

University of Alberta Students' Union

STUDENTS' COUNCIL LATE ADDITIONS

Tuesday October 15, 2002 - 6:00 PM
Council Chambers 2-1 University Hall

2002-13/9

REPORTS

2002-13/9b
Vice President
Operations and
Finance

Steve Smith, Vice President Operations and Finance.

Please see document LA 02-13.01

2002-13/9c
External Affairs
Board Minutes

External Affairs Board Minutes

Please see document LA 02-13.02.

2002-13/14

NEW BUSINESS

2002-13/14e
External Media
Campaign

SHARMA/HUDEMA MOVED THAT Students' Council, upon the recommendation of the Executive Committee, approve the proposed \$20,100 allocation to the External Media Campaign.

Please see document LA 02-13.03.

2002-13/14f

SHARMA/HUDEMA MOVED THAT Students' Council, upon the recommendation of the Executive Committee, approve the document "The Winds are Changing Again" to be advocated at the CASA Lobby Conference October 25, 2002 - November 2, 2002.

Please see document LA 02-13.04

2002-13/15

INFORMATION ITEMS

2002-13/15a
CAUS – Proposal
for Amendments
to the
Universities Act

CAUS – Proposals for Amendments to the Universities Act.

Please see document LA 02-13.05.

2002-13/15b
Operating Policy –
Venues and
Strikes

Operating Policy – *Venues and Strikes*

Please see document LA 02-13.06.

2002-13/15c

CASA AGM Minutes

Please see document LA 02-13.07.

Bylaw 1
A Bylaw Respecting the Activities of the Vice President (Operations and Finance)
During the Period from October 2nd to October 15th 2002

Short Title	1. This bylaw may be referred to as the “Bottom of the Barrel Council Report Idea Bylaw.”
Definitions	2. For the purposes of this bylaw: <ul style="list-style-type: none"> (a) the “S.U.” shall be the Students’ Union, University of Alberta; (b) “Steve” shall be Steve Smith, Vice President (Operations and Finance) of the S.U.; (c) “Mike” shall be Mike Hudema, President of the S.U.; (d) “Anand” shall be Anand Sharma, Vice President (External) of the S.U. (e) “RATT” shall be the Room At The Top, on the seventh floor of the Students’ Union Building; (f) “beer” shall be Big Rock Traditional Ale; and (g) “University” shall be the University of Alberta.
Mandate	3. This bylaw shall retroactively govern the conduct of Steve from October 2 nd to October 15 th , 2002.
Coin in Steve’s Office	4. Where there is a large amount of coinage in a wheelbarrow in Steve’s office, Steve shall: <ul style="list-style-type: none"> (a) enlist Councilor Chris Samuel to go with him to RATT, pockets bulging, with the intention of exchanging the large amount of coinage for moderate amounts of beer; (b) upon feeling bad for the waiter, pay via credit card instead; (c) along with Councilor Chris Samuel, go to the Baccarat Casino, and be alarmed to discover that so-called “nickel slots” no longer appear to accept nickels, or coins of any kind; (d) surreptitiously fill twelve (12) of those little containers with nickels, and exchange them for real cash, all the while making loud, jovial, comments about “this being [his] lucky day.”; and (e) donate all of the rolled coin to the Campus Food Bank.
Proof-reading	5. Where Anand drafts lengthy documents for Council, Steve shall edit them and remove any grammatical or stylistic felonies.

<p>Academic “Career”</p> <p>Picking up Mike’s Slack</p> <p>FARCE putsch</p> <p>Fun with Operating Policy</p> <p>Universities Act Submission</p> <p>Exec Standing Orders</p> <p>Survivor Pool</p> <p>Meeting with Risk</p>	<p>6. Where grammatical or stylistic felonies continue to exist in Anand’s documents after Steve has edited them, as set out in Section 5, Steve shall offer his apologies to Council.</p> <p>7. Where Steve attends his second class of the year to write a mid-term, he shall kick ass on that mid-term.</p> <p>8. Where Mike weasels out of his obligations to attend University committee meetings, Steve shall go in his place, under protest.</p> <p>9. Where one of the meetings referred to in Section 8 is the Student Opportunities Assistance Committee granting session, Steve shall draw upon his significant experience in granting sessions to give away large quantities of money.</p> <p>10. Where the Committee for the Finding And Realization of Changes to Elections holds meetings in his absence, and where resolutions are carried at such meetings calling for letters of apology and clarification from Steve, and where the apologies demanded from Steve are not heartfelt by Steve, Steve shall resign from the Committee for the Finding And Realization of Changes to Elections.</p> <p>11. Where a Student Group takes advantage of its free table booking privileges to book a table in the Students’ Union for a purpose entirely unrelated to the purpose of the Student Group, Steve shall draft amendments to Students’ Union policy to close that loophole.</p> <p>12. Where the Government of the Province of Alberta solicits input from stakeholders on what amendments should be made to the <i>Universities Act</i>, Steve shall prepare recommendations that would:</p> <ul style="list-style-type: none"> (a) require the University to collect fees set by the S.U.; and (b) extend the fee assessment powers of the S.U. to allow it to assess fees for any purpose consistent with its mandate rather than just “for the maintenance of the student organization.” <p>13. Where meetings of the Executive Committee are hellishly long and unproductive, Steve shall draft proposed Standing Orders to rectify this situation.</p> <p>14. Where Steve starts a <i>Survivor</i> pool, he shall invite any Councilor who is a fan of that show to contact him for details on entering.</p> <p>15. Where Student Groups Services does work on behalf of the University in registering Student Groups and putting on</p>
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Management	alcohol awareness seminars, Steve shall attend a meeting with Linda Dudley of the University's Risk Management department to discuss cost sharing, provided that: (a) all real points made in the meeting from the S.U.'s side are made by Senior Manager of Student Services Dale Coffin; and (b) Steve is not actually required to have any knowledge of that about which he is speaking.
Windup	16. This bylaw shall cease to be of any force or effect at midnight on October 16, 2002.

Final Document and Draft
October 2002

Fighting for an Effective
CASA:
"The Winds Are Changing
Again"
(Alberta Version)

Presented by:

University of Alberta Students' Union

Introduction

Since its inception in 1994, the Canadian Alliance of Student Associations (CASA) has had an impact on issues related to post-secondary education within Canada. CASA's strength is in its ability to lobby on specific issues pertaining to enhancing our educational system via student loan reform and federal programs to better support Canadian students. There is no doubt that CASA's education-based focus and willingness to compromise on behalf of its constituents has aided students in less than one decade as an organization.

Yet CASA has failed to address many issues related to post-secondary education and it is integral that we work to improve our organization and accomplish the following aims:

1. Organizational Review of CASA by External Sources
2. Make Accessibility and Affordability Key Tenants of CASA
3. Speak Out Against the Implementation of Four Principles of Privatization
4. Engage in Research at the Federal Level to Address Federal/Provincial Jurisdiction
5. Address the Overarching Issues Surrounding Tuition
6. Encourage Membership Mobilization
7. Recognize the Effects of International Trade Agreements on Post-Secondary Education
8. Actively Build Coalitions
9. Research Comparative Models of Post-Secondary Education

On behalf of the University of Alberta Students' Union I respectfully submit this document to the CASA membership.

Anand Sharma
VP External
University of Alberta Students' Union

I - Organizational Review of CASA by External Sources

Organizationally, CASA has grown since its inception in 1994. What started out as a partnership of five universities has grown to twenty-three in eight years. Questions and debate have arisen around how we can sustain our federal lobbying body while membership continues to grow and when there are an increasing number of lobbying organizations advocating for a wide variety of social, economical, and cultural causes. Within CASA, debate is often centered around budgetary concerns; however, we feel that it is important that an external group evaluate CASA to ensure that we fix any problems identified and strengthen our organization. Although self-analysis is important, it may inadvertently hide problems and recommend changes which do little to enhance the positive aspects of CASA.

Another concern is the need to look at our staff structure and whether the current system is efficient and effective. This needs to be done in a professional and impersonal way to look out for the interests of member schools and for the interests of the staff itself.

Be It Resolved That CASA engage in a comprehensive organizational review by an external source which evaluates its organizational structure and provides us with the knowledge to further the improvement of our organization.

Be It Further Resolved That CASA engage in this organizational review by January 2003 and have the findings available by the March Internal Review Conference.

(EAB Vote 8/0/1)

II - Make Accessibility and Affordability Key Tenets of CASA

Across the country we are seeing a new trend in our University administrations. The emphasis on the "highest quality of education" is being used to deny the importance of an accessible and affordable level of post-secondary education. Many institutions have proclaimed their support of an elite model in which only those who can afford to pay high tuition can receive the education they deserve and require. This is similar to the American system that we as a country have avoided since post-secondary education became a priority in the mid 20th century.

CASA has traditionally accepted the ideal of high quality without sacrificing affordability and accessibility, however, this is not strongly articulated within CASA documents and so administrations can point to CASA to further their agenda of education for the privileged. Accessibility and affordability must become central points within our organization and any related campaigns or documents, because when we ask students what kind of educational system they want, an affordable education is invariably identified as one of the top priorities.

Students are also strongly opposed to barriers to post-secondary education and therefore want to ensure that universities and colleges in Canada are accessible and will only become more so in the future. Many have articulated that although quality is important, it is unacceptable to compromise accessibility and affordability to achieve higher quality. Less of a priority still is the prestige that many administrations crave and try to acquire under the guise of seeking to improve quality. Students want a good education with good professors, but they don't need a top-level elite education if this will result in accessibility and affordability being pushed aside to achieve it.

Be It Resolved That CASA emphasize the ideals of accessibility and affordability in CASA documents, policies, and campaigns.

Be It Further Resolved That CASA recognize that discussions on quality must take into account the primacy of accessibility and affordability.

Be It Further Resolved That CASA engage in research that reinforces the need for affordable education within Canada and demonstrates the inequity found in other jurisdictions that have moved to an elitist model of post-secondary

education.

Be it Further Resolved That CASA recommend that accessibility and affordability of Post-Secondary Education become a central priority when pressing the federal government first for grant relief and then for loan reform.

EAB Vote (6/0/2)

III - Speak Out Against the Implementation of Four Principles of Privatization in Post-Secondary Education

Since 1993, the Federal Liberal Government and various provincial governments across Canada have implemented four key principles of privatization within education. These four principles include decreased funding of social programs, deregulation, the creation of private-for-profit post-secondary institutions, and the shift from society to the individual to help fund social programs. If these concepts sound familiar it is because governments have already implemented all these tenets in varying degrees. In the case of post-secondary education the tenets would extend to a decrease in spending in post-secondary education by the federal and provincial governments, an increase in the number of accredited and non-accredited private-for-profit institutions, high student debt, and the deregulation of our post-secondary education that would be dictated by market determinants. We feel that it is important that CASA speak out against these principles in concrete documentation to ensure that a well-funded, publicly owned educational system that doesn't shift the responsibility on individuals to fund their PSE is recognized by provincial and federal governments.

We must fight for increases in base funding to PSE within Canada and we must say this explicitly. It is not enough to refer to it as a vague ideal, but rather something which students need and deserve. Within this we must provide and collaborate effective research that will provide a basis of argument for substantial increases in Post-Secondary Education. At the federal level it is clear the funding dropped rapidly in the Mid-1990's and as such, this funding needs to be restored to levels that move beyond 1993/1994 funding levels. Looking at OECD nations as an indicator may be an effective measure of our commitment to PSE and aid us in our arguments for increased funding.

The second ideal we must look at is having a significant and articulated opposition to private-for-profit institutions within Canada and to the institutional trend that shows that privatization of PSE is on the increase. We must reaffirm our commitment to a publicly owned and operated educational system within Canada that represents undergraduate, graduate, international, and part-time students. CASA should demonstrate the danger that privatization can have on the accessibility and affordability of education.

Deregulation of our post-secondary system is of growing concern across Canada. With British Columbia and Ontario already having adopted a

two-tiered deregulated system of education, and with Alberta looking at possibly following this model, it is important that CASA speaks out vehemently against a deregulated system of education. This is of course including deregulated tuition which ensures that only a select few can attain a post-secondary level of education. Allowing market forces to dictate tuition means that students will have to alter their area of study to what they can afford, rather than what they excel at. In both Ontario and BC tuition levels have risen by as much as 500% under the deregulation schema. Deregulation is one of the final steps to the complete funding of PSE by individuals, which is in essence the destruction of post-secondary education as a social program within Canada.

The shift of costs to the individual from society is the last principle that we must address. Since the neo-liberal regime change in the late 1980's we have seen governments tighten up their finances and produce deficit-free and debt reducing budgets. While government condemns the running of deficits and debt at provincial and federal levels, they seemingly turn a blind eye to growing student debt and reliance on student loans. The cliched comment that if "high debt is bad for government", than "how can high debt be good for students" summarizes the frustration many students have with our current federal and provincial government. Rather than recognizing the economic and social investment that PSE is, our federal government continues to shift the burden of education onto students. Student debt has climbed to \$20,000-25,000 on average for Canadian students having earned a degree. In the federal arena it is clear to us that the Liberal Government has shifted the burden of funding of PSE to the provinces who in turn withhold funding of post-secondary education from individual administrations, who once again pass down the lost revenue on to students in the form of higher tuition.

Be It Resolved That CASA oppose vehemently the four principles of privatization as serious threats to a publicly funded post-secondary education.

Be It Further Resolved That CASA develop comprehensive policy and documentation in the form of position papers that address the threat of these four tenets of privatization and look at how these principles have affected students.

Be It Further Resolved That CASA oppose the increased corporatization of our institutions and investigate the impacts on the public post-secondary system.

Be It Further Resolved That CASA advocate for national standards of education via a strengthened Pan-Canadian Accord

that will protect accessibility and affordability within the Canadian post-secondary system.

(no vote taken)

IV - Engage in Research at the National Level to Address Federal/Provincial Jurisdictions

It is clear is that both the federal and provincial governments have an important role to play when addressing issues related to post-secondary education. We feel that CASA needs to start expanding its research into the provinces and doing a comparative assessment to better understand trends, concerns and universal problems associated with Post-Secondary Education. Key areas such as tuition, student loan reform, deregulation, differential tuition within institutions, mobility and accessibility and affordability within the provinces need to be addressed. There are many areas where provincial statistics can help us in our national lobbying efforts. The idea of a Pan-Canadian Accord would be one beneficial example.

Gathering information on provincial based issues would also increase direct membership involvement in the organization as students are traditionally more engaged in issues at the provincial rather than the federal level. A provincial office or direct collaboration with current provincial lobby groups would facilitate this increased involvement and would allow resources and research to quickly meet members provincial needs.

Be It Resolved That CASA develop terms of reference with respect to determining which issues are within CASA's scope to include in its lobbying efforts and those which are best suited for campaigns at the Provincial level.

Vote (6/0/2)

V - Address Overarching Issues Surrounding Tuition

When you as representatives ask your student population what issues concern them the most in PSE, tuition levels are likely one of the greatest concerns (if not the highest) that they cite. The University of Alberta Students' Union believes that accessible and affordable PSE is a must and as such, the issue of fighting for an accessible level of tuition is of profound importance. It is unacceptable that CASA has in the past refused to concretely research tuition levels and their impact on students, as well as demand that the federal government increase transfer payments to decrease the burden that students face in order to receive an education. We need to make tuition our highest priority because we feel that students from coast to coast are united firmly in the belief that affordability is crucial to an educated society. We must take a stance to, at minimum, call for a tuition freeze.

Be It Resolved That CASA strike a tuition task force (composition to be determined) to make recommendations on policy to address tuition much more comprehensively within our organization.

Be It Further Resolved that CASA lobby for, at minimum, a fully funded tuition freeze.

Vote (5/1/2)

VI - Encourage Membership Mobilization

Since its inception, CASA's approach to lobbying has been that of personal contact with politicians. This focus has been quite exclusive, with no mobilization of students in its various member associations. We would argue that there are benefits to including student mobilization as part of a lobbying strategy and that a balanced approach is more effective.

The first thing to recognize is the fundamental participatory nature of student mobilization. It is an activity that engages students themselves rather than simply their representatives. CASA's use of mobilization would help to demonstrate that it is not simply an organization of student representatives, but rather of all students of member associations. In a broad sense, student mobilization is an area of strength of the student movement. While there are many lobbyists in Ottawa, there are few that can gather tens of thousands of members to participate in shows of support for their cause. The participatory aspect of mobilizing students therefore helps to shift the debate in a way that places the student movement in a position of strength. In some sense this can be viewed as making use of our comparative advantage as a broad-based, popular movement.

In terms of short-term benefits, successful mobilization can garner a large amount of media attention. For various reasons, this attention may be different in scope and in manner from that garnered through the presence of CASA's traditional lobby in the media. As governments are responsible to their citizens and can be sensitive to the pressure brought on by media exposure, this can effectively complement CASA's government lobbying strategy.

Some of the longer-term benefits of mobilization come from the broadening of the student movement as well as in shaping public debate. Mobilizing can be an empowering experience for individual students, exposing them to new ideas and drawing people to the movement that may not have participated otherwise. Over time this will result in a greater number of students who identify with the student movement, therefore putting CASA in a stronger lobbying position. As well, this has the distinction of bringing the message to the public rather than simply to the politicians. Education will never be a priority of the government until it is a priority of its citizens. We can therefore do the groundwork for future lobbying by convincing the public of our arguments. The expectation is that the public's priorities will result in a future political climate that is more sympathetic to our message.

Be it Resolved That CASA support, promote, and provide resources for a broad-based mobilization of students in its member associations as part of a National Campaign.

Be it Further Resolved That CASA investigate into possible partnership with the Canadian Federation of students for a mass national mobilization on common areas of concern.

(Vote 7/1/0)

VII - Recognize the Effects of International Trade Agreements on Post-Secondary Education

There is a growing awareness that international trade agreements are posing a threat to public services, including post-secondary education. The General Agreement on Trade in Services is administered and enforced by the World Trade Organization. Established in 1994, its goal is to progressively increase the liberalization of trade in services. One of its major elements is its consideration of non-tariff barriers to trade. This includes things such as government subsidies and funding for public services. While there are provisions for the exclusion of some services, these must be provided neither on a commercial basis nor in competition with other service providers. It would seem on its face that post-secondary education would not be excluded, especially with the founding of private degree granting institutions in Canada. A legal opinion from Gottlieb and Pearson seems to substantiate this claim, and groups of students, teachers, librarians and administrators have all warned of the inclusion of education into the GATS.

The agreement for the Free Trade Area of the Americas (FTAA) currently being negotiated also includes trade in services. As an agreement that must be consistent with WTO policy such as the GATS, the provisions on services must be at least as strong. With the inclusion of a NAFTA style Chapter 11 element in the agreement, this would allow companies to sue the Canadian government if they consider its policies to be barriers to trade.

Apart from the direct inclusion of education, there is concern that such agreements will limit the government's ability to fund the public sector in general. This would of course have long term consequences on funding for education. This also presents an opportunity for CASA to engage in coalition building with other groups that will be affected by the FTAA and GATS. While groups' specific interests may be different, they all have as a basis of unity the need of a government that is willing and able to provide public services to its citizens.

Be It Resolved That CASA address concerns with the FTAA and the GATS in a campaign for 2002/2003.

Be It Further Resolved That the issues addressed by any campaign should include the consequences of the inclusion of education as well as the agreements' effect on the Canadian government's ability to fund the public sector.

Be It Further Resolved That CASA engage in research on these topics to enhance the membership's awareness surrounding the effects of the FTAA and GATS on education.
(Vote 5/1/1)

VIII- Actively Build Coalitions

For CASA to be truly effective, it must participate in coalitions with other groups. It is easier to convince both decision-makers and the general public of an argument if it has the support of a number and a variety of different organizations. This will make the issue more of a priority for government through the sheer force of numbers. It will also make it harder for them to discount the argument as narrow and interest based. With the support of a broad-based coalition, it is easier to frame the argument as in the best interests of society rather than simply in the best interests of students.

The importance in coalition building lies in establishing basic principles of support on various issues with different organizations. There are a number of groups that concern themselves with PSE in Canada, such as the Canadian Association of University Teachers (CAUT), the Canadian Federation of Students (CFS) and the Association of Universities and Colleges of Canada (AUCC). These groups have different philosophies and approaches. In building a coalition on an issue, CASA must articulate its important points on that specific issue. It must then seek coalition partners that share a number of these points. Such coalitions are therefore flexible, and partnerships will change depending on the issue involved.

There are a number of areas in which coalition building would be extremely important. The first is the issue of national standards of education. This is an issue that CASA has recognized to be important, as have the CFS and the CAUT. This issue is very large in scope, and therefore cannot be tackled effectively by individual organizations. While the proposals of the various organizations may differ, all realize that having national standards of education is crucial. This can be the first basis of support. We feel that there can be agreement on some of the concerns that such standards would address, such as mobility and the discrepancy in quality of education between provinces. CASA must actively push for a coalition based on ideas where there is this agreement, while working on building a consensus in areas where there is not.

There is no reason why this must be limited to the above example. Every year organizations decide on their policies and campaigns. At the beginning of policy formation, CASA should be considering issues on which it can form coalitions. It is equally important to keep good contact with other groups so as to be aware of any of their policies where there may be common ground. This may set the groundwork for possible joint campaigns on shared objectives.

As well, coordination on policy research should be a priority. This reduces the waste of resources through duplication, and allows CASA to achieve its objectives more efficiently and effectively. A present example of overlapping research comes from the CFS and la Federation Etudiante Universitaire du Quebec (FEUQ). Both organizations seem to be engaging in research on global trade and comparative models of PSE this year quite independently of one another.

Be It Resolved That CASA cooperate with other organizations on developing research in areas of which they may find common ground, regardless of ideological consideration, so as to reduce duplication of effort and effect change.

Vote (7/0/1)

IX - Research Comparative Models of PSE

It is clear that over the last decade, PSE has undergone tremendous changes. The Federal government has been looking at new ways to address the growing need for PSE in Canada. However, most changes have been products of circumstance and have been implemented in the absence of a coherent vision for the future of public PSE. This highlights the need for a fundamental reevaluation of the education system in Canada.

Recent papers on innovation and research have demonstrated the need for our lobby organization to consider alternative systems that are in place in other countries. This would include many European and Commonwealth nations that have similar constituency bases as Canada. As such, we feel that it is imperative that in-depth research be done to look into the various models present in countries that prioritize public education.

Be It Resolved That CASA engage in research that would identify other countries with similar post-secondary systems and compare and contrast Canada in terms of quality, affordability, and accessibility.

Be It Further Resolved That CASA would investigate and detail the circumstances surrounding how post-secondary systems in other countries are implemented.

Vote (8/0/0)

THE STUDENTS' UNION OF THE UNIVERSITY OF ALBERTA

OPERATING POLICY STATEMENT

<i>Policy Number:</i>	14.10	<i>Effective Date:</i>		<i>Page</i>	1	<i>of</i>	1
<i>Responsibility for Policy:</i>		Executive Committee					
<i>Subject Matter</i>	- <i>Category:</i>	OPERATING POLICY (GENERAL)					
	- <i>Specific:</i>	GENERAL					
	- <i>Topic:</i>	Venues and Strikes Oh! My!					

Introduction:

It is important, that the University of Alberta Students' Union, which is an employer of several unionized positions, respect Others democratic right to unionize and to demand their rights.

Policy:

14.07.01 The Students' Union shall not engage in business or deal with any workplace at which workers are currently on legal strike except where there are previous contractual arrangements that would result in significant financial damage to our organization.

Policy History:

	Date	Board/Committee	Date of Council Approval
Created	October 15, 2002	Executive Committee	