

# STUDENTS' COUNCIL LATE ADDITIONS

---

Tuesday December 6, 2005  
Council Chambers 2-1 University Hall

2005-17/4            PRESENTATIONS

2005-17/4b        Presentation given by Graham Lettner and Samantha Power on a Tuition Proposal.

2005-17/6            REPORTS

2005-17/6c        Justin Kehoe, Vice President (Student Life)

Please see document LA 05-17.01

2005-17/7            BOARD AND COMMITTEE REPORTS

2005-17/7e (xi)    Bylaw Committee – December 1, 2005

Please see document LA 05-17.02

2005-17/7e (xii)   **LEWIS MOVED THAT** upon the recommendation of the Bylaw Committee, Students' Council approve the proposed petition question:

Do you support that Students' Union bars charge \$2.00 for all pints\* of draught beer effective May 1, 2006 through April 30, 2007 subject to the following conditions?

1. Draught beer will be sold in pint\* volumes whenever alcohol is served.
2. Other volumes of draught beer may be sold at any price.
3. The existing selection of draught beer will continue to be carried.
4. Where the wholesale cost of a pint\* of draught beer is in excess of \$2.00, its price will be set at wholesale cost rounded up to the nearest dollar.

\*A pint is 16 fluid ounces (473 mL)

2005-17/7e (xiii)   **LEWIS MOVED THAT** upon the recommendation of the Bylaw Committee, Students' Council approve the proposed petition question:

Do you support that the Students' Union adopt the stance that tuition should be free?

2005-17/7e (xiv) **LEWIS MOVED THAT** upon the recommendation of the Bylaw Committee, Students' Council approve the proposed petition question:

Do you support that the Students' Union adopt the stance that membership in and fees levied for the Students' Union should be optional, and that the Students' Union should lobby the provincial government for the relevant changes to provincial legislation?

2005-17/7e (xv) **LEWIS MOVED THAT** upon the recommendation of the Bylaw Committee, Students' Council approve the proposed petition question:

Do you support that the Students' Union establish a Reactionary Speakers Series?

2005-17/7j University Policy Committee: Dare to Discover – The Students' Union response to the first draft of the Vision Document.

Please see document LA 05-17.03

2005-17/10 **INFORMATION ITEMS**

2005-17/10a Insurance Opinion regarding item 7e (xii)

Please see document LA 05-17.04

---

---

**Justin Kehoe, Vice President (Student Life)**  
**Report to Students' Council**  
**December 6, 2005**

---

---

Submitted: December 2, 2005

Good Evening Council,

Last Friday we took some time out for a much-needed Exec Retreat, the products of which will have carried on to a meeting with Senior Management this morning.

Vice President Tobias and I conducted a focus group consisting of the Student Life Advisory Committee, Peer Health Educators, and Peer Nutrition Educators. The open discussion on SU businesses offered valuable perspectives on student health / wellness.

I had the opportunity to team up with our new CCC and join the rest of the Exec in heading outside of SUB for some student outreach. We donned our finest Santa hats and handed out candy canes, collecting signatures for our petition to the Legislature and informing students about what we're pushing for. Great teamwork!

Dr. Samantha Nutt, founder and Executive Director of War Child Canada, was our most recent Revolutionary Speaker. She gave an eye-opening and moving presentation. The turnout wasn't as high as we aimed for, especially considering all the extra effort in promotions and attracting media attention, but we did collect surveys to garner feedback.

I had the honour of chairing my first Campus Food Bank Board of Directors meeting. We are currently driving through the process of redrafting all of the bylaws, with further development to follow as the Board evolves. By the time of this meeting, I will have attended SAC, Alcohol Policy Review Committee, ONEcard Student Advisory Group, and a major Greek community event.

Our AntiFreeze registration day was fairly successful, garnering about twenty teams. We are still waiting for a few groups who had trouble tracking down individuals or paying their deposit. I have yet to see any evidence of a Council team.

**Upcoming:**

- December 7: ECOS analysis  
Health Services discussion  
Student Life Committees  
Karaoke @ RATT – last day of classes = awesome
- December 8: Orientation Administrative Coordinator interviews
- December 9: SU Christmas Party for Kids**
- December 14: Workplace Health Promotions Advisory Committee
- December 16: PHYSL Final Exam
- December 19: Danny Michel @ Horowitz Theatre  
Global News w/ Kevin Newman @ West Edmonton Mall
- December 21: Exec Long Range Vision
- December 22: Student Life Potluck
- December 23: Last day offices open

# MINUTES

2005-13

---

## Bylaw Committee

Thursday, December 1, 2005

CALL TO ORDER: Meeting called to order at 6:54 p.m..

ATTENDANCE: Kirkham, Chapman, Berghoff, Lewis, Woynorowski (guest)

ITEMS OF BUSINESS: (a) Re-Introduction Of Petition Question:  
Kirkham/Chapman move that the Bylaw Committee recommend to Students' Council the reconsideration of Mr. Langstone's last petition question.  
(3-0-0)

(b) Petition Questions:  
i. Kirkham/Chapman moved that the Bylaw Committee not consider any further petition questions due to them bogging down Council business including Bills 15 and 16.  
The Chair ruled the motion out of order based on the Committee's duty to draft petition questions within seven days and the fact that most of the petition questions have now been dealt with in Council. Kirkham/Chapman challenge the chair.  
(2-2-0)  
Ruling of the chair is upheld.

ii. The question submitted by Mr. Langstone was ruled out of order based on precedent set by Council.

iii. Original wording:  
Do you agree that the Students' Union should adopt as its stance that tuition should be free?  
Bylaw Committee drafts:  
Do you support that the Students' Union adopt the stance that tuition should be free?  
Kirkham/Berghoff moved that the Bylaw Committee recommends that Students' Council approve the petition question.  
(4-0-0)

iv. Original wording:

Do you agree that the Students' Union should adopt as its stance that membership in and fee levies for the Students' Union should be optional, and that the Students' Union should lobby the provincial government for the relevant changes to provincial legislation?

Bylaw Committee drafts:

Do you support that the Students' Union adopt the stance that membership in and fees levied for the Students' Union should be optional, and that the Students' Union should lobby the provincial government for the relevant changes to provincial legislation?

Berghoff/Chapman moved that the Bylaw Committee recommends that Students' Council approve the petition question.

(4-0-0)

v. Original wording:

Do you agree that the Students' Union should create a Reactionary Speakers' Series?

Bylaw Committee drafts:

Do you support that the Students' Union establish a Reactionary Speakers Series?

Berghoff/Lewis moved that the Bylaw Committee recommends that Students' Council approve the petition question.

(3-0-0)

ADJOURNMENT:

Kirkham/Lewis moved to adjourn.

(3-1-0)

Meeting adjourned at 8:36 p.m..

## **Dare to Discover- The Students' Union's response to the first draft of the Vision Document**

**We have decided to make short comments on all sections in the order they appear in the draft document, and also to answer the questions posed at the end.**

### **VALUES**

Ever since its founding in 1908 as the Province's first postsecondary institution, the University of Alberta has been guided by values that have both focused our aspirations for continuous positive contributions to society and growth. We believe in:

- A commitment to engaging with all our communities in order to better serve and promote the public good
- Integrity and principles of ethical conduct built on the foundation of academic freedom.
- A diverse and inclusive collegial community valuing free and open inquiry with respect for each individual
- Pride in our history and traditions that serves to strengthen our optimistic embracing of present and future challenges
- A collegial commitment to inspire each other to be the best we can be and to support each other as we seek our highest levels of achievement

### Values

Notably absent in these values are two things: education and innovation. Most importantly, the values of this university need to specifically include a mention of students, and not only the collegial and research community-whereby it is unclear whether students are included in said 'collegial community'- and a clear commitment to the improvement, dissemination and creation of knowledge.

Therefore:

- The value of education and therefore a commitment to enhance the opportunities to access the resources of this university for potential students from all walks of life.

### **VISION**

Our vision is to inspire great achievements through learning, discovery and citizenship in a community committed to building one of the world's great universities by nurturing the human spirit and contributing to public good.

Again, we would like to see more inclusiveness.

- Our vision is to inspire great achievements through learning, discovery and citizenship by engaging a community committed to building one of the world's great universities by nurturing the human spirit and contributing to public good.

### **MISSION**

In the context of Alberta's prairie and northern values, the University of Alberta gives a national and international voice to Alberta innovation, taking a lead role in placing Canada at the global forefront. The far-reaching scope and celebrated quality of the University's programs enhances student and staff opportunities as well as Alberta's economy and society.

Within a vibrant and supportive learning environment, the University community discovers, disseminates, and applies new knowledge through learning, life-long learning, research and creative activity, community involvement, and partnerships.

The phrase "In the context of Alberta's prairie and northern values" has caused some discomfort, especially in conjunction with the goal of an environment that supports free

and open inquiry. The values of the University of Alberta should be the values of a University and not the values of a geopolitical entity, as there are potential clashes.

Also, it is unclear which global forefront Canada will be placed at- the global forefront of business? The global forefront of knowledge? Quality of life? The language in this section was unclear and did not resonate with us.

#### **CORNERSTONES TALENTED PEOPLE**

Recruit the best students from Alberta, Canada and the world.

Create a dynamic, discovery-based learning environment by aiming for a mix of undergraduate and graduate students typical of leading public research universities and by attracting post-doctoral fellows, researchers and visiting faculty from around the world.

Improve access for excellent rural, aboriginal and non-traditional students through partnerships with colleges and by linkages with high-schools throughout the province.

Step up the recruitment and retention of outstanding and diverse academic staff through endowed professorships, competitive start-up funding, attractive career support and by celebrating and rewarding exceptional achievement.

Retain and recruit the best staff by fostering a culture of excellence, a healthy workplace, and progressive career opportunities and by rewarding leadership and outstanding accomplishments

Enhance the global perspective and intercultural climate at the University by celebrating and drawing on the diversity within the university community

In this section, we would like to add the importance of structural flexibility to attract innovative staff, especially in the area of interdisciplinarity and cross-appointments. As long as there are severe institutional barriers that punish innovators as soon as they go off the beaten path, the University of Alberta will not attract potentially great innovators and pioneers.

Secondly, students would like to see active recruitment by current students or alumni taking place all over Canada and the world.

#### **LEARNING, DISCOVERY AND CITIZENSHIP**

Create an exceptional and life-changing university experience for students through curricular and extra-curricular offerings which integrate learning, discovery and citizenship to develop the intellect, educate leaders, enhance a global perspective and achieve clearly defined learning outcomes

Engage students to improve retention, enhance graduation rates, and inspire high achievement through mentorship, and peer-based activities such as clubs, athletics, and social events

Foster discoveries and scholarship that are transformative and at the cutting-edge by rewarding quality over quantity, creating “steeples of excellence”, and enhancing crossdisciplinary initiatives.

Increase the impact of university discovery and scholarship on public policy, and enhance social, cultural and economic dividends by celebrating and rewarding achievements in knowledge translation

Reward and recognize faculty who excel in innovative teaching, ground-breaking scholarship, and contribute to community and nation building as public intellectuals and professionals.

Inspire students, faculty and staff to engage in activities that develop leadership, foster social and moral responsibility, and contribute to the development of civil society and our democratic institutions

Even though mentorship, clubs and peer-based activities are an integral part of university life, they are not as integral as volunteering and community service activities.

Again, innovative teaching and ground-breaking scholarship often involves the integration of research and innovation between faculties, and true *interdisciplinary* research rather than merely crossdisciplinary research. This integration of knowledge will also prove helpful in making the University a better source for advice on policy issues.

Also, the importance of providing studying abroad or internship abroad experiences for students were found to be missing from this section.

#### **CONNECTING COMMUNITIES**

Engage alumni in a life-long relationship with the University for mutual benefit, and enlist their support to achieve the University of Alberta's vision and to assist us in connecting to communities around the world.

Build strong partnerships with the Government of Alberta, the Capital region, the city of Edmonton, Camrose, and other municipalities around the province, to fulfill our responsibility as Alberta's university.

Strengthen our connections to the Government of Canada and other provinces to fulfill our obligations as a national university with global connections.

Foster excellent relationships with Capital Health and other provincial health organizations, the Post-secondary sector, Business, and Government to advance mutual goals, provide opportunities for our students, and translate our research outcomes

Enhance relationships with other nations to create learning opportunities for students, research collaborations that address global challenges and initiatives to foster mutual understanding, global peace and prosperity

Promote community pride and ownership of the university through physical and intellectual openness and by creating opportunities for dialogue and discussion

What is lacking overall in this section is any discussion about connections to *people*. In addition to government, business groups and special interests, connections need to be made to citizens, students, and faculty all over the country and world.

Also, in paragraph 3, there are some notable omissions-in our opinion, it should read:

- Strengthen our connections to the people of Canada through the Government of Canada and its provinces and territories to fulfill...

The most notable omission, however, happens in the total lack of mention of providing international learning experiences for our own students. Not only do we need to bring the world here, we also need to send *our students* out into the world. Therefore:

- Provide students with critical international learning experiences such as study abroad programs and internships to foster the development of global perspectives and understanding.

Also, the integration of alumni could go further than the vague statement of “support”, or monetary donations. Alumni can be very useful when it comes to integrating knowledge and the working world, and could be a valuable resource for instructors who want to connect the teaching and learning experience to the real world.

Additionally, we think that alumni could serve well in a role as ambassadors for the University of Alberta, spreading the word and recruiting future students and instructors alike

## **ORGANIZATION AND SUPPORT**

Develop an endowment comparable to the best public-research universities in the world

Secure resources to provide the best education and to support world-class research and knowledge translation

Provide bursaries and scholarships to increase affordability for all students and offer competitive fellowships to attract the best graduate students

Build and enhance class-rooms, laboratories, libraries, museums, and extracurricular, social and residential facilities to provide a transformative university experience

Set priorities and continue to invest in world-class research infrastructure

Establish high standards of service, improve communication between units, enhance collaboration, discourage “silos”, implement transformative ideas, revise organization to respond to external changes, and promote administrative effectiveness and good governance.

We strongly support the formation of an endowment and the provision of bursaries and scholarships to students. Additionally, the list about including the university’s facilities should include all the different types of facilities students learn and study in and not be biased towards certain faculties and departments. Currently, studios, physical education facilities and others are not mentioned.

### **Questions**

1. What will distinguish the world’s great universities from excellent institutions in the twenty-first century and what strategies will be required to advance the University of Alberta into that league? Should we and why?

The answers to this question focused around four main themes: Community, Outreach, Integration of knowledge, and international experiences.

### A Great Community

- Improve and expand student residences to make this campus a more closely-knit community instead of a commuter campus
- Install cohort options
- Work at the better integration of foreign cultures and international students
- Ensure the Edmonton community feels connected to and has a stake in the University of Alberta

### Outreach

- Bring in international students from a diverse variety of backgrounds and countries
- Build relationships with other universities

### Integration of Knowledge

- Expand Community Service Learning
- Make available Co-ops to more students
- Provide Hands-on experiences
- Expand Interdisciplinary Programs
- Reward Student Volunteers

### International Experiences

- Expand scholarships for study abroad programs
- Expand exchange opportunities, especially outside the western world
- Integrate exchanges more smoothly into the academic experience

2. What is the purpose of an undergraduate and graduate education in the twenty first century? What steps should we take to ensure students are receiving exceptional preparation to excel and be responsible citizens in this interconnected global environment?

The emphasis of the answer to this question varies according to what faculty or even department one speaks of. On the one hand, all undergraduates expect -or hope- to acquire some or all of the hard skills and knowledge base necessary to work in a field of their study, as demanded by their industry. On the other hand, these skills are often more than what is visible at first glance. In our view, the purpose of an undergraduate education is to provide students with the ability to:

- Think critically
- Connect and integrate knowledge from different disciplines
- See different perspectives on the same issue
- Communicate effectively both orally and on paper
- Conduct useful research on a topic of their choice
- Be imaginative, innovative and creative in their problem-solving strategies

The strategies for this goal can be found in our answer to question 1.

3. Alberta lags behind other provinces in the percentage of students who pursue postsecondary education. What should the University of Alberta do to improve Alberta's record? What kind of students should we attract – rural, urban, national international, undergraduate versus graduate, mature, part-time etc.

Financial inaccessibility is one of the main problems in attracting students to a post-secondary education. Apart from expanding the scholarships and bursaries currently in place, the university can make an effort to convey to both the public and the government the importance of affordability. This will also help to attract non-traditional students such as mature students, or part time students, and lead to more students being willing to take on the additional investment of going to graduate school.

Additionally, the university should actively recruit students in the same manner other universities do, by employing their current and past students as ambassadors.

4. What strategies should we adopt to recruit and retain the best faculty in a period when the global competition for top talent is intense? How do we support faculty so their research discoveries and scholarship are in the top ten percent of all the knowledge generated worldwide? Is this important and why?

As we stated under the above heading of “Talented People”, innovative research often comes up against institutional barriers. These barriers should be minimized, and innovative and group research should be supported and rewarded. We agree with a “quality over quantity” approach, but wonder what it means for scholarship to be “in the top ten percent of all the knowledge created worldwide”.

Additionally, we believe that researchers need adequate support, be it from graduate students or undergraduates as in the existing arts initiative, and cutting edge facilities to realize their full potential.

5. How do we increase translation of university research into public policy, private

industry, and societal dividends that improve the quality of life? In what ways can the University of Alberta support the government's twenty year plan and four pillars?

We think that increased connections with outside organizations, such as Capital Health, can be very beneficial. Also, an emphasis on interdisciplinarity and connectivity between the university's faculties and departments would lead to the integration of fractured knowledge which prepares scholarly results for practical applicability. To that end, cross-appointments of professors and the expansion of interdisciplinary programs are strongly suggested.

6. How should the University of Alberta strengthen its relationships with alumni, the city of Edmonton, other municipalities, the province of Alberta, Canada and the world? What strategies should the University adopt to play a leadership role provincially, nationally and internationally in challenges of importance to Alberta, Canada and the world?

As stated above, alumni can have a greater role than donors. It would be beneficial for students to be able to meet professionals, ask strategic career-related questions and make connections for the future.

7. What steps should we take to expand our resource base to provide students with a high quality learning experience and faculty and staff with an outstanding working environment in which they can make significant contributions to the overall goals of the institution and the province?

Again, much of the answer to this question has already been stated somewhere above, mainly under the four main themes in our answer to question 1. We also greatly support the creation of an endowment such that all of the above goals can be realized in the future.