

STUDENTS' COUNCIL LATE ADDITIONS

Tuesday February 11th, 2014
TELUS 134

LATE ADDITIONS (SC 2013-21)

2013-21/1 SPEAKER'S BUSINESS

2013-21/2 PRESENTATIONS

2013-21/2b Leadership College Discussion, Presented by Petros Kusmu and Dustin Chelen.
Sponsored by Petros Kusmu.

After a discussion with University President and SU Council, the Executive Committee has prepared its discussion paper on the Peter Lougheed Leadership College. This presentation will seek Council's feedback on our position on the leadership residence, and advocacy strategies that the SU should engage surrounding that position.

Please see online document

2013-21/3 EXECUTIVE COMMITTEE REPORT

2013-21/4 BOARD AND COMMITTEE REPORTS

2013-21/5 QUESTION PERIOD

2013-21/5b Councillor Binczyk response to item 2013-21/5b:

Thank you for the question Councillor Mohamed. I believe almost all recommendations could be implemented right away. The implementation depends on the actions of specific individuals. When it comes to Connecting Councillors with their Electorate, for instance, it depends on how quickly the VPOF, VPSL, SGS, and SU staff create the Events Calendar and explore the ways in which Councillor participation in the events may be maximized. When it comes to Enhancing collaboration between SU Council and FAs, this depends primarily on how quickly VPA/DG can engage in a conversation with FAs. In short, if the individuals to whom particular initiatives were recommended, take action right away, the recommendations will be slowly coming to life. I realize that some recommendations (ex. Enhancing collaboration between SC and International Students) may not be fully implemented until a while from now. However, there is still room for VPSL to already commence his advocacy efforts with International students. My hope is that not only the SCET document will be forwarded to next Council Chairs, Exec etc but that the recommendations will also be included in Committee/Exec transition documents with an outline of how

they begun implementing the recommendations. What can all Councillors do to implement the recommendations? Ask questions about implementation of specific recommendations and advocate that the committee you sit on directs some of its attention to the recommendations.

Sincerely,

Councillor Binczyk (not Bincynck ;)

2013-21/5f

From Councillor Binczyk to the Executives:

What are your plans for implementing SCET's recommendations?

Response:

Please refer to page three of my Students' Council Report

2013-21/5g

From Councillor Binczyk to CAC Chair:

What are CAC's plans for implementing SCET's recommendations?

Response:

As a committee and a council we have to make a kind of hierarchical list with recommendations that are the most important to us at the top and work towards those first. However, I personally will not be taking on SCET's recommendations as CAC chair. As chair of CAC I will be focusing most of my personal energy on issues such as changing standing orders, budgeting for next years CAC, enhancing the mentorship program and shortlisting CRO and Speaker candidates. I will make sure to include SCET's recommendations that councillors bring to CAC, but at this point as chair I am having to focus my personal efforts on different issues.

2013-21/5h

To VP le from Councillor Mohamed

We run Dewey's at cost and it is projected to make a couple hundred dollars this year. Why are we running Dewey's at cost?

2013-21/5i

To Councillor Dan Sim from Councillor Mohamed

You have attended two meetings for half of the time in your term as nursing councillor. Do you believe that you are fulfilling your duty to the constituents of nursing by not showing up? Also, what are your reasons for not showing up?

2013-21/5e

Councillor Borden response to item 2013-21/5e:

Q: Previous CAC chairs have talked about the idea of hosting a "Committee of Chairs" to convene committee chairs to address administrative issues of Council committees. Is this something that CAC has considered to accomplish this year?
A: As chair of CAC I haven't heard of this idea before and judging by the fact that it hasn't been brought up during our meetings, no members of the committee have either, or they may not have been too keen on it. That said, I think it would be more up to the chairs of the other committees to ask for support from either myself or the Speaker with administrative issues. Another potential issue is that

because the week only has so many days in it, all the committees are in essence forced to be held on each day of the week and it would be a very arduous task to find a day that all chairs would be able to attend. If committee chairs need support, CAC will be there but right now I have not seen the need and there are some big logistical barriers in our way.

2013-21/5d

Councillor Borden Response to item 2013-21/5d:

Q: How can the councillor mentorship program be improved?

A: I think the biggest improvement would be to have people interested in the program. I think that by individual councillors recruiting general members of their faculty or even their friends, it would be a great way to expand the program and bring in new people to the council family.

2013-21/5a

President Kusmu response to item 2013-21/5a

Please refer to page two of my Students' Council Report

2013-21/5j

To Councillor Mills from Councillor Mohamed

What do you feel is the best way to engage voter turnout in the faculty of arts. The voter turnout was 6% last election.

2013-21/5k

To Councillor Hanwell from Councillor Mohamed

How important are International Differential Fees when talking about international students?

2013-21/5l

To Councillor Banister from Councillor Mohamed

Do you believe that moving the faculty of business to downtown from main campus would hurt campus cohesion?

2013-21/5m

To Councillor Schiavone from Councillor Mohamed

What should be councils relationship with fraternities?

2013-21/5n

To Councillor Gruhlke from Councillor Mohamed

How can we make council more accessible for students and future councillors at Augustana? Do councillors from Augustana have to pay their own way here for gas?

Response:

Councillor Mohamed,

Thank you for the question! Making the position more accessible to the Augustana rep is not only the responsibility of the SU but also the ASA and the representative themselves. When running for the position the candidates know well ahead of time that meetings are in Edmonton every other week so they should be well aware of their duties. This year it was my decision to attend, in person every, meeting possible and I have found great benefit in it, however, council is very accepting of councillors skyping in which makes it a lot easier for the Augustana representative if weather is horrible or if the timing is bad. It has

recently come to my attention that there are some policies within the Augustana Students' Association that should be re-examined to see if we can make it easier for our SU councillor.

In terms of making council itself more accessible to Augustana students I would recommend next year, before the weather gets too bad and the year gets too busy, hosting a council meeting at Augustana. The main misconception about north campus and the SU at Augustana is that it doesn't do anything for us and that the decisions that are made there are not affecting us. I believe that this again falls to the role of the councillor - I have tried over my term to bridge the gap between Augustana and council by speaking consistently with students here about the issues brought up at council. Every time something big comes to vote at council I ask members of the ASA Council for their opinion so that they feel that they are also having a say in the decisions that are made here.

Since the merger, I feel that the Students' Union has done great work in making the Augustana rep feel as welcome as possible. We do get reimbursed for gas and allowances are made for skyping in. A lot of the responsibility falls to the councillor themselves to be engaged with council, responsible to their constituency and genuinely concerned with fostering a relationship between Augustana, Campus St. Jean and North Campus.

I hope this answered your question - if you want more information ask a follow up question or talk to me after council!
Cheers!

2013-21/50

To Councillor Champagne from Councillor Mohamed

Comment a Campus Saint-Jean été affecté par les coupes budgétaires de l'an dernier

2013-21/5P

To Councillor Corbett and Councillor Horvat from Councillor Mohamed

Do Education students have difficulties getting student teacher positions due to the budget cuts?

Response:

Hello Councillor Mohamed,

I appreciate the question. I have a few suggestions for you. If you would like written responses included than next time you should have make sure to get all those questions in on the order papers and not in the late additions. That way it gives everyone a fair amount of time to formulate a response. It would have been nice if you had emailed everyone sooner than the day before, especially since it is midterm week and people are so busy.

I am unfortunately unable to answer your question at this time because I would like to converse with Katie before I give an answer, as your question is to both of us.

Thanks,

Stephanie Corbett

- 2013-21/5q** To Councillor Malik from Councillor Mohamed
How can we best advocate against international differential fees? Should this be a primary focus for council?
- 2013-21/5r** To Councillor Hamid from Councillor Mohamed
Do you believe that your attendance record does a disservice for your constituents in Engineering?
- 2013-21/5s** To Councillor Hansra from Councillor Mohamed
The Faculty of Law reps came to council and asked for an increase in their fees earlier this year. What is your view on this?
- 2013-21/5t** To Councillor Lam from Councillor Mohamed
Is there a new interest in Council this year amongst med students? Do you think that we will see a contested race?
- 2013-21/5u** To Councillor Morris from Councillor Mohamed
What is your view on changing the bylaws to allow for students to run in faculties that they are applying into.
- 2013-21/5v** To Councillor Nguyen from Councillor Mohamed
What is the average age group for students in open studies?

Response:
To Councillor Mohamed from Councillor Nguyen:
Thank you for the question. Open Studies students range in age from 16 to 73, with the vast majority of students in the early to mid 20's age group. I would encourage you to do a quick Google search for the U of A's Summary of Statistics publications provided by the Office of Registrar for any future statistical needs.
- 2013-21/5w** To Councillor Speakman from Councillor Mohamed
How can we best make visible reusable plates in SU owned businesses
- 2013-21/5x** To Councillor Hodgson from Councillor Mohamed
Do you think that we should continue to run Dewey's at cost?
- 2013-21/5y** To Councillor Hwang from Councillor Mohamed
How can Council help increase the voter turnout in the faculty of science.
- 2013-21/5z** To Councillor Zeng from Councillor Mohamed

How effective was the SCI 5 referendum that was implemented in March? Was ISSS able to better operate?

2013-21/5aa

To Councillor Grehan from Councillor Mohamed

Concerns have been raised about AIPRIG not using all of the funds they use towards students but instead towards administration. How do you respond to this?

2013-21/5bb

To Councillor Binczyk from Councillor Mohamed

Do you think Councillors should table in SUB to increase visibility?

Response:

Tabling is a very time consuming and not the most efficient way of reaching out to students. I would prefer Councillors to participate in the engagement efforts outlined in the SCET recommendations document. However, if CAC wishes to undertake a tabling initiative and is able to get enough Council volunteers for each shift, then I would not oppose the idea.

2013-21/5cc

To Councillor Douglas from Councillor Mohamed

What were your goals during last election and do you feel that you adequately addressed those goals in your term?

2013-21/5dd

To VP Woods from Councillor Mohamed

The IGNITE report contained no reference of international students. What was the reason for this?

Response:

Thank you for the question Councillor Mohammed.

Ignite is under the purview of President Kusmu and is something that I have had zero to very minimal involvement in the project. I have CC'd him on this email and hopefully he will be able to provide you an answer tonight at Council.

Cheers,

Adam Woods

2013-21/5ee

To VP Lau from Councillor Mohamed

Do you believe that you made Winter QUAD more engaging for students during your term on council? Was this an election promise?

Response:

I definitely got various stakeholders thinking about using Quad for programming in the winter - Buildings and Grounds, Campus Recreation, the Interfraternity Council, Faculty Associations, and the UAlberta Overheard Community. The

vision for a friendlier Winter Quad was definitely shared throughout the campaign period, but was not executed enough in advance as my involvement with the International Student Tuition occupied my calendar prior to Christmas holidays. As momentum picked up with Operation Quad Forts, it was unfortunate that the environment did not support such activities as the snow was melting. Nonetheless, the interest among the student body is there and I am excited to see the stakeholder groups excited to move the initiative forward and build on it in future years.

William Lau
Vice President Student Life

2013-21/5ff

To VP Chelen from Councillor Mohamed

Do you think we should advocate to the province on the leadership College?

Response:

Thank you for the question Councillor Mohammed.

Government lobbying strategies are the purview of the VP External, and so I have copied him for a further response to your question. My own personal perspective is that the Students' Union should consider all stakeholders when advocating for a specific point of view. Dr. Samarasekera's presentation to Council indicated that government funding will be sought for the project (which was news to me), and so I think we should carefully consider how we want to involve the Ministry in this discussion. Lougheed was, you'll remember, an important figure in Alberta's PC party history. We'll hopefully be continuing the discussion on the Peter Lougheed Leadership College at this evening's Council meeting.

All the best,
Dustin Chelen

2013-21/5c

Councillor Mohamed response to item 2013-21/5c:

Thank you for the excellent question, Councillor Mohamed. I believe that question period is the most effective way to keep individual councillors accountable. Councillors often cite "keeping execs" accountable as their platform points. I believe that each councillor has a responsibility to keep one another accountable and this can be done through written questions so that the response is recorded for history and the response is well thought-out. Once again, thank you for that amazing question. You are one heck of a Councillor.

Regards,

Bashir

2013-21/5gg

To Councillor Mohamed from Councillor Corbett:

What inspired you to ask every single councillor a question in one meeting?

Response:

Thanks for the response Councillor Corbett!

I wanted to ask everybody a question in council because I feel that we haven't been doing an adequate job at keeping one another accountable. Councillors often cite "keeping execs accountable" in their platform but rarely cite keeping other councillors accountable. I believe it is our responsibility to keep one another accountable. This is the way that I chose to do that.

I also think that Councillors should utilize written questions since it is a great tool to use when keeping strong lines of communications. I thought it would be more effective to give Council 8 hours of notice for these questions instead of sporadic ones during oral question period (where a substantial amount of questions occur anyways).

Regardless, I hope that Councillors see the effectiveness of written questions and utilize them more in the future.

Regards,

Bashir

2013-21/5hh

To Councillor Batal from Councillor Mohamed

What are your views on the ALES project. Are you satisfied with the lines of communications between Council and ALES?

2013-21/5ii

To Governor Kelly from Councillor Mohamed

Are you satisfied with the current structure of the Board of Governors? Do you think the SU should advocate to reform BOG?

Response:

Hey Bashir,

Please find a written response to your question in my written report.

2013-21/5jj

To the executive from Councillor Mohamed

The University has flown the pride flag. Will the SU do the same in support of LGBTQ issues in Russia?

2013-21/6

BOARD AND COMMITTEE BUSINESS

2013-21/7

GENERAL ORDERS

2013-21/8

INFORMATION ITEMS

2013-21/8g

Nicholas Diaz letter to Council

Please see document LA 13-21.01

2013-21/8h

ERC Summary Report

Please see document LA 13-21.02

- 2013-21/8i** BFC Summary Report
Please see document LA 13-21.03
- 2013-21/8j** Petros Kumsu, President- Report
Please see document LA 13-21.04
- 2013-21/8k** Ignite: Ideas for Post-Secondary Education – Student Consultations: Summary of Key Findings (January 2014)
Please see document LA 13-21.05
- 2013-21/8l** GAC Summary Report
Please see document LA 13-21.06
- 2013-21/8m** Audit Committee Summary Report
Please see document LA 13-21.07
- 2013-21/8n** Brent Kelly, BoG rep- Report
Please see document LA 13-21.08

Students' Union Discussion Paper on the Peter Lougheed Leadership Initiative

"The people demand that knowledge shall not alone be the concern of scholars. The uplifting of the whole people shall be its final goal." – *Henry Marshall Tory*

"I'm a community person, I think in terms of community before individual. That's the essence of Albertans and to a large extent that's the essence of Canadians as well." – *Peter Lougheed*

Author's Note: This discussion paper is in draft form. It is intended to share student perspectives with senior administrators and others involved in the development of the Peter Lougheed Leadership College, and to spark a greater discussion at the University of Alberta on the most strategic ways to invest in fostering successful student leaders.

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Executive Summary

On November 14, 2013, University of Alberta President Dr. Indira Samarasekera tasked the Students' Union to develop a discussion paper on the Leadership College. The document below has been informed by conversations with staff, administration, and students on our collective vision for student leadership development. Despite the short timeline, we believe the research and ideas below will resonate with a wide audience, and we are committed to further discussion to refine this document.

Recommendations:

1. Separate the Lougheed residence from the Lougheed Leadership College, focusing instead on leadership development in all University of Alberta residences.
2. Use a more consultative and informed approach to developing a Leadership College that reflects the values of the University and of Lougheed.
3. Provide sustainable funding to Community Service Learning, Undergraduate Research, Study Abroad, and the Emerging Leaders Program.
4. Develop leadership courses and ensure the teaching and learning environment supports the development of attributes essential to leadership
5. Provide greater institutional support for extra-curricular leadership opportunities like student groups, student government, and entrepreneurship programming.
6. Foster diverse leaders through targeted outreach and access for non-traditional leaders and low-income students.

Introduction

The University of Alberta exists as the premiere university in western Canada, and educates the future leaders of the province, the country, and the world. This is a community dedicated to asking big questions while uplifting students, faculty, and the province. Alberta has a legacy of quiet leadership, generating the ideas, the resources, and the spirit that quietly drive the country. Former Alberta Premier Peter Lougheed viewed Alberta as not in conflict with the goals of our nation, but instead the driver toward a more successful and prosperous Canada. While the University of Alberta may often see itself as simply the flagship institution of Alberta, this institution has the opportunity and the desire to become the key generator of ideas, principled and educated citizens, and steadfast growth for all of Canada.

In 2010, University advancement released a discussion paper on a “leadership initiative”, calling for funds to develop a leadership college and leadership program. What wasn't part of that document's narrative is the fact that student leadership development is not a new add-on to the University of Alberta. The University of Alberta's fundamental mandate is to offer a broad range of outstanding learning and research programs to prepare citizens and leaders who will make a difference. **Indeed, the entire University of Alberta is the leadership college discussed in that document.**

Leadership is not just the business of one fundraising campaign. Leadership is at the heart of the University of Alberta, our strategic plans, our position in Canada and Alberta, and most importantly, **leadership is at the heart of the aspirations of each of our administrators, staff, and students.** History dictates that Alberta is not a province that believes that only an exclusive few are able to lead: there are countless people born or educated in Alberta who find themselves in leadership positions around the globe.

While the University rapidly plans for a Peter Lougheed Leadership Initiative in partnership with the Banff Centre, students at the University of Alberta are looking to participate in the planning process. Young people around the world are starting to envision new models of leadership – leadership grounded in empathy, authenticity, a sense of ethics, duty, collaboration, complexity, and empowerment. As a research-intensive academy, we should aim to inspire the next generation of leaders. **The University of Alberta will not build leaders for the 1900s**, but instead provide the knowledge and talent the province and country needs to boldly forge our way into the 21st century.

Peter Lougheed was a learner, an athlete, a politician, and a representative. Like all University of Alberta students, he arrived with promise, values, experiences, and curiosity. His University of Alberta leadership story included membership in the Delta Upsilon fraternity and success as a Golden Bears athlete, Gateway writer, and Students' Union President. As SU President Lougheed valued including all of

Alberta in the University's activities. He started Varsity Guest Weekend, an event that brought Albertans to campus to experience the art, innovations, athleticism and skills being developed here. While there is no doubt that he was passionate, value-driven, and hard working, the SU would contend that his experience at the University of Alberta wasn't extra-ordinary. Each year the U of A welcomes over 7500 students, and most of them join student groups, work with the Gateway, join a fraternal organization, volunteer with the SU, participate in varsity athletics, or represent the University in Alberta and beyond.

The theme of this discussion paper is that every University of Alberta student should graduate with the confidence that they can be a leader in their chosen field. The Peter Lougheed Leadership College should be an extension of his vision for the University during his time as SU President. It should not be centred around an exclusive experience for only the top 1% of students. The University and the province should demonstrate modern-day leadership worthy of Lougheed's name throughout the process of developing a College. Most importantly, the project should be funded to honour the legacy Peter Lougheed left at the University of Alberta and our Provincial government. Lougheed should not be relegated to a low-capacity building at the edge of north campus.

Concisely summarized, the Students' Union believes that the Peter Lougheed Leadership College should:

- **Be aligned with University and student values**
- **Build on existing programs and strengths**
- **Build new programs based on research**
- **Be championed by students, staff, and the community**

Existing Leadership Initiatives

Student leadership development is not something new to the University of Alberta. In 2010, the Dean of Students Frank Robinson presented the concept of a leadership college to Dean's Council, which is often quoted as the impetus for such a college. What's important to note is that this college was presented as part of a larger strategy with the ambition of getting every student engaged in their university experience and later taking on a leadership experience in their senior years. This idea was one of many tossed around as part of a push to enhance student engagement. Other relevant documents that should be reviewed include the [Senate Springboard Report on Student Engagement](#), the [Report of the Provost's Advisory Task Team on Student Engagement](#) and the [Student Engagement Companion to Dare to Deliver 2011-2015](#).

More recently, the academy has taken on a reflective exercise to determine the core learning outcomes for each student that attends the University of Alberta. This list of student attributes was sourced from students, and closely reflects the

aspirations of students as well as program planners, accrediting agencies, and faculties. Leadership skills are one of the many talents that students should leave the University of Alberta with, but interestingly enough the broad attribute of “confidence” differentiated the U of A from peers with similar lists of graduate attributes.

Student Graduate Attributes:

- 1 Ethical responsibility
 - a. Global citizenship
 - b. Community engagement
 - c. Social and environmental awareness
 - d. Professionalism
- 2 Scholarship
 - a. Knowledge breadth and depth
 - b. Interdisciplinarity
 - c. Life-long learning
 - d. Investigation
- 3 Critical thinking
 - a. Analytic and synthetic reasoning
 - b. Interpretive proficiency
 - c. Intellectual curiosity
 - d. Information literacy
- 4 Communication
 - a. Writing skills
 - b. Oral Skills
 - c. Visual communication
 - d. Multilingualism
- 5 Collaboration
 - a. Openness to diversity
 - b. Interpersonal skills
 - c. Adaptability and compromise
 - d. Individual contribution
- 6 Creativity
 - a. Imagination
 - b. Innovation
 - c. Divergent thinking
 - d. Artistic sensibility
- 7 Confidence
 - a. Leadership and empowerment
 - b. Independence
 - c. Initiative
 - d. Resilience

It is important to note that this list of attributes is not meant to describe top student leaders. Rather, they stem from the question "What attributes or competencies does the University of Alberta foster in our students?" These attributes are fostered inside the classroom and out, through curricular, co-curricular, and extra-curricular activities.

Current Student Leadership Development Programs at University of Alberta

Over 250,000 students have passed through the University of Alberta since its creation in 1908. A recent report on the impacts of University of Alberta alumni by Dr. Briggs and Dr. Jennings shows that the U of A must be doing something right. University of Alberta Alumni include politicians Peter Lougheed, Jim Prentice, Linda Duncan, Joe Clark and Beverly McLaughlin; business leaders Daryl Katz, Ray Muzyka, and Doug Stollery; and academics Dr. Richard Taylor, Dr. Joseph Martin, and Dr. Raymond Lemieux. Below is a brief summary of existing programs that help foster student leadership potential. The list is in no way exhaustive, but is meant to stimulate thinking on the role and strengths of our existing student leadership programming portfolio.

Curricular

Study Abroad: Provides students an understanding of the world beyond Canada, giving them international competitiveness in an increasingly inter-connected world.

Academic Courses: Exposes students to disciplinary skills, attitudes, and knowledge that is congruent with the culture of the discipline, and is easily accessible for students with strict program requirements.

Community Service Learning: Teaches student to commit to self-directed learning and reflective practice which are hallmarks of leadership and develops students' ability to take risks, be open to diversity, be able to integrate and interrogate practice and theoretical knowledge, and interpersonal skills with the objective of bringing about positive social change.

Co-Curricular

Undergraduate Research: Provides students with varying levels of involvement where they learn to take initiative, collaborate with teams, engage in critical thinking and analysis, planning, facilitation and responding to change.

Experiential Learning: Creates real-world learning opportunities where students can apply knowledge, think critically in new contexts, develop connections with the wider community, and be exposed to current issues.

Extra-Curricular

Student Clubs and Government: Allows students to follow their passions and demonstrate enthusiasm, lead a team, understand group dynamics, develop emotional intelligence, and work in service to others.

Emerging Leaders Program: Offers participants an opportunity to develop their understanding of leadership through exploration of topics such as citizenship, common-purpose, collaboration, controversy with civility, consciousness of self, congruence, and commitment.

Entrepreneurship Programming: Empowers students to become agents of change and implement ideas that create value; seeking solutions to problems in their communities, work spaces and their organizations.

Athletics: Facilitates the academic, athletic, and personal development of young women and men by providing internationally recognized high performance sport competition, high performance coaching, resources, and a progressive approach to the on-going development of university sport in Canada.

The Students' Union and Leadership Development

As a student-governed organization, the Students' Union (SU) has a natural and keen interest in the topic of student leadership development. The SU believes it has a unique role to play in developing student leadership and citizenship on this campus.

From the earliest days of the University, the Students' Union has played a key role in governing and shaping student life. In the beginning, strongly supported by the administration and given responsibility over critical areas such as student discipline, it was evident that the Students' Union was perceived as the University's 'leadership program'.

Over time, the relationship between the University and the Students' Union has evolved to meet emerging needs. However, the core value implicit in the early days of the University – that students should, wherever possible, govern their own affairs and, in so doing, develop the skills necessary to form the next generation of Alberta leaders – has not changed. Unique in Canada, the role of student associations in the life of the University is specifically codified in the provincial legislation governing the institution.

That student associations exist as legislated entities speaks to the strongly Albertan value that citizenship is a lived experience. The experience the University provides should demonstrate the impact that effective, autonomous, and responsible citizenship can have in the world.

Similarly, leadership must be a lived experience. A senior leadership role within the Students' Union provides, more than any other on-campus opportunity, the opportunity to be fully responsible for choices made – the responsibility to be effective, autonomous, and responsible. The Students' Union believes strongly in effective, autonomous, and responsible student leadership development, explored below and continued in Appendix A.

Effective: Reinforcing a civic ethic

The Students' Union sees citizenship and leadership development as tightly linked. A university graduate should be comfortable with civic involvement and engagement, and should feel a sense of empowerment about their personal ability to effect change in the world. Leaders need to learn, first-hand and in real-life circumstances, the importance of effective governance and civic engagement.

Autonomous: Students leading students

The unique student-controlled nature of the Students' Union provides a singularly unique leadership opportunity. The SU provides an environment where ultimate decision-making power rests in the hands of students. It is not a sandboxed environment, but rather an open environment; the agenda and priorities of the organization reflect those of students, and evolve over time.

This is reflective of the real world, where graduates will work with others, in a wide range of circumstances, to effect change. The Students' Union provides an autonomous leadership/citizenship experience reflective of the complexity of civic life outside of academia.

Responsible: Driven by values

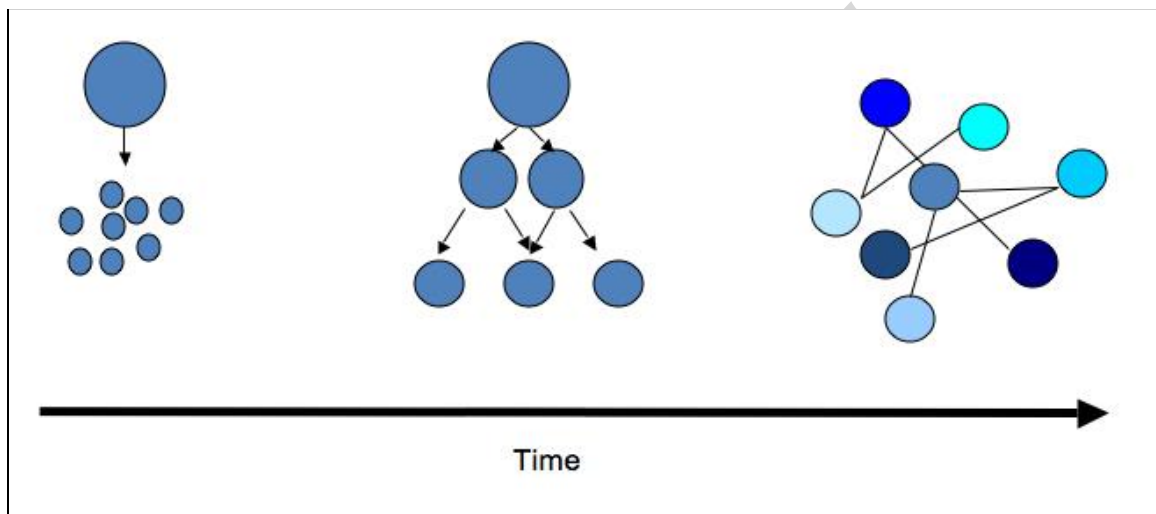
The Students' Union views ethical leadership as foundational to the future of Alberta. In keeping with that belief, leadership within the SU is highly values-driven, as reflected and articulated in the Students' Union's strategic values.

Leadership Understood

Theoretical Underpinnings

"The capacity to lead is rooted in virtually any individual and in every community."
(Astin & Astin, 2000)

There are many different definitions of leadership, and views on leadership have shifted from viewing a person being born a leader, viewing only one right approach to leadership, to the current models of leadership that view leadership as relational and complex. (Schuh, Jones, & Harper, 2011).



Settling on only one definition of leadership can be a challenging but worthwhile process. Identifying the underpinning values and principles held by the University of Alberta community that will guide our actions and programming is critical to the success of this effort.

To begin this process, it is important to explore the predominant student leadership development theories and student development theories. Much work has been done in recent years to study leadership development programs in colleges and universities, which has resulted in recommendations for leadership development programs that can be used to guide the intentional development of leadership programs at the University of Alberta. A competency framework for leadership has also recently been created (Seemiller, 2014), which provides an opportunity for the University of Alberta to evaluate and intentionally develop programming.

Theories on Leadership

Servant Leadership (Bass, 2000)

- Greenleaf (1977)
- Leader's purpose is to serve others and their community
- Leaders accomplish this by:
 - Listening
 - Being empathetic
 - Serving others first
 - Being good stewards
 - Committing to ethical and values-based behaviour/decision making
 - Focusing on nurturing the growth of others and the community

Transformational Leadership (Bass, 2000)

- First proposed by leadership historian James MacGregor Burns in (1978) and refined by Bernard Bass in the mid-1980's.
- Transformational leadership looks at how leaders can inspire and foster positive transformation, motivation, and enhance performance in others. Transformational leaders encourage others to think beyond themselves, and to focus on the good of the larger society.
- Bass' Full Range of Leadership: elements that help contribute to the creation of a learning organization include,
 - *Inspirational Leadership*: articulate a clear vision, build an open and trusting environment, collaborative, and sets the example for others.
 - *Intellectual Stimulation*: critical thinking, "creativity, innovation, calculated risk-taking, and careful experimentation are fostered."(Bass, p. 26)
 - *Individualized Consideration*: mentoring and coaching that is individualized, recognizing the different needs of individuals.
 - *Idealized Influence*: leaders are role models for others and behave in a way that matches the articulated vision and values.

Five Exemplary Practices of Leadership (Kouzes & Posner, 2002)

- Created by Kouzes & Posner (1988)
- Created through research on thousands of leaders in corporate settings, government agencies, and with students. Looked at what makes a leader perform at their personal best.
- Widely used in student leadership and leadership development programs. Has been used to create assessment inventory tools. The Emerging Leaders Program has used the Student Leadership Practices Inventory tool with student leaders.

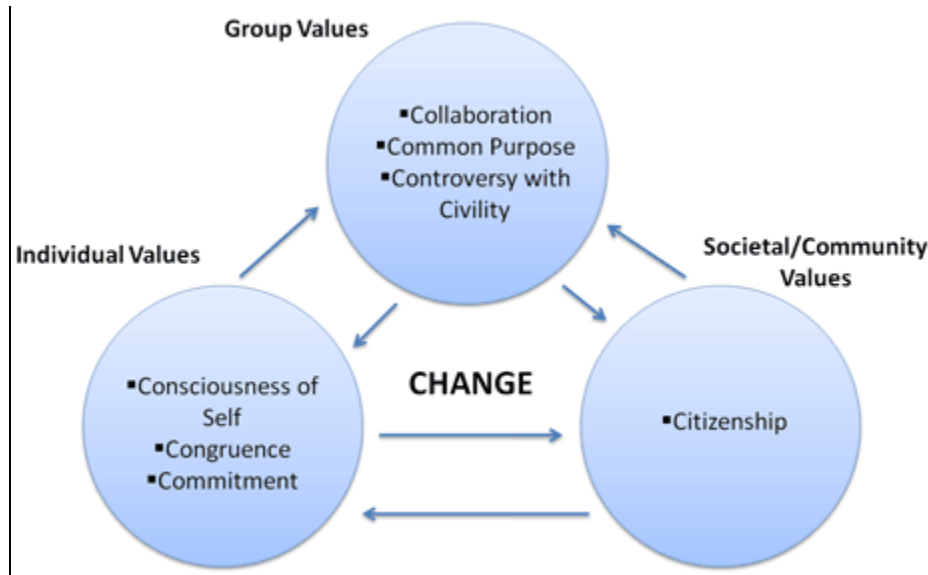
- The results were coded into five exemplary practices and ten commitments:

Model the Way	<ol style="list-style-type: none"> 1. Clarify values by finding your voice and affirming shared ideals. 2. Set the example by aligning action and shared values.
Inspire a Shared Vision	<ol style="list-style-type: none"> 3. Envision the future by imagining exciting and ennobling possibilities. 4. Enlist others in a common vision by appealing to shared aspirations.
Challenge the Process	<ol style="list-style-type: none"> 5. Search for opportunities by seizing the initiative and by looking outward for innovative ways to improve. 6. Experiment and take risks by constantly generating small wins and learning from experience.
Enable Others to Act	<ol style="list-style-type: none"> 7. Foster collaboration by building trust and facilitating relationships. 8. Strengthen others by increasing self-determination and developing competence.
Encourage the Heart	<ol style="list-style-type: none"> 9. Recognize contributions by showing appreciation for individual excellence. 10. Celebrate the values and victories by creating a spirit of community.

Kouzes & Posner (2002)

Social Change Model of Leadership Development (Komives, Wagner, & Associates, 2009)

- Developed by the Higher Education Research Initiative (1996)
- Values based leadership model that is collaborative and focused on creating positive social change. The SCM sees all students as having a role in creating a better community, and sees everyone as a potential leader. The SCM views concrete experiences and service as being a critical part of leadership development.
- The model is values based. These values interact with each other in a fluid manner. The underlying factor of the model is "Change".



Individual Values	<ul style="list-style-type: none"> • Consciousness of self attitudes. • Congruence • Commitment
Group Values	<ul style="list-style-type: none"> • Collaboration • Common Purpose • Controversy with Civility
Community/Societal Values	<ul style="list-style-type: none"> • Citizenship

Relational Leadership Model (Komives, Lucas, & McMahon, 2007)

- Created by Komives, Lucas, & McMahon (1998)
- Leadership is the process of people working together to accomplish positive change. The main components of this model are:
 - Process oriented: intentional around the groups actions and how they function
 - Ethical: socially responsible values guide behaviour
 - Empowering: increase capacity in others
 - Inclusive: embraces diverse opinions and points of view
 - Purposeful: driven by goals and common vision

Emotionally Intelligent Leadership - Shankman & Allen (2008)

- Created by Shankman & Allen (2008)
- Based in part on Goleman's emotional intelligence model
- Leadership has three areas of consciousness
 - Context: Understanding the environment (systems, processes, influencing factors, etc.) of your situation.
 - Others: Being aware of others and understanding relationships. Being empathetic, supporting, and nurturing others.
 - Self: Understanding your identities, priorities, values, strengths, beliefs.
- Twenty one capacities identified as part of this framework.

Consciousness of Context	Consciousness of Others	Consciousness of Self
-Environmental awareness -Group savvy	-Capitalizing on differences -Change agent -Citizenship -Coaching -Conflict management -Developing relationships -Empathy -Influence -Inspiration -Teamwork	-Achievement -Authenticity -Emotional self-control -Emotional self-perception -Flexibility -Healthy self-esteem -Honest self-understanding -Initiative -Optimism

Multi-Institutional Study for Leadership Study Recommendations

In "Developing Leadership Capacity in College Students: Findings from a National Study", Dugan & Komives (2007) provide ten recommendations for leadership programs based on the results of the Multi-Institutional Study for Leadership. The framework for the MSL project was the Social Change Model of Leadership.

Recommendation	Potential implications for UAlberta leadership programming
1. Discuss socio-cultural issues everywhere.	Conversations and dialogues on a wide range of topics need to be facilitated in different areas. This could be woven into curricular programming as well across campus.

<p>2. Get students involved in at least one organization.</p>	<p>Expand and continue to develop student groups. Empower student groups to develop and flourish. Connect students who are not already involved with opportunities. Promote self-efficacy.</p>
<p>3. Get students to at least one leadership program.</p>	<p>Leadership can be learned and developed, there needs to be a variety of programming opportunities available in the short, medium and long term. Short term or one time opportunities such as the 2015 leadership conference that is being planned by the Emerging Leaders Program team can help to jumpstart students' involvement.</p>
<p>4. Diffuse leadership programs across the institution.</p>	<p>Develop and deliver leadership programs to where students are already involved. Focus on non-traditional forums such as study abroad, advising, other places of student contact. Promote an immersive experience.</p>
<p>5. Focus on members, not just positional leadership.</p>	<p>Encourage a broad perspective of leadership. This ties into the diverse types and opportunities of leadership development, and can be related to development of student groups and resources.</p>
<p>6. Discourage too much breadth in involvement.</p>	<p>Encourage students to not spread themselves out too thin, but to go deep with key opportunities.</p>
<p>7. Develop mentoring relationships.</p>	<p>Mentorship from staff, community members, peer mentors, involve faculty in co-curricular leadership programming.</p>
<p>8. Design distinct programs for specific groups.</p>	<p>Tailor leadership programming for different groups. Help the minority groups who may not view themselves as leaders.</p>
<p>9. Align students' self perceptions of leadership competence and</p>	<p>Support building self-efficacy and to provide opportunities for all students to increase their self-awareness.</p>

confidence.	
10. Build bridges with K-12 educators.	This is larger than the specific mandate of the University, but is something worth keeping in mind in case opportunities arise for these discussions to occur.

The Student Leadership Competencies (Seemiller, 2013)

- Seemiller created a list of competencies drawn from the Social Change Model of Leadership, the Five Exemplary Practices of Leadership, Emotionally Intelligent Leadership, Relational Leadership Models, and other leadership frameworks.
- This competencies list was cross-referenced by more than five hundred academic degree accreditation guidelines in the US.
- Seemiller's final model has eight categories with sixty competencies in total (shown below). Each of the competencies has four dimensions:
 - Knowledge: "Do I understand this competency?"
 - Value: "Do I believe this is important?"
 - Ability: "Do I have the ability/skill to perform this competency?"
 - Behaviour: "Do I engage in this competency as appropriate?"
- Seemiller's model can be used in multiple ways, and shows a lot of promise as a framework for the development of leadership programming at the University of Alberta. This competency framework can be used to:
 - Develop programs and curricula
 - Map programs against competencies
 - Assess and evaluate programs
 - Benchmark across programs

<i>Learning and Reasoning</i>		
Research	Reflection and Application	Systems Thinking
Analysis	Synthesis	Evaluation
Idea Generation	Problem Solving	Decision Making
Other Perspectives		
<i>Self-Awareness and Development</i>		
Self-Understanding	Personal Values	Personal Contributions

Scope of Competence	Receiving Feedback	Self-Development
<i>Interpersonal Interaction</i>		
Productive Relationships	Appropriate Interaction	Helping Others
Empathy	Mentoring	Motivation
Others' Contributions	Empowerment	Providing Feedback
Supervision	Collaboration	
<i>Group Dynamics</i>		
Organizational Behaviour	Power Dynamics	Group Development
Creating Change		
<i>Civic Responsibility</i>		
Diversity	Others' Circumstances	Inclusion
Social Justice	Social Responsibility	Service
<i>Communication</i>		
Verbal Communication	Nonverbal Communication	Listening
Writing	Facilitation	Conflict Negotiation
Advocating for a Point of View		
<i>Strategic Planning</i>		
Mission	Vision	Goals
Plan	Organization	
<i>Personal Behaviour</i>		
Initiative	Functioning Independently	Follow-through
Responsibility for Personal Behaviour	Ethics	Responding to Ambiguity
Responding to Change	Resiliency	Positive Attitude
Confidence	Excellence	References and Resources

University of Alberta Leadership Values

In January 2014, the Students' Union began discussing a vision of leadership and what principles we felt should underpin leadership programming on this campus. Reflecting a collaborative process and creating a space for open dialogue, several Dean of Students staff and Emerging Leaders Program Leads were also involved. Our hope is that this is the beginning of a conversation on campus about what leadership means to the University of Alberta.

The session began with a brief overview of how the concept and social construct of leadership has evolved over time, from the great man theories, to behaviourist approaches, to the modern day relational, socially responsible, and complexity perspectives of leadership. Background information was provided on prevalent leadership theories to create a common language and setting for the workshop participants.

These were the resulting clusters of values and principles identified by the group when the group was asked to complete the sentence "Leadership is...."

<i>Inclusive</i>	There is leadership potential in all members of our community and it should be fostered in multiple ways to reduce barriers. Leadership is not limited to positional leaders.
<i>Lifelong & ongoing</i>	Leadership development is an ongoing process, and needs to be adjusted to where the student is at developmentally.
<i>Contextual</i>	Leaders are aware of the environment that they exist in and can think critically about the systems.
<i>Self reflective</i>	Leadership is taking the time and steps to think about oneself to enhance self-awareness.
<i>Self Awareness</i>	A key component of leadership is understanding one's own values, beliefs, and preferences.
<i>Congruence:</i>	Leadership is aligning actions with espoused values and beliefs.
<i>Self efficacy</i>	Leadership is building confidence and ability in a student to take action.
<i>Responsible and active citizenship</i>	It is a privilege to be part of a community, and leadership is to take ownership and responsibility for one's community.
<i>Ethical</i>	A leader fosters commitment to acting in a manner that is

	consistent with the values of our community.
<i>Social change</i>	Leadership is a commitment to being critical of existing structures and strive to increase equity for all. Another way to think of this is that leaders need to leave things better than how they found them.
<i>Collaborative</i>	Actively seeking out participation from others, valuing the diversity of opinions and approaches as a strength.
<i>Complexity lens</i>	Leadership development is multifaceted and needs a variety of approaches to address the variety of needs.

It is important that any leadership programming at the University of Alberta be based in principles, and engage with research on the multifaceted nature of leadership. The concept of student leadership does not need to be grounded in notions of elitism, income-earning power, or self-selection. While the above models, definitions, and values around leadership are designed to be comprehensive, **the Students' Union contends that any programming or investments in student leadership connect clearly to values and theories behind underlying leadership.** We will touch on these principles and theories at the end of our report in the recommendations section.

Student Leadership Programming

Creating and Advancing Leadership Education Programs in Higher Education Institutions

As sites of knowledge production, higher education institutes are dynamic organizations constantly creating new knowledge for dissemination. Leadership development education is a relatively new professional field of education and the growing number of universities across North America that are offering leadership education (whether independently or as embedded in existing curricular offerings) is indicative of the demand for such education (and the skills it equips students with) among students. More importantly, there is a growing demand for leadership skills to facilitate larger and more progressive positive social change especially in face of the many daunting political, economic, social and environmental challenges globally.

To this end, a growing amount of research has explored the ways that institutions can build a successful leadership education program. Arminio (2011) observes that “most successful leadership programs have a strong connection to the school’s mission” (p. 138) suggesting the need for an institution-wide introspection on how does the institutional mission (especially institutional needs highlighted in strategic planning and assessment process) contribute and complement a shared understanding and common language required for creation of leadership education. Drawing upon Kuh and Hall’s (as cited in Strange & Banning, 2001, p.100) work on leadership program design, Arminio explains that:

“If there are already traditions, values, and assumptions that support leadership education, such as a high degree of student participation in institutional governance, establishing a leadership education program can be viewed as an extension of those traditions, values, and assumptions. However, if this is not the case, initiators of new programs need to consider whether the institution is open to innovations” (2011, p.140).

Furthermore, Bucco and Busch (1996) point out that leadership development education program should account for characteristics of student body in designing programs and especially building upon the existing and unique strengths of the institution and its culture. At the same time, it is important to build consensus among members of the wider institution about the need for a change especially since leadership development education seldom functions in isolation and the success of such education is contingent upon institutional change – whether it be dynamic changes in attitude and behavior, or smaller changes in operations, logistics and administration. Creating a successful leadership education program at higher education institutions must involve faculty from the very beginning and a committed group of individuals in the form of a steering committee. Research shows that “exemplary leadership education programs were supported across

institutions" (Arminio, 2011, p.146) and that "support of respected faculty brings credibility and integrity to the program". To this end, "Kotter (1996) suggested that members of coalitions of change be chosen with these assets in mind as well as a diversity of expertise, work experience, and identity" (Arminio, 2011, p.146). Creating a vision for leadership education program should be an early task of the steering committee along with undertaking an evaluative and diagnostic process, called *Leadership Audit*, which "allows program planners to take appropriate steps to ensure success" (Boatman, 1999, p.326). Finally, reflection and consideration on removing traditional (socio-economic, demographic and so forth) and unconventional barriers (related to perceptions of who may or may not be a prospective leader, existing leader vs. emerging leader) for prospective participants should be a critical priority. Arminio also cautions about avoiding pitfalls that may emerge from traditional and dominant conceptualizations of leadership. He explains:

"Unfortunately, many educators may feel qualified to implement a leadership education program simply because they have served in a leadership capacity, regardless of the quality of leadership practice and pedagogical skills. Kotter (1996) cautioned about not thinking 'through carefully enough what new behavior, skills, and attitudes will be needed when major changes are initiated (p.108)." (Arminio,2011,150)

Institutional Barriers to Accessing Leadership Opportunities at University of Alberta

To understand the vision of student leadership on University of Alberta campus, particularly existing efforts that contribute to student leadership development and the barriers and challenges faced by current programs and initiatives, the Students' Union undertook some brief research. This constituted speaking with individuals that lead and / or guide existing programs and initiatives that potentially contribute to student leadership, such as the Community Service Learning (CSL), the Undergraduate Research Initiative (URI), Education Abroad and the Emerging Leaders Program (ELP). They were asked three specific questions: 1) How does _____ (i.e. the initiative / program) equip students with leadership competencies? 2) What are the current barriers and challenges _____ (the initiative / program) in expanding and making leadership opportunities accessible to a wider groups of interested undergraduate students? 3) What challenges and barriers do interested undergraduate students have to overcome in order to access programs offered by _____ (the initiative /program)? To contextualize and complement the information gathered, a brief review of literature on challenges post-secondary students face in accessing student leadership development opportunities was also conducted.

Difficulties in sustainability and growth: The most critical challenge for co-

curricular programs and initiatives such as Education Abroad (EA), Undergraduate Research Initiative (URI) and Community Service Learning (CSL) at university campuses, including the University of Alberta, is to secure sustainable sources of funding that allow for uncompromised functioning of existing programs as well as planning for growth and future expansion. On one hand, the increasing demand for such services is directly indicative of the benefits students obtain from participating in such opportunities, and how these experiences relate to their ability to identify and acquire suitable employment opportunities. On the other hand, post-secondary institutions in general face an increasing tumultuous financial situation where providing predictable models of funding for traditional academic units, let alone co-curricular initiatives, poses new challenges for university administrators. The lack of adequate resources, particularly financial resources, has a direct impact on students' ability to access opportunities provided by EA, URI and CSL programs and the challenges may manifest in multiple ways.

Lack of Awareness of Opportunities: Lack of awareness of available experiential learning programs, particularly those situated outside traditional academic units and faculties, and how may such programs aid students' personal and professional growth is a significant challenge that must be overcome to ensure that a wider group of undergraduates are aware of experiential learning options available to them. For example, in a recent survey conducted by the URI, 71% students moderately or strongly agreed that they believe there are research opportunities for students. However, only 67% of these students moderately or strongly agreed that there were research opportunities available to them. In addition, only 37% of these students moderately or strongly agreed that they knew the steps to take to get involved in research.

It requires dedicated staff who can engage in innovative design and delivery of outreach and awareness generating programs, liaising with students and faculty advisors to respond to their queries and concerns about how available programs can fit with students' academic needs, researching and identifying potential partners within and outside the university to satisfy student demands as so forth. At present the URI and CSL programs are served by relatively small support team and led by academic staff whose time is divided between their teaching, research as well as administrative responsibilities. Lack of adequate support staff also creates challenges in developing formal ties with other units on campus that can facilitate the services provided by pertinent programs. For example, it is essential for the URI initiative to be able to form formal ties with units such as CSL, UAI, CTL, libraries, students clubs and programs that exist within Faculties for mentored undergraduate research as well as for identifying new sources of partnership, undergraduate research partnership and so forth. However, with limited staff, ability to invest staff time in activities beyond ongoing and administrative responsibilities is a continuous challenge.

Lack of diversity of opportunities: It is increasingly evident that undergraduates

have a wide variety of academic programs to choose from at a large research intensive university, such as the University of Alberta, and the demand for experiential opportunities, whether in form of exposure to research, service learning, internships or study abroad programs, across a wider spectrum of experiences is growing. For example, there is a growing demand among prospective applicants of study abroad programs to seek internship experiences, which provide the benefit of globally competitive training and mentorship essential to survive a rapidly changing and globalizing workplace. However, there are challenges (both in terms of availability, accessibility and fit with academic programs) in ensuring adequate institutional and / or academy-organization partnerships are available which fit student demand for ideal geographic demand, length of duration, timing of such internships (to complement demands of the academic year), as well as cost implications.

Similarly, for CSL programs, opportunities are not equally available across faculties; more attention to building CSL into programs would help to address this problem but building CSL component into programs is time sensitive and requires additional commitment from the instructors' ends (and support from CSL staff). Some institutions, such as UBC, have dedicated CSL coordinators to liaise with the central CSL office. Furthermore, for academic programs offered by EA, there is a greater demand for programs that allow for direct and equivalent credit transfer such that students participating in study abroad programs can maximize on their experience while ensuring that their participation in such programs do not conflict with and /or delay timely completion of their degree.

Lack of adequate faculty involvement: As the demand for co-curricular engagement and experiential learning opportunities continue to grow among undergraduate students, ensuring that academic instructors are deeply engaged in providing such efforts will be key to offering meaningful learning opportunities for students.

Faculty members have an important role to play in connecting students to the right opportunities and this can take many forms, including but not limited to as providers of research mentorship, as academic advisors, as instructors who integrate experiential learning opportunities in their course curricular, and as mentors outside the typical student-instructor relationship who students look up and generally rely on for guidance. The growing class size is an obvious challenge for instructors and students to form a close professional relationship that is often the launch pad for further mentorship; this is especially true for students who may not fit the stereotypical definitions of a leader and hence may not be able to present themselves as prospective candidates with potential leadership qualities. For example, for students to grow an interest and participate in undergraduate research, they need to learn the skills and behaviors of the discipline and learn how to apply them to solve problems and contribute to society. However, large lecture classes do not facilitate such a learning opportunity.

Similarly, CSL opportunities may not be equally accessible across all faculties. For example, while the University of Alberta offers the Certificate in Community Engagement and Service Learning (an embedded undergraduate certificate), undergraduate students often cannot find the requisite courses to fulfill the requirements of receiving such a certificate. In other words, CSL is not built into enough programs to provide equal access for students to have their experience acknowledged.

At the same time, it is true that academic staff at most universities are already stretched thin given the demands of teaching, research and professional service thus indicating the need to create resources that can either free up their time or provide them with the support required to allow them additional time better integrating experiential learning opportunities in course curricular. It is also worth considering how may the Centre for Teaching and Learning draw upon expertise and resource to provide support to academic staff in curricular design and pedagogical explorations that support experiential learning opportunities for students.

Individual Barriers to Accessing Leadership at University of Alberta

Socio-economic Barriers: The lives of post-secondary students today is fundamentally distinct than those who gained a university degree two decades or more ago. On one hand, a post-secondary degree is a necessary investment to establish a long-term career and securing upward socio-economic mobility; on the other hand the constantly growing cost of post-secondary education requires many students, particularly those from low-income households, to often hold employment while enrolled in school, reducing the time and opportunity to undertake voluntary unpaid co-curricular activities. Some may try to enroll in higher number of courses in any given academic year in an effort to reduce the completion time of a degree, which also affects their ability to commit to non-academic experiential opportunities. The difficult task of having to balance family, employment and academic commitments can also create barriers for commuting and mature students who may be unable to commit extensive time on-campus and to co-curricular activities (Robinson, 2010; Enser, 2006).

Demographic Barriers: It is widely acknowledged and supported by research that students from traditionally underrepresented and minority groups, such as racial, ethnic, religious and sexual minorities, first-generation students, aboriginal students and women have distinct post-secondary education experiences, both in terms of the quality of experience and the opportunities presented / available to them for curricular, co-curricular, and extracurricular activities. For example, Arminio (2011) observes that students from minority racial groups “may be less like to become involved in leadership education programs, as they do not see themselves

as leaders" (p.141).

Demographic barriers, when compounded with socio-economic barriers, can pose greater challenges for post-secondary students to access leadership opportunities. In addition, individuals from under-represented groups, as a result of their distinct social identity, may have their own distinct learning needs, working and management styles and hence leadership styles. This may affect the way they go about accessing leadership development opportunities, as well as the types of opportunities that appeal to them. If the diversity represented in the society around us is beneficial to a progressive society and hence, should be nurtured further, it is worth considering if and how alternative perspectives on leadership may be inculcated among students from dominant and under-represented groups.

Accessibility Barriers: It is common knowledge that students with disabilities, be it learning, cognitive, or physical disabilities, often face barriers in how they access and avail experiential learning opportunities on and off university campuses. Hence, a truly inclusive curriculum of student leadership development that is embedded in the social change model, attention must be paid to integrating (including allocating additional resources and support) disabled students in diverse student leadership development opportunities at the University of Alberta.

Recommendations

The Students' Union believes that in order to build a world-class leadership education program, the University of Alberta should focus equally on existing programs as well as creation of new programs. The accomplishments of University of Alberta students, faculty and staff in teaching, learning, research and service are unparalleled proving a strong foundation for the high quality of existing curricular and co-curricular leadership education programs. At the same time, as an institution committed to the vision of top 20 by 2020, it is important as an academy to reflect on ways existing opportunities can be expanded to a wider number of community members as well as foster the institution's spirit of excellence in research and innovation to create new and novel methods of leadership educations. Hence, the recommendations offered below have been organized in two sections. The first section presents ways that current program offering can be improved while the second section captures thoughts on guiding principles and future steps that can be taken into account in designing new leadership education programs.

Recommendations for Current Programs:

1. Provide **permanent and sustainable funding to existing leadership education programs** such as Community Service Learning, Education Abroad, eHUB, the Undergraduate Research Initiative, and the Emerging Leaders Program, all of which are strong University of Alberta programs that provide opportunities to learn about leadership.
2. Create an endowed fund to **support faculty-based curriculum development** so that students can learn about leadership in their academic program. Funds should also support the Centre for Teaching and Learning to hire personnel and develop resources and services for instructors who choose to integrate leadership pedagogy into their courses. While we acknowledge that leadership is interdisciplinary in nature, we believe that an academic approach to teaching leadership is essential to a research-intensive University and that instructors will continue to push disciplinary boundaries in their teaching.
3. **Fund staff positions in each Faculty** that support the bridge between curricular and co-curricular leadership learning experiences, and to support instructors and administrators integrate leadership learning opportunities in traditional curricular programs. The SU acknowledges the essential role non-academic staff play in supporting student leadership development, and posit that dedicated staff housed in Faculties could better link students with the thousands of existing co-curricular leadership education options and match interested students with pertinent experiential learning programs across the University.

4. Continue to **develop existing residential leadership education programs** such as International House, Basecamp transition, Lister cohort floors, and student governance positions to allow a wider group of students an immersive residential leadership education experience.
5. Capitalize on the existing strength and diversity of extra-curricular opportunities at the University of Alberta through the **400 student organizations and clubs**. Enhanced support, training, and mentorship for the 1000 student executives at the University will reach individuals in natural leadership positions in faculty student groups, fraternities and sororities, charity and fundraising groups, social justice groups, or political organizations.
6. Plan and provide resources to support an **annual institution wide leadership conference** which showcases and rewards exemplary formal and informal leadership abilities exercised by students and staff and also explores tensions and opportunities between academic, theoretical and practical aspects of leadership education and training from various perspectives.

Guiding Principles for Transforming the University of Alberta into a Leadership College:

1. Begin a **collaborative process to build a shared vision of leadership** at the University of Alberta and develop a common language to characterize the values that should shape leadership education in the academy. The process of developing a leadership college should be consultative, visionary, and bridge barriers between students, staff, administrator, donors, program planners, and the wider community. Governance of the development and ongoing operation of a Leadership College should **reflect the parliamentary principles of Peter Lougheed**.
2. Connect current and former students to allow for natural mentorship opportunities from alumni that help students receive real-life learning and practical exposure. In addition, **support faculty and advancement-led entrepreneurship programming** so that University of Alberta students leave with a competitive edge.
3. Be inclusive in creation of leadership education programs and ensure that **program design reflects the linguistic and cultural diversity of all five University of Alberta campuses** and programs are equally available and accessible across all five campuses.
4. **Recognize the untapped potential of graduate students** for providing mentorship to undergraduate students and develop leadership programs that empower both the mentor and the mentee.
5. Ensure that curricular and co-curricular programs **foster the attributes and competencies** needed to work as a twenty-first century leader and integrate them in

undergraduate teaching to instill leadership values and skills in *all* undergraduate students. Reward student engagement in these activities and verify their efforts through greater institutional support of a **co-curricular transcript**.

6. Recognize that mentorship and close connections with the academy and community are essential to fostering student leadership development. The University of Alberta should explore cohort learning models, analyze class size, or consider including **small seminar-style classes** early in a student's program.
7. Ensure that every University of Alberta student has the opportunity, if they desire, to learn about leadership. This includes actively addressing barriers to non-traditional leaders and underrepresented groups such as women, international students, aboriginal students, commuter students, mature students, or LGBT students. A **Diversity and Equity office** with a mandate to support diverse student groups access leadership opportunities could lead this attempt, along with the advice of a broadly representative task force to **consider how non-traditional students can be exposed to leadership opportunities** and extra-curricular endeavors.
8. Find ways to **reduce barriers to interdisciplinary studies** since real and practical leadership opportunities must build on skills and knowledge available within and beyond traditional disciplinary boundaries.
9. Recognize the financial challenges students face in balancing curricular and extra-curricular learning and the opportunity cost of undertaking unpaid and volunteer engagements and create **need-based bursaries** to support them.
10. Review institutional barriers, such as challenges arising from **credit-transfer or program inflexibility** that prevent the students' non-academic activities from being acknowledged by the University, and may hinder their academic performance.
11. Consider developing a **university wide teaching strategy** that outlines a vision for inculcating leadership values among students in the design and delivery of academic instruction to reflect the institution's aspirations to become a world-class leadership institution.

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DRAFT

Appendix A

Students' Union Leadership Programming

The Students' Union integrates leadership programming throughout its governance and service units.

Discover Governance

Being involved in governance provides a fantastic opportunity for students to not only develop their leadership skills, but play a role in defining the University experience for themselves and future generations of students. Discover Governance (DG) is the Students' Union's governance unit, charged with providing impartial advice and information to students in University governance and in student government. DG also provides administrative services to student governance bodies, promotes governance involvement opportunities, and provides training and leadership/professional development services to student representatives throughout the University community.

Advocacy

The Students' Union maintains a Research and Political Affairs (RPA) unit that provides research and political strategy support for policy initiatives and advocacy efforts. As part of its work, RPA provides training to student leaders on topics such as University governance structures, media relations, and communications. RPA also supports senior student leaders by preparing briefings on all major issues and maintaining a documentary history for those issues. RPA ensures that student leaders are as well-prepared as possible to fulfill their representative and leadership functions.

The Students' Union is also an active participant in provincial and national student lobby organizations. These organizations provide extensive lobby training, and provide student leaders with unique opportunities to develop their skills through 'lobby weeks', in which student representative meets with more than 140 parliamentarians.

In-house programming

The Students' Union operates a wide range of student services, which employ a mix of permanent staff and student managers, over 100 term and casual staff, and approximately 1000 volunteers. Over the last ten years, an extensive in-house development program has evolved, to help both paid and volunteer staff fulfill their roles and develop their leadership skills.

From service directors to orientation leaders to peer advisors, the Students' Union has tremendous number of staff who join us for one or a few years and then move

on, with new students moving in to fill the gap left behind. This requires managing a continuous renewal process; the SU has found that leadership-focused training and development programs provide the best result, both for the volunteer/staff member and for clients.

Our **student services unit** is led by staff with a leadership-development orientation and training; as such, student staff may receive, in addition to job-specific training, extensive leadership-orientation development programs. Topics covered can include conflict resolution, train-the-trainer, planning, interpersonal communications, task management, self-awareness and personal values exploration, team building, and fostering strong relationships.

Student Group Services provides a range of professional development opportunities to student group leaders. Individual consultation and advice is provided as required to student groups. SGS also hosts Leadership and Transition Summits for student group executives and provides additional professional development sessions, as needed. Typical topics include goal-setting, communication skills, event and risk management, and best practices. Recent speakers include Ray Muzyka, Paula Simons, and Josh Classen.

Students involved in governance are also provided a range of development services and training. **Discover Governance** runs an annual 'GovCamp' for student councilors and faculty associations, which covers a range of topics, such as fiduciary responsibility, how to chair a meeting, strategic planning and goal development, policy development, diversity training and conflict management, history of the Students' Union, mock meetings, social media and outreach, events and risk management, bylaw and policy development, and transition. Advocacy and media training are also provided (separately) by the Research and Political Affairs department.

In 2014, DG is expanding training and development services to include GFC representatives and is adding election-school programming for potential candidates.

Students' Union executives receive extensive professional development to support their heavy leadership responsibilities. Beginning with a week-long transition retreat, the executives receive daily, ongoing support, training, advice, and mentorship from the Students' Union's senior management team and the Research and Political Affairs department.

SU executives are provided with a values-based, personalized leadership support program incorporating elements such as strategic planning, goal-setting, media relations, governance training, communications training, conflict management, policy creation, governance theory and practice, personal and political analysis.

Collaborative programming

The Students' Union works with the Office of the Dean of Students and Residence Services on the **Emerging Leaders Program**, a leadership development program based on the social change model of leadership. Now in its third year, ELP enrolled 58 students in 2013 with minimal promotion. Many ELP alumni subsequently move through other campus leadership positions, such as with the Students' Union, residence and faculty associations, and in student services.

ELP programming focuses on self-awareness, working with others, communication skills, and awareness of the contexts within which leadership and change happen.

Project Development

The Students' Union is experimenting with a new model for leadership development. Over the last two years, the Students' Union has supported (with financial, infrastructure, and administrative support, in addition to mentorship) a number of student-driven initiatives. These include the Sustainable Food Initiative, the Gender-Based Violence Prevention Project, and a proposed Gender and Sexual Identity Diversity Centre.

This new model envisions providing students with a passion the support and resources they need to make their vision a sustainable reality. The Students' Union provides seed funding, staff support, access to professional development opportunities, space, and administrative support for a limited period of time, after which the projects must either stand on their own or be wound down. For those that evolve into a sustainable enterprise, the SU continues to provide leadership development, transition support, and mentorship where required and requested.

Hello all,

On February 4th, I attended the Students' Council meeting to hear Indra speak, as well as to hear the presentation on the updated Student Group rules. It was not my intent to debate the validity of a bylaw to be passed by council, and I was only approached to speak to that issue a very short time before it came up. Given the chance and full knowledge of what I was debating, I would have asked for the question to be delegated to the appropriate committee, namely the bylaw committee.

I apologize if my speaking in favour of the motion came across as arrogant, given that this was my first time speaking at Students' Council. This was not my intent.

Sincerely,

Nicholas Diaz



ELECTIONS REVIEW COMMITTEE MEETING SUMMARY REPORT TO COUNCIL

Motions		
1.	<i>SPEAKMAN</i> moved to <i>approve the agenda for February 5, 2014 as amended.</i>	<i>CARRIED</i> 4/0/0
2.	<i>SPEAKMAN</i> moved to <i>approve the minutes for January 22, 2014 and January 29, 2014 as tabled.</i>	<i>CARRIED</i> 4/0/0
3.	<i>SPEAKMAN</i> moved to <i>adjourn the meeting.</i>	<i>CARRIED</i> 4/0/0
<i>Date: February 05th 2014</i>		<i>Time: 12.12 pm</i>
		2013 – 2014



BUDGET and FINANCE COMMITTEE MEETING SUMMARY REPORT TO COUNCIL

Date: February 05th 2014

Time: 5.12 pm

2013 – 2014

Motions

1.	<i>HODGSON/VALDEZ</i> moved to <i>approve the agenda for February 05, 2014 as tabled.</i>	<i>CARRIED 4/0/0</i>
2.	<i>MOHAMED/HODGSON</i> moved to <i>adjourn the meeting.</i>	<i>CARRIED 4/0/0</i>

February 11th, 2014

To: Students' Council

From: Petros Kusmu, President 2013-2014

Re: Report to Students' Council (for February 11th, Meeting)

Hello Council!

Instead of providing you a report for the Main Agenda, I figured I'd provide give you one for the Late Additions. Why? Well since we had Council last week, my Main Agenda report would be a report for two days worth of work whereas for the Late Addition I can report on six days worth of work.

On another note, here's a friendly reminder for you to RUN in the upcoming executive elections! Nomination deadlines are due this Friday and you can pick up a nomination deadline from SUB 2-900.

With that being said, here's a brief update on what I've been up to since February 4th.

- **Fall Reading Week (FRW)**

What's the progress with truly finalizing a FRW? Having the Provost sign off on a set of proposed changes to the University's policies/procedures and etc. Right now, the Provost's office is currently working on creating that text. In the meantime, VP Academic Dustin Chelen, the Dr. Bill Connor from the Provost's Office, and I will be presenting to the Academic Staff Association University of Alberta (AASUA) this week to solicit any final feedback on the soon-to-be-implemented FRW. I'll keep you posted on when we can arrange a press conference/signing ceremony with the Provost.

- **Rent Rates and Leases at the Tamarack and Pincrest Residence**

I recently got informed from a friend of mine who lives in Tamarack and Pincrest (T&P) – the newly built residences in the East Campus Village – that earlier this month the University told T&P residents their rent would increase. This was extremely problematic since she and other T&P residents signed an agreement (i.e. lease) with the University on a set rental rate per month. As a result, VP Student Life William Lau brought me along to one of his Residence Advisory Committee (RAC) meetings and we raised this issue to the University's Residence Services (RS). They promised to follow-up with us 72-hours after the meeting and RS ended up deciding to not increase the rent.

Furthermore, my friend also mentioned how problematic it was for the University to offer T&P students' leases that end on July 31st. This is extremely odd since most students would vacate their residence at the end of the Winter semester (i.e. April 30th). VP Lau and I raised our concerns with how inconvenient it is to offer students 7-, 11-, and 12-month leases to students since 4-, and 8-month leases are significantly more flexible to students. RS said that if they are to change the length of the leases, they would have to increase rental rates to students (by potentially 25%) since their original business plan for the T&P residences was based off of the fact that leases would be 11-months (which is a terrible assumption, in my humble opinion). I've had more student complaints about this so far.

In the meantime, please tell your friends ask your friends who live T&P if they've received a follow-up email from RS confirming that their rent will not increase in the middle of their lease. Furthermore, please tell them to send me their feedback on having an 11-month lease or increased rental rates for 8-

month leases.

- **External Advocacy Success + International Students**

One of CASA's asks for a number of years was a change to the visa processing for Canadian international students so that it'd be easier for them to travel out and into the country – i.e. multiple-entry visas. This is especially important for international students who want to visit family, study, or work abroad while not wanting to compromise their Canadian study visa. In case you missed it, the Department of Citizenship and Immigration adopted our lobby priority on multiple-entry visas a week or so ago and implemented the changes last week. Federal advocacy for the win!

- **Block Week Courses**

Since Councillor Mohamed asked for an update, I figured I might as well include it in my Council report.

During my Presidential campaign, the general feedback I received from students on the Block Week courses idea was mixed. Some really liked the idea, some thought it wasn't the best idea, and others were indifferent. The general consensus though was that it would be worthwhile having the SU investigate in it and discuss the merits of advocating for Block Week courses in Council. Therefore, the mandate I received from students was primarily research and discussion on the issue. Beyond that, I plan on sharing my research results to faculty-associations since I've already had a faculty association leader request this research in their advocacy efforts for curriculum review at their faculty. Furthermore, as I mentioned in my campaign platform and executive goals document, once this research is finalized and input is received from Council and other student leaders, I'm hoping to strike up a conversation with the University's Provost about the merits of Block Week courses when we have a solid understanding on it. As with the FRW initiative, I imagine this will be a multi-year initiative.

- **Fostering Student Entrepreneurship on Campus**

Last week, VP Lau, VP Operations and Finance Josh Le, VP External Adam Woods, and General Manager Marc Dumouchel visited the School of Business' eHUB office – i.e. their student entrepreneurship office in HUB mall. eHUB and other components of the “Entrepreneurship @ UAlberta” initiative is the School of Business' way to foster cross-faculty student entrepreneurship opportunities and it has been a great success so far. In late January, they held an Entrepreneurship 101 where students pitched their startup ideas to other students, faculty, media outlets, and investors in hopes of finding team members, software developers, investors, connections, or whatever else they're looking for. Dr. Qasim Rasi – the person leading the Entrepreneurship @ UAlberta file – loves it that the SU is interested in this file and he's excited at the thought of transforming the North Power Plant into a “Mercer Tavern”-type of space – a mix of social space (e.g. coffee shop and a pub) and a collaborative work environment (e.g. work stations). Furthermore, he's very appreciative of our efforts in trying to communicate to students the various entrepreneurship opportunities that they can take advantage of. Currently, we're waiting to hear back from Qasim on his feedback for the NPP space. Additionally, in our upcoming newsletter, we will include some information on how students can get involved with Entrepreneurship @ UAlberta's initiatives.

- **Ignite: Ideas for Post-Secondary Education + Quarterly Roundtable Meeting with the Minister and Student Leaders**

Ignite Alberta's press conference last week was extremely successful. Our press conference had coverage on all of the major TV and newspaper outlets in Edmonton, Calgary, and Lethbridge. Furthermore, we had all of the opposition political parties create media statements in regards to our findings and further

pressured the provincial government to take our research seriously.

This weekend, myself and the President of the Students' Association at MacEwan University (SAMU) presented our findings to the Deputy Premier and Minister of Innovation and Advanced Education Dave Hancock, civil servants from the Ministry of Innovation and Advanced Education, and student leaders from around the province at our quarterly roundtable meeting with the Minister. Our findings were well received from him and the other student leaders around the room. There is a serious conversation taking place provincially on: a. What are ways we can start thinking about shaping the future of higher education in Alberta?; and b. How do we ensure that we're hearing student concerns loud and clear? The Ministry is interested in continuing this conversation and we're in the works of establishing a meeting with them soon so we can figure out how we can translate the feedback we heard from students in our report to tangible policies. I've attached Ignite's second report to Council's Late Additions as an information item.

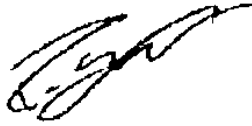
Some interesting things that were brought up in our meeting with the Minister:

- The Minister mentioned that he would most likely provide post-secondary institutions extra operational grants to make up for the tuition freeze from last year;
 - The Federal Government's plan to want to double the amount of international students in Canada and have more Canadian students study abroad was a conversation that didn't really take place with the Provincial Government;
 - **The Minister said he believed it was "unfair" to increase an international student's tuition in the middle of their program. (He said something along the lines of "unfair to change the bargain half way through.")**
 - The Minister said that he's not sure if the Post-Secondary Learning Act (PSLA) will open up any time soon. But, if anything, the PSLA but open up a bit in the fall for slight tweaks – not a fundamental rethinking or large-scale change to the Act itself.
 - The Minister is more interested in the post-secondary system being seen as a K-16 system since he believes having a basic degree is a "public good".
- **Student Council Engagement Taskforce (SCET) Recommendations**
Since Councillor Binczyk asked me a question on how the Executives will implement SCET's recommendations, I figured I'd address it in my report. Simply put, I'll raise this as a discussion item in our upcoming executive committee meetings prior to the SU elections commencing so we can figure out how we can make some strides towards SCET's recommendations. While it may be unrealistic to expect that the executive committee can implement a slew of changes immediately with what's left in our terms in office, we will surely try our best to do what we can! As someone who's been on Council for nearly six years and a strong proponent of SCET, I am personally vested in SCET's recommendations being implemented.
 - **International Students + President Samarasekera**
I am in the works of not only ensuring the University's Provost and VP International present to Students' Council on its plan to improve the undergraduate international student experience after its increase to the international differential fee, but I am also working hard to ensure that President Samarasekera will speak to Students' Council at that same time. I am aiming for this conversation to take place in March when the President and her team has formulated a more concrete understanding of what actions they'll take to improve the international undergraduate experience since the President promised to provide a report of this kind of the Board of Governor's meeting on March 14th.

That's it for now folks. Best of luck to all of the folks running the upcoming elections! With that being said, the Executives and I only have 55 (working) days left in office...

Till next time!

Signing off,



Petros Kusmu

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

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

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IGNITE

IDEAS FOR **POST-SECONDARY** EDUCATION

STUDENT CONSULTATION

Summary of Key Findings | January 2014

AGC ALBERTA
Graduate Council

ASEC
ALBERTA STUDENT EXECUTIVE COUNCIL

CAUS
Council of Alberta University Students

This report was prepared by Banister Research & Consulting Inc.,
an Edmonton-based full service management consulting firm.



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SUMMARY OF KEY FINDINGS

In the Fall of 2013, Ignite: Ideas for Post-Secondary Education hired Banister Research to conduct an Alberta-wide consultation, consisting of both facilitated student discussions and an online survey, to hear from Alberta's students both about the current issues and challenges facing Alberta's post-secondary sector and their vision for its future. The following is a brief summary of the key findings from that consultation:

- Access & cost of post-secondary education and quality teaching were by far the highest priorities for Alberta's students
- The high cost of post-secondary education is reducing access to higher education, increasing student debt, and diminishing the quality of education by hindering the ability of students to concentrate on their studies
- Alberta's students were divided as to whether or not more Albertan's need to attend post-secondary education; many students believe that Alberta's economy, which offers many high paying jobs that do not require post-secondary education, is largely responsible for Alberta's low post-secondary participation rate
- There are extra barriers for some groups when it comes to attaining a post-secondary education and this likely accounts for some groups being under-represented in Alberta's post-secondary institutions
- Transferring credits between post-secondary institutions is a significant challenge for Alberta's college students
- Reduced provincial funding dedicated to post-secondary institutions has increased the financial burden on students and caused programs to shrink or be cut all together
- While autonomy of institutions needs to be protected, they need to find ways to be more efficient and transparent with the money they collect from the government and students
- Research of all kinds is important to Alberta's post-secondary sector
- Public funding of research is important for Alberta and there needs to be a balance between academic autonomy and oversight for researchers
- Quality should be assured but institutional autonomy must be protected
- More accountability and transparency is needed in evaluating the quality of all types of instructors
- Alberta's post-secondary institutions needs to balance a broad, general education with the need to make Albertan graduates more employable
- Technological innovation needs to be embraced by Alberta's post-secondary institutions
- Online courses are a great medium for some students but should be thought of as a supplement to, not a replacement for, in-person learning
- The Ignite consultation is a great way to hear from students and to build a student-led vision for Alberta's post-secondary education system
- The results and actions from this process need to be shared with Alberta's students and this consultation process should be an ongoing and periodic event

1.0 PROJECT BACKGROUND

Ignite: Ideas for Post-Secondary Education is a student-led initiative composed of Alberta's three post-secondary student umbrella organizations: the Council of Alberta University Students (CAUS), the Alberta Graduate Council (AGC), and the Alberta Students' Executive Council (ASEC). The main purpose of Ignite is threefold:

1. To build student and stakeholder engagement;
2. To create an inclusive vision for Alberta's post-secondary system; and
3. To foster the needed relationships between post-secondary stakeholders.

Ignite Alberta kicked off with a two-day conference at the University of Alberta in February 2013 attended by post-secondary students and representatives of: the Government of Alberta, post-secondary institutions, industry, and K-12 School Boards. These attendees came together to discuss both the current issues and challenges facing Alberta's post-secondary sector and their vision for what the sector should look like in the future. These conversations were summarized in a post-conference report entitled "What We Heard."

The second phase of Ignite's engagement process, an Alberta-wide consultation of the provinces post-secondary students, occurred in the fall of 2013. Understanding the diversity of Alberta's institutions and students, the Ignite Steering Committee felt it was important to give all of Alberta's students the chance to have their voice directly heard. The objectives of this consultation were:

1. To engage Alberta's post-secondary students in this important conversation;
2. To hear from students about their top-of-mind issues related to post-secondary education;
3. To explore how the themes of the Ignite conference resonated with Alberta's students;
4. To hear directly from students about their vision for Alberta's post-secondary education sector; and
5. To ascertain how to continue this conversation moving forward.

Similar to the conference, the consultation was interested in hearing from students both about the current issues and challenges facing Alberta's post-secondary sector and their vision for its future. The second phase consultations took the form of facilitated focus group sessions on post-secondary campuses across Alberta and of an online survey designed to reach all of Alberta's post-secondary students.

"The role of government is to build the shell and let creativity happen within. This shell is not just in terms of physical space but also funding and organizational structure."

—ALBERTA COLLEGE OF ART
& DESIGN STUDENT

2.0

METHODOLOGY

Banister Research & Consulting Inc. (Banister Research) was contracted by Ignite: Ideas for Post-Secondary Education through an open RFP process in August 2013 to facilitate Ignite's phase two consultation. The Ignite Steering Committee felt strongly that the consultation needed to be both wide-reaching and in-depth to capture the diversity of Alberta's post-secondary institutions and students. In order to achieve this, Banister Research employed both quantitative and qualitative research methodologies designed to allow all of Alberta's post-secondary students the opportunity to have their voice heard. The qualitative research was collected through facilitated focus group sessions at Alberta's post-secondary campuses and was designed to allow a smaller group of students to represent their campuses through an in-depth discussion. The quantitative research was conducted through an online survey designed to reach the student body of each campus more broadly in order to limit representational bias.

Banister Research facilitated focus groups at 22 of Alberta's 25 credit-granting public-post-secondary institutions.¹ The groups generally contained 8 to 12 participants with a few groups having participant numbers above or below this range. The facilitator followed a Moderator's Guide which was approved by the Ignite Steering Committee, when facilitating each session.

Banister Research worked closely with the Ignite Steering Committee in designing the survey instrument, based on the post-conference report, "What We Heard." All draft versions were submitted to the Ignite Steering Committee for review and approval.

Banister Research and the Ignite Steering Committee worked directly with the students' associations of Alberta's post-secondary institutions to coordinate the focus groups and distribute the survey at each institution. Though the students' associations at most institutions were able to organize a focus group on their campus, many had trouble coordinating with the administration at their institution to send out an email invite for the online survey. Therefore, fewer of Alberta's post-secondary institutions were able to participate in the surveys than the focus groups.

A total of 2,036 surveys were completed from October 8th to November 8th, 2013; overall results are accurate within a margin of error no greater than $\pm 2.2\%$ at the 95% confidence level, or 19 times out of 20.²

This report outlines the findings from the phase two consultation as a whole.

¹ Including the Banff Centre, there are 26 publicly funded post-secondary institutions in Alberta. The Banff Centre has been excluded from the Ignite consultation as it is not a credit-granting institution.

² Based on a population of approximately 260,000 students attending post-secondary institutions in Alberta.

3.0 SUMMARY OF FINDINGS

This report is organized according to the themes in the Ignite: Ideas for Post-Secondary Education post-conference Report, “What We Heard”:

- Access & Cost of Post-Secondary Education;
- Quality in our Post-Secondary Education System; and
- Technology in the Classroom & Beyond.

Where there were high levels of agreement about the future of Alberta’s post-secondary system, a statement regarding this future vision is indicated.

Each category has a dedicated summary in the pages that follow.

3.1 PRIORITY & OVERALL IMPORTANCE

In terms of the themes used by Ignite: Ideas for Post-Secondary Education, access & cost of post-secondary education and quality teaching were by far the highest priorities for Alberta’s students.

“Providing accessible and affordable post-secondary education, regardless of a person’s life circumstance or geographic location, is where they need to look at making sure they are meeting the standard before they start looking at some of the other “nice to dos”.”

—ATHABASCA UNIVERSITY STUDENT

In the survey:

- More than half of the respondents (53%) reported that Quality in our Post-Secondary Education system is the most important theme (44% rated it second-most important), while 45% of the respondents reported that Access & Cost is the most important theme (49% rated it second-most important).
- Conversely, 1% and 7% rated Technology in the Classroom & Beyond as the most and second-most important theme, respectively, while 91% reported that it was the least or third important.

In the focus groups, the most frequently mentioned priority was ensuring that Alberta’s post-secondary system is accessible to all Albertans. Accessibility was thought of in terms of both costs and geographically having access to the courses and programs students are interested in regardless of where in the province they reside.

The second most frequently mentioned priority was ensuring that Alberta’s post-secondary institutions are offering high-quality teaching. A small number of groups indicated that ensuring high-quality teaching was the most important priority for Alberta’s post-secondary system. For these groups, high-quality teaching is the main purpose of post-secondary institutes and so Alberta needs to ensure the quality is up to standard before other issues were addressed.

3.2 ISSUES AND THEMES

3.2.1 Access & Costs of Post Secondary Education

Accessibility

The high cost of post-secondary education is reducing access to higher education, increasing student debt, and diminishing the quality of education by hindering the ability of students to concentrate on their studies.

In the survey:

- Eighty-three percent (83%) of students indicated a high level of agreement with the statement that “In order to reduce the average debt-load of current students, more non-repayable student financial aid (grants and bursaries that do not need to be paid back) is needed.”
- Eighty-one percent (81%) of students surveyed indicated a high level of agreement with the statement that “In order to increase the proportion of Albertans who attain post-secondary education, more non-repayable student financial aid is needed for students.”
- Seventy-six percent (76%) of students indicated a high level of agreement with the statement that “In order to increase the proportion of Albertans who attain post-secondary education, access to student financial aid needs to be increased.”
- When asked if there were any other important issues or concerns for post-secondary students, related to the theme of Access & Cost of Post-Secondary Education, that should be included in the conversation, of the respondents who provided a response, just under-one third (31%) suggested affordable education and/or lower costs, in general and 15% referenced support and/or access to financial aid.

In the focus groups, the majority of groups indicated that, in one way or another, the cost of attaining a post-secondary education acts as a barrier to entering the system and the successful completion of a program. Though the increasing financial burden on students was raised as a side effect of the provincial budget cuts, it was also commonly highlighted as its own independent point. Though the cost of tuition was commonly raised as an issue, many students were more concerned with the extra costs associated with attending a post-secondary institute, such as textbooks and fees, and the living expenses, such as rent and groceries. Smaller colleges in particular indicated higher concern with these other costs than with tuition. The high cost of textbooks, many of which were reportedly never used, and the large number of fees, separate from tuition, were topics that elicited strong negative reactions from a handful of groups.

“Students have to invest in their future, but the government needs to invest in the public so they will have a future.”

—NORTHERN ALBERTA INSTITUTE OF TECHNOLOGY STUDENT

“There is a sense of pride that comes from being able to pay for your own education; I just think it should be a little bit more reasonable.”

—MAC^EWAN UNIVERSITY STUDENT

“If you drive up the participation rates in post-secondary without a corresponding increase in available jobs, the problems for students will only be multiplied.”

—UNIVERSITY OF CALGARY STUDENT

The combination of all of these costs, however, was the common theme. A small number of groups observed that these costs act as barriers to individuals from lower socio-economic backgrounds in obtaining a post-secondary education. A small number of groups also noted that access to funds (loans, scholarships, grants, and bursaries) is limited, and is a major concern for students already in the system who can find it hard to access the funds they need to continue in, and finish, their program. On a similar note, a small number of groups mentioned the fact that, with costs at their current level, most students now have to balance work with their studies, increasing their stress levels and decreasing their ability to concentrate on their academics. These participants noted that, even though many students work while attending school, they are still graduating with increasingly higher debt loads.

In their vision of the future, Alberta’s students see Alberta’s post-secondary education system as being affordable and accessible to all Albertans who want to attend regardless of their financial means or where in the province they live:

- Ninety-two percent (92%) of respondents placed high importance on “A post-secondary education system that has affordable costs for students.”
- Ninety percent (90%) of respondents placed high importance on “A post-secondary education system that has predictable costs for students.”
- Eighty-eight percent (88%) of respondents placed high importance on “A post-secondary education system that is accessible to all Albertans, regardless of their financial means.”
- When asked what other top-of-mind words or phrases come to mind when thinking about their vision for the future of Alberta’s post-secondary education system, of the respondents who provided a response, 37% mentioned “affordability.”
- In the focus groups, making sure Alberta’s post-secondary system is accessible in the future was mentioned as part of the vision at every institution.

Alberta’s students were divided as to whether or not more Albertans need to attend post-secondary education; many students believe that Alberta’s economy, which offers many high paying jobs that do not require post-secondary education, is largely responsible for Alberta’s low post-secondary participation rate.

In the survey:

- About half (53%) of respondents indicated a high level of agreement with the statement that “The proportion of Albertans who attain post-secondary education needs to increase.”

In the focus group sessions, about half of the groups believed that Alberta’s economy was the largest driver of the low post-secondary participation rate. Participants indicated that the opportunity cost of going to post-secondary in Alberta was very high due to the number of available high paying jobs, which do not require post-secondary in the province. There was disagreement on whether or not this fact is

problematic for Alberta. Some groups believed that Alberta's labour market is demanding workers with or without post-secondary education, and it makes sense for some people to choose that path. Others believed that catering to the current labour market without thought to the future will ultimately lead to negative consequences for Alberta when the oil boom ends. These groups concluded that a more educated population would be better for Alberta in the long run.

There was, however, general agreement on both sides that regardless of whether or not more Albertans choose to attend post-secondary education, every high school student should have the support to consider it as a viable option. Strengthening this connection would allow Albertans to make better informed decisions at a critical time in their lives. Students also raised concerns with the lack of connection between high schools and post-secondary institutions. It is perceived that high school students are in need of more guidance in terms of the costs and benefits of post-secondary education, and in terms of the different options available to them. This information would allow students to understand what their interests are and how to explore and apply them in an educational and/or workforce setting.

In their vision for the future, Alberta's students see post-secondary institutions reaching out to young Albertans while they are still in high school. Regardless of whether or not more Albertans choose to attend post-secondary education, every high school student will have the support, guidance and information to consider it as a viable option.

There are extra barriers for some groups when it comes to attaining a post-secondary education and these likely accounts for some groups being under-represented in Alberta's post-secondary institutions.

In the survey:

- Sixty percent (60%) of respondents indicated a high level of agreement that "In order to increase participation from groups currently under-represented in Alberta's post-secondary education system (e.g., aboriginal, rural, and mature students), a strategy needs to be created to address these groups' cultural expectations which often prevent them from attaining post-secondary education".

In the focus groups, the majority of groups indicated that it is more difficult for some populations to attain a post-secondary education. When it came to rural students, about half of the groups indicated that geographic access to post-secondary education acts as the main barrier. This lack of access to local programs/courses means that rural students have to incur the extra-costs of moving away from home in order to attend a post-secondary institution. Financial barriers are also particularly significant for single parents and mature students, who face additional child care costs and often leave employment in order to come back to increase their level of education. The costs of upgrading from high school are also an additional burden for these groups. A small number of groups also noted that there are cultural issues that can prevent some groups from attending a post-secondary institute. The common

"There are a lot of other groups that aren't being served or aren't being served in a way that engages them to come to post-secondary education institutions in Alberta."

—ATHABASCA UNIVERSITY STUDENT

example was the stigma that many rural and aboriginal students face when leaving their homes and their families to become ‘over-educated’ at a post-secondary institute. Participants were uncertain about how to address these issues.

In their vision for the future, Alberta’s students see a post-secondary education system that is inclusive and accessible to all who want to attend.

- When asked what other top-of-mind words or phrases come to mind when thinking about their vision for the future of Alberta’s post-secondary education system, of the respondents who provided a response, twenty-three percent (23%) mentioned “equal opportunity,” “inclusive,” or “accessible to everyone.”

Transferring credits between post-secondary institutions is a significant challenge for Alberta’s college students.

“If the basic system is stable and predictable, that allows people to focus more on research, more on their teaching, more on making innovations and new contributions.”

—UNIVERSITY OF ALBERTA STUDENT

“The government funding education is in its own self interest, even if it can’t directly control it.”

—KINGS UNIVERSITY COLLEGE STUDENT

Focus group participants, mainly from Alberta’s colleges, noted that credit-transfer is a significant issue that many students deal with on a daily basis, and that can have a large impact on their academic career. Though no questions directly about transferability were asked in the survey, the theme of transferability was raised at a handful of groups who were concerned that the system for assessing whether credits transferred was subjective and lacked transparency. It was discussed that many students end up having to retake courses at the receiving institution, which ends up being a waste of time and money. This can hinder students who have already found their way into the post-secondary system from finishing their program as the cost (both financial and in terms of time) of continuing increases with each repeated course. Participants observed these issues both for transferring credits within Alberta and across provinces.

In their vision for the future, Alberta’s students see a post-secondary system where transferring credits between institutions, whether within Alberta or cross-provincially, is simple and transparent.

Post-Secondary Education and the Economy

Reduced provincial funding dedicated to post-secondary institutions has increased the financial burden on students and caused programs to shrink or be cut all together.

In the survey:

- Eighty-seven percent (87%) of respondents indicated a high level of agreement with the statement that “Provincial and federal funding to post-secondary institutions needs to be increased and sustained for the long-term growth in enrollment and continued excellence of Alberta’s post-secondary education system.”
- When asked if there are any other important issues or concerns for post-secondary students, related to the theme of Access & Cost of Post-Secondary

Education, that should be included in the conversation regarding the future of Alberta's post-secondary education system, of the respondents who provided a response, seventeen percent (17%) cited more government supports or funding.

In the focus groups, the most frequently mentioned issue raised by participants was the recent cuts to provincial funding dedicated to post-secondary institutions and students. This topic was raised as a top-of-mind issue facing Alberta's post-secondary sector in the large majority of focus groups. Students perceived that they are already seeing the impacts of the loss in funding and will be even more affected moving forward. In terms of financial burden, students mentioned both increasing costs (tuition and other fees such as textbooks, non-instructional fees, and living expenses), and decreased availability of resources such as scholarships, bursaries, and grants. With regard to programs being eliminated, participants expressed concerns over faculties and programs being treated (funded) unequally in the reallocation of resources. Funding for the arts was specifically raised as a concern in this context at a small number of groups. A small number of rural-based colleges noted concerns with programs being cut at their schools meaning that these programs are now only offered in urban settings, limiting access by rural students. A small number of groups also mentioned that the Summer Temporary Employment Program (STEP) was recently cut and has hindered students' ability to find career-oriented work over the summer.

A lack of stability and predictability of funding in the post-secondary sector was highlighted as a major concern during a handful of groups. Participants noted that the environment within their institutions was one of high stress and uncertainty. With programs being cut, students are uncertain of whether they will be able to continue or finish their academic programs of choice. This, in conjunction with the uncertainty of future costs and funding, results in students feeling anxious. Participants also mentioned the effects of this instability on the quality of education. Instructors are being laid off, reducing student-instructor interaction and also creating a sense of fear in the faculty, which detracts from their teaching ability. Further, instructors find themselves having to carry a heavier workload (i.e. the same amount of work divided between fewer people), taking time away from their teaching and research to focus on administrative work. A small number of groups also mentioned that the lack of predictability and stability in funding was detrimental to post-secondary institutions long-term planning, diminishing their ability to prosper in an internationally competitive market; the unpredictability stemming from the provincial government's lack of a communicable vision for Alberta's post-secondary system. Ultimately this is hindering the transparency and development of the sector.

In their vision for the future, Alberta's students see a post-secondary education system that is supported with stable, predictable levels of funding from the provincial government:

- When asked if they had any concerns that had not yet been addressed, of the respondents who provided a response, just under one-third (31%) mentioned lack of student funding, support, and resources, or had concerns over budget cuts.

"If we say that students are our greatest resource, let's put our money where our mouth is."

—NORQUEST STUDENT

"We have young people who deserve to be educated and that means affordable, accessible, and quality education. And to see that that contributes to a healthier society both from a cultural perspective as well as an economic one. It's about valuing educations."

—UNIVERSITY OF ALBERTA STUDENT

While autonomy of institutions needs to be protected, they need to find ways to be more efficient and transparent with the money they collect from the government and students.

In the survey:

- Sixty-eight percent (68%) of respondents indicated a high level of agreement with the statement that “post-secondary institutions need to better manage their costs.”
- However, only thirty-six percent (36%) of respondents indicated a high level of agreement with the statement that “Alberta post-secondary institutions should sacrifice some autonomy in order to work together towards a consistent vision for post-secondary education in Alberta.”
- Only twenty-three percent (23%) of respondents indicated a high level of agreement with the statement that “post-secondary institutions should rely more than they currently do on private funding and donations.”

In the focus groups, transparency, both in terms of institutional decision making and spending, was identified as a concern at a handful of groups. Increasing institutional expenditures was highlighted as the largest concern in terms of transparency. Participants indicated that too much money is being spent on administrative costs at post-secondary institutions, and that in particular, executive salaries are too high. A small number of schools noted concerns with their institutions failing to consult with students on issues that impacted them and ignoring the voice of student representatives. Though the majority of groups did not address this, a small number of groups indicated that the provincial government should facilitate greater collaboration between Alberta’s post-secondary institutions and help institutions to better manage their growing administrative costs. However, these groups also indicated that the provincial government needs to better articulate their vision for post-secondary education in Alberta to allow for long-term planning and effective coordination. On the other hand, a small number of groups believed that the autonomy of institutions was too important to risk infringement by the government, and believed that the government should involve itself as little as possible in the managing of institutions budgets.

In their vision for the future, Alberta’s students see a post-secondary education system where post-secondary institutions run efficiently and transparently, and have autonomy in their teaching and research from the government:

- Eighty percent (80%) of respondents placed high importance on “A post-secondary education system made up of cost-efficient institutions”
- Seventy-one percent (71%) of respondents placed high importance on “A post-secondary education system where the provincial government does not directly steer the teaching or research priorities of educational institutions”

3.2.2 Quality in the Post-Secondary Education System

Quality Research

In the survey:

- Sixty percent (60%) of respondents indicated a high level of agreement with the statement that “high-quality research should be the leading focus of Alberta’s post-secondary institutions”
- Questions of research were consistently ranked below questions of teaching in terms of importance.

In the focus groups, the majority of groups felt unsure about questions of research quality and funding, and the balance between pure and applied research. Though research was generally agreed to be a very important topic to discuss, most students expressed that they needed a better understanding of the current situation before they could form a strong opinion on it.

Research of all kinds is important to Alberta’s post-secondary sector.

In the survey:

- Sixty-five percent (65%) of respondents indicated a high level of agreement with the statement that “Alberta’s post-secondary institutions must not sacrifice curiosity-driven research to pursue product-driven research that may be more immediately profitable”

In the focus groups there was significant disagreement regarding which type of research should be emphasized in Alberta’s post-secondary sector. A small number of groups highlighted the importance of pure, curiosity-driven research, which they believed led to the biggest breakthroughs for society. On the contrary, a small number of groups emphasized the importance of applied research for its immediate relevance to real world problems. Another small number of groups indicated that a balance between these two is the most important priority for Alberta. Colleges, technical institutes and universities were mixed among these opinions; however graduate students at universities were united and very vocal in their support of high-quality research, as they believed that this led directly to better teaching and identification of new practices and innovations.

In their vision for the future, Alberta’s students see a post-secondary education system that supports and balances pure and applied research:

- Seventy-five percent (75%) of respondents placed high importance on “A post-secondary education system focused on high-quality research”
- Sixty-eight percent (68%) of respondents placed high importance on “A post-secondary education system that balances curiosity-driven research with product-driven research”

“Society has some issues and patterns and if we are to break the patterns of the issues then we need to be reshaped by a higher vision and I’m not sure our current education system has the quality to do that.”

**—KINGS UNIVERSITY
COLLEGE STUDENT**

“We don’t know what research done today will fuel the innovation of tomorrow so letting curiosity lead research, as well as industry, as well as innovation and ideas, I think is key.”

—ATHABASCA UNIVERSITY STUDENT

Public funding of research is important for Alberta and there needs to be a balance between academic autonomy and oversight for researchers.

In the survey:

- Sixty-eight percent (68%) of respondents indicated a high level of agreement with the statement that “Alberta’s provincial government should not directly steer the research priorities of educational institutions”

In the focus groups, a handful of groups indicated that publicly funded research is very important to Alberta’s post-secondary sector. This was noted as being particularly important for pure curiosity-driven research, which can often lead to major breakthroughs. A small number of colleges indicated that the provincial government should ensure that publicly funded research offers tangible results even for curiosity-driven research. The importance of autonomy of researchers to pursue their interests without interference was also noted as being important for innovation and progress by a small number of groups. A small number of groups indicated that industry should be funding and supporting both applied and pure research at post-secondary institutions. Participants at these groups noted that industry would be more likely to support applied research because it often makes more sense for their needs. It was also noted by a small number of groups that it is important that industry not have too much power in shaping the research that occurs at post-secondary institutions as that could limit progress and innovation.

In their vision for the future, Alberta’ students see the provincial government funding high-quality research without infringing on post-secondary institutions autonomy.

- Seventy-one percent (71%) of respondents placed high importance on “A post-secondary education system where the provincial government does not directly steer the teaching or research priorities of educational institutions”
- Sixty-nine percent (69%) of respondents placed high importance on “A post-secondary education system that prioritizes curiosity-driven research”

Quality Teaching

In the survey:

- Ninety-one percent (91%) of respondents indicated a high level of agreement with the statement that “high-quality teaching should be the leading focus of Alberta’s post-secondary institutions”

In the focus groups, though quality of education in general was discussed at every group, most of the issues regarding quality were specific to individual institutions and unique situations. Therefore, most specific issues regarding quality of education were only mentioned at a minority of groups.

Quality should be assured but institutional autonomy must be protected.

“There is a difference between knowing something and being able to relate it. Teachers need to be able to teach.”

—LAKELAND COLLEGE STUDENT

In the survey:

- Sixty-four percent (64%) of respondents indicated a high level of agreement with the statement that “Alberta’s provincial government should not directly steer the teaching priorities of educational institutions”
- Seventy-six percent (76%) of respondents indicated a high level of agreement with the statement that “post-secondary educators should receive formal training in teaching before instructing a class”
- When asked if there are any other important issues or concerns for students, related to the theme of Quality in our Post-Secondary Education System, that should be included in the conversation, of the respondents who provided a response, more than one-third (35%) reported that maintaining and/or improving the quality of educators is important and/or has an impact on the system.

About half of the groups, mainly colleges, indicated that the quality of teaching at their institution was excellent but that they perceived the quality at Alberta’s larger universities to be lacking. These colleges emphasized the importance of small class sizes, instructor-student relationships, and flexibility on the part of the institution in creating a high-quality learning environment. A small number of groups (mainly universities) indicated that post-secondary institutions should be providing more formal training for instructors educating them how to best teach their students. Post-secondary institutions need to do a better job of providing the supports that their students require to flourish. Participants also mentioned the limited availability of tutoring and a lack of knowledge on the part of advisors has impacted the quality of their education. This lack of support leaves students feeling confused about changing requirements for their programs, career options after graduation, and how best to manage their schedules. Participants strongly felt that high school advisors should be better equipped to inform students about all of their post-secondary options and about ‘in-demand’ careers and how to get into them. A small number of groups also indicated that, at some of Alberta’s universities, there is too much of an emphasis on research and this negatively impacts the quality of teaching at these institutions. Prestige for professors is largely based on research accolades instead of being a good teacher. This emphasis on research means professors dedicate most of their time to research as opposed to preparing interesting lectures. At the universities, graduate students vocalized their belief that research and teaching are inexorably linked, and that high-quality research leads to high-quality teaching. Lastly, a small number of groups indicated concerns with how competitive the entry process is for certain programs, believing that a more holistic approach is required for determining eligibility. A small number of groups noted that research at post-secondary institutions should be more integrated into teaching to allow for a more interactive learning environment.

In their vision for the future, Alberta’s students see post-secondary institutions focusing on high-quality teaching in an autonomous environment.

- Seventy-one percent (71%) of respondents placed high importance on “A post-secondary education system where the provincial government does not directly steer the teaching or research priorities of educational institutions”

“There is such a disconnect between what you’re being taught and who is teaching it and then you as a student when you’re in those giant classrooms.”

—MEDICINE HAT COLLEGE STUDENT

- Ninety-four percent (94%) of respondents placed high importance on “A post-secondary education system focused on high-quality teaching”
- When asked what other top-of-mind words or phrases come to mind when thinking about their vision for the future of Alberta’s post-secondary education system, of the respondents who provided a response, 27% cited “quality education” and “good value.”

More accountability and transparency is needed in evaluating the quality of all types of instructors.

In the survey:

- Ninety-three percent (93%) of respondents indicated a high level of agreement with the statement that “post-secondary students should have opportunities to provide feedback on the quality of teaching they receive from their instructors”
- Only thirty-eight percent (38%) indicated high agreement that “post-secondary institutions should not rely on sessional instructors and graduate students to teach students”

In the focus groups, a handful of groups indicated that the quality of instruction at institutions would increase if there was more accountability and transparency in how instructors were reviewed. Though participants acknowledged that student evaluations for instructors exist at institutions they generally felt that there was not enough emphasis on the results of these evaluations. Participants debated whether quality suffers when teachers’ assistants or sessional instructors, in the place of a full professor, teach classes. Some participants noted that these instructors can be fantastic because they tend to care more about their students’ perceptions of their teaching, whereas tenured professors, with full job security, have less incentive to worry about the quality of their lectures. Other participants noted that full and tenured professors should be relied on to teach more, as they are generally the experts in their fields. A small number of groups also noted that the best instructors often have real-life experience in their field.

Alberta’s post-secondary institutions need to balance a broad, general education with the need to make Alberta graduates more employable.

In the survey:

- When asked if there are any other important issues or concerns for students, related to the theme of quality in our post-secondary education system, that should be included in the conversation, of the respondents who provided a response, eight percent (8%) reported that courses and/or programs need to be more relevant or practical, in terms of applicability outside of post-secondary education.

- Fifty-nine percent (59%) of respondents indicated high agreement that “post-secondary institutions need to work more closely with industry in order to increase the relevance of post-secondary education”

In the focus groups, about half of the groups indicated that in their vision for Alberta’s post-secondary sector, there would be more emphasis on making students employable by integrating more work experience and hands-on-learning opportunities. However, it was noted that work experience opportunities should not include unpaid internships or practicums as these programs were thought to take advantage of students. In these positions students not only receive no compensation but also pay tuition in order to do the same work as a non-student employee. These groups also noted the need for Alberta’s post-secondary institutions to connect students with employers to ensure they are aware of career opportunities within their field.

It was also noted by a handful of these groups that there is value in a broader, general education focused on giving students less specific but more transferable skills and making them better citizens. It was generally agreed that students should be advised of the career opportunities when they have completed their programs and of Alberta’s labour market trends but that Alberta’s post-secondary system should contain post-secondary institutions that allow students to freely pursue their interests.

“We need to teach our kids to search for jobs that are most rewarding to them personally and to match those desires to the post-secondary stream they take.”

**—SOUTHERN ALBERTA INSTITUTE
OF TECHNOLOGY STUDENT**

“Professors often use technology as a crutch so they don’t really have to teach and that negatively impacts the student experience.”

**—GRAND PRAIRIE REGIONAL
COLLEGE STUDENT**

3.2.3 Technology in the Classroom & Beyond

Technology in the classroom & beyond was not discussed as prominently in the focus groups as the other two themes mainly due to students feeling this theme was comparatively less important than the others. This led to less unanimity in the discussions as fewer opinions were generally shared.

Open Education Resources

Technological innovation needs to be embraced by Alberta's post-secondary institutions.

In the survey:

- Just over half (54%) of respondents indicated a high level of agreement with the statement that “Alberta’s post-secondary education system should be a leader in Open Educational Resources (OERs)³”.
- Only forty-seven percent (47%) of respondents indicated a high level of agreement with the statement that “The provincial government should fund Open Educational Resources (OERs)”.

In the focus groups, a small number of groups emphasized the importance of Alberta’s post-secondary institutions embracing technological innovation and adjusting their learning environments appropriately. A small number of groups mentioned concerns with the lack of technological literacy of their instructors, which detracts from the quality of instruction in both online and in-person classes. Some instructors use technology as a crutch and as a side effect make their classes less engaging; for example by creating and reusing standard MS PowerPoint presentations and simply reading from them in class. On the other hand many instructors do not receive adequate training on the technology platforms in their classrooms (such as smart-boards) or for their online classes (such as all of the functions of Moodle) and end up wasting class time getting them to work. Online classes, in particular, suffer from diminished quality when the technology platform is not utilized by the instructor to its full extent. Though participants were generally supportive of OERs, they were less supportive of government funding being allocated to these initiatives over for-credit courses.

It was noted by a small number of groups that Open Educational Resources, if implemented properly, would improve access to knowledge by allowing anyone with access to the internet to learn about the topics that interest them at no cost. This system would also allow post-secondary students to explore any interests they have that are not touched on within their academic program.

“I think online courses are the way of the future and I think the Alberta government would be foolish not to fully embrace it.”

—ATHABASCA UNIVERSITY STUDENT

³ Open Educational Resources are freely available teaching and learning materials that the author has licensed in an open format to allow others to re-use and adapt. They can include lecture notes and slides, handouts given to students, online tutorials, diagrams, or even an entire Moodle course (<http://clt.lse.ac.uk/digital-and-information-literacy/OERs.php>).

Massive Online Open Courses

Online courses are a great medium for some students but should be thought of as a supplement to, not a replacement for, in-person learning.

In the survey:

- Fifty-eight percent (58%) of respondents indicated a high level of agreement with the statement that “Massive Online Open Courses (MOOCs)⁴ and other forms of online education have the potential to increase access to post-secondary education”.
- Thirty-eight percent (38%) of respondents indicated a high level of agreement with the statement that “Massive Online Open Courses (MOOCs) and other forms of online education can be utilized without sacrificing quality of learning”.
- Thirty-five percent (35%) of respondents indicated a high level of agreement with the statement that “The provincial government should fund Massive Online Open Courses”.
- When asked if there are any other important issues or concerns for students, related to the theme of Technology in the Classroom & Beyond, that should be included in the conversation, of the respondents who provided a response just under one-quarter of the respondents (24%) mentioned that online courses and programs should not be the primary delivery mode, and/or felt that online courses and programs should be supplementary to the in-class experience. Nineteen percent (19%) felt that technology is a priority and is an evolving delivery mode that will increase access to post-secondary education, followed by 18% who reported that technology is ineffective if it cannot be used properly. Seventeen percent (17%), conversely, felt that technology is not a priority and that it should only be used when necessary.

Participants generally agreed that, though online courses should be pursued and supported by Alberta’s post-secondary system, they are not a replacement for physical classrooms. This sentiment was expressed by about half of the groups who noted that some online courses can actually create more student-instructor contact than would occur in an in-person course, but that this was highly dependent on the quality of the online course and on the students learning style. A handful of groups perceived online courses as increasing access to post-secondary for groups who would have limited access to their courses such as rural students or single parents. There was disagreement within groups about whether or not the provincial government should be funding Massive Online Open Courses (MOOCs). Some participants felt that these present great opportunities to spread knowledge outside of post-secondary institutions or for students to explore courses that they are interested in but

⁴ Massive Online Open Courses are free non-degree online courses with open unlimited global enrollment to anyone who desires to learn, regardless of their current educational level (www.MOOCs.com).

might not fit into their program. On the other hand, many participants were skeptical about the usefulness of an education offering that would not provide students with a tangible credential at the end.

3.3 CONTINUING THE CONVERSATION

3.3.1 The Ignite Consultation Process

The Ignite consultation is a great way to hear from students and to build a student-led vision for Alberta's post-secondary education system.

In the survey:

Respondents were provided with the following information:

"As mentioned previously, this phase of Ignite Alberta's engagement process involves a series of more than 25 focus groups and a web-based survey of more than 260,000 students that study in Alberta's post-secondary institutions, to continue this conversation."

- Respondents were instructed to rate their level of agreement with this consultation approach for collecting feedback from post-secondary students in Alberta, using a scale of 1 to 5, where 1 meant "strongly disagree" and 5 meant "strongly agree." Seventy percent (70%) of the respondents provided ratings of 4 (43%) or 5 (27%) out of 5; the mean rating was 3.91 out of 5.

In the focus groups, though there were suggestions on how it could improve, the majority of groups were very supportive of the Ignite consultation process. Small and more remote colleges seemed particularly thankful to be included in the conversation as they indicated that they are often left out of these types of initiatives. Most groups expressed their belief that the focus groups were an integral part of the process and a handful of groups indicated that the combination of the survey and focus groups would be a good way to hear from students.

"These focus groups have been very helpful. They give you time to process the information and be creative in your thoughts. Focus groups allow students to think about the issue and expand their thinking."

—KEYANO COLLEGE STUDENT

3.3.2 Keeping the Conversation Going

The results and actions from this process need to be shared with Alberta's students and this consultation process should be an ongoing and periodic event.

“You are not going to be able to succeed in life if you don't know yourself and a broad based post-secondary education helps you achieve that. You need to understand who you are before you decide who you want to be.”

**—AMBROSE UNIVERSITY
COLLEGE STUDENT**

In the survey:

- Respondents were asked if they had any suggestions for Ignite Alberta's next phase of consultation regarding the vision of Alberta's post-secondary education system. Just over one-third of the respondents (34%) would like to continue to see consultation with students, in general, followed by 23% who suggested a variety of improvements for the survey. Sixteen percent (16%) would like to see more research conducted, in general.

In the focus groups, there was general agreement that it is important for Ignite to share the results and actions from this process with Alberta's students and the general public; participants also expressed hope that Ignite would submit this research to the provincial government. In terms of continuing the conversation, a handful of groups indicated that Ignite should create a stronger online presence and use social media to communicate more regularly with students. A handful of groups emphasized the importance of Ignite communicating the results and tangible actions resulting from this process back to students and to continue to inform them about the issues. This communication will be important in helping students understand that change is possible if the effort is expended. A small number of groups indicated their belief that this consultation process should occur on a regular basis and the Minister's quarterly meetings with the students' associations was suggested as a possible forum for this conversation to continue. A handful of groups also suggested including other stakeholders, such as: post-secondary faculty and staff, parents of students, and high school students in order to gain a more holistic understanding of the issues and how to best move forward. A small number of groups also suggested impromptu interviews with students in common spaces in order to hear from uninformed students who may be representative of the student body as a whole.

SPONSORSHIP & ACKNOWLEDGEMENTS

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

The University of Alberta

MacEwan University

The University of Calgary

Alberta Colleges and Institutes Faculties Association

Athabasca University

The University of Alberta Students' Union

The University of Calgary Students' Union

Council of Alberta University Students

Alberta Students Executive Council

Confederation of Alberta Faculty Associations

Alberta Graduate Council

The University of Lethbridge

Athabasca University Graduate Students' Association

The University of Alberta Graduate Students' Association

The University of Lethbridge Students' Union

Students' Association of Mount Royal University

The Ignite Alberta Steering Committee would also like to acknowledge the support of the Government of Alberta, which provided a significant grant towards the student engagement component of Ignite. This report is the result.

Perhaps most importantly of all, thank you to all the students who attended the focus groups and participated in the online survey. We hope you feel that this report accurately captures the opinions, thoughts, and the vision for the future of post-secondary in Alberta you so generously shared with us over the months of student consultation. We look forward to continuing this conversation with you!



IGNITE

IDEAS FOR POST-SECONDARY EDUCATION



GRANT ALLOCATION COMMITTEE MEETING SUMMARY REPORT TO COUNCIL

Date: February 06th 2014

Time: 5.01 pm

2013 – 2014 *MEETING 18*

Motions

1.	DOUGLAS/LAM moved to approve the agenda for <i>February 06, 2014</i> as amended.	<i>CARRIED 4/0/0</i>
2.	HODGSON/DOUGLAS moved to approve the minutes for <i>January 30, 2014</i> as tabled.	<i>CARRIED 4/0/0</i>



AUDIT COMMITTEE MEETING SUMMARY REPORT TO COUNCIL

Date: February 06th 2014

Time: 6.04 pm

2013 – 2014

Motions

1.	DOUGLAS/HANWELL moved to <i>approve the agenda for February 06, 2014 as amended.</i>	CARRIED 4/0/0
2.	BANISTER/DOUGLAS moved to <i>approve the minutes for January 30, 2014 as tabled.</i>	CARRIED 3/0/1
3.	HODGSON/HANWELL moved to <i>extend the deadline for submitting recommendations to APIRG to March 31, 2014.</i>	CARRIED 4/0/0
4.	HODGSON moved to <i>adjourn the meeting.</i>	CARRIED

February 11, 2014th

To: Students' Council

Re: Report to Council

Hey Council,

This will be my first report in over a year that has not included the Acknowledgment of Indigenous Territory at the beginning. As many of you may know, this is because a similar and improved statement is now included at the beginning of every agenda package instead. In addition, an oral Acknowledgment or a reminder thereof is read at the beginning of every meeting in a fashion similar to the Oath. I think we, as a Students' Union, should take great pride in the progress that our Acknowledgment signifies. It is a crucial first step to indigenizing and decolonizing our Students' Union and our University.

BoG Job Shadow Day and Briefing on Comprehensive Institutional Plan

I'm pleased to announce that the BoG job shadow day last Friday was a success! Two students eager to learn more about the Board and the important role it plays in University Governance accompanied me to the CIP Briefing. The job shadow attendees were able to mix and mingle with the Members, asking questions and getting a feel for the general operations of the Board.

The CIP briefing provided an excellent opportunity to ask questions of the Administration about the proposed CIP and the general operations and financials of the University. I asked a question to Vice President Finance and Administration Phyllis Clark regarding the possibility of student fees being gradually lowered as the financial situation of the University stabilizes. Phyllis indicated that fees are likely to remain constant (with regular CPI increases etc) assuming that the revenue from government does not decrease and that the expenses of the University do not increase

beyond projects. Altogether, however, her response suggests that there is indeed the possibility for further student cost/fee increases if revenue decreases or expenditures rise above expectations. This concerns me because students should not be expected to cover an evermore-increasing share of the burden of operating this University. At the end of the day our University is a public good and should be respected as such by the Provincial government. The U of A is of immeasurable benefit to both domestic and international students, and it is utterly unacceptable that they should be expected to pay for what is a right.

Board of Governors Dinner

The Thursday evening before Friday's CIP Briefing I attended a BoG-members only dinner. The dinner provided a great opportunity to discuss the upcoming CIP with members and to advocate for students' interests on the Leadership College and other issues. President Indira was unusually frank at the meeting, which was quite refreshing. She elaborated her frustration with the institutional constraints that she has consistently come up against in her many years as President. It was fascinating to learn that in many ways she feels she can do little more than nag the other administrating executives to do their job – she does not feel like she has the power to make dramatic institutional reforms on a whim.

For the most part, I think this is a good thing. Universities are massive organizations that often do not respond well to dramatic change. This shouldn't be seen as a bad thing. The institutional culture of the University of Alberta is something we should be proud of. Consultation is absolutely critical to the success of any organizations, and as a University we need to be doing more meaningful consultation, not less.

On the other hand, however, I can understand where Indira is coming from. She is an ambitious President, and has worked tirelessly to improve the U of A in every way she can. No doubt her ambitions have run aground again and again because of administrative and consultative

delays. Moreover, there is much that can be said for efficiency and responsiveness. Overall, however I'm not convinced that it is in the long-term interest of the University of Alberta to change our institutional culture to reflect a more "businesslike" model. In fact, I think the University needs to stay a University, and we should fight as hard as we can to keep it that way.

Question from Councillor Mohammed

"To Governor Kelly

Are you satisfied with the current structure of the Board of Governors? Do you think the SU should advocate to reform BOG?"

I cannot describe how much I love this question. This is such a great question Councillor Mohammed, major props to you for asking it. Absolutely I think the Board of Governors should be reformed. The BoG as currently set up by the PSLA is essentially "rigged" against student interests. In fact, the majority of members aren't even Faculty or Staff; they're members of the public. This leaves an awful lot of power in the hands of the Provincial government in shaping the composition of the Board, somewhat to the detriment of the organization. There needs to be direct public oversight, of course. But there is often a very large knowledge gap between public and "campus-related" members; this gap has a profound effect on the decisions of the Board.

Moreover, there deserves to be much more student representation on the Board. Students by far make up the biggest portion of the campus community yet are awarded only three seats on a nearly twenty-member board. This is absolutely not reflective of the reality that the U of A is primarily made up of students. Students should have a much larger say in the operation and direction of the U of A.

As to how the SU should advocate about it. Since the U of A Board is defined and described in the Post-Secondary Learning Act, it would essentially be up to the VPX and external advocacy department of the SU to advocate for a change in the PSLA to reflect a more representative and

equitable composition on the Board. There is also considerable room for advocacy on the University side of the BoG equation, however. There are still many barriers to full participation on the Board for student members.

I could go on for weeks about this subject, but let's leave it there for now. I'd love to talk more about this with you and any other Councillors/execs, just give me a shout! Looking forward to seeing you all tonight.

In Solidarity,

Brent Kelly

Undergraduate Board of Governors Representative 2013-2014 | University of Alberta Students' Union
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