

*University of Alberta Students' Union*

# STUDENTS' COUNCIL LATE ADDITIONS

---

Tuesday March 15, 2005 – 6:00 p.m.  
Council Chambers 2-1 University Hall

2004-24/6

REPORTS

2004-24/6a

Jordan Blatz, President

Please see document LA 04-24.01

2004-24/6b

Lisa McLaughlin, Vice President (Academic)

Please see document LA 04-24.02

2004-24/6c

Alex Abboud, Vice President (External)

Please see document LA 04-24.03

2004-24/6d

Alvin Law, Vice President (Operations and Finance)

Please see document LA 04-24.04

2004-24/6e

Duncan Taylor, Vice President (Student Life)

Please see document LA 04-24.05

2004-24/7

QUESTION PERIOD

- 2004-24/7a** NICOL – Question for the Vice President (Student Life): A valued member of the Students' Union brought forth concerns regarding the classification of an agreement between the Students' Union and studentcare.net/works. In particular, he would like to know the following:
1. If portions of the document are "legally sensitive", why did the Executive Committee cause these portions to be distributed in an ex camera meeting of Students' Council and posted on the Students' Union's website for nearly two months?
  2. If the non-blacked out portions are not "legally sensitive", why can't they leave the office or be photocopied?
  3. If the non-blacked out portions \*are\* "legally sensitive", why can students read them at all?
  4. What action, if any, does the Executive Committee tend to take in response to the fact that Chris Jones (who is not in any way privy to any confidential S.U. information, and yet managed to get hold of the "legally sensitive" portions anyway) still has the entire version posted [online]?"
- 2004-24/9** **BOARD AND COMMITTEE REPORTS**
- 2004-24/9b** Dedicated Fee Unit Committee Final Report
- Please see document LA 04-24.06
- 2004-24/12** **NEW BUSINESS**
- 2004-24/12g** **MOTION BY LAW, RESOLVED THAT** the 'Students' Involvement Endowment Foundation' Financial Statements for April 30, 2003 to April 30, 2004 be approved by Students' Council as submitted by Watson Aberant.
- Please see document LA 04-24.07
- 2004-24/14** **INFORMATION ITEMS**
- 2004-24/14b** Approved Budget Transfers as of March 15, 2005
- Please see document LA 04-24.08
- 2004-24/14c** Votes and Proceedings from the March 8, 2005 meeting of Students' Council.
- Please see document LA 04-24.09

---

Report for Students' Council  
Jordan Blatz  
President  
March 15, 2005

---

Good evening Council,

First, I would like to take the opportunity to congratulate everyone that ran in the Students' Union executive elections. I would especially like to say congratulations to Graham Lettner who will be taking over for me as President. I look forward to working with Graham during the next couple of months and I am sure that he will do a great job at fulfilling this office.

The following is a list of things that I have been working on since last meeting:

- 1. Meeting with Jim Dinning** – On Wednesday, March 9<sup>th</sup> I met with Jim Dinning. This was a great opportunity to discuss the future of the province and more specifically, post-secondary education with one of the rumored candidates to replace Ralph Klein as Premier of our province. I was pleased to hear that Jim feels strongly that post-secondary education needs to continue to be one of the government's top priorities for years to come.
- 2. Meeting with Alexis Pepin** – I met with Alexis Pepin, President of the GSA to discuss a number of issues. One of them being the University Health Services and the fee currently being collected to pay off the mortgage used to move UHS into SUB. It is the belief of the Students' Union that this fee should have ceased to be collected for some time now, as we believe that the mortgage has been paid off for quite sometime now. The GSA agrees with the SU on this point and Alexis and I are working with the Provost to resolve this issue. The first step to resolution being the elimination of the fee so that students don't have to continue to pay the fee in September 2005. The second step involves the University providing full accounting of the loan account from the University, supported with full data relating to enrollment, inflation-adjusted fees, total fee income and applicable interest rates. Third, the GSA and SU are asking the University how it proposes to refund the over-collected fees to students.
- 3. Orientation work** – At the Students' Union Christmas party in December, the Centre for Student Development bought me during the Executive auction. On Thursday and Friday of last week I worked in the CSD collecting applications for orientation volunteers. I enjoyed getting a chance to work with the volunteers and staff in the CSD and the opportunity to meet some of our newest orientation volunteers.
- 4. Budget** – I have been meeting with Catherine to prepare the President's preliminary budget for next year.
- 5. Budget Advisory Committee** – BAC met yesterday to discuss the tuition rebate announced in February by the government. A lot of the details are still being worked out, but I got a much better idea about how things will most likely be working.

6. **Meeting with the Minister of Advanced Education** – Yesterday, the Provosts, GSA Presidents, and SU President from the four universities in Alberta met with the Minister of Advanced Education. The Provosts of the universities coordinated the meeting, however, it was a good opportunity for student leaders to discuss the upcoming reviews of affordability and funding for our PSE system, the tuition proposal for 2006, student loan reform, and a plethora of other issues. CAUS will be meeting with the Minister again next Monday.
7. **Question period** – I attended question period today as the Liberal Party was presenting a petition collected on our campus during January, calling for legislation for tuition relief for students attending post-secondary institutions across the province.
8. **Upcoming**
  - CAUS lobby conference, March 21 –24<sup>th</sup>
  - Transition, transition, transition
  - Meeting with Phil Gougou, Assistant to the Deputy Minister of Advanced Education
  - BoG dinner
  - BoG meeting
  - Meeting with Bill Connor, Dean of Students
  - Alumni Council
  - APC
  - President’s Installation Planning Committee

That is all for now, please feel free to ask any questions that you may have.

## Report to Students' Council, March 15, 2005

Lisa McLaughlin, Vice-President (Academic)

For period March 8 - 14, 2005

---

It's official now. As of May 1, 2005, I will be an unemployed bum (or at least no longer employed with the SU) and will indeed have someone else sitting in MY chair in MY office doing MY job. \*sniff\* That someone else is Mathieu Johnson, current ESS VP Student Services, just in case you've been living under a rock for the past few weeks. So, congrats Mat! And congrats to Councilors Lettner and Kehoe for their election victories! And to former Councilors Cook and Tobias and my very own AVPA, Ms. Power for their successes! I see that Samantha will be carrying on the role of token female amongst otherwise all-male Exec. You go girl! And to VP Abboud, Councilor Pandya, and the too-well-renowned-to-not-mention-even-though-he's-not-on-Council Mr. Hirji - you tried your best, put yourselves out there, pushed yourselves to the max, and I hope you are proud of what you accomplished!

Okay, enough of the sentimentalities and down to business:

### ❖ PROJECTS:

Academic Survey - We are currently working with ATL from the notes gathered during the focus groups to develop a survey. Next steps: write the survey, get ethics to approve the survey, put it online, randomly select students, send e-mail to students with information and link to survey, send out periodic reminders to complete survey (over 2-3 weeks), analyze data, develop report. The way things are going, this is going to be a project that gets handed on down to Mat to finish. The most important part is completing data collection before final exams.

SU Survey - Met with Duncan and Dan today to discuss how we want to present the results, although we still need to go through the results in detail and interpret them.

Awards Night - Quickly approaching and coming together. Samantha is working on the script and on compiling biographies for the ceremony.

Spring/Summer Add/Drop Deadline - I presented a proposal to extend the Spring/Summer Add/Drop deadline at the Academic Standards Committee Subcommittee on Standards (ASC SOS) meeting on February 10. The proposal will be seen once more by SOS this week, and then it's on to ASC next week.

### ❖ OTHER THINGS ON THE GO THAT ARE QUICKLY DRIVING ME TO INSANITY:

- Prelim budget
- VPA transition
- Panicking to finish a few key things before Apr 27
- Hiring and board selection
- Trying to find time between the kazillion meetings that seem to be popping up to actually get any work done
- Looking for a job
- Figuring out where I'm going to live come May 1
- Worrying about finding time to do research for and write a paper for my class
- Not having time to sleep!

### ❖ VPA COMMITTEES:

- **Mar 10 - AAB** - Did more work on discussing the Working Group on Teaching and Research final report.

---

Phone: 492.4236

E-mail: [vp.academic@su.ualberta.ca](mailto:vp.academic@su.ualberta.ca)

---

❖ **UNIVERSITY COMMITTEES:**

- **Mar 11 - AIS Process Review Committee**
- **Mar 11 - Health Sciences Learning Ambulatory Centre Committee**
- **Mar 14 - Replenishment Committee** - Meeting to replenish undergraduate and graduate students on GFC standing committees and appeal boards

❖ **OTHER MEETINGS:**

- **Mar 10 and 11 - E-Learning Plan Development Committee workshop and meeting**

❖ **EVENTS:**

- **Mar 10** - Watched RCMP memorial service in SUB along with many of our students. I was so proud of them - when "O Canada" came on, students stood up and some sang along. What a patriotic bunch. You guys are awesome!
- **Mar 10 - SU Elections Night @ the Powerplant**

❖ **PRESENTATIONS:**

- **Mar 10** - Participated in a panel discussion about teaching practices that enhance student learning at a session hosted by University Teaching Services

❖ **UPCOMING:**

- **March 17** - GFC ASC SOS
- **March 17** - E-Learning Plan Development Committee
- **March 17** - AAB @ 5:30 pm LLMR SUB
- **March 18** - AIS Process Review Committee
- **March 18** - Shortlisting for OmbudService Director, AVPA, and UPIO
- **March 19** - Charity Gala and Art Exhibition
- **March 21** - COFA
- **March 22** - UPIO interviews
- **March 22** - GFC Term Work Policy meeting
- **March 22** - TEISAC
- **March 23** - Faculty-Based ICT Steering Committee
- **March 23 - SU Awards Night!**
- **March 24** - E-Learning Plan Development Committee
- **March 24** - GFC CLE subcommittee on the undergraduate experience
- **March 24** - Ombuds Director interviews

**Report to Students' Council, March 15, 2005**  
Lisa McLaughlin, Vice-President (Academic)

---

**CONFERENCE REPORT**

**McGraw-Hill Ryerson Conference Series: Assessing Teaching in Higher Education: Practice, Problems, and Progress**

February 21-22, 2005  
University of Guelph, Guelph, ON

Sessions attended:

**Monday, February 21**

**A. Plenary: Teaching Out of Character: Free Traits in the Immortal Profession**

Take-home points:

- Everyone (profs & students) falls along a continuum of introversion-extraversion
- Extraverts need more arousal in class and they learn better the more they are engaged in the course material (e.g., hands-on, class dialogue, etc.)
- Introverts will not necessarily learn better by increasing their engagement; they need structure, clarity, and order (e.g., visual aids, notes that can be reviewed later, notes to work from during lecture, etc.)
- People have a first nature (how they really, truly are) and a second nature (how they appear to be, driven by cultural norms, social influence, etc.)
- What are teacher evaluations really evaluating? Are professors expected to act a certain way and, therefore, forced to act out of nature? What if they act according to their first nature (e.g., introversion)? Are they punished for this?
- Increased tolerance for the way people teach and learn is needed

**B. Caught in the Crossfire: Surviving the Lag Between Innovations in Teaching and Traditional Assessment Strategies**

Contact info: [djcaswel@ucalgary.ca](mailto:djcaswel@ucalgary.ca); [jcgrossm@ucalgary.ca](mailto:jcgrossm@ucalgary.ca)

Take-home points:

- Traditional teaching assessment assumes:
  - Professor is expert
  - There are right answers
  - Information is factual
  - There is a one-way flow of information (i.e., lectures)
  - Instructor controls all aspects of problems, evaluations, solutions, course content, etc.
- Traditional assessment based on one-way information flow from instructor to students looks for "noise" in the communication of information (e.g., questions asking about presentation of course content, communication of course material, organization and enthusiasm in delivering the course material, how good the instruction was...)
- BUT, there are different ways of teaching that traditional assessment tools don't reflect (and therefore, innovation gets stifled)
- Traditional assessment does not facilitate student-centered or active approaches to learning
- Assumptions of a new teaching assessment:
  - Students learn how to be experts
  - There are no right answers, only well thought out solutions
  - Course content is situational (what you need to know depends on the problem you need to solve)
  - Students are active participants in the construction of knowledge
  - Project determines problem, deliverables, resources, etc.
- Evaluation of teaching should be more focused on students' self-assessment of their skills acquisition/development (i.e., based on the set of skills outlined in course objectives) - i.e., assessing whether an instructor helped students to develop the skills they were supposed to
- Traditional model of learning is based on traditional lecture/one-way communication, so we need to help students recognize their own skills development and growth (student learning portfolios?)

---

Phone: 492.4236

E-mail: [yp.academic@su.ualberta.ca](mailto:yp.academic@su.ualberta.ca)

- Maybe there should be three systems of evaluation? Formative and summative (skills development) and one that is more in line with how teaching evaluation is currently done - based on students' perceptions of the classroom environment, student comfort, how much they like an instructor, etc.

### C. Course and Teacher Evaluation Online: Issues and Practices

- A faculty-driven initiative (not Admin-driven)
- An online course evaluation is administered via WebCT to students during the last two weeks of the semester
- Students remain anonymous - the department administrators can see who has taken the survey but not match individuals to the results
- Faculty members cannot access the evaluations
- Data and student comments are gathered into a report in WebCT for instructors
- Positive outcomes: savings in Admin costs, high quality comments, good participation from students, increased efficiency
- Negative outcomes: student participation varies by course (not uniformly high), in some cases too much information is being provided, isolated inappropriate comments
- Formed a working group for the design and implementation of the new online course evaluation system - main points of the working group:
  - Aim to integrate online evaluation within the University portal (i.e., have a central point of authentication), therefore will need to rely on central infrastructure and services
  - Need to assure student anonymity
  - Needs to be easy to use and accessible by students
  - Departments need to be able to restrict access to the surveys to specific dates/times
  - Departments should be able to customize the surveys while maintaining an overall consistent appearance
  - Consider confidentiality of data
  - Need timely and effective communication with students, faculty, and staff regarding implementation of the system
  - Training in use of the system will be needed
  - Concern about students knowing their feedback was received: could send a confirmation e-mail to students (after they submit their surveys) to confirm it was submitted
  - Key considerations: i) promotion, ii) visibility, iii) ease of access, iv) window of time to complete surveys
- Key concerns about online evaluation in the research literature: response rates, different results (i.e., skewed), anonymity, confidentiality, authentication
- The U of Guelph is now talking about doing mid-semester evaluations, also a faculty-driven initiative that would assess presentation style, course materials, learning activities, level of course material, etc.

### D. Plenary: The Teaching Portfolio and University Politics

- Current case re: teaching at universities is that you need competence but not excellence in teaching, it is harder to measure teaching quality, and faculty are assessed for tenure on the basis of research
- 7 goals of Department Chairs at research-intensive universities:
  - 1) Integrate the university's values into your department culture
    - Refer to university's mission statement, goals, etc.
  - 2) Keep your department at the leading edge of scholarship in your discipline
    - Produce department plans every few years
  - 3) Ensure your department ranks with the best departments at other universities
    - Journal Citation Index - assessed by how often work in your department is being cited
  - 4) Generate wealth and resources
    - Fundraising, grants
  - 5) Compete effectively with other departments within the university for positions, people, and resources (i.e., space, money, etc.)
  - 6) Hire, support, and retain productive faculty (and generate future faculty, i.e., grad students)
    - Faculty are hired on the basis of their research profile and research potential

- Need to outbid other universities in terms of research start-up funds, lab resources, etc.
  - Give new faculty immediate access to grad students
  - Provide as much relief from teaching as possible to allow more time to start their research program
- 7) Evaluate faculty effectively for merit, tenure, and promotion
- Differential reinforcement used to shape department's attitudes (i.e., different reinforcement through assessment)
  - Faculty evaluation: even though teaching and research are weighted equally in many cases, research activity accounts for the most variation in increments awarded to faculty members b/c most professors' marks for teaching fall within a small range while research is more critically considered (more variable marks)
  - Remediation is the focus for faculty who fall into the very bottom of student USRI ratings
    - \* So, unless you're really, really bad at teaching, there isn't value placed on improving; try to keep all profs around the same level in terms of research competence
- How do we increase the value that is placed on teaching at our research-intensive universities?
- Change the guidelines for teaching
  - Use teaching portfolios as the major tool for assessing teaching
  - Change the institutional culture!!
    - Eliminate the "us" vs. "them" mentality (i.e., Administrators vs. Faculty)
    - Increase interaction b/w faculty and Department Chairs
    - Do not support teaching awards that decrease the teaching load
    - Teaching standards need to be high and consistent
    - Moral arguments (the "right" thing to do) are NOT persuasive to Department Chairs
    - Achieve change in a more roundabout way - i.e., slowly build a foundation (relationships, trust, etc.) through other things that don't necessarily have anything to do with teaching assessment, then eventually start to talk about teaching assessment
    - Take remedial cases (i.e., "bad" teachers who needed remediation) and turn them around and encourage them to become advocates
    - Walk and talk like an academic - be able to quote scholarship in the discipline (i.e., those trying to convince Department Chairs to make teaching more important should be familiar with some of the scholarship relevant to that department to be able to engage in intelligent conversations and increase your legitimacy)
    - Get Department Chairs involved in the issue of teaching (assessment) in a way that fits their academic discipline (b/c they will be more interested) - e.g., get a mathematician to think about the boundaries b/w competent and excellent teaching
    - Find a back door into the issue (e.g., use release of MacLean's results, results of NSSE, etc. as segway into the issue of teaching)
    - Line up the Department Chair's goals with your goals
      - E.g.
      - a) Goal #6 - assess productivity on all forms of scholarship (teaching, research, community service), retain faculty by improving the teaching experience, enhance diversity, ask teaching-related questions during the hiring process, provide professional development (e.g., brown bag lunches) and grad student teacher training
        - \* Points of impact: faculty hiring and new faculty orientation
      - b) Goal #5 - require faculty to demonstrate in their applications for grants for research centres the learning outcomes for students (i.e., how would this research institute contribute to student learning?), insert teaching-related values
      - c) Goal #2 - broaden the definition of scholarship to include teaching (see Boyer Commission), don't encourage dichotomy between teaching and research
      - d) Goal #7 - get teaching portfolios accepted as the regular means of teaching assessment - write a background paper on the issue and deal with all the problems/concerns/questions raised by Department Chairs (and propose solutions to those problems/concerns)
- There should be a progression in what is expected of teaching performance over time
- Basic skills → Curriculum development methods → Innovation → Educational Leadership
- Teaching evaluations should be compared across departments

Tuesday, February 22

### A. Some Pitfalls and Some Progress in Evaluating Teaching

[mitterer@brocku.ca](mailto:mitterer@brocku.ca)

- Teaching practices should have educational value  
I.e., How does posting PowerPoint notes on the website affect students' learning? Does it improve their learning? That is the goal.
- It IS possible for poor undergraduate teaching to lead to better student performance because students must study harder or work with others or risk failing because they cannot rely on learning from the teacher - increased responsibility for own learning
- "Scholarship of teaching" = developing an informal theory of teaching and a way of evaluating that theory
  - 1) Develop an informal theory of teaching and learning
    - Create a statement of your teaching philosophy (e.g., teaching is a form of communication and apprenticeship)
    - Create a teaching dossier (to facilitate reflection on teaching)
    - Inform yourself about the scholarship of teaching
      - [www.carnegiefoundation.org](http://www.carnegiefoundation.org)
      - Boyer (1990). *Scholarship Reconsidered: Priorities of the Professoriate*.
    - Apply the work of the experts
      - Clark, R.C. & Mayer, R.E. (2003). *E-Learning and the Science of Instruction*.
      - Chickering & Gamson (1991). *Applying the 7 Principles for Good Practice in Undergraduate Education*.
        - 7 heuristics of good practice:
          - i) Student-faculty contact
          - ii) Cooperation among students
          - iii) Active learning  
E.g., Using learning objects in psychology classes - let students experience different psychological tests first-hand
          - iv) Prompt feedback
          - v) Time on task
          - vi) High expectations
          - vii) Respect diverse talents and ways of learning
  - 2) Close the loop (b/w theory and practice) and reflect on your own teaching\
    - I.e., need to evaluate and get feedback about your practices (pick out some dimensions from your theory of teaching, try them out, and evaluate them informally using student feedback, your general impression of things worked, etc.)
    - \* Formal teaching evaluation can be problematic because students are not random - they are self-selected into your class. Therefore, you cannot be sure which variables affect the feedback you get (e.g., USRI scores), as it may be some factor unrelated to your teaching that influences the teaching evaluations.
  - 3) Be public about your scholarship of teaching, like a "real" scholar
    - Bender & Gray (1990). *The Scholarship of Teaching. A Special Issue of Research and Creative Activity...*  
[www.indiana.edu/~rcapub/v22n1/p03.html](http://www.indiana.edu/~rcapub/v22n1/p03.html)
  - 4) Care about your students - they are allies.
    - Students will help you create teaching practices
    - Students value being involved in feedback and knowing you are trying

### B. Regenerate Your Students with Wireless Classroom Clicker Technology

- Prof goes to [www.einstruction.com](http://www.einstruction.com) and gets a class code
- Students get class code from instructor
- Students go to their university bookstore and buy a clicker package (they get their own uniquely coded clicker)
- Students go to [www.einstruction.com](http://www.einstruction.com) and register their clicker (students can use the same clicker and register multiple class codes, so it can be used in a number of classes)
- Can get students to take tests using clickers

- Profs can generate reports that match the % correct to a specific clicker so they can tell which students are having troubles
- Students can go to the website to check their own results
- Profs can integrate PowerPoint presentations into the clicker technology to use for questions
- [www.examview.com](http://www.examview.com) - use to bring in test bank questions from McGraw-Hill Ryerson digitized textbooks
- E-instruction systems uses infrared technology - need to be able to point clickers directly at the receiver
  - This is a McGraw-Hill Ryerson system!
- Note: there are other systems using radio frequency (better, more reliable technology)

**C. Plenary: Balancing Acts: The Scholarship of Teaching and Learning in Academic Careers**

- How can assessment keep up with and encourage advances in teaching practice?
- Notion of screening students out of programs vs. helping them to succeed
  - When students fail, they are giving up their dreams of being a doctor, businessperson, engineer, etc.
  - Teachers ought to have some sense of responsibility to help students
- Boyer - institutions need to assess numerous types of scholarship (research, teaching, etc.)
- Increasing expectations for teaching are not being accompanied by decreasing expectations for research and community service
  - This could threaten autonomy of profs (in the classroom)
  - Also difficult to meet expectations if they are not matched by increasing resources
- Evaluation of teaching needs to stay close to the classroom

**Alex Abboud, Vice President External**  
**Report to Students' Council**  
**March 15<sup>th</sup>, 2005**

Submitted March 15<sup>th</sup>

---

### **Back at Work**

I've been back at work for two and a half days. Most of my time has been spent catching up on emails, and other things I've missed.

### **CAUS**

Duncan and I have been putting the finishing touches on the Lobby Conference, and trying to secure as many meetings as possible. Additionally, we'll be moving ahead with the Strategic Plan next week, which we hope to finish in April, and are planning our transition conference for early May.

Due to Lobby Con, I'll be out of the office all of next week, except for Wednesday afternoon when I'll be back for Gold Key Lunch and Awards Night rehearsal in the afternoon.

### **CASA**

Though this doesn't affect our school directly, it's worth noting that CASA is electing their new National Director today at their conference in Halifax. Whoever they elect will have an impact on the student movement for the next year or two, so it's worth keeping one's eye on.

### **Upcoming**

- Alana DeLong, MLA for Calgary-Bow (March 15<sup>th</sup>)
- Short-listing for AVPX (March 17<sup>th</sup>)
- St. Patrick's Day (March 17<sup>th</sup>)
- March Madness Starts (March 17<sup>th</sup>)
- Transition with Sam (ongoing)
- CAUS Lobby Conference, lots of MLA meetings (March 21<sup>st</sup>-24<sup>th</sup>)
- SU Awards Night (March 23<sup>rd</sup>)
- AVPX Interviews (March 29<sup>th</sup>)

**Report to Students' Council**  
**March 15, 2005**  
**Alvin Law – Vice President (Operations & Finance)**

Hello Council

A word for the one with the sexy voice;

*'I am the law!'*

With budget time upon us, the members of Budget Committee will be very busy for the next month and a half. If ANYONE is interested in the budget or budgeting process please email me ASAP and let me know you would like to attend the budget meetings. I will include you on emails that I send out with our schedule of meeting times.

Otherwise, not too much else to report seeing how it was a mere week since our last meeting and I had submitted a fairly verbose report. Due to Exec elections last week, not too many meetings were going on but I'll detail the ones that did occur of which Council might be remotely interested in.

**FACRA:** Not too much happened here. Just ongoing business as we received reports from managerial staff, and committees. We were also purvey to a presentation by David Descheneau in regards to 'folkwaysAlive!' which is a digitization project being collaborated between the University of Alberta and Smithsonian Folkways Recordings. They approached FACRA to gauge interest and see if CJSR was interested in collaborating as well. The board will be seeing a proposal with approximate costs as the next step. Also discussed were contract issues, and involvement on a CD.

**Student Groups:** We had a meeting this week to review applications for the first Student Group of the Year Award. Being the first year that this award has been awarded, we identified several issues that need to be addressed for future years.

*Coming Up:*

*Student Groups Granting: The next granting session will occur on March 16.*

*APIRG: Upcoming board meeting to review vision and expand ideas from the Sunday meeting.*

*Interviews for Directors: Interviewing service director applicants.*

*CREFC: The Campus Recreation Enhancement Fund Committee will be meeting next week to review applications and disburse funds.*

Duncan Taylor – Vice President Student Life  
Council Report March 15th

**Wellness Week:** Is this week, with events going on all around campus. We kicked things off yesterday with the on the mover walk and have more events going on today and for the rest of the week. Be sure to come down and check out what is going on.

**From Backpack to...:** is coming up soon. We have a headlining act now throw out the word to all graduating students.

**Budgets:** Doing my budget for next year.

**DIE Board:** Went to DIE board for the appeal of the previous reference.

**COSA:** Talked about the academic plan, gave a report on the results of the health plan referendum and talked about the potential services advisory committee.

**Transition:** Congratz to the Jesus who will be replacing me next year. Working on an appropriate transition schedule for him. Also congratz to Carolyn for a well-run campaign

**Coming Up!**  
Stuff

*And you could have it all/ My empire of dirt*

## Dedicated Fee Unit Committee Final Report

### Creation, Amendment, and Rescission of Fees

1. The existing clause allowing Council to amend fees by up to fifteen percent six years after their inceptions should be abolished.
2. Council should have the unilateral authority to amend the fees for the Access Fund, Eugene L. Brody Fund, and Student Involvement Endowment Fund.
3. Council should have the authority to amend the fees for the other funds with the consent of
  - a. the Alberta Public Interest Research Group Board of Directors, in the case of the Alberta Public Interest Research Group Fund;
  - b. the First Alberta Campus Radio Association Board of Directors, in the case of the CJSR-FM88 Fund;
  - c. the Gateway Student Journalism Society Board of Directors, in the case of the Gateway Journalism Fund;
  - d. the Student Legal Services of Edmonton Board of Directors, in the case of the Student Legal Services of Edmonton Fund;
  - e. the Recreation Action Committee, in the case of the Campus Recreation Enhancement Fund;
  - f. the University Athletics Board, in the case of the Golden Bear and Panda Legacy Fund; and
  - g. the World University Service of Canada Refugee Student Sponsorship Committee, in the case of the Refugee Student Fund.
4. Each dedicated fee should be subject to an automatic renewal referendum at least every ten years, with a single possible postponement of one year to be granted at Students' Council's discretion.
5. There should be a set template for the form of the questions posed by the referenda set out in 4.
6. Students' Council should set a schedule for the referenda set out in 4 to prevent excessive numbers of referenda in single years.

### Opt-Outs

1. The fees for the Access Fund and the Alberta Public Interest Research Group fund should continue to offer opt-outs.
2. No other fees should be required to offer opt-outs.

### Augustana Faculty

1. The fees for the Access Fund, the Eugene L. Brody Fund, the Student Involvement Endowment Fund, and the Refugee Student Fund should be assessed to students at Augustana Faculty.
2. Students at Augustana Faculty should have the same eligibility as other U of A students to receive funds from the Access Fund, the Student Involvement Endowment Fund, and the Refugee Student Fund.
3. None of the other existing dedicated fees should be assessed to students at Augustana Faculty at the present time.
4. No other recipients of dedicated fees should be required to serve students at Augustana Faculty.

### Board Compositions

1. The Alberta Public Interest Research Group, the First Alberta Campus Radio Association, the Gateway Student Journalism Society, and the Student Legal

## Dedicated Fee Unit Committee Final Report

Services of Edmonton should each be required to allow one non-voting S.U. representative on their Boards of Directors.

2. There should be no minimum undergraduate compositions on these organizations' Boards of Directors.

### Process for Release of Fees

1. The First Alberta Campus Radio Association, the Gateway Student Journalism Society, the Alberta Public Interest Research Group, and Student Legal Services of Edmonton should be required to appear before the Students' Union's Audit Committee on an annual basis to present the budgets for any funds received from Students' Union dedicated fees and their previous year's audited financial statements.

2. The Audit Committee may request such additional information as it considers necessary to satisfy itself that the organizations have spent the funds received from their dedicated fees appropriately.

3. No fees will be released to the groups in question until the release is approved by the Audit Committee.

### Payments to the S.U. Operating Budget

1. Excepting those payments made from the Access Fund to the Students' Union for administrative purposes (including rent) and such funds as may be stipulated in contracts between the Students' Union and recipients of dedicated fees, no payments should be made from dedicated fees to the Students' Union operating budget.

### Organizational Mandates

1. The mandates currently set out in bylaw for the First Alberta Campus Radio Association, the Alberta Public Interest Research Group, and Student Legal Services of Edmonton should remain essentially unchanged.

2. The mandate of the Gateway Student Journalism Society should be amended to include a requirement that the Society offer a discount of at least ten percent on advertising rates to the Students' Union and registered student groups.

### Access Fund

1. The endowment portion should remain.

### Student Refugee Fund

1. The current breakdown is appropriate.

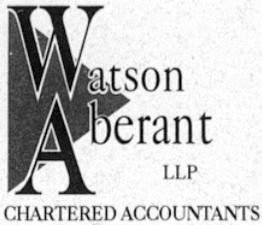
2. The contingency portion should be authorized by the S.U. Grant Allocation Committee on the recommendation of the World University Service of Canada.

### Accountability

1. Recipients of money from the Golden Bear and Panda Legacy Fund and the Campus Recreation Enhancement Fund should be required to submit receipts verifying that the money was spent in a fashion consistent with the purpose for which it was granted.

### Board Requirements

1. The requirements of the Boards of Directors listed in Bylaw 6300 Section 9 and Bylaw 6600 Section 11 should be eliminated.



4212 - 98 Street  
Edmonton, Alberta  
T6E 6A1

Telephone (780) 438-5969  
Fax: (780) 437-3918  
Email: info@watsonaberant.com

## AUDITORS' REPORT

To the Board of Directors  
Students' Involvement Endowment Foundation

We have audited the statement of financial position of Students' Involvement Endowment Foundation as at April 30, 2004 and April 30, 2003, the statement of general operations and changes in net assets and the statement of cash flows for the years then ended. These financial statements are the responsibility of the foundation's directors. Our responsibility is to express an opinion on these financial statements based on our audit.

We conducted our audit in accordance with Canadian generally accepted auditing standards. Those standards require that we plan and perform an audit to obtain reasonable assurance whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluation the overall financial statement presentation.

In our opinion, these financial statements present fairly, in all material respects, the financial position of Students' Involvement Endowment Foundation as at April 30, 2004 and April 30, 2003, the results of its operations and the changes in its financial position and the statement of cash flows for the years then ended in accordance with Canadian generally accepted accounting principles.

Edmonton, Alberta  
February 16, 2005

*Watson Aberant LLP*

Chartered Accountants

**BKR**  
INTERNATIONAL

**STUDENTS' INVOLVEMENT ENDOWMENT FOUNDATION**  
**(Incorporated under the Societies Act of the Province of Alberta)**

**STATEMENT OF FINANCIAL POSITION**

**AS AT APRIL 30, 2004**

	<u>2004</u>	<u>2003</u>
<b>ASSETS</b>		
CASH	\$ -	\$ 667
DUE FROM THE STUDENTS' UNION UNIVERSITY OF ALBERTA	14,447	15,087
INVESTMENTS (note 2)	<u>274,362</u>	<u>261,580</u>
	<u>\$ 288,809</u>	<u>\$ 277,334</u>

<b>NET ASSETS</b>		
RESTRICTED NET ASSETS	<u>\$ 288,809</u>	<u>\$ 277,334</u>

Approved By

STUDENTS' INVOLVEMENT ENDOWMENT FOUNDATION

STATEMENT OF GENERAL OPERATIONS AND CHANGES IN NET ASSETS

YEAR ENDED APRIL 30, 2004

	<u>2004</u>	<u>2003</u>
<b>Revenue</b>		
Interest	\$ <u>1,870</u>	\$ <u>2,647</u>
<b>Expenditures</b>		
Scholarship	23,227	22,547
Administration expense	<u>4,842</u>	<u>3,002</u>
	<u>28,069</u>	<u>25,549</u>
<b>DEFICIENCY OF REVENUE OVER EXPENDITURES</b>	<b>(26,199)</b>	<b>(22,902)</b>
Inter-fund transfers – dedicated fees	37,674	35,039
Net assets at beginning of year	<u>277,334</u>	<u>265,197</u>
<b>NET ASSETS AT END OF YEAR</b>	<b>\$ <u>288,809</u></b>	<b>\$ <u>277,334</u></b>

STUDENTS' INVOLVEMENT ENDOWMENT FOUNDATION

STATEMENT OF CASH FLOWS

YEAR ENDED APRIL 30, 2004

	<u>2004</u>	<u>2003</u>
Cash flows from operating activities		
Cash receipts	\$ 38,314	\$ 25,550
Interest received	1,870	2,647
Cash disbursements	<u>(28,069)</u>	<u>(25,549)</u>
	<u>12,115</u>	<u>2,648</u>
Cash flows from investing activities		
Purchase of investments	<u>(12,782)</u>	<u>(2,648)</u>
Decrease in cash	(667)	-
Cash at beginning of year	<u>667</u>	<u>667</u>
<b>CASH AT END OF YEAR</b>	<b>\$ <u>-</u></b>	<b>\$ <u>667</u></b>

**STUDENTS' INVOLVEMENT ENDOWMENT FOUNDATION**

**NOTES TO FINANCIAL STATEMENTS**

**YEAR ENDED APRIL 30, 2004**

**1. ACCOUNTING POLICIES**

These financial statements have been prepared using the following accounting policies:

a) Investments

Investments are recorded at the lower of cost or market value.

b) Long Lived Assets

Long lived assets are comprised of investments.

Long lived assets held for use are reviewed for impairment when certain events or changes in circumstances indicate that the carrying amount of an asset may not be recoverable. The recoverability test is performed using undiscounted future net cash flows that are directly associated with the asset's use and eventual disposition. The amount of the impairment, if any, is measured as the difference between the carrying value and fair value of the impaired assets and presented as an additional current period amortization charge. During the year there was no impairment of long lived assets.

c) Revenue Recognition

Revenue is recognized as it is earned.

d) Use of Estimates

The preparation of financial statements in conformity with Canadian generally accepted accounting principles requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenses during the reporting period. By their nature, these estimates are subject to measurement uncertainty and the effect on the financial statements of changes in such estimates in future periods could be significant.

**STUDENTS' INVOLVEMENT ENDOWMENT FOUNDATION**

**NOTES TO FINANCIAL STATEMENTS**

**YEAR ENDED APRIL 30, 2004**

**2. INVESTMENTS**

Investments consist of TD Mortgage Investment and Mutual Funds. The investments are recorded at cost. Market value at April 30, 2004 was \$295,460 (2003 - \$255,801).

**3. FINANCIAL INSTRUMENTS**

Financial instruments consist of recorded amounts due from the Students' Union, University of Alberta and investments that will result in future cash receipts.

a) Fair Value

The carrying values of the financial instruments noted above approximate their fair values.

**Approved Budget Transfers as of March 15, 2005**

<b>Date</b>	<b>Approved By</b>	<b>Approval Date</b>	<b>From Account</b>	<b>Amount</b>	<b>To Account</b>	<b>Amount</b>
20/1/05	BC	3/2/05	640-8171-000	\$ (912)	640-8111-000	\$ 1,333
			640-8516-000	\$ (421)		
2/2/05	Exec	8/2/05	912-8173	\$ (350)	519-8173-100	\$ 84
					519-8173-200	\$ 97
					519-8173-300	\$ 110
					519-8173-400	\$ 59
3/2/05	BC	3/2/05	912-8211-300	\$ (375)	838-8211-300	\$ 375
7/2/05	Exec	7/2/05	912-8211-300	\$ (400)	500-8211-300	\$ 400
8/2/05	VPOF	25/2/05	815-8211-600	\$ (200)	815-8211-300	\$ 200

# STUDENTS' COUNCIL

## Votes and Proceedings

---

Tuesday March 8, 2005 – 6:00 p.m.  
Council Chambers 2-1 University Hall

### Votes and Proceedings (SC 2004-23)

- 2004-23/1      **CALL TO ORDER**  
Speaker called the meeting order at 6:05 p.m.
- 2004-23/3      **SPEAKER'S BUSINESS**  
Councillor Sharma's Letter of Resignation  
Please see document VP 04-23.01
- 2004-23/4      **APPROVAL OF THE ORDERS OF THE DAY**  
**BAZIN/WICENTOWICH MOVED THAT** Students' Council approve the orders of the day.  
Items 11c and 11d were struck from the agenda.  
**NICOL MOVED TO** amend the orders of the day to add item 12d from the Late Additions package.  
**Amendment: RULED OUT OF ORDER**  
**Main Motion: CARRIED**
- 2004-23/5      **PRESENTATIONS**
- 2004-23/5a      Tenant Business, presented by Jordan Blatz, President, and Bill Smith, General Manager.  
Students' Council moved in camera.  
**LEWIS/VANDERSLUIS MOVED THAT** Students' Council move ex camera.  
**Motion to Move Ex Camera: CARRIED**
- 2004-23/5b      Bar Revitalization Midterm Review, presented by Alvin Law, Vice President (Operations and Finance).

Students' Council made item 12e and 12f a special order.

2004-23/12e

**MOTION BY BLATZ, RESOLVED THAT** the document "Health Plan Memorandum of Agreement" that was sent to Students' Council on January 11, 2005, be recalled and classified as confidential due to third party business considerations.

The Speaker ordered the Students' Council adjourn at 9:00 p.m. due to lack of quorum.

### ATTENDANCE (SC 2004-23)

Faculty/Position	Name	1 <sup>st</sup> Roll Call
President	Jordan Blatz	√
VP Academic	Lisa McLaughlin	√
VP External	Alex Abboud	X
VP Finance	Alvin Law	√
VP Student Life	Duncan Taylor	√
BoG Undergrad Rep.	Roman Kotovych	√
Agriculture, Forestry and Home Economics	Leah Bennett	√
Agriculture, Forestry and Home Economics	Chelsy Shillington	X
Arts	Catrin Bergoff	√
Arts	John Chandler	X
Arts	Gabrielle Donnelly	X
Arts	Aaron Johnson	√
Arts	Tamara Larter	X
Arts	Chris Laver	√
Arts	Cameron Lewis	√
Arts	Anand Sharma	√
Business	Chelsea Baron	√
Business	Nandini Somayaji	√

Education	Sean Clovechok	X
Education	Trevor Panas	√
Education	Lillian Patz	√
Engineering	Josh Bazin	√
Engineering	Graham Lettner	X
Engineering	Jamaal Montasser	√
Engineering	Gary Wicentowich	√
Law	Tara Thompson	√
Medicine and Oral Health Sciences	Brock Debenham	X
Native Studies (School of)	Matthew Wildcat	X
Pharmacy	Erica Skopac	X
Faculte Saint-Jean	Sarah Colpitts	√
Science	Justin Kehoe	X
Science	Stephen Kirkham	√
Science	Darren Lau	√
Science	Scott Nicol	√
Science	Shawna Pandya	X
Science	Chris Samuel	√
Science	Kelli Taylor	√
Science	Keith Vandersluis	√
Science	Omer Yusuf	√
General Manager	Bill Smith	√
Speaker	Gregory Harlow	√

VP 04-23.01

March 8, 2005

Fellow Councillors,

I regret to inform you that effective March 9, 2005, I am resigning from Students' Council. My reasons pertain to my non-eligibility as a councillor this semester, as I have taken up employment with the NDP Caucus at the Legislature, as of mid February. Sadly, it seems that after 6 years (!), my undergraduate career has come to a close and I will be graduating this spring.

I want to apologize to my constituents for not carrying through to the conclusion of my term, but I was faced with a truly tough decision and felt it was time to move on. I would like to thank my constituents who have always supported me, both as an executive member and as a two time councillor.

I can still remember the thrill of my first council meeting as a proxy in the year of Leslie Church as President, and our esteemed Speaker Greg Harlow as Vice President (Operations and Finance). I remember my first SU campaign, working for Jon Iverson.

It seems like only yesterday that we witnessed a monumental battle between dedicated fee units and the SU executive, led by Chris Samuel Sr. (at council meeting that would never end!). I remember my first motion calling for the SU to oppose the privatization of services and contracting out of Non-Academic Staff. I recall the fight to assert that a tuition freeze was a legitimate goal to advocate, to the scoffs of many. Who can forget the raucous and charged question periods, where the executive was challenged over and over again on a variety of issues in order to hold it to account?

I remember running for executive office: the dejection and sheer pain of losing a close battle, only to be reminded of the incredible people in my life who were there to pick me up off the floor when I was down (and I don't know if any of you have ever tried to pick me up, but it takes some doing!).

I proudly recall the elation of victory one year later, not just for myself, not even for my volunteers and friends, but rather as affirmation that my ideals aren't all that crazy.

Tenting for tuition, campaign rallies (PEAS, Day of Action, our Tuition Rally), road trips through every goddamn small town in Alberta talking about high tuition, meeting politicians in Ottawa and lobbying at the legislature to conceited Conservatives and arrogant Liberals, pulling out of the useless Canadian Alliance of Student Associations, arguing with stubborn assholes on my Executive (but secretly enjoying every minute of it) - I remember it all.

When people ask me whether they should run for office, my answer is usually yes (unless you're Mike Reid or one of his incarnations). It is a life-changing experience that is so hard to get so early. It can make you, if your intention is good, a better human being and a better advocate.

Politics in the SU have changed, some for good, some for bad. I lost that motivation early this term, because I foolishly had to learn that you can't duplicate good memories, you can only create new ones. I also realized that many of the battles that I entered Council to fight have already been won. The ones remaining will take many years to occur, and at 23 I am nearing the quarter century mark and can't give much more of my life to a student organization!

*Effective March 9, 2005*

I truly realize now that it isn't the institution, it's the people. In realizing this I want to say thanks to this Students' Council for its dedication to the Students' Union. Each of you has worked to enhance the life of students on campus. I consider many of you friends, and these friendships are what have kept me coming back for these many years.

A special shout out to the old school: Greg Harlow, Steve Smith, Chris Samuel, Josh Bazin, and Roman Kotovych.

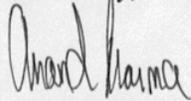
A quick shout out to the next generation: Justin Kehoe, Shawna Pandya, Jamaal Montasser, Chelsy Shilington, Leah Bennett, Catrin Berghoff, Samantha Power, Omer Yusuf, and everyone else who's progressive and going to be around a while ☺.

Finally I want to leave you with two requests. The first is to never compromise on issues related to accessibility and affordability. We have come a long way in finally articulating that tuition fees are too high and act as a serious barrier to participation, that a system of grants is a much better solution than to perpetuate student debt via student loans, and that students have the right not to live in poverty to get an education. Whether you yourself can make ends meet and have the support system needed to make it through post-secondary, we must always remember that many people are not as privileged and lucky. Never compromise on the right to an education.

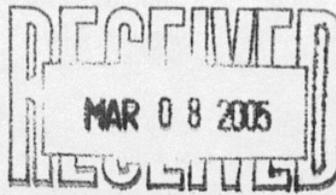
Secondly, national representation is an issue I hold close to my heart. People have often asked me why I dislike CASA with such a passion. While there are many reasons to never look their way twice, the one that I think is most important is that these "student leaders" have created a deep culture of personal gratification. It isn't about representing students, it isn't about how they can best obtain government help for students in the areas of accessibility and affordability, it is about cronyism and a sense of being important. This organization stands by and allows governments to consider concepts like Income Contingent Loan Repayment and other programs that adversely affect students, and refuses to challenge them publicly or even privately for fear of falling out of their good books. Influence cannot be measured by the number of lunch meetings you have being told what to think, but rather by your capacity to force a government or organization to act for the benefit of your sector. CASA does nothing but pander to ill-advised ideas drawn up by adversaries of a publicly-funded accessible system, like the Millenium Scholarship Foundation. My second request is that this body not consider joining CASA.

With these political requests I say so long. It was a crazy long ride with its highs and lows, and I'll miss it greatly. To everyone in the SU family, good luck, stay in touch, and make a difference in this screwed up world.

In solidarity,



Anand Sharma  
Arts Councillor 2004 - 2005



\*\*\*\*\*