

STUDENTS' COUNCIL

Tuesday September 20, 2005 at 6:00 p.m.
Council Chambers 2-1 University Hall

ORDER PAPER (SC 2005-11)

- 2005-11/1 CALL TO ORDER
- 2005-11/2 SPEAKER'S BUSINESS
- 2005-11/2a Announcements – The next meeting of Students' Council is Tuesday October 4, 2005.
- 2005-11/3 APPROVAL OF THE ORDERS OF THE DAY
- 2005-11/4 PRESENTATIONS
- 2005-11/4a Presentation from Chancellor Newell, the Senate Task Force Co-Chair Heike Juergens and Derek Roy-Brenneis (a special order upon the arrival of the Chancellor).
- Please see document SC 05-11.01
- 2005-11/5 NOMINATIONS
- 2005-11/6 REPORTS
- 2005-11/7 BOARD AND COMMITTEE REPORTS
- 2005-11/7a Executive Committee – September 13, 2005
- Please see document SC 05-11.02
- 2005-11/7b Bylaw Committee
- 2005-10/7b (i) The Bylaw Committee recommends that Bill #10 (*Students' Council Reform*) be read a first time.
- Bill #10 – Students' Council Reform (sponsor; BERGHOFF)**
 Principles (first reading)
 Consolidation
 1. Bylaws 100, 400, 3100, 4000 and 8100 are to be consolidated into a single bylaw.

Update of Bylaw 100 (Respecting Students' Council)

2. If a Councilor is elected Speaker, their seat shall become vacant.
3. The Chair of the Council Administration Committee will be the deputy Speaker of Council.
4. The Deputy Speaker of Council will fulfill the duties of the Speaker in their absence.
5. There shall be a meeting of the newly elected members to Council as soon after the General elections as possible for the purpose of:
 - (a) electing a Speaker;
 - (b) electing committee members, and;
 - (c) setting a schedule of meetings.
6. The current requirements of members of Council are repealed.
7. A letter of resignation from a member of Council takes effect either:
 - (a) Immediately upon its inclusion on the order paper, or;
 - (b) On the date specified in the letter.
8. Standing Orders shall take precedence over Roberts' Rules of Order.
9. The Chief Returning Officer will apportion Councilor seats between faculty on the basis of the Fall and Winter term registration statistics as compiled by the Registrar.
10. The Chief Returning Officer will re-apportion Councilor seats, once each year, prior to the general election for Councilors.
11. The Chief Returning Officer will table a report prior to the general elections containing the statistics used to apportion seats as well as the results of the re-apportionment.
12. The following items are removed from bylaw:
 - (a) The Oath of office to be used in the Installation Ceremony;
 - (b) The process by which Council will elect a Speaker, and;
 - (c) The style of the form that must be submitted to the Speaker for an eligible member of Council to appoint a proxy.

Update of Bylaw 400 (Legislation of the Students' Union)

13. The Standing Orders is a new categories added to SU Legislation
14. Miscellaneous Motions are renamed General Orders.
15. Standing Orders are ongoing instructions to councilors, officers and staff of Council and the Students' Union respecting the manner and execution of Council logistics.
16. Standing Orders of Council do not expire, but must be re-introduced on the Order Paper at the first meeting of each new Council.
17. Each political policy must contain a sunset clause.
18. For each political policy, the Executive must create an implementation plan and submit that plan to the relevant committee for feedback.

Update of Bylaw 3100 (Conflicts of Interest)

19. No substantive changed proposed.

Update of Bylaw 4000 (Standing Committees)

20. The relevant bylaw provision of the Awards Committee are transferred to his bylaw.
21. All non-voting members are removed from committees.
22. Committees may add non-voting members to their composition by passing regulations to that end in their respective standing orders.
23. The prohibition against proxies serving on committees is rescinded.
24. A Councilor can appoint another Councilor to serve as their proxy on a committee.

25. Incoming committees will meet after the elections and prior to the Installation ceremony to:
- (a) elect chairs, and;
 - (b) establish meeting dates and times.
26. Established meeting schedules must cover the entire trimester.
27. In addition to the existing requirements the committee will also submit a document styled "Summary of Proceedings" that summarizes that activities of the committee.
28. The Council Administration Committee is responsible for nominating students to serve on the U of A Senate.

Update of Bylaw 8100 (Board of Governors Representative)

29. The provisions of bylaw 8100 are repealed
30. Of the two members of the Board of Governors that Council is entitled to nominate under the Post Secondary Learning act:
- (a) One shall be the President, and;
 - (b) One shall be a student-at-large elected in the same manner as the voting members of the Executive Committee.
31. The student-at-large member elected to the Board of Governors will have access to sufficient administrative support to carry out the logistical requirements of their office.

Additional Update

32. Of the four members of the Senate that Council is entitled to nominate under the Post Secondary Learning act:
- (a) One shall be the Vice-President (External) of the Students' Union, and;
 - (b) Three shall be nominated by Students' Council on the advice of the Council Administration Committee.
33. Of the two member of the General Faculties Council that Council is entitle to nominate under the Post Secondary Learning Act:
- (a) One shall be the Vice-President Academic, and;
 - (b) One shall be the Vice-President Student Life.

General Provisions

34. The bylaws will be amended to allow for any additional non-substantive changes necessary to make the bylaws as a whole compliant with each other.

2005-11/8

QUESTION PERIOD

2005-11/9

GENERAL ORDERS

2005-11/9a

MOTION BY LETTNER ORDERED THAT Students' Council direct the Bylaw Committee to draft a plebiscite question asking students if they would support mandatory fee levied on students to aid the construction of expanding Van Vliet.

2005-11/9b

MOTION BY LETTNER ORDERED THAT Students' Council approve the "Sharing Ideas and Approached" Inaugural Conference from October 17-20, 2005.

2005-11/10

INFORMATION ITEMS

DRAFT – FOR CONSULTATION PURPOSES ONLY

Senate Task Force Student Engagement: A Shared Responsibility

Purpose

1. An Open Discussion regarding the Student Experience at the U of A – the Senate Task Force focused primarily on the experience outside of the classroom as the GFC Committee on the Learning Environment's Subcommittee on the Undergraduate Experience focused on the classroom experience
2. Consultation regarding Task Force findings with a view to identifying areas for potential improvement and highlighting best practices at the U of A

Agenda

1. Request for Feedback – **do the suggestions listed below reflect your experience?**
 - a. Critical review of preliminary findings
2. Review of Issues – **what have we missed?**
 - a. Additional observations regarding student life at the University of Alberta
3. Discussion of Best Practices – **what is already working well?**
 - a. Information regarding specific initiatives, resources or contact people focused on enhancing the student experience
 - b. Comparison to the student experience at other institutions

Preliminary Findings

A. Invest significant resources in an enhanced student experience.

1. Increase space for first and second year students in residences, creating more opportunities for students to live with other students in communities connected to a University of Alberta campus.
2. Improve opportunities for students to interact with faculty and fellow students both inside and outside the classroom. Reassess the balance of class sizes. Reduce the student to faculty ratio from the current ratio of 21:1 down to 15:1 to be on par with the best research intensive public universities in the world
3. Improve student access to increased financial assistance in order to reduce the amount of time devoted to part-time employment and increase time available to engage with the campus community.

4. Expand institutional links to Aboriginal and rural communities to build cross-cultural skills and understanding as well as to improve student access to cultural traditions and supports. (i.e. Aboriginal Teacher Education Program in the Faculty of Education)
5. Ensure that every student has a significant international learning experience that builds on the University of Alberta's global linkages and reputation. Promote and encourage (including providing additional financial resources) increased student participation in short term projects or study terms abroad. (i.e. Play Around the World project in the Faculty of Physical Education and Recreation)

B. Prepare prospective students for university life.

1. Develop enhanced early transition programs in partnership with junior high schools, high schools and colleges.
 - Communicate a more comprehensive range of the responsibilities and benefits of a university education to students and families.
 - Clarify and respond to expectations on the part of prospective students and their families throughout the application and registration process.
2. Connect prospective students and families with current students and families. (i.e. Senate High School Recruitment and Rotary International programs)
 - Coordinate visits by U of A students to high schools / colleges to talk about their first year experience.
 - Create parent associations and web based forums (particularly for international, out-of-province and rural students). (i.e University of Arizona)
3. Incorporate key messages about transition assistance and student development into the university's recruitment goals and strategies. Communicate ideas and strategies that go well beyond the information on programs of study.
4. Create a compelling vision of the U of A student experience (i.e. define how the U of A is educating the leaders of tomorrow) and communicate this vision to community leaders, alumni and media in order to involve them in educating prospective students about what to expect from university.
5. Re-evaluate admissions timelines to position the U of A as an institution of first choice – timing of offers of acceptance affects prospective student decisions about attendance at U of A versus competing institutions, as well as critical arrangements for accommodation and employment.

C. Revitalize the newcomer experience (first year and transfer students) and build on the newcomer foundation throughout the academic program.

1. Extend orientation sessions over the first term and hold follow up information sessions throughout the academic year.
2. Increase opportunities for early and ongoing acquisition of core skill sets such as critical thinking, oral and written communication, independent judgment, and problem-solving through practicum experiences and internships outside of the classroom (i.e. Community Service-Learning in the Faculty of Arts). Merge the academic and social aspects of learning throughout all academic programs.
3. Encourage, celebrate and reward best teaching practices in the newcomer year. Best teaching practices might include efforts to:
 - create cohort groups to increase opportunities for teamwork and after-class learning among smaller groups of students;
 - expand tutorial sessions, limited in size, taught by experienced faculty;
 - incorporate undergraduate research and co-op experiences into the first year experience to help students connect theory to practice, explore different areas of study, and possibly ignite a passion for a particular field of learning;
 - encourage instructors who are passionate about teaching and who are skilled in teaching large class sizes to teach the newcomer year;
 - expand mentorship programs for newcomers.
4. Transform the faculty evaluation process to emphasize more rewards for best teaching practices, particularly for newcomer classes. Ensure that instructors without a teaching background receive instruction in teaching techniques. Ensure that all instructors build solid oral and written communication skills.
5. Increase remediation opportunities for first year students who are struggling with classes and/or fail to meet the academic requirements for promotion to the sophomore year. Four possibilities include:
 - provide counseling and academic guidance after the first semester for newcomers with low grades;
 - increase opportunities for students to transfer to a different faculty where they feel they can cope better;
 - facilitate student retention across faculties by allowing students required to withdraw to reapply to a different faculty using their high school marks rather than their university marks;
 - increase flexibility of and faculty participation in the Fresh Start Program.
6. Create enhanced and personalized transition assistance for rural students who are new to the Edmonton and university communities, including academic support services, library services, student services, and opportunities for community involvement.

7. Continue to enhance and personalize transition assistance for international students who are new to the Edmonton and university communities, including academic support services, library services, student services, and opportunities for community involvement. Build on the positive experience and example of International House.
8. Conduct a comprehensive review of the Aboriginal student experience at the University of Alberta, including transition assistance, access to services, and opportunities for community involvement. Expand access to cultural traditions, elders, ceremonies, supports, mentors and create on-campus social space and identity. (i.e. UBC LongHouse, U of A International House)

D. Make student engagement a key University of Alberta priority.

1. Ensure that the student experience is embedded as a permanent consideration in the academic planning process and engage all stakeholders in a common vision and implementation plan.
2. Ensure the goals of student experience enrichment remain current and meaningful through ongoing participation in surveys such as the National Survey of Student Engagement and additional consultation methods including student focus group sessions.
3. Support opportunities for increased understanding and cultural/social sharing among unique student groups, including local, rural, international, aboriginal and special needs populations:
 - reassess availability of social space on campus to facilitate increased student and faculty communication;
 - support the creation of cohort groups incorporating membership from different populations.
4. Create and maintain a central information system, staffed by qualified personnel, to:
 - increase awareness of the online events calendar and offer a single access point to information on student services, programs and extracurricular activities (i.e. U of C initiative);
 - act as a referral service;
 - coordinate liaison between all U of A campuses by maintaining the steady flow of information between campuses.
5. Encourage administration, faculties and departments to conduct regular internal communications audits to identify strengths and weaknesses in communication with students.

E. Build student pride in the University of Alberta – create a sense of belonging through celebrations of success, community and school spirit.

1. Expand and personalize welcome services to students who are new to the Edmonton and University of Alberta community. Possible strategies include:
 - send a welcome team to meet as many new students as possible on arrival;
 - send personal welcome letters from Alumni, Senate, and senior administration to new students before they arrive at the U of A;
 - increase resources to departments which already have a welcome service to help maintain and improve such services.
2. Create and maintain an “internal relations” department with a special mandate to celebrate success and promote accomplishments of faculty, students and alumni to the student body.
3. Identify faculty-specific resources and individuals with a special mandate to enhance the student experience and promote community relations within the university. (Note parallel to donor engagement – efforts of development officers in each faculty)
4. Expand opportunities for on-campus employment for students.
5. Encourage more social and recreational events involving faculty, staff, undergraduate and graduate students – particularly events that also extend to the larger community.
6. Synchronize alumni, awards and school pride events with orientation and other student activities, and promote increased student awareness of and participation in these events.
7. On an institutional level, engage more students as vital contributors to the university community in order to strengthen alumni ties to the University of Alberta.

Executive Committee Report to Students' Council September 20, 2005

1. The following motions were at the September 13, 2005 Executive Committee meeting:

- a) TOBIAS/LETTNER MOVED THAT the Executive Committee recommend that Students' Council approve a transfer not to exceed \$4,900 (four thousand nine hundred dollars) into budget 521 from 610 for the use of the High School Leadership conference.

VOTE ON MOTION 4/0/0/ CARRIED