepare an on-campus engagement report for Ignite that encapsulates the feedback given to them by learners on Alberta's post-secondary education system and the vision developed at the opening conference. Additional input from Alberta Enterprise and Advanced Education and conference participants will also be solicited to equip stakeholders with the robust data needed to make our system more learner-friendly and learner-focused into the future.

THEME I:

ACCESS & COSTS OF POST-SECONDARY EDUCATION

The first session of the Ignite conference looked at money—the costs associated with attending post-secondary education, running a post-secondary education institution, but most importantly, the value our system has to our economy and our society.

* *Note that the following sections provide a summary of the most common themes that emerged from participants' comments.*

BREAKOUT SESSION 1A: ACCESSIBILITY

Three questions were presented to the participants in the following order.

1. “What are some of the reasons for Alberta’s low post-secondary education participation rate?”
 - **Alberta’s high school system does not allow for a high PSE participation rate due to its poor graduation rate.** Furthermore, some participants believed that the inequality in quality high school education made it more difficult for those students in poorer schools to successfully transition to PSE.
 - **High paying jobs do not necessarily require a PSE in Alberta.** A participant raised the fact that if students are presented with the option to either stick with a high school diploma or to attain a PSE degree, students will select the option that has the least “cost”—which takes into account the “opportunity cost” of attaining a degree (i.e. the forgone high income one could make with a high school diploma).
 - **The lack of substantial student aid funding is not conducive for a high PSE participation rate.** While one of the participants highlighted that Alberta has a rather large student aid budget in comparison to other provinces, another participant raised the fact that with the abnormally high opportunity costs youth face in this province to get a PSE, the government has to provide even more student aid to mitigate the debt averse nature youth of today’s youth. Beyond the fact that greater student aid dollars are needed to combat the high costs associated with attaining a degree—for instance, high tuition, fees, living expenses, academic material expenses, and opportunity costs—participants also highlighted the importance in educating high school youth on available student aid financing options.

- **Some cultural expectations act as hindrances to attaining a PSE.** Participants raised the fact that in some rural and aboriginal communities individuals may be stigmatized for leaving their communities to be “over-educated”. Furthermore, others raised the growing trend of mature students and how this has highlighted that certain aspects of the PSE are more suited towards a “youth” orientated lifestyle, which makes “life-long learning” difficult for some.
2. “How can financial barriers to post-secondary education participation be mitigated for these groups and other Albertans?”
- **Increase the amount non-repayable student aid available and reform the student aid system itself.** Participants noted that there is normally a lot more student aid available for students entering their first year instead of subsequent years. As a result, students become a lot more susceptible to dropping out in later years. Furthermore, other participants raised the fact that having more targeted funding towards Aboriginal students is needed and that the Canadian Chamber of Commerce is also raising this point. Additionally, participants noted that upfront funding is significantly better than the other modes—such as tax credits—and that innovative ways of repaying student loans should be investigated.
 - **Reduce and control the cost of getting a PSE.** While tuition in Alberta has been generally tied to CPI, participants raised extreme concerns surrounding unregulated fees institutions can charge and the allowance of market modifiers. Furthermore, participants have noted that living expenses—especially in Edmonton and Calgary—have skyrocketed over the past two decades. While recognizing that living expenses are outside of the government’s control, participants did raise the fact that the government can mitigate high academic material expenses via open access materials. One participant noted the recent developments in British Columbia and California to develop a provincial/state-wide free textbook system.
 - **Government, post-secondary institutions (PSIs), and student associations should find ways to partner with industry and small communities to provide greater assistance to mitigating financial barriers to PSE.** Participants noted that there are excellent opportunities for industry and small communities to provide scholarships and bursaries to increase PSE participation (for instance) by mature students in the workforce or youth from small rural communities.
3. “In addition to removing financial barriers, how else can participation in post-secondary education from underrepresented groups be improved?”
- **Greater collaboration between PSIs, high schools, industry, and small communities.** Participants discussed how smoother transitions between high school and post-secondary could help, especially if dual credit programs were to exist. Furthermore, increasing the transferability between Albertan PSIs and popularizing “2+2” models—i.e. study at a college for two years and complete the last two years of one’s degree at a university—could be beneficial. Additionally, collaborating with industry and small communities to seek innovative ways of encouraging young and mature adults to attend PSE remains a promising opportunity.

- **Challenge negative cultural expectations and dispel misconceptions surrounding PSE attendance.** Participants felt like this aspect is normally left out of the equation when discussing how to increase the PSE participation rate. Outreach programs to rural, aboriginal, and low-income communities to instill the importance of higher education and to provide information on how to attain funding to attend PSE is important. Additionally, the government needs to reanalyze how mature students do not currently fit within the student aid system. For instance, married couples can be at a disadvantage when it comes to applying for student loans and non-repayable aid, one participant noted.
- **Explore innovative ways of increasing participation.** Beyond the current interest in expanding opportunities for distance learning, participants also raised the idea that “affirmative action-like” policies—for instance, having different entry requirements for under-represented groups, and better supporting students who need childcare, could make a strong positive impact. Furthermore, a participant raised the fact that the government should concentrate on families that are highly susceptible to poverty.

BREAKOUT SESSION 1B:

POST-SECONDARY EDUCATION AND OUR ECONOMY

Four questions were presented to the participants in the following order.

1. “What role should the Provincial government, learners and private funders play in funding PSE? What can be done to supplement the operating budget of PSIs?”
 - **Provincial and federal funding to PSIs needs to be increased and sustained for the long-term growth and continued excellence of Alberta’s PSE system.** All participants agreed that this was an extremely important point since the economic ramifications of investing in PSIs greatly outweigh the costs. Furthermore, participants discussed how the province should lobby the Federal government to increase its expenditure on research so that the Provincial government can free up its expenditures for broad-level funding.
 - **PSIs need to better control their increasing costs.** Participants raised the fact that over the past two decades, students have seen a 300 percent increase in tuition and fees but have had their student-faculty ratio remain stagnant. “If this is the case, where is the money going?” a participant asked. Ideas surrounding ways to reduce delivery cost were raised, primarily surrounding massive online open courses (MOOCs) and open education resources (OERs). Other participants raised the fact Albertan PSIs could perhaps increase their collaboration to reduce redundancies and find efficiencies and that current PSE programs may need to be completely restricted to offer high quality to students but at a lower cost.
 - **Learners are currently over-burdened with how much they pay to get a PSE.** Participants believed that tuition is not necessarily the problem in itself, but it is the overall cost of getting a PSE and the debt that often comes with it—i.e. tuition, fees, living expenses, and academic materials. Furthermore, for those students who are debt free or have debt, the consequences of this high price tag to get an education results in them working too much—which means less academic engagement and greater stress. For instance, a participant noted that the average time to complete

a degree now is five years, which is due to students normally taking less than a full-course load during a semester in order for them to juggle work in their schedule. Participants highlighted that beyond the needed increase to non-repayable student aid, the government should also continue to invest in student work programs like the Summer Temporary Employment Program (STEP).

- **While private funders are needed for a strong PSE sector, academic autonomy needs to be ensured.** Participants agreed that as the public purse continues to fluctuate, donors will be needed to fund the budgetary gaps PSIs face. However, most participants were highly sensitive that private funders should not direct research. Others, however, contended this by stating that donations should be solely treated as gifts rather than direct funding. Additionally, participants addressed how it may be problematic that larger institutions and faculties would find it easier to fundraise compared to smaller institutions and faculties, which creates a disparity in services and quality.
 - **The Provincial government needs to consider restructuring its revenue structure.** While this point deviated from the original question, participants believed that in order to have an excellent PSE system in Alberta the provincial government needs to increase and sustain its funding to it. However, this will become increasingly difficult with Alberta's revenue structure. Ideas on increasing revenue were discussed, such as implementing a Provincial Sales Tax.
2. "What role should the Provincial government have in steering learning and research? What role does the Provincial government have in ensuring Universities are properly managing their budgets?"
- **The Provincial government needs to ensure that PSIs adopt a balance between operating like a business and running a public institution in order to ensure administrative efficiencies.** Some participants raised the fact that PSIs should take lessons from businesses in finding efficiencies. But other participants balanced the argument by contending that business-like practices and a profit-driven mentality would make PSIs too shortsighted. A balance is needed between the two perspectives.
 - **The Provincial government should encourage Albertan PSIs to increase their collaboration in order to manage growing institutional costs.** Participants raised concerns with institutions expending too many resources in competing against each other for research and students. Others said that the sometimes-prevalent protectionist nature between Albertan institutions created inefficiencies. Furthermore, some participants raised the idea of balancing out program duplication across the province—that diversity is vital for students but the government could play a role in ensuring it does not get out of hand. In defense of Alberta's PSE sector, a couple of participants highlighted that Alberta's transfer system—the Alberta Council for Admissions and Transfers (ACAT)—is national leader.
 - **The Provincial government should not drive research but academics need to better "sell" the relevance of their research.** Participants raised serious concerns about a government-driven research agenda and how this would stifle academic creativity and integrity. However, participants also believed that the impetus was on academics to "sell" their research and to convey in a comprehensive way as to why it is important.

- **The Provincial and Federal governments need to increase and sustain funding to PSIs.** Participants continually raised the fact that there is a greater role for the Federal government to play in funding PSIs by increasing their dollars for research—which frees up Provincial dollars to be directed towards PSE operating grants. For instance, in the United States, the Federal government plays a phenomenal role in leading PSE research, which partly explains why Canada lags in the world for research dollars. Furthermore, participants also noted that an annual two percent operating budget increase to PSIs is too low for a PSE that strives for excellence.
- **The Provincial government should have an outcome-orientated focus for PSIs that is not only tailored for each institution but that is based on PSE stakeholder consultation.** Participants believed that while the government should play a limited to nonexistent role in steering research, the government should have a high-level sense of financial and accreditation oversight. An individual proposed a “carrot and stick oversight” model where well-performing PSIs retain greater autonomy and less oversight over their finances and accreditation if they are achieving government established outcomes. Furthermore, in regards to outcomes, the Provincial government should ensure that the value for students in the budget exists and that there is no “one-size-fits all” metric for success.



THEME II: QUALITY IN OUR POST-SECONDARY EDUCATION SYSTEM

The second session of the Ignite conference looked at what defines quality in our diverse post-secondary education system, a system that includes students from all corners of the globe and all backgrounds. Participants also explored how our institutions encompass roles in our society beyond the traditional roles of research and teaching.

* *Note that the following sections provide a summary of the most common themes that emerged from participants' comments.*

BREAKOUT SESSION 2A: QUALITY RESEARCH

Four questions were presented to the participants.

1. "Should educational institutions concentrate on basic research, or should they be allowed to concentrate on research programs that might be more profitable in the end?"
2. "Does industry have a responsibility to support basic research, since its technological and medical advances are often the result of someone else's basic work?"
3. "Who should be paying for basic research?"
4. "Should public funds be used to subsidize applied research being carried out by private industrial companies?"

With the four questions in mind, participants engaged in an open-ended discussion surrounding quality research in our PSIs.

All of the participants agreed that basic research is absolutely necessary for an excellent PSE sector and Albertan economy. Participants also believed that institutions needed to be responsible for finding the perfect balance between basic, applied, and curiosity-driven research and expressed the opinion that the Provincial government should ensure that this perfect balance takes place.

Most of the discussion was on question one. Some groups objected to the question's premise, saying that there is equal value in all research—i.e. basic versus applied research.

Some participants found basic research extremely important in that it is the most clear and natural place to discuss academic freedom and the pursuit of pure knowledge. When this is taken out of the equation, some participants argued, an institution that only does applied research loses its foundation of freedom and integrity. As a result, the educational quality of the institute may also be seriously compromised. With that being said, participants generally believed that there is a shared responsibility for basic researchers to “sell” their research better.

Beyond the Provincial and Federal governments, participants believed that there exists an incredible role for industry to fund basic research—contrary to the often-focused applied research. Participants believed that a smart, sustainable company should recognize the value of basic research. Historically, many companies did large-scale basic research. However, many companies are doing less basic research and are instead relying on public institutions to fund this expense. One participant mentioned that Canada’s record for private research and development dollars lags far behind other advanced countries.

Furthermore, participants discussed that industry benefits from being able to hire qualified researchers trained at excellent public institutions. As one participant put it, “The bigger discourse is, ‘Research as a Public Good.’”

Participants also debated whether or not taxpayers should get free access to publically funded research and why private companies are not more vocally supportive of basic research since they greatly benefit from it.

BREAKOUT SESSION 2B: QUALITY TEACHING

Four questions were presented to the participants in the following order.

1. “What is the best way to balance research and teaching in our current system?”
 - **Alberta’s PSIs should develop a teaching tenure stream.** Participants highlighted the fact that within faculty there is a grave imbalance between teaching and research, with the later normally given greater importance. When academics are attaining their tenure, strong research is favored over strong teaching. A participant noted that PSIs outside of Canada are combating the growing trend of academics focusing primarily on research by adopting teaching tenure streams. These streams allow academics that are strong at teaching to devote their efforts in educating students instead of conducting research. With that being said, other participants noted that academics who split their time between research and teaching will still need to exist—it is just a matter to which degree.
 - **PSIs should not simply rely on sessional instructors and graduate students to teach students.** A worrisome trend that participants raised was the fact that PSIs are overly relying on sessional instructors and graduate students in classrooms. Not only are sessional instructors and graduate students subject to lower pay and greater employment uncertainty from institutions, but students expect to be taught by more senior and experienced academics. Participants generally agreed that sessional instructors and graduate students are needed within the PSE system itself but in different capacities and reliance, not as substitutes for experienced academics.

- **PSIs should strive to have their educators better integrate research aspects with their teaching.** A handful of participants pointed out that research-intensive PSIs normally do a poor job in having most of their educators integrate research aspects with their teachings. Some participants contended that this approach would be difficult to achieve in introductory courses and that professional development opportunities would need to exist for academics in order for them to learn this balance. Furthermore, such an approach would need to be tailored as opposed to a “one-size-fits-all” model for PSIs and faculties.
2. “What role should the Provincial government have in steering learning and research in our institutions to make sure high quality teaching and research is continued?”
- **The Provincial government should rarely be involved in the steering of teaching and learning.** Participants believed that the academic freedom PSIs have might be infringed upon if the Provincial government plays a large role in steering teaching and learning in our institutions. However, participants acknowledged that a balanced approach to steering research is needed when industry directives for research are demanded.
 - **The Provincial government’s involvement in PSE should be more of a “supporter” and “overseer” of the sector, not as a “director”.** Participants agreed, and raised the fact that the Provincial government could stimulate conversations surrounding greater collaboration between Albertan PSIs. Additionally, as an overseer, the government should create equitable outcomes for the sector that reflect the diversity of PSIs within the province. Some participants also highlighted that the government can balance its role as a supporter/overseer of the sector while respecting institutional autonomy by providing incentives for PSIs to pursue particular goals or research streams.
3. “Should professors and other academic staff have some type of formal training in teaching and educating, in order to instruct classes, labs, etc. at our institutions?”
- **Greater formal opportunities should exist for professors and academic staffs to better instruct students.** Participants noted that the lack of professional development opportunities for professors and academic staff to improve their teaching skills made it difficult for self-improvement to take place. Furthermore, other participants raised the fact that the culture was lacking to support improvement and active engagement in quality teaching and learning within PSIs. In order to receive large buy-in from current academic staff, participants proposed that incentives structures should exist to reward those who have completed professional development opportunities.
4. “What are (other) ways we can support quality teaching in our institutions? Should these be similar throughout the province in various institutions?”
- **Provide instructors with quality feedback from students and peers.** Participants raised the fact that effective student feedback is needed for instructors to self-improve. In doing so, students need to be encouraged to actually provide meaningful feedback. A participant raised the idea of how filling out teacher evaluation forms can result in added participation grades. But, on the other hand, instructors need to also be receptive to

feedback. Another participant discussed that instructors should be required to summarize written feedback received from students to their respective Deans . Another point raised by a participant was that there should be a greater emphasis on peer-reviewed teaching and that the negative culture surrounding it should be eliminated in order for instructors to actually improve their teaching skills.

- **Change the culture surrounding instructor’s self-improving their teaching skills.** Participants believed that the lack of desire for instructors wanting to self-improve their teaching skills was a barrier to improving the quality of education at our PSIs. Participants proposed a variety of approaches to combat this culture. First, greater incentive structures should be established to better recognize, reward, and promote quality teaching on campus. Second, the stakeholders directly involved in this—lecturers, students, administrators, and the government—should be empowered to have the tools necessary to influence best practices and adopt a more constructive approach to feedback rather than a stricter approach. Third, PSIs and faculties should find ways to collaborate with one another on how to make a cultural shift on our campuses surrounding this topic.
- **Have the Federal and Provincial governments put greater focus on excellent teaching quality.** Participants believed that there needed to be greater research done on pedagogical practices. Furthermore, other participants raised the idea that, just like how Canada Research Chairs exist, Canada Teaching Chairs should exist to ensure that excellent teaching takes place at our PSIs.
- **Explore innovative ways on bettering the quality of teaching.** Participants raised a number of creative ideas to improve the quality teaching at our PSIs. Some participants believed that instructors should have mandatory training sessions prior to them being able to lecture. Others believed that instructors should even take drama classes to strengthen their own teaching skills. Furthermore, a participant also highlighted that there should exist greater mentorship roles amongst lecturers in order to have one’s peer provide strong feedback on their teaching skills.



THEME III: TECHNOLOGY IN THE CLASSROOM & BEYOND

The third session of the Ignite conference looked at the role technology is playing in the changing world of our post-secondary education system by analyzing two topics: open educational resources (OERs) and massive online open courses (MOOCs).

* *Note that the following sections provide a summary of the most common themes that emerged from participants' comments.*

BREAKOUT SESSION 3A: OPEN EDUCATIONAL RESOURCES (OERS)

Participants engaged in an open-ended discussion surrounding OERs and addressed the following question.

1. "What can we do in Alberta to be a leader in the OER movement?"

Participants engaged in an open discussion in regards to OERs. They agreed that OERs need to be trustworthy, high quality and publically accepted. Participants also highlighted the potential OERs can play in lowering the costs associated with getting a PSE, which would result in a more accessible PSE system. In addition to lowering costs, participants believed that OERs allow for greater experimentation in the classroom. With OERs professors can work with a multitude of academic materials without worrying about costs prohibiting students from taking part in the learning experience.

When it came to whether or not Alberta's PSIs should be open access, participants believed that there might be some value in doing so. These participants believed that graduates and professionals outside of the PSI would benefit from this initiative.

One of the participants raised the fact that after tuition and fees, books are one of the largest expenses students face. Bringing these costs down would expand the PSE sector's accessibility to financially challenged students. Additionally, a participant highlighted that the new generation of researchers and graduate students are becoming more deeply committed to the concept of OERs since they do not want their research behind a prohibitive pay wall. Furthermore, a participant noted that OERs could lead to increased economic innovation and knowledge sharing/access—an unbelievably huge positive impact to the economy.

When addressing the question posed to the entire breakout session, participants believed that the Provincial government needed to fund and support OER initiatives. Furthermore, participants also believed the Provincial government

has a role in educating authors—i.e. professors—about OER initiatives since it is provincial (taxpayer) money that goes towards these professors publishing their research.

But beyond educating professors about OER initiatives, participants also believed that the Provincial government plays a role in having professors, graduate supervisors, PSI administrators, businesses, and politicians' buy-in to the concept of OER.

This sort of OER education could include an introduction to copyright legislation alongside open access, along with fair dealing. Some participants went as far as to suggest that the Post-Secondary Learning Act (PSLA) should perhaps discuss open access. Others participants believed that the OERs leaders should come from institutions and not the government, especially not in the PSLA. Furthermore, participants agreed that undergraduate students should be better educated about OERs.

BREAKOUT SESSION 3B: MASSIVE ONLINE OPEN COURSES (MOOCS)

Six questions were presented to the participants.

1. "How are MOOCs and other forms of online education changing PSE?"
2. "What do MOOCs and online education mean for the future of PSE?"
3. "What is the impact of online education on different stakeholder groups (students, faculty, academic institutions, governments, etc.)?"
4. "Where in the world are MOOCs and online education being used successfully? How did these regions reach this point? What works about it?"
5. "What are the risks of increased online education? How do we mitigate these risks?"
6. "How do we advocate for online education?"

With the six questions in mind, participants engaged in an open-ended discussion surrounding MOOCs.

The overall sentiment from the participants surrounding MOOCs was one of concern and opportunity. A lot of the participants questioned the educational efficacy of MOOCs, with the primary concern being that students would feel more disengaged with a distance classroom than they do with a face-to-face one. Furthermore, participants raised their concerns with MOOCs being able to deliver humanities/social science-based courses. With that being said, a handful of participants did raise the notion that, if used properly, MOOCs could be more engaging than a face-to-face class. Additionally, MOOCs could help instructors become better teachers since they are receiving immediate and anonymous feedback from students on their teaching methods.

The other area of opportunity that MOOCs present is their ability to reach to those in distanced communities—communities that tend to have individuals currently underrepresented within the PSE sector, such as aboriginal and rural students. Participants did acknowledge the remarkable power MOOCs can have in combatting the currently low PSE participation rate in Alberta. However, other participants raised the concern that relying on MOOCs to increase accessibility from these communities could be a false hope. Students from underrepresented

backgrounds within PSE are more susceptible to dropping out due to a multitude of factors—such as, financial and/or academic. These students are in the greatest need for a strong, engaging academic experience in their classrooms so that they continue to be motivated to pursue a PSE. MOOCs may exasperate this problem.

Participants felt that the risks associated with MOOCs is the fact that PSE stakeholders may start seeing them as perfect substitutes for in-class learning. While the participants commonly acknowledged that hybrid courses—a combination of MOOCs and in-class learning—would be the most positive way of moving forward, many participants feared that faculty downsizing will take place as a means of reducing costs by relying on MOOCs. Furthermore, a lot of the participants were unsure as to what the “end-game” for MOOCs is. Some participants saw MOOCs as a passing fad. Other participants saw MOOCs as a concept still in its infancy stage. A small number of participants related it to the Dot-com Bubble. In conclusion, a majority of the participants questioned the sustainability of the MOOCs business model. With that being said, participants also acknowledged that the type of technology and techniques employed in MOOCs is extremely amenable to the younger generation of learner—meaning that this is a movement that cannot simply be ignored.



IGNITE

IDEAS FOR POST-SECONDARY EDUCATION

July 26th, 2013

To: Students' Council

Re: Report to Council

Hey Council,

Before I proceed with my report, I would like to acknowledge that our university and our Students'

Union are on Indigenous land. Specifically: Cree, Saulteaux, Metis, Blackfoot, and Nakota Siou.

They are faculty, staff, students, family, and friends, and they are still here. I acknowledge that we

meet on treaty 6 territory. That treaty governs the relationship between first-nations and non-first

nations citizens. I am thankful for this opportunity for us to meet on this land today. This statement

will be included at the front of my report to council until either the time that my term ends, or

Council moves to makes a similar statement available for public viewing.

It's been a very quiet few weeks for me, as meetings of the Board have ended and won't resume

until September. In the meantime, I'll be focusing on my summer class and enjoying the warm

summer sun.

Looking forward to seeing you all Tuesday!

In Solidarity,

Brent Kelly

Undergraduate Board of Governors Representative 2013-2014 | [University of Alberta Students' Union](#)

P: (780) 999-8867 | **F:** (780) 492-4643 | **E:** bog@su.ualberta.ca

STUDENTS' COUNCIL VOTES AND PROCEEDINGS

Tuesday, 2013
ECHA 1 490

VOTES AND PROCEEDINGS (SC 2013-06)

2013-06/1

SPEAKER'S BUSINESS

Meeting called to order at 6:04pm

2013-06/1a

Announcements – The next meeting of Students' Council will take place on Tuesday, July 30th, 2013

Items 2013-06/7c and 2013-06/7d withdrawn.

CHELEN/GREHAN MOVED TO suspend standing orders to extend speaking privileges to guests for item 2013-06/2a and to extend the presentation to an hour.

Motion: CARRIED

2013-06/2

PRESENTATIONS

2013-06/2a

University Budget Update. Presented by Dr. Martin Ferguson-Pell, Acting Provost and Vice President (Academic). Sponsored by Dustin Chelen, Vice President (Academic)

The Provost will provide a brief update on the University of Alberta's budget situation after the cut to the Government of Alberta grant in March 2013. The presentation will provide an excellent opportunity for undergraduate students to ask questions on how this cut will impact undergraduate students, and what other measures the University is considering in order to cope with the deficit.

CHELEN/GREHAN MOVED TO suspend standing orders to allow the presentation to go until 7:39pm.

2013-06/2b

Unitea x Students' Council by David Manuntag, sponsored by William Lau and Petros Kusmu

Presentation abstract:

Unitea is an initiative surrounding one-on-one conversation and tea. The concept and structure allows students to have (free) tea with each other at a personal level without any pre-existing relationship/biases, resulting in an open and honest discussion. Let's take a look at how such a structure can help us connect to our constituents. More information can be found at unitea.org.

2013-06/3 **EXECUTIVE COMMITTEE REPORT**

Petros Kusmu, President- Report

Josh Le, VP Operations and Finance- Report

William Lau, VP Student Life- Report

Adam Woods, VP External- Report

2013-06/4 **BOARD AND COMMITTEE REPORTS**

Erin Borden, CAC Chair- Report

Josh Le, GAC Chair- Report

2013-06/5 **QUESTION PERIOD****2013-06/6** **BOARD AND COMMITTEE BUSINESS**

2013-06/6a **CHELEN/WOODS MOVES THAT**, upon the recommendation of Policy Committee, Students' Council renew the Quality Instruction Policy in first reading based on the following principles:

1. That instruction refers to the teaching and learning involving instructors
2. That the state of technology and interdisciplinarity don't relate to the objectives of the policy
3. That the SU should advocate for more mandatory and improved instructor professional development activities, especially those focused on communication
4. That the SU should advocate for mid-semester formative feedback opportunities
5. That an effective teaching evaluation mechanism is psychometrically valid and has available results

Speakers List: Chelen, Hodgson, Lau, Grehan, Mohamed, Batel, Speakman

GREHAN MOVED TO amend the motion to read:

CHELEN/WOODS MOVES THAT, upon the recommendation of Policy Committee, Students' Council renew the Quality Instruction Policy in first reading based on the following principles:

1. That instruction refers to the teaching and learning involving instructors
 2. That the state of technology and interdisciplinarity directly relate to the objectives of the policy
 3. That the SU should advocate for more mandatory and improved instructor professional development activities, especially those focused on communication
 4. That the SU should advocate for mid-semester formative feedback opportunities
- That an effective teaching evaluation mechanism is psychometrically valid and has available results

Motion: Ruled out of order

Motion: CARRIED

Automatic Recess at 8:30pm

Meeting called back to order at 8:45

2013-06/7**GENERAL ORDERS****2013-06/7a**

GREHAN/NGUYEN MOVES TO appoint one (1) member of Students' Council to Bylaw Committee.

GREHAN MOVED TO amend the motion to amend to read:
GREHAN/NGUYEN MOVES TO appoint two (2) member of Students' Council to Bylaw Committee.

Motion: CARRIED

Nomination: Binczyk, Mohamed

Nominations Closed

Appointed: Binczyk, Mohamed

2013-06/7b

WOODS/DOUGLAS MOVES TO appoint six (6) member of Students' Council to the Post Secondary Learning Act Task Force.

Nominations: Hodgson, Hanwell, Grulke, Mohamed, Douglas, Borden

Nominations Closed

Appointed: Hodgson, Hanwell, Grulke, Mohamed, Douglas, Borden

2013-06/7e

HODGSON/GREHAN MOVES TO create the Dedicated Fee Unit Review Task Force based on the attached Terms of Reference.

Speakers List: Hodgson, Grehan, Mlynarski, Douglas, Valdez, Batal, Nguyen

GREHAN/MOHAMED MOVED TO amend the document to read:

- At most one representative from each Dedicated Fee Unit organization

NGUYEN/GRULKE Called to question

Motion: CARRIED

Amendment: FAILED

Main Motion: CARRIED

2013-06/7f

HODGSON/BANISTER MOVES TO appoint two members to the Dedicated Fee Unit Review Task Force.

Nominations: Batal, Hodgson, Zeng

Nominations Closed

Appointed: Batal, Hodgson

2013-06/79**MOHAMED/KELLY MOVES THAT** Students' Council approve a new political policy in first reading based on the following principles.

- The Students Union (SU) lobby the University Administration to adopt a similar stance as Kings University College by committing to treat any application made by Omar Ahmed Khadr as any other;
- The Students Union assisting Omar Ahmed Khadr in his integration into the University of Alberta by ensuring that: All SU spaces will be free from discrimination, and by condemning any discrimination that potentially occurs; and
- The Students Union encouraging other post-secondary institutions to adopt similar stances so that Omar Ahmed Khadr has other options when receiving his Post-Education.

Speakers List: Mohamed, Redman, Hodgson, Batal, Grehan, Banister, Woods, Kusmu

BATAL/GRULKE MOVED TO refer the motion to the Policy Committee**KUSMU/WOODS Called to question****Motion: CARRIED****MOHAMED Called for division**

Kusmu- Y

Chelen- Y

Woods- Y

Le- Y

Lau- Y

Batal- Y

Borden- Y

Mills- Y

Hanwell- Y

Banister- Y

Mohamed- N

Grulke- Y

Mlynarski- Y

Valdez- Y

Redman- Y

Nguyne- Y

Speakman- A

Hodgson- Y

Zeng- N

Grehan- N

Binczyk- A

Douglas- Y

Motion: CARRIED**GREHAN/REDMAN MOVED TO Adjourn****Motion: CARRIED**

Meeting adjourned at 9:40pm

Councillor Attendance Records										
2013-2014		Attendance								
Council Seats (40 total)	Name	Attendance								
		13-00-April 9	13-00-April 25	13-01-May 7	13-02-May 21	13-03-June 4	13-04-June 18	13-05-July 2	13-06-July 16	
Ex-officio Members (6 voting seats)										
President	Petros Kusmu	Y	Y	Y	N	Y	Y	0.5	Y	
VP Academic	Dustin Chelen	Y	Y	Y	Y	Y	N	Y	Y	
VP External	Adam Woods	Y	Y	Y	N	Y	Y	Y	Y	
VP Operations & Finance	Josh Le	Y	Y	Y	Y	Y	Y	Y	Y	
VP Student Life	William Lau	Y	Y	Y	Y	Y	Y	Y	Y	
Undergraduate Board of Governors Rep	Brent Kelly	Y	Y	N	Y	Y	Y	0.5	0.5	
Faculty Representation (32 voting seats)										
ALES	Kareema Batal	N	Y	0.5(p)	Y	Y	Y	0.5	Y	
Arts	Erin Borden	Y	Y	Y	Y	Y	Y	Y	Y	
Arts	Kelsey Mills	Y	Y	N	Y	N	N	N	Y	
Arts	Dylan Hanwell	Y	Y	Y	Y	Y	Y	Y	Y	
Arts	Marina Banister	Y	Y	Y	Y	Y	Y	Y	Y	
Arts	Stephen Schiavone	Y	Y	Y	Y(p)	N	Y(p)	Y	N	
Arts	Bashir Mohamed	Y	Y	Y	Y	Y	Y	Y	Y	
Augustana (Faculty)	Stephanie Grulke	Y	Y	Y	Y	Y(p)	0.5(p)	Y	Y	
Business	Ralph Mlynarski	Y	N	Y	Y	Y	N	0.5	Y	
Business	Rafael Valdez	Y	Y	Y	Y	0.5	0.5	0.5	0.5	
Education	Stephanie Corbett	Y	Y(p)	Y	N	N	N	N	N	
Education	Vacant									
Education	Vacant									
Engineering	Braiden Redman	Y	Y	Y	Y	Y	Y	Y	Y	
Engineering	Justin Mercier	N	N	N						
Engineering	Abdullah Hamid	N	Y	N	N	Y	Y	N	N	
Engineering	Vacant									
Law	Vacant									
Medicine & Dentistry	Vacant									
Native Studies	Harley Morris	Y	Y	N	N	N	N	N	N	
Nursing	Vacant									
Nursing	Vacant									
Open Studies	Jessica Nguyen	Y	Y	Y	N	Y	Y	N	Y	
Pharmacy	Vacant									
Phys Ed & Rec	Vacant									
Saint-Jean (Faculty)	Colin Champagne	Y	Y	Y	Y	Y	Y	0.5	0.5	
Science	Chloe Speakman	Y	Y	Y	Y	0.5	Y	Y	Y	
Science	Cory Hodgson	Y	Y	0.5	Y	Y	Y	0.5	Y	
Science	James Hwang	Y	Y	Y	Y	Y	Y	0.5(p)	0.5	
Science	Dawson Zeng	Y	N	Y	N	Y	Y	Y	Y	
Science	Eric Grehan	Y	Y	Y	Y(p)	N	Y(p)	Y	Y	
Science	Natalia Binczyk	Y	Y	Y	Y	Y	N	Y	Y	
Science	Maxwell Douglas	Y	Y	Y	0.5	Y	Y	Y	0.5	
Ex-Officio Members (2 non-)										
Speaker	Craig Turner	Y	Y	Y	Y	Y	Y	Y	Y	
General Manager	Marc Dumouchel	N	N	Y	N	Y	N	0.5	N	