STUDENTS' COUNCIL

Tuesday July 12, 2005 at 6:00 p.m.
Council Chambers 2-1 University Hall

ORDER PAPER   (SC 2005-06)

2005-06/1	CALL TO ORDER
2005-06/2	University of Alberta CHEER SONG *"Ring Out a Cheer"*
2005-06/3	SPEAKER'S BUSINESS
2005-06/3a	Announcements – The next meeting of Students' Council will take place on July 26, 2005.
2005-06/4	APPROVAL OF THE ORDERS OF THE DAY
2005-06/5	PRESENTATIONS
2005-06/5a	"Partnerships: Student & the University" – by Graham Lettner, President
2005-06/6	NOMINATIONS
2005-06/7	REPORTS
2005-06/7a	Graham Lettner, President Please see document SC 05-06.01
2005-06/7b	Mathieu Johnson, Vice President (Academic) Please see document SC 05-06.02
2005-06/8	QUESTION PERIOD
2005-06/9	BOARD AND COMMITTEE REPORTS
2005-06/9a	Grant Allocation Committee – June 28, 2005 Please see document SC 05-06.03
2005-06/9b	Executive Committee Report – July 7, 2005 Please see document SC 05-06.04

2005-06/9c   Access Fund Committee Report – June 14, 2005, Order Paper and Access Fund Policies

Please see document SC 05-06.05

2005-06/10   <u>GENERAL ORDERS</u>

2005-06/10a   **MOTION BY LETTNER RESOLVED THAT** Students' Council direct the Bylaw Committee to draft a referendum question asking students if they would support a mandatory fee levied on students to aid the construction of expanding Van Vliet.

2005-06/11   <u>INFORMATION ITEMS</u>

2005-06/11a   Votes and Proceedings from the June 28, 2005 meeting of Students' Council.

Please see document SC 05-06.06

President's Report to Council

Date: July 7th

EXECUTIVE SUMMARY:

With the arrival of Indira Samarasekera as our new President, the time is right for forging new connections with the University. The atmosphere is very receptive, and it is incumbent on the Students' Union to capitalize on this window of opportunity to the benefit of students. Ideas for concrete partnerships are being explored at the faculty, administration and board levels. The formation and cultivation of partnerships with the U of A will be at top of the priority list.

ONGOING/ EMERGING/ CRITICAL ISSUES:

- Partnership with University

I am in the process of putting together proposals for partnerships between the University and students. The areas being explored are alumni relations, community engagement, and faculty-student connections. The final drafts will be submitted to Council as information items.

- Board of Governors

Governor Cook and I recently sat down to lunch with Board Chair Jim Edwards. He implored us to unearth particular Board-relevant student issues that could be discussed at the next meeting. Adam and I are currently working on developing a number of different ideas.

Update on Current Projects

24/7 SUB
Again I am currently scheduled for the Strategic Initiatives Group meeting for July 12 to discuss the continuation of this project. Last time I was scheduled the meeting was canceled. If the meeting took place I will orally update you on how it went.

SU Survey
The information requested by the various units around campus that partnered with the SU on this project has gone out. Which means that the information collected from this survey is finally getting out.

AICT HELP RESTRUCTURING
AICT(formerly CNS) is embarking on a major consultative phase to try and make their help desk and website more student user friendly. Amanda Henry is coordinating a great deal with AICT to accomplish this and part of the process is a focus group being held on Friday July 29th at 2:00pm. If anyone would like to take part in the focus group or simply has constructive advice on the revamping of the AICT webpage or help desk please contact Amanda at avpa@su.ualberta.ca

Information on Upcoming Projects

I am working on a presentation with Margaret Wilson from University Teaching Services to better push the use of teaching portfolios and push the idea of redesigning the USRIs.

28 June 2005 @ 17:00 - SUB 426

Report to Students' Council (GAC 2005-01)

The first meeting of the fledgling Grant Allocation Committee was called to order at 17:10 on June 28, 2005. In attendance were ERUVS, PANDYA, BERGHOFF and TOBIAS.

It was decided that meetings would be chaired informally, with the chair being accorded the privileges of being both a speaking and voting member. Robert's rules are to be used when motions are on the table and any member has the right to request the use of speaker's list during the course of debate.

Meetings are to be held at 4:30pm on Tuesdays preceding Students' Council.

It was decided that two sub-committees would be formed to determine the best means of disbursing Student Group Grants and Eugene L. Brody funds (See GAC 05-01). It was also decided that TOBIAS would contact representatives from the Legacy Fund and WUSC and solicit proposals on how they intend to spend their respect levies.

28 June 2005 @ 5:00 - SUB 426

Agenda

1. Call to Order
   The meeting was called to order at 17:10

2. Approval of the Orders of the Day

3. Approval of Minutes
   No minutes to approve.

4. Old Business
   No Old Business

5. New Business

   BERGHOFF/PANDYA moved that GAC strike a sub-committee, composed of PANDYA, BERGHOFF and ERUVS, to determine the disbursement of the Eugene L. Brody Fund.
   (UNANIMOUS)

   BERGHOFF/PANDYA moved that GAC strike a sub-committee, composed of TOBIAS, PANDYA and BERGHOFF, to determine the disbursement of the funds allocated in the SU operating budget for Student Group Grants.
   (UNANIMOUS)

6. Adjournment
   PANDYA/ERUVS moved to adjourn at 17:45

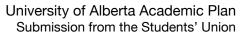**Executive Committee Report to Students' Council July12, 2005**

1.   **There were no motions were passed at the June 28, 2005 Executive Committee meeting.**

2.   **There were no motions were passed at the June 30, 2005 Executive Committee meeting.**

3.   **The following motions were at the June 16, 2005 Executive Committee meeting.**
       a.   KEHOE/TOBIAS MOVED THAT the Executive Committee
              approve the Academic Plan submission.
       VOTE ON MOTION   5/0/0 CARRIED

4.   **There were no motions were passed at the July 7, 2005 Executive Committee meeting.**

Students' Union Submission
To The 2005 Academic Planing Process

Final Report
Executive committee of the Students' Union

Presented to: the Provost and VP(Academic)

UNIVERSITY OF ALBERTA
STUDENTS
UNION

INTRODUCTION AND OVERVIEW

In large metropolitan campuses such as the University of Alberta, it is essential to actively create an undergraduate learning experience that allows students to maximize their development. There are many important elements involved in creating such an experience; in this submission we detail the three interdependent foci that we feel are the most pertinent to present and future students here at the University of Alberta.
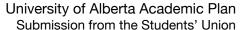
We will first discuss the need to *Engage and Connect* our student body. By this, we submit that an essential component of the academic experience is each individual student's connection to the 'University Sphere'. We define this sphere as a student's academic program, their Faculty, the student services they use, the professors they interact with, and the University as a whole. Finding a way to leverage our large commuting population is essential to creating the academic environment for which the University strives to be renowned. We promote the creation of cohort based first year programs to foster links early in students' undergraduate experiences as well as connecting commuters to campus. We suggest the use of individual based approaches to strategically manage the experience of each particular student throughout their university career. Finally, we examine the provisions for research opportunities for students to foster learning in multiple forms and forums.

Our second focus is *Student Support*. a crucial area that must be given due attention in the coming years. Without superior support students will be prevented from experiencing the maximum benefits from their academic education. Issues that we have chosen to highlight include the need for commitment to improving technology available to students both on campus and off campus. We believe that access to safe, convenient and accessible study spaces on a 24-hour basis is crucial to improving the academic experience. In order to ensure that all students have access to success, the University must equally confirm a commitment to excellence in academic advising in the coming years. Finally, students have definitively stated that textbook costs are a barrier to their academic achievement; the University must work towards delivering academic materials at a lower cost to students.

The final topic we will examine is *Improving Teaching.* As teaching is one of the single most important contributors to the quality of the undergraduate experience, there should be constant pressure to improve the quality of teaching at the

University of Alberta. The Students' Union strongly believes that one of the areas most in need of attention is the re-evaluation of teaching evaluations. We urge the University to partner with the Students Union in order to find a more effective alternative to the current tools by using pilot projects and innovative collaboration. Moreover, professors must have adequate support in improving their teaching; as such the University of Alberta has a need to commit to improving professional development in teaching. As a starting point the Students' Union suggests a base requirement for PhD candidates to complete a 'for credit' teaching program, designed to provide them with the tools, the knowledge and the resources to be an effective teacher, as a part of their academic career. Finally, as a University, we must continue the drive to recognize teaching-research continuum by emphasizing teaching skills in hiring decisions.

Engage and Connect

An enhanced undergraduate experience starts and ends with each individual student. We must create mechanisms by which University of Alberta students are connected to their campus from their first semester there, and follow this with techniques to continue this engagement throughout their undergraduate careers.

The trend towards private funding for universities is developing, not only here but across the world[1], and there is an increasing reliance on our alumni community as being an important source of continuity for our scholastic environment. Recent research indicates that there exists an integral link between students' feelings of attachment and engagement during their university career and their propensity to financially support the institution in later years.[2] This, combined with the goal of offering well rounded education to students, creates a need for a conscientious plan for the interaction with students.

Connect Commuters to Campus

The University administration occupies a unique position in its power and ability to design the nature of the academic experience, which allows it to maximize the desire of students to be involved in the University sphere on multiple levels.

It is essential that the University facilitate transportation to the campus for off-campus students, as the first barrier to being engaged in campus life is not having a convenient and affordable way to remain on campus when they are not in classes. This includes appropriate ways of connecting students attending classes at satellite campuses (Faculté St. Jean and Augustana) to the main campus.

The University is in a prime position to ease this concern, along with concerns regarding study space availability, which has also been flagged as an impediment to a well-wounded academic experience. Providing students with ample study space, including an appropriate amount of year-long 24-hour labs and

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[1] Times Higher Education Supplement, 1994, "Private thoughts".
[2] Danette Iffert Johnson, 2003, *"Relationships Between College Experiences and Alumni Participation in the Community"*.

quiet areas, is a concrete way that the University of Alberta can demonstrate its commitment to connecting students to their campus. We encourage the University to dedicate their energy to ensuring that all students, regardless of where they reside, feel they have the needed space on campus to succeed.

This, of course, complements the work of the Students' Union in trying to create a campus life that all students can connect to, and is an area of possible increased partnership between our organization and the University as a whole.

Develop More Cohort-Based Programs
As part of a commitment to creating an engaging undergraduate experience at the University of Alberta, we should extend the cohort program to include a greater number of students and faculties. The University of Alberta can add an additional level of value to the first year program across all faculties. These cohort programs help students adjust to university life, aid them in selecting their courses for their programs, and the arranging of class schedules. Grouping students in smaller classes could facilitate the formation of student support and friendship networks at the stage in the post-secondary experience when the students have the most need for them, right at the outset.

Effective Use of Relationship Management
The University of Alberta must discern the intended 'start to finish' progression of students', and develop a strategy to hold their interest in this institution throughout the course of their academic careers. Every student that attends the University of Alberta enters into a relationship with the entire University sphere. Currently very little thought is given to what that relationship as a whole should entail. For students, as well as for the university, to reap the full benefit of such a relationship the academic plan must direct the University sphere as a whole to take idea of the total relationship into account in each interaction with students.

Care must be taken so that each relationship fits the needs of each student, and that the relationship evolves as a student evolves. No one can be appropriately attached to the University sphere a 48-hour formal orientation program. Care must be taken that, through every year of study, students are increasingly engaged in the sphere.

Also, transfer students have different transition requirements then new students. While many may have less trouble adjusting to the academic classes, they often have similar difficulties in adjusting

to the shear geography of the institution. Breaking into what can be a well-established community, particularly in smaller and more specialized departments, is a difficulty that prevents some transfer students from creating the kind of support network that can be essential for success.

The relationships that are created with each student must be conscientiously managed if the desired goals of student retention, connection to the alma mater, and ultimately quality student education are to be achieved. With the expected population growth, the tendency of various units to think of students in only the narrow context of how their unit interacts with students will only increase. It is the responsibility of the university to create a connection throughout the sphere and manage a cohesive experience for each student.

Attitudes of all university staff are crucial factors in creating the relationships described above. An often overlooked constituent is the non-academic staff member, who is inherently linked with the student body's perception of quality treatment on campus. The University administration should consider these employees' contributions to the campus sphere as equally prevalent in the minds of students compared to their treatment by actual members of the academic staff. Although these employees are not directly linked to the quality of instruction received by students, they do make a large contribution to the quality of students' overall academic experiences. The University should strive to create a positive, supportive and welcoming environment for all students in all its working units and divisions.

Provide Undergraduate Research Opportunities
In order to increase the chance of undergraduate students continuing their scholastic pursuits, the University must provide them with opportunities to work more closely with professors and pursue their own individual interests.

The office of the Provost, in partnership with the Vice President Research should be engaged in the top-down encouragement of faculty members to engage students in the research process. This particular concept was highlighted in the Boyer Commission final report as one of the top ten ways to re-invent undergraduate education at research universities[3]. University-driven lobbying of the provincial government to create co-funded or salary matching programs would serve to increase the number of students who

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[3] The Boyer Commission on Educating Undergraduates in the Research University, "Re-inventing Undergraduate Education: A Blueprint for America's Research Universities".

have the opportunity to experience simulated research jobs in their undergraduate career.

Although certain faculties may find the integration of teaching and research more easily achieved than others, partnerships with businesses and institutions to create joint programs for their students add tremendous value to their educational experiences and facilitate learning in a variety of new ways. The Faculty of Engineering is probably the most overt example of this partnership-based approach, but there is room for expansion in all faculties for programs that partner with non-academic institutions to provide research opportunities for students. The academic plan should direct faculties to explore these possibilities.

Student Support

Students must feel guided by the University sphere. At every point of contact with students, the University of Alberta must strive to meet and exceed the student body's expectations of care. Without the commitment to developing and improving student services, the University runs the risk of alienating the very body of people that it strives to attract and educate. In the 2007-2011 Academic Plan, the university must strive to eliminate any gaps in service accessibility and quality.

Enhance the Studying and Learning Environment
The University must make a strong commitment to students to provide convenient and accessible library hours for study throughout the school week and on weekends. Libraries on the University campus are often crowded not only during high traffic periods (midterm exams, final exams), but on a year round basis. This increasing demand indicates a desire on the part of students to make efficient use of these spaces. Consequently, the University must commit to maintaining them by devoting adequate resources for renovation, expansion and up keeping.

Financial support to continue the SUB 24-hour study space initiative is essential to this commitment. Safety is a key concern of students using these spaces, so it is important to keep these areas well lit and provide appropriate pathways to safe parking and public transit locations.

As part of the University's' commitment to 24-hour study space, we encourage it to introduce a 24-hour computer lab and technology center on campus. As E-Learning has become a

central tenet of the average university student's academic experience, we must ensure that the addition of new technology into learning is accessibly by all. We cannot assume that all students have unlimited access to the materials needed for online course work off campus, and these students should not be disadvantaged by a university oversight of this nature.

Technology Support
Providing current and user friendly software for courses has become a high priority area for the University of Alberta. As a consequence of the ongoing technological revolution, there are now post-secondary institutions and programs that are conducted entirely online, providing maximum convenience and all-hours access to potential students. The University of Alberta must not be left behind in this respect. In order to maintain the superiority of the university's academic environment and maximize students' satisfaction, the university must provide a significant commitment to improve and then maintain the quality of technology provided to students, the technology service associated with it, and the universal access to the technology.

The continual upgrading of hardware on campus is important because many of the hardware's applications are exponentially less viable with outdated technology. In technology intensive programs such as engineering, computer sciences, business and science, these concerns are all the more prevalent. In addition, all students should have equal access to up-to-date hardware in order to prevent a significant advantage being gained by individuals with private access that is not universally affordable.

Many technology-based programs that are essential for the completion of class projects are not readily available to the average student, even on campus and in their designated technology spaces. Librarians are required to provide passwords for certain software tools (and they are not always present to log on students). Often, because of an underinvestment by the University, there are less licenses available for a program than there are faculties who use the program (for example, DataStream). Therefore, students must compete for access with students in entirely different programs. The University must take a strong stance on eliminating these concerns, increasing the number of programs licenses for subscription services and extending the hours during which they are available.

Academic Advising
Academic advisors are on the front line in ensuring that students are not experiencing difficulties in meeting course requirements, obtaining transfer credits and embarking on unique learning experiences such as self-guided academic projects and theses. Recently the Students' Union has seen academic advising emerge as a consistent and pressing concern in many
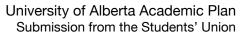
8

departments and faculties. Second only to tuition, student advising was the most commonly mentioned issue in the qualitative section of the Students' Union Academic Survey[4]. Therefore, in 2004-2008 the University must strive to provide improved guidance servicing to students throughout their academic careers to help them make important decisions.

Removal of Academic Barriers

In the *November 2004 Public Consultation Document* for the academic planning process, it was stated that the academic plan must be based in financial reality. The Students' Union feels the plan must reflect the financial reality of the University as well as the financial reality of students. In the recent 2004 SU Undergraduate Academic Survey, students rated the cost of textbooks as being the second most important barrier to their academic success, beating out, among other options, poor teaching. The current system of academic material delivery is becoming unfeasible for students. The University must partner with the Students' Union to develop alternative material delivery as well as pressuring publishers to develop cheaper alternatives to the current system.

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[4] The University of Alberta Students' Union, "2004-2005 Undergraduate Academic Survey", pre-released.

Improving Teaching

Quality teaching is one of the most essential factors in meeting the needs of our undergraduate students. It is through the teaching received from University professors, sessional instructors and PhD candidates that students will most heavily judge the quality of their undergraduate academic experience. With this in mind, the Students' Union submits 3 areas for improvement that we feel would most benefit students.

Re-evaluate Teaching Evaluation
The Students Union believes that there are significant improvements that could be made in the area of teaching evaluations. However, without the support of the administration, both in dollar and in word, it is difficult to initiate real change. In the coming years, the University must partner with the Students Union to actively seek out ways in which we can create a system in which students can provide an accurate, descript, and effective tool for both professors and students to improve their teaching and learning. Moreover, we can create a mechanism for evaluation better suited to modern teaching techniques.

There are many new models of surveying students that more accurately reflect professors' real abilities to help students meet the learning goals of the university. We must create pilot programs to test the effectiveness of these strategies on our campus. The administration must realize that by encouraging greater effectiveness in the feedback loop, they are increasing the quality of teaching on the University of Alberta campus and thus our reputation and continuing tradition of excellence.

Emphasize Teaching Skills in Hiring Decisions
There must be an increased level of transparency in hiring decisions of the university. The current perception is that professors are hired for their research backgrounds alone, with no regard for how they will fit into the 'culture' of the university or their ability to interact with and transmit knowledge to their students. While we acknowledge that this is partially due to misconceptions, the Students' Union stipulates that the sentiment cannot be ignored since it is propagated in large part by faculty members who vent frustration to students that teaching is not considered on near as notable a basis as research. This is in large part due to the lack of convention through which a professor can showcase their teaching excellence. The University must commit to drastically improving the methods for assessing teaching in

10

faculty evaluation committees. The Students' Union believes that the most effective way of accomplishing this is to develop extensive, articulate and descript expectations of what high quality teaching is, and how it is to be evaluated. The University must then partner with the Students' Union in order to ensure that these standards are clearly conveyed to students' and that their opinion is consistently and continuously sought. This will allow for the University of Alberta to be recognized as a leader in the improvement of quality education.

Support Professional Teaching Development
The first group that we will examine is the current and future faculty of the University. Currently instructors at the University of Alberta are rarely encouraged to complete peer evaluations of teaching and attend teaching development seminars unless they are noted to be seriously deficient in teaching. However, given the strong student support for recognition of the teaching-research continuum, and the grass roots pressure for significant reform in teaching standards, it is appropriate to devote considerable effort in the coming years to supporting initiatives that would allow professors to acquire the necessary skills for highly effective teaching. Part of the University's goal is excellence in teaching; the logical development of this goal is to excel in our teaching development. Properly funded programs must be created, and designed, for continuous development of the professoriate not simply the achievement of teaching competence.
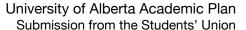
PhD Candidates are another group of university employees that have the potential to make significant positive contributions to the undergraduate experience on the University campus. It is natural that these candidates would be the least skilled teachers, as they have the least experience and are usually nearly entirely focused on their own academic pursuits. In the coming years, as part of the University's commitment to excellence in teaching development, we must develop a system to equip PhD candidates with teaching skills. The Students' Union suggests the creation of for credit programs to accomplish this goal.

The final group we wish to address is that of teaching assistants. With the expected expansion of our graduate studies programs combined with an emphasis on cohort and other small class settings, the role of Teaching Assistants will become all the more essential in the coming years. Because of this, it is essential that the University build on the existing success of Teaching Assistant

development. While Teaching Assistant orientation has had some success in receiving significant attendance, there is still a great deal of room for improvement. The university must strive to ensure that everyone who stands up in front of a classroom has a basic teaching skill set.

The ideal of effective teaching requires that all instructors have the ability to effectively communicate. In the 2004 Students' Union Undergraduate Academic Survey, over two thirds of students indicated that inadequate English skills were a barrier to their academic success with 27% saying referring to it as a "very serious" barrier. A fair test of verbal English skills must be administered, and appropriate support given to those who require it.

CONCLUSION AND SUMMARY

The Students' Union hopes that this submission will help to crystallize the problems concerning undergraduates at the University of Alberta. This document was intended to mold the debate and language used in order to further develop the section on improving the Undergraduate Experience at the University of Alberta. We do hope, however, that many of the suggestion on the improving of teaching can be used to further other sections of the Academic Plan, in particular the ones dealing with the teaching and research continuum. It should also be noted that many of the problems highlighted in discussing certain interest groups are not isolated to that group. The interest group is used simply as an example in order to allow us to place the problem into context.

In our first focus, to *Engage and Connect* our student population, we sought to emphasize the value of creating students that are fully involved in the university sphere. Involved students become successful graduates as well as connected alumni. We must tailor our efforts so that they match our needs of our commuter-based campus, and the expansion of cohort programs is an ideal way to do this. There is a need to draw an overarching strategy for the universities interaction with students. To further, this we highlight the role that the Provost's central position must play as it is required to set a single direction and connect the distinct units on campus.

Our second focus is to reaffirm the necessity of supporting students in their academic endeavors. The need for adequate study space is a requirement to a strong academic program. In order to fully benefit from this space, it must have both convenient hours and the technology required for academic success. Finally, for academic success to be available equally to all students, academic advising must be improved, and the cost of academic materials must be reduced.

With regards to teaching, the Students' Union looks forward to partnering with the university to create for it a reputation for teaching excellence. We must first begin by readjusting the student input taken into account in evaluating teaching to reflect modern practices at comparable institutions. The University and the Students' Union must work together to ensure that teaching excellence can be properly identified, that professors are properly rewarded for it, and that both students and the public

are made aware of our high quality of instruction. We must equally ensure that all our teachers have the necessary tools to achieve this excellence, including verbal communication skills, and continuously improve upon it. The University and the Office of the Provost must strive to ensure that the necessary resources are provided to any services, which strive to improve the quality of education.

It must be stated that the Students' Union is a proud partner in the University of Alberta. We share and are invigorated by the University's constant striving for excellence, and are consistently pleased when the collegial nature of our institution is reaffirmed through engaging our resources, opinions and feedback in the various processes that go on. The Students' Union is appreciative of our current involvement in the academic planning process and hopes that our submission is instrumental in shaping the vision of issues that involve undergraduates and the University as a whole.

14 June 2005 @ 17:30 - SUB 430

Report to Council

The first meeting of the Access Fund Committee (AFC) was called to order at 5:38. Everyone was terribly excited, but a few individuals were sick to their stomach for an unrelated reason. Omer Yusuf, Sheena Aperocho, Abbeir Hussein, Jason Tobias and Prem Eruvs were in attendance as members of AFC, with Suneil Khanna and Sylvia Shamanna absent. It was recognized that Sylvia was not in town, and also recognized that Suneil is never on-time. Guests include Clare Ard, director of SFAIC, and Jane Lee, Director of Financial Information of SFAIC.

Following approval of the agenda and introductions, Omer Yusuf inquired if there were any other members that wished to contest his position as Chair. Seeing none, Yusuf requested a vote of confidence, which carried unanimously. That was awesome. The Chair then inquired any expectations AFC had, such as impartiality and non-voting status. AFC concluded that the chair should be contributing member of AFC, therefore being able to speak to any motion, and be able to propose motions.

There was a brief presentation by Clare Ard regarding the Access Fund, its history, its goals, its operations and its expectations from AFC. Suneil Khanna enters the room, looking slightly embarrassed, and possibly confused. Prior to approving AF policies, the Chair informed AFC that there were changes that needed to be made. As well, Clare Ard pointed out some outdated operations. Jason Tobias suggests that we approve all policies as they existed under AFB, then make at a later meeting. This rationale was appreciated by everyone, particularly by Suneil, who struggled to understand what was going on.
A Tobias/Aperocho motion to approve AF policies was carried unanimously.

Clare Ard presented a proposal to change the student filled position of Access Fund Associate Director (AFAD) so that it may be a full time intern position. Clare outlined a number of problems leaving this a student-filled position, and suggested that the AFAD intern would be more suitable for relieving the burdens faced with a student as the AFAD. A detailed information sheet presented that this change is fully allowed within the policies and bylaws that guide the AF. By hiring an intern, and making other changes such as no longer hiring AF interviewers, would be within the 5% administration cap. Jason Tobias reminded us that if carried, would act as a recommendation, and final decision would have to go through Budget and Finance Committee and Council to be approved in July. Clare and Jane were disturbed that the position would not be able to be filled immediately, as this would create a substantial learning curve for the intern. Jason gave his regrets, and stated that there was nothing else that could be done.
The Yusuf/Eruvs motion to recommend the adoption of the Access Fund Staffing Proposal was carried unanimously.

The Chair passed out proposed changes to Bylaw 4000. He believes that the SFAIC representatives are important guests of AFC that give guidance and disseminates important information. He would like to see them as non-voting members of the committee, thus ensuring that they will be available to permanently supply the committee with updates. The VPOF expressed his concerns about the departure from the old system specifically to make councillors more involved. He did not believe that adding SU staff members was necessary. Claire and Jane explained that a complete student-run organization would not have any checks – the AFC would

not have an institutional bursary status and would be questioned by the government. The VPOF did not feel that he had enough information to make an educated decision and recommended that the committee table this topic to the next meeting.
A Tobias/Hussein motion to table the proposed changes to Bylaw 4000 was carried unanimously.

The Chair finally presented a proposed meeting schedule for the rest of the year.
Wednesday, July 6th, 2005
Wednesday August 3rd, 2005
Wednesday November 3rd, 2005
Wednesday March 15th, 2005
Wednesday April 5th, 2005

The next meeting was set to Wednesday July 6th, 2005.

The first meeting of AFC adjourned at 6:28 by Tobias/Yusuf.

Access Fund Committee

14 June 2005 @ 17:30 - SUB 430

Order Paper (AFC 2005-01)

1.   Called to Order at 5:38

2.   Approval of the Agenda
        APPROVED BY TOBIAS/APEROCHO

3.   Approval of the Minutes (none to approve)
        Left in the order paper only to demonstrate general format of meetings.

4.   Business Items
        i.   Introductions

        ii.   Election of a chair
                MOTION BY TOBIAS/APEROCHO to elect OMER YUSUF chair to the
                Access Fund Committee.
                Carried unanimously.
                It was then decided by the committee that the chair should act as a full
                contributing member of the board, able to bring up motions and participate
                in debate.

        iii.   What is the Access Fund? What are selection committees?

        iv.   Access Fund Policies
                MOTION BY TOBIAS/APEROCHO to approve the Access Fun Policies.
                Carried unanimously.

        v.   New staff position for Access Fund
                MOTION BY YUSUF/ERUVS to recommend the adoption of the Access
                Fund Staffing Proposal.
                Carried unanimously.

        vi.   Non-voting members of AFC
                TOBIAS/HUSSEIN motioned to table the proposed changes to Bylaw
                4000 until the next meeting.

5.   Next Meetings:
        Wednesday, July 6th, 2005
        Wednesday August 3rd, 2005
        Wednesday November 3rd, 2005
        Wednesday March 15th, 2005
        Wednesday April 5th, 2005

6. Adjournment

        TOBIAS/YUSUF MOTION TO ADJOURN at 6:28.
        Carried unanimously.

ACCESS FUND POLICIES

1. Formal Policies Concerning General Operations of the Fund

a) Access to application information (4/09/96)Revised (21/11/02)
In the interest of preserving applicant confidentiality, and allowing the Selection Committee to make decisions without bias on any grounds, complete applications will be available only to the Chair and the Associate Director. Application summaries will contain ID numbers and relevant budget, family size and program information. If an applicant presents a letter with the application, identifying information will be removed.

b) Appeals (1/04/96)Revised (21/11/02)
Applicants who wish to appeal the committee decision may do so by first making an appointment to see the Access Fund Board Chair and the Director, Student Financial Aid Information Centre. This appointment will explain the committee's decision in detail and allow the Chair and the Director to explain other funding options if necessary. If the applicant still chooses to appeal, they must do so in writing to the Access Fund Appeals Selection Committee no later than the deadline posted at SFAIC (not more than two weeks after cheques are issued). The appeals will be brought to the Appeals Selection Committee and the decision of the Committee will be final. Students will be notified by mail or e-mail as to the Board's decision.

c) Appointments (1/10/96) Revised (21/11/02)& (07/08/03)
For application interviews, due to the large number of applicants, applicants more than ten minutes late will need to reschedule their appointments. Applicants who miss an appointment without notification prior to the close of business on the day before their appointment, or without valid excuse will not be allowed to apply until the next application period at the interviewer's discretion**.**

d) Board member term of office (1/09/96)Revised (21/11/02)
Access Fund Board members, student and non-student, will be appointed to a one-year term running from May 1 to April 30. Non-student members retiring by rotation may have their names put forward for re-election by the Board.

e) Deadlines (8/4/99) Revised (21/11/02)
The Associate Director – Access Fund will establish a firm deadline for both Access Fund applications and opt outs before the end of the previous semester. This deadline will be advertised for at least two weeks prior to the established deadline.

f) Donations (5/09/96)
The Access Fund Board will accept donations from outside sources. The Access Fund has charitable status and tax receipts will be issued.

g) Funds not granted (1/11/96) Revised (3/07/97)&(21/11/02)&(07/08/03)
Any money not granted in a given disbursement period will be carried over to the next disbursement period. At the end of the Access Fund year (August 31), any money not granted will be put into the endowment fund.

h) Old Application Information   (03/12/98) Revised (21/11/02)
Hardcopy files that have been inactive for four years will be confidentially disposed of (shredded). Selective files should be retained for archival purposes.

i) Opt-out money   (11/09/96) Revised (02/12/97)
Opt-out money not picked up by the end of the semester for which the student has opted-out will be returned to the bursary fund. This date will be no later than the last business day of the final month of the respective term.

j) Past History   (03/12/98)Revised(21/11/02)
The Access Fund will have access to ALL data provided willingly by the applicant on their application for the current period as well as for previous periods. The Selection Committee will be able to consider all information provided in making a decision on the applicant including such items as award history, and any other data the Access Fund may have from current or previous applications.

k) Selection committee composition   (11/09/96) Revised (21/11/02)
In order to ensure students are having input into the selection process, the Selection Committee must always be composed of one student and one other Access Fund Board member, as well as the Chair and the Associate Director as a non-voting member.

l) Appeals selection committee composition   (21/11/02)
The Access Fund Appeals Selection Committee must be composed of at least two students not on the original Selection Committee in addition to the Chair and the Director of Student Financial Aid Information Centre, as well as the Associate Director as a non-voting member.

m) Spring/Summer Sessions   (2/04/96) Revised (1/02/97)&(21/11/02)&(07/08/03)
Students' Union Access Fund Bursaries will be available to students in the term in which they are registered so long as they have paid Access Fund fees for that term. As in all cases, students who do not meet the criteria may submit a letter explaining their exceptional circumstances. Students who received the maximum bursary approved by the Access Fund Board in the previous semesters will not be eligible for additional funding during the spring and summer terms. Students enrolled in one of the spring or summer terms will be allowed a maximum bursary of $ 1500.00 per term. Access Fund Bursaries will be processed in May and in July.

n) Statistics/dissemination or exchange of information   (11/09/96) Revised (21/11/02)
The Chair and the Associate Director – Access Fund will respond to requests for information from University and Students' Union departments. The reason for and purpose of the request will be verified in all cases. Any requests for information that is not public knowledge must be approved by the Chair or through Board consent. The Associate Director will exchange information with Student Financial Aid Information Centre and Emergency Aid or any other University or Government Departments in order to verify any information contained on an application, including, but not limited to registration status, GPA, and outstanding amounts owing to the University or other agencies the student has indicated an outstanding balance with.

o)Recall   (17/04/96) Revised (21/11/02)
During the selection process, the Committee may choose to have the Associate Director recall an applicant to verify information or to provide further details. A one-week period between Selection Committee meeting and ratification by the Access Fund Board will allow for these recalls.

p) Conflict of Interest   (9/11/04)
No individual who has received an Access Fund bursary during a given council year can sit on the Access Fund Board in the council year. Access Fund Board members are ineligible to receive Access Fund bursaries in the current council year during their term of service.

2. Formal Policies Concerning the Allocation of Bursaries

a) Allocation of Funds for the purpose of bursaries in each application period (07/08/03)
The funds available each year will be divided between the projected number of granting sessions upon the recommendation of the Access Fund Interviewers. The money available for granting in each year shall be divided into six portions for each competition.

b) Appeals (student loans) (11/12/96)Revised (17/04/96)&(29/11/03)
Applicants who have loan appeals in progress will not be considered for funding unless their appeal has been processed prior to the meeting of the Selection Committee.

c) Concerning information on application form/materials required for application

i. Allowable Income (08/01/98)
All income sources (CPP, Widow's & Orphan's benefit, GST, etc.) must be disclosed on application form.

ii. Application Form (07/08/03)
Applicants who have not completed an application form prior to their appointment will be considered to have missed their appointment.

iii. Books Supplies and Instrument Costs (08/01/98) Revised (21/11/02)
Applicants will be allowed expenses for books, supplies and instruments based on total prices quoted by their faculty for a full course load. Applicants who are not taking a full course load will be allowed the appropriate proportion of this total. Applications more than the maximum quoted by their faculty need to be supported by receipts. Under no circumstances will the Access Fund allow additional expenses for computers or computer-related expense.

iv. Certification/Entrance Exams (07/08/03)
Under no circumstances will the Access Fund cover the costs of Certification or Entrance Exams, or any exam preparation course for either certification or entrance exams.

v. Credit cards (17/4/96) Revised (09/07/97)&(29/11/03) &(08/09/04)
The Access Fund will allow Minimum Monthly Payments (MMPs) up to a limit of $40/month providing the student can demonstrate to the interviewer's satisfaction that the debt was used to cover legitimate academic or living costs that have accrued while registered at the University of Alberta. Legitimacy will be determined by the interviewer.

vi. International Students (07/03/98) Revised (06/01/00)
Applicants who are international students must provide a letter with their application detailing how they had planned on financing their education and living costs and why their original plan is no longer sufficient as well as current bank statements from all accounts in their possession.

vii. Married/Common-law students (11/12/96) Revised (09/07/97)&(22/04/98)&(21/11/02)
The financial information, both income and expenses are to include all family members in the household. The full family shortfall, up to the yearly maximum of $3000 each will be recommended. If both spouses are U of A students, it is in their best interest to both apply. Separate applications should be filled out, but the financial information should be the same on both applications. Each applicant will be recommended one half of the family shortfall. In cases where loans or appeals are in progress, each applicant will receive one half of their living expenses for one month.

viii. Medical Costs   (08/01/98) Revised (21/11/02)

Medical/Dental expenses other than Alberta Health Care Premiums and Blue Cross Coverage will require documentation (doctor's note, prescription receipts) as proof for the Selection Committee. The Access Fund will allow Medical/Dental expenses up to a limit of $500 per dependant in the applicant's family per term.

ix. Parental Contributions   (07/08/03)

Applicants who are experiencing a shortfall due to a lack of expected parental contributions must submit either a letter from the applicant's parents or guardians confirming that they are unable or unwilling to provide the expected contribution or a letter from a third party, if a parent or guardian is unable or unwilling to provide such documentation.

x. Required documentation   (07/08/03)

At the time of their interview, applicants are required to submit a completed application form, their student loan Notice of Assessment, their University of Alberta Tuition and Fees Assessment as issued by the Registrar's Office, their University of Alberta ONEcard, and a copy of a pay stub from each job held in the last twelve months. In addition, applicants who are international students are required to submit copies of their bank statements for at least the previous four months. Applicants who do not provide the required documentation may have their applications considered incomplete and may not be eligible for funding at the discretion of the interviewer.

xi. RRSPs   (08/01/98) Revised (21/11/02)

Applicants must report the full value of all RRSPs. A $2000 RRSP exemption will be allowed for each year out of high school. RRSPs must have been purchased before the commencement of post-secondary studies. For married and common-law applicants, if the applicant and their spouse are both in full-time studies, the total value of the RRSPs will be divided by two.

xii.Student Lines of Credit or Student Bank Loan payments (interest only)

(11/12/96) Revised (21/11/02)
The Selection Committee will allow additional expenses for student line of credit or student bank-loan interest payments. Applicants claiming Student Line of Credit interest payments must provide a copy of their most recent account statement.

xiii. Vehicles   (21/11/02)

Applicants should enter the full value of all vehicles, which includes leased vehicles and if married or living common-law, the value of the spouse's vehicles. For single applicants, a $5,000 exemption will be allowed and a $10,000 exemption will be allowed for married or common-law applicants or applicants with dependants, but the Selection Committee will take anything over that amount into consideration.

xiv. Leased Vehicles   (21/11/02)

Applicants with leased vehicles must have taken out the lease on their vehicle prior to the commencement of full-time studies. They must document the amount of monthly payments on the vehicle and provide a copy of the lease agreement including information on the breakability of the lease. The Selection Committee will waive the value of the leased vehicle, providing the above criteria have been met, but the Committee will not take into consideration monthly lease payments above the Access Fund's monthly expense guidelines.

xv. Allowed Monthly Expenses   (8/09/04)

Effective September 2004 the Access Fund living allowances will match those in the annual Canada Student Loans budget chart.

d) **Concerning bursary amounts**

i. Maximum bursary   (26/02/97) Revised (26/07/00)&(21/11/02)&(03/07/03)&(08/09/05)
The maximum bursary allowed per student is $3, 000.00 per academic year (September 1 - August 31),
to be reviewed on an annual basis by the Board at the August meeting.

ii. Minimum Bursary   (08/01/98) Revised (07/08/03)
No bursary under the amount of $100.00 will be granted by the Access Fund.

iii. Maximum Lifetime Limit   (06/01/00)Revised(26/07/00)&(21/11/02)
The maximum lifetime limit allowed per student is $6,000.00.

iv. Maximum Limit for Students in non-degree/designation programs   (29/11/03)
The maximum bursary granted to a student in a non-degreee/designation program is not to exceed the
cost of that student's classes.

v. First and Second Year Students   (07/08/03)
Applicants in the first or second year of a program who are applying to the Access Fund for reasons
other than unexpected emergency expenses will have their bursary pro-rated based on the lifetime
maximum allowed under Access Fund guidelines and the number of years remaining in the applicant's
program.

e) Concerning Eligibility

i. Audits   (07/08/03)
Applicants being audited by the Students' Finance Board must provide the Access Fund with
documentation regarding the audit and steps that have been taken to comply with the auditor. An
audit may be grounds for denying an applicant funding; however, the Access Fund Selection
Committee will make decisions on these applications on a case-by-case basis and take individual
circumstances under consideration.

ii. Concurrently enrolled students   (07/08/03)
If courses being taken at other institutions are leading towards a degree from the University of Alberta,
all living and educational costs will be taken into consideration by the Access Fund. If courses being
taken at other institutions are leading towards a degree from another institution, the Access Fund will
take into consideration all costs for courses taken through the University of Alberta.

iii. Defaults   (17/04/96) Revised (26/07/00)&(21/11/02)
Applicants with previous student loan defaults must provide documentation describing the reasons
why this default occurred and steps taken to remedy the situation. Technical defaults will not be held
against the applicant. A previous student loan default may be grounds for denying an applicant
funding; however, the Access Fund Selection Committee will make decisions on these applications on a
case by case basis and take individual circumstances under consideration. In no circumstances will a
student with a previous default on an Emergency Student Loan be granted a bursary.

iv. Differential Fee Faculties   (07/08/03)
Students in differential fee faculties offering bursaries to students entering certain programs will be
required to apply for and be notified of their faculty bursary status prior to submitting an application
to the Access Fund.

iv. Student Contribution (07/08/03)

All applicants must have prior to the start of the school year, $1350 in savings, or must, during the course of the year be contributing at least $1350 towards their educational expenses through part-time work. This requirement may be waived for the following students:

    (a) Those students studying in one of the following faculties or programs: Dentistry, Medicine or Rehabilitation Medicine;

    (b) Those students with a dependant under the age of twelve (12) where the applicant is the primary care-giver of that dependant;

    (c) Those students with medical circumstances that prevent them from working—including but not limited to: chronic/temporary illness, disability, or recovery from a medical procedure.

v. Students on exchange (07/08/03)

Costs incurred in connection with academic exchanges above the costs that would have been incurred had the applicant not participated in the exchange will not be considered allowable expenses. Under no circumstances will the Access Fund cover debts incurred as the result of exchanges or study abroad experiences.

vi. Students who opted out (17/04/96) Revised (03/12/98)&(21/11/02)&(29/11/03)

In all cases, students who opt out will not be eligible for an Access Fund bursary during the year in which they have opted out. This policy will be advertised widely to avoid confusion and misinformation. Students who are assessed for the whole year will be required to pay into the Access Fund for both terms.

3. Working Guidelines

a) International Students (no formal policy developed)

International Students in severe financial need early in their program may be denied funding by the Access Fund. This guideline is based on consultation with the International Centre, which related the low probability of such students completing their program, and the fact that international students, prior to coming to study in Canada, must document ability to cover the cost of their program. However, in such cases, the Access Fund Selection Committee may decide to grant a bursary which is pro-rated over the remaining years of the program. This guideline may be waived for students who have high shortfalls due to emergency or unexpected expenses.

b) Students not living at home (15/01/98)

Given that the Access Fund is a last resort bursary, the AFB expects student to have done all they can to reduce their expenses. If a student is not living at home to reduce their costs, they must provide a reasonable answer in response to the question of why they do not live at home. In the past, acceptable reasons have been:

- that their parents live out of town (although if the town is accessible by public transportation such as St. Albert and Sherwood Park this answer is not sufficient)
- abusive home environment
- student has child/spouse
- student has several siblings that make it a very difficult environment in which to study
- parents are divorced/separated and student cannot adapt to either one of the new residences
- student is a returning student who has been in the workforce for several years
- parent(s) do not want the child living with them anymore

The Associate Director must use his/her judgement in assessing whether the student could reasonably be expected to live with his/her parents to reduce living expenses. If the AD - AF is unsure of the adequacy of the reason given, he/she should request that the student include a short letter with their application, addressed to the Selection Committee, explaining why they have not chosen to live with their parents in order to reduce costs.

c) Trips home (passed as policy originally in 1996/1997? reaffirmed January 08, 1998)

Return trips home are not to be included in an applicant's shortfall as expenses
excepting for trips arising out of exceptional circumstances (ex. familial medical emergencies).

d) Financial Plan   (29/11/03)
The Selection Committee may choose not to grant a bursary to an application if it believes there is little or no likelihood that the applicant will be able to secure funding to complete their program.

University of Alberta Students' Union

STUDENTS' COUNCIL
Votes and Proceedings

Tuesday June 28, 2005 – 6:00 p.m.
Council Chambers 2-1 University Hall

VOTES AND PROCEEDINGS   (SC 2005-05)

2005-05/1   CALL TO ORDER

The Speaker called the meeting to order at 6:03 p.m.

2005-05/3   SPEAKER'S BUSINESS

2005-05/3a   Announcements – The next meeting of Students' Council will take place on July 12, 2005.

2005-05/4   APPROVAL OF THE ORDERS OF THE DAY

PATZ/BERGHOFF MOVED TO approve the orders of the day.

Point of Order: Lewis – Roll Call

Speaker – Point of order well taken.

2005-05/5   PRESENTATIONS

2005-05/5a   Presentation by Councillor Krushell on the U-Pass Initiative.

Speaker ordered a five-minute recess.

Speaker made 9a a special order.

2005-05/9   BOARD AND COMMITTEE REPORTS

2005-05/9a   Bylaw Committee

JOHNSON/SCHNEIDER MOVED TO read Bill #4 a second time.

Speaker's List (mm): Johnson.

MAIN MOTION: CARRIED unanimous.

PANDYA/PATZ MOVED TO suspend standing order #34 to allow for the immediate enactment of Bill #4.

Motion to Suspend Previous Question: CARRIED.

2005-05/4a   APPROVAL OF THE ORDERS OF THE DAY PART 2

TOBIAS/COUNCILLOR MOVED THAT we amend the order paper so that motion 10b becomes 10a and 10c becomes 10b and 10a becomes 10c.

Amendment: CARRIED.

JOHNSON/LEWIS MOVED TO amend the order paper by striking item 10g.

Amendment: CARRIED.

MAIN MOTION: CARRIED unanimous.

2005-05/6   NOMINATIONS

2005-05/6a   **MOTION BY KAWANAMI, RESOLVED THAT** Students' Council re-open applications for selection to the Senate, that a hiring committee for the selection of Senators, containing at least two former or current Senators, and which shall include as part of the selection process the interviewing of short listed candidates, completed no later than the 25th of June.

Point of Order: Schneider – I believe there is supposed to be a presentation by the President listed in the Late Additions.

Speaker: Point of order not well taken – it was not added to the Order Paper.

KAWANAMI/TOBIAS MOVED TO amend the main motion by adding the words "External Policy Committee create a hiring committee after Senators the words "be created" be struck and that the date the 15th of June be replaced with the 25th of July".

Speaker's List (am): Kawanami

A COUNCILLOR MOVED TO amend the amendment by inserting the words after candidate "and that the selection process be completed no later than the 25th of July".

Amendment to be Amended – Friendly.

Amendment: CARRIED.

MAIN MOTION: CARRIED unanimous consent.

2005-05/7   REPORTS

2005-05/7a   Graham Lettner, President

2005-05/7b   Mathieu Johnson, Vice President (Academic)

2005-05/7c   Adam Cook, Undergraduate Board of Governors Representative

2005-05/7d   Samantha Power, Vice President (External)

2005-05/7e   Jason Tobias, Vice President (Operations and Finance)

2005-05/7f   Justin Kehoe, Vice President (Student Life)

2005-05/8   <u>QUESTION PERIOD</u>

Point of Order: Lewis – I do not know if the Governor wants to add anything but I think he should be given the opportunity to.

Speaker – Point of order not well taken. The Governor was given the opportunity.

2005-05/9   <u>BOARD AND COMMITTEE REPORTS</u>

2005-05/9b   Access Fund Board

2005-05/9c   Executive Committee

2005-05/9d   External Policy Committee

2005-05/9e   University Policy Committee

2005-05/9f   Council Administration Committee

2005-05/10   <u>GENERAL ORDERS</u>

2005-05/10a   **TOBIAS/COOK MOVED THAT** Students' Council approve a two-year cellular phone contract with Telus Mobility as per allocations made in the 2005/06 preliminary budget.

Speaker's List (mm): Tobias

MAIN MOTION: CARRIED.

2005-05/10b   **KAWANAMI MOVED THAT** Students' Council direct the Executive Committee to permanently halt the sale of all tobacco products in any Students' Union owned and/or operated business as of July 1, 2005.

MAIN MOTION: dies for want of a seconder.

Point of Order: Tobias – I am pretty sure that half the room had no idea what was just going on there.

Speaker – Point of order not well taken. Procedural ignorance is not a basis upon which to reverse an outcome.

2005-05/10c   MOTION BY LETTNER/PANDYA, RESOLVED THAT:
1. The goals of Council are sent to its various standing committees as set out in this motion.
2. Each committee to which goals are referred is to compile a report and to submit the same to Council for the June 14th meeting.
3. The committee report is to contain

a. A list of the goals sent to the Committee by Council.
b. A list of the goals added/created by the Committee
c. A list of the goals the committee would recommend for further action (by whom), along with a BRIEF rational.
d. A list of the goals the committee rejected, along with a BRIEF rational.

LETTNER/JOHNSON MOVED TO amend the main motion by motion to strike items 1, 3a, 3b, 3d, to amend 2 to be "Each committee is to compile a report of their goals and submit the same to Students' Council for the July 26th meeting, along with a brief rationale".

Speaker's List (am): Lettner, Thevenaz

KHANNA/LEWIS MOVED TO postpone the motion indefinitely.

Point of Order: Kawanami – Are we not on the amendment still?

Speaker – Point of order well taken. An amendment takes precedence over a motion to postpone indefinitely.

Motion to postpone indefinitely: ruled out of order.

Amendment: CARRIED.

Speaker's List (mm) Kawanami, Pandya, Lewis, Schneider

KHANNA/YUSEF MOVED TO postpone indefinitely.

Speaker's list (post): Khanna, Crossman

Motion to postpone indefinitely: defeated.

LEWIS/SCHNEIDER MOVED TO the previous questions on the main motion.

Motion to move previous question: CARRIED.

MAIN MOTION: CARRIED.

2005-05/10d   **Bill #2 - Elimination of Nominations for Open Studies Students Bill (sponsor; KIRKHAM)**
Principles (first reading)
1. Open Studies students no longer require nomination signatures to contest a seat on Students' Council or General Faculties Council, except for Executive officers and the Undergraduate Board of Governors Representative.

KAWANAMI/PATZ MOVED THAT Bill #2 be read for a first time.

Speaker's list (mm): Kawanami, Schneider, Tobias, Kustra-Chief Returning Officer (Ms. Woynoroski), Henry, Thevenaz, Samuel.

THEVENAZ/PANDYA MOVED TO amend main motion by striking the principle on the order paper by replacing it with "open studies still require 10 signatures however the signatures may come from any entry level facilities".

Speaker's List (am): Thevenaz, Schneider, Patz, Lewis-Chief Returning Officer (Ms. Woynoroski), Kawanami, Schneider.

Point of Order: Lewis – Mr. Speaker I do not believe that this is in anyway germane to the amendment that we are discussing.

Speaker – Point of order well taken.

TOBIAS/PATZ MOVED TO the previous question on the amendment.

Motion to move previous questions: CARRIED.

Amendment: DEFEATED 10/11.

LETTNER/PATZ MOVED THE previous questions on the main motion.

Motion to move: CARRIED (2/3 majority).

Point of Order: Samuel – I don't believe 14 vs. 7 is a super majority.

Speaker – Point of order not well taken. Roberts Rules of Order simply require a 2/3 majority. An example would be 20 of 30 or in this case 14 of 21. Unlike a simple majority, which is 50% + 1, a 2/3 majority is not 66.67% + 1.

MAIN MOTION: CARRIED.

2005-05/10e
Bill #3 - Member of Council Legitimacy Bill (sponsor; KIRKHAM)
Principles (first reading)
1. The Speaker will request a report from the Office of the Registrar and Student Awards on a by-monthly basis that confirming that all members of Students' Council meet the necessary requirements to hold office.
2. The report from the Office of the Registrar and Student Awards will be received by the President, the Speaker, and the Chair of the Discipline, Interpretation and Enforcement Board.
3. The Speaker shall cause to be tabled with Students' Council a report outlining the Registrar's findings at his or her earliest convenience.

PANDYA/CROSSMAN MOVED TO have Bill #3 read for a first time.

Speaker's List (mm): Pandya

KAWANAMI/KEHOE MOVED TO amend principle 1 by striking "bi-monthly" and replacing it with "semesterly".

Speaker's List (am): Kawanami

Amendment: CARRIED.

CROSSMAN/SCHNEIDER MOVED THAT Bill #3 be referred to CAC.

Motion to refer Bill #3: REFERRED.

2005-05/10f
Bill #1 - Recall (sponsor; KIRKHAM)
Principles (first reading)
1. That any member of Students' Council may be recalled by a petition to that effect bearing the names and student identification numbers of a majority of the students eligible to vote for that member's position.

2. That any member of Students' Council can be compelled to contest his/her seat in a by-election by a motion to this effect carried by a two thirds majority vote of Students' Council at three consecutive meetings of Students' Council.
3. That the Students' Union will recommend that any Undergraduate Board of Governors representative who is removed from Students' Council also be removed from the Board of Governors.
4. That the Students' Union will recommend that any person removed from the position of President also be removed from the Board of Governors.

LEWIS/SCHNEIDER MOVED TO have Bill #1 read for a first time.

LEWIS/SCHNEIDER MOVED TO have Bill #1 referred to CAC

Speaker's List (ref): Lewis

Motion to refer Bill #1: CARRIED.

Point of Order: Pandya – It's nine o'clock, do you know where your councillors are?

Speaker – Point of order well taken, I will take roll call.

2005-05/10h   **Bill #6 – Attendance Consequences (sponsor; PANDYA)**
Principles (first reading)
1. Members of Council in violation of attendance requirements will be removed.
2. Members of Council may appeal their removal to DIE Board.
3. The provisions of this bill will not be applied retroactively.
4. Where a member must miss a meeting for SU related-business or a mandatory leave of absence, the absence will not count for the purposes of attendance.
5. Non-voting members are exempt from attendance requirements.

PANDYA/LEWIS MOVED TO have Bill #6 read for a first time.

PANDYA MOVED TO amend Bill #6 by replacing "violation of attendance requirements" with "absence of three consecutive council meetings or five total meetings".

Speaker's List (am): Pandya

Point of Order: Lettner – Unless we deemed the amendment friendly, and I'm almost sure that we did, is Councillor Pandya now speaking to the amendment right now?

Speaker – Point of order well taken. At this point the Councillor has not asked to make this a friendly amendment, which means either a seconder is required or the amendment is friendly.

Amendment – friendly.

Speaker's List (mm): Pandya

KAWANAMI/YUSEF MOVED TO amend main motion by adding new point #6 "this Bill will take effect starting May 1, 2006".

Speaker's List (am): Kawanami

KHANNA/LEWIS MOVED TO refer entire motion to CAC.

Speaker's List (ref): Khanna, Aperocho, Lewis, Pandya, Lettner

Point of Order: Kehoe – decorum.

Speaker – Point of order well taken.

Speaker's List (ref): Patz, Cook, Schneider

Motion to refer Bill #6: DEFEATED.

Speaker's List (am): Pandya, Johnson, Schneider

CROSSMAN/PANDYA MOVED THE previous question.

Previous Question: CARRIED.

Amendment: CARRIED.

LETTNER/KEHOE MOVED TO amend main motion by "striking principle 4".

Speaker's List (am): Lettner

Speaker – Khanna's speaking privileges have been revoked for the duration of the council meeting

Speaker's List (am): Kawanami, Samuel, Pandya

Point of Order: Berghoff – Are we not still talking about the amendment?

Speaker – Point of order not well taken.

SCHNEIDER MOVED TO amend the amendment by adding point 6 "while keeping the removal of point 4 the Speaker of Students' Council may determine under what circumstances councillors may be absent from a Students' Council meeting without counting against the attendance requirements indicated by a case they have made.

Amendment to the Amendment dies for want of a seconder.

Point of Order: COUNCILLOR – I believe that would be adding a point 6 rather than amending the amendment. It should be dealt as just an amendment not an amendment to the amendment.

Speaker – Point of order not well taken.

COLPITT/PANDYA MOVED TO amend the amendment by replacing point 4 with "where a member must miss a meeting due to an extenuating circumstance the absence will be countable as been excused and will not count towards the attendance requirements". Adding point 5 "Excusable absences will be granted at the discretion of the Speaker and can include, but are not limited to, SU related matter, extreme personal circumstances and certifiable health issues and that point 5 be reinstated as point 7".

Point of Order: Samuel – Isn't this substantially the exact same motion that ailed due to the want of a seconder?

Speaker – Point of order not well taken. A motion that dies for want of a seconder can still be proposed again by somebody else. It is only if a motion is actually moved defeated that you cannot make the motion that has been defeated by the assembly.

Point of Order: Lettner – Does this not go counter intuitive with the amendment I proposed, it basically negates it.

Speaker – Point of order not well taken, it does in fact negate your amendment but is in order. Although the amendment must be germane, it does not have to maintain the intent of the motion it is amending. It can even contradict the motion it is amending.

Speaker's List (am to am): Colpitts, Lettner, Power, Berghoff, Kawanami, Lettner

Amendment to the Amendment: CARRIED.

PANDYA/PATZ MOVED TO suspend standing orders that require us to move at 10 o'clock.

Standing Order: SUSPENDED.

PANDYA MOVED THAT only if it is accepted as friendly and that is to change the clause that says included, but not limited to, to just limited to, to avoid something like a case from two years ago.

Amendment to Amendment – not friendly: DEFEATED.

Amendment to Main Motion: CARRIED.

THEVENAZ MOVED TO amend the amendment "members must meet only one role call to be in attendance for that particular meeting".

Amendment dies for want of a seconder.

Speaker's list (mm): Berghoff, Lewis, Kehoe

MAIN MOTION: CARRIED 11/8

KEHOE/SCHNEIDER MOVED TO adjourn.

Motion to adjourn: CARRIED

Adjourned at 10:15 p.m.

ATTENDANCE   (SC 2005-05)

Faculty/Position	Name	1st Roll Call	2nd Roll Call
President	Graham Lettner	√	√
VP Academic	Mathieu Johnson	√	√
VP External	Samantha Power	√	√
VP Finance	Jason Tobias	√	√
VP Student Life	Justin Kehoe	√	√
BoG Undergrad Rep.	Adam Cook	√	√
Agriculture, Forestry and Home Economics	Miranda Baniulis		
Arts	Catrin Berghoff	√	√
Arts	John Chandler	√	√
Arts	Michelle Kelly		
Arts	Bryce Kustra	√	
Arts	Cameron Lewis	√	√
Arts	Tim Schneider	√	√
Arts	Shad Thevenaz		√
Arts	Heather Wallace	√	√
Augustana	John Pattison		
Business	Chris Young		
Education	Trevor Panas		
Education	Lillian Patz	√	√
Engineering	Brian Ceelen		
Engineering	James Crossman	√	√
Engineering	Prem Eruvs	√	√
Engineering	Jamaal Montasser	√	√
Law	Kyle Kowanami	√	√
Medicine and Oral Health Sciences	Suneil Khanna	√	√

Faculte Saint-Jean	Joseph Blais	√	√
Physical Education and Recreation	Philip Goebel		
Science	Sheena Aperocho	√	√
Science	Jack Gordon		
Science	Yuan Hao		
Science	Abbeir Hussein	√	√
Science	Stephen Kirkham	√	√
Science	Shawna Pandya		
Science	Kassim Rekieh	√	√
Science	Sylvia Shamanna		
Science	Omer Yusuf	√	√
General Manager	Bill Smith		
Speaker	Gregory Harlow	√	√

Guests of Council:

Ross Prucakanski, Council Bureau Chief, The Gateway

Rachel Woynorowski, CRO

Councillor Kim Krushell, City of Edmonton