



4th MEETING OF COUNCIL 2017/2018

25 October 2017

USC Community Room
7:00 PM

1. Call to Order
2. O Canada
3. Western Song
4. Land Recognition
5. Roll Call
6. Comments from the Chair
7. Approval of Agenda
8. Approval of Minutes
- Meeting of Council (27 September 2017)
9. Presentations
 - i. Gazette Information Session (15 minutes, 5 minutes Q&A) – *A. O’Kruk, Editor-in-Chief*
10. For Action
 - i. Standing Resolutions of Council: Executive Appointments Amendments – ([Motion 1](#), [Appendix 1](#))
-- *Name, Position*
 - ii. Ratification of the 2017-2018 USC Policy Paper Proposals ([Motion 2](#), [Appendix 2](#)) -- *L. Tulk, Vice-President*
 - iii. Motion to Create the Ad-hoc Bus Pass Review Subcommittee of the Student Experience Standing Committee ([Motion 3](#), [Appendix 3](#)) -- *K. Olsen, Chair (Governance & Finance Standing Committee)*
 - iv. Election of Council Members to the Ad-hoc Council Development Committee

Candidates may appoint themselves on Council floor.

11. For Information
 - i. Executive Reports (45 minutes)
 - ii. Report of the Chair of the Board of Directors (10 minutes)
 - iii. Report from the Chair of the Student Senators (10 minutes)
 - iv. Report from Standing Committee Chairs (10 minutes)
 - a) Governance and Finance Standing Committee
 - b) Advocacy Standing Committee
 - c) Student Experience Standing Committee
 - d) Agenda and Council Operations Standing Committee
12. For Discussion
13. New Business
14. Termination



Motion 1

Standing Resolutions of Council: Executive Appointments Amendments

Be it resolved that, Council approve the amendments to the Standing Resolutions of Council pertaining to Executive Appointments.

MOVER/Secunder



Appendix 1

Executive Appointments

C16/S.3
Effective Date: 30 November 2016
Expiry Date: in perpetuity

Whereas; the nature of executive appointments are problematic for a variety of reasons, including but not limited to a lack of transparency, accountability, and a fair process;

Whereas; executive appointments are usually to committees of large significance, are presently not public, and often outlast the terms of the executive who appointed them, more structure and oversight is needed;

Let it be resolved; Council adopt the following as a Standing Resolution:

"Any committee position within Western University that handles academic or campus affairs, where the USC Executive would have previously appointed a student who is not an executive member, to be subject to an open call for nominations and/or applications;

The USC Executive will select the top five (5) applicants, or top three (3) if fewer than five apply, in accordance with standing Human Resource policies and will forward their names as candidates to Council.

Each candidate will have three minutes to highlight their credentials after which the USC Council shall make the appointment(s) by a preferential ballot election. Council elections will have a 2 minute question and answer period allotted to each candidate to field questions from Council, wherein all candidates answer the same question.

Prior to each election outlined above, the USC Executive (or their designate) shall present information to Council on the role and responsibilities of the position being elected."

~~Let it be further resolved; That the USC Representative to the Student Services Committee be elected by students at large during the general election period.~~

Let it be further resolved; That the USC Representative to the Student Services Committee be selected by a hiring panel consisting of the USC President, Vice President and 1 Councillor to ensure proper skill alignment with the role, and this selection be ratified by Council.

~~Let it be further resolved; that USC Councillors be ineligible to apply for positions wherein the election of the position comes before Council (excluding OUSA).~~

~~Council elections will have a 2 minute question and answer period allotted to each candidate to field questions from Council, wherein all candidates answer the same question.~~

~~Let it be further resolved; That due to time constraints the first election of the USC Representative to the Student Services Committee be during the Fall by election period in 2017.~~



Motion 2

Ratification of the 2017-2018 USC Policy Paper Proposals

Whereas, the University's Students Council exists as organization that serves as the representative body for Western's undergraduate students, it is incumbent upon the USC to convey principles, concerns, and recommendations (PCR's) to the University's administration, staff, and faculty;

Whereas, every year the USC writes three Advocacy Policy Papers (Purple Papers). After consultation of the USC and the Advocacy Standing Committee, the topics of interest to our students are the following: Affordability, Student Employment and Equity & Diversity;

Whereas, the Advocacy Standing Committee has amended, made necessary recommendations and approved the written submissions of the Advocacy Policy Paper Proposals for this year. (Appendix 2)

Be it resolved, that the 2017/18 USC approve these written proposal submissions so the writing process may continue.

ZONTA/Tulk



Appendix 2

Advocacy Paper Proposal - Affordability October 18th, 2017

1. A brief description of the topic:

All eligible students in Ontario, regardless of socioeconomic status and household income, should be able to access a post-secondary education. Since the 2010-2011 Academic Year, undergraduate Canadian tuition and ancillary fees at Western has increased in the faculties Arts and Humanities, Science, Social Sciences, Music, Health Sciences and the Faculty of Information and Media Studies by approximately \$2000, while increasing approximately \$5000 for Engineering students. Professional undergraduate programs have increased variably, with the largest increases seen in Medicine (approx. \$9000), Dentistry (increasing ~\$10k- ~\$20k depending on which year of the program), and law (\$7000).^[1] If these programs had increased at an inflationary rate, there would have been more modest increases in most undergraduate degree programs (~\$709), while varying for professional undergraduate degree programs and Engineering.^[2] The Ontario Undergraduate Student Alliance previously recommended if tuition has to increase, it should not increase beyond the rate of inflation in March 2015^[3], and yet this is not the reality for students across Ontario, and particularly at Western University. With the forthcoming changes in the Ontario University and College Funding Formula, it is hopeful that there will be changes made to regulate tuition and ensure that tuition is not out-pacing the ability of middle and low-income households to pay, and a move away from the high-fee, high-aid model that hurts the most disadvantaged potential students.^[4] That being said, this paper will focus on changes that Western administration can make to ensure that WesternU is accessible and affordable to all students.

2. Reasons why the topic is important to undergraduate students:

Making university affordable is incredible important to undergraduate students because:

- Students should not need to sacrifice essentials like food and toiletries in order to pay for university
- Students should not have to drop out of university due to financial barriers
- Many students feel unnecessary stress due to financial situations
- Student debt is a crisis in Ontario with students being unable to payback loans for years

3. How the topic relates to the USC's mission statement (To enhance the educational experience and quality of life for all undergraduates at Western University)

"To enhance the educational experience and quality of life for all undergraduates at Western University." The relation of affordability with the USC's mission statement is direct with :enhanced quality of life."

Quality of life is described as "It observes life satisfaction, including everything from physical health, family, education, employment, wealth, religious beliefs, finance and the environment." Being able to pay for necessities, having financial security, being able to afford school year to year and not being saddled with debt for extensive periods of time are all elements of quality of life that this paper aims to tackle.

4. A set of principles for the policy to guide the research and writing process.

Throughout this policy paper, some key issues the USC would like to further investigate include:

- Making scholarships, bursaries and grants more equitable and accessible
 - In the 2015-2016 budget, Western approved a total of \$30,079,629 in bursaries and scholarships in their base budget.^[5] Table 5 from the budget (below) indicates that \$7,300,000 is devoted to merit-based scholarships, while a little over a tenth of this amount (\$776,545) is devoted to bursaries. Bursaries combined with privately funded needs-based awards and bursaries still do not equate to the \$7,300,000 devoted to scholarships.



- Students currently underrepresented in the university system report the lowest levels of receiving a scholarship or bursary based on academic merit.^[6]
- In this paper, we would investigate solutions to ensure that scholarships and financial assistance from Western goes to reducing barriers in the most efficient way possible, while keeping in mind the value of merit scholarships for retaining high-achieving high school students.
 - Non-school related fees such as living expenses, residence and campus food expenses as well as the costs of other campus amenities will also be considered in this paper.
 - High-Tuition, High-Financial Aid Systems are problematic
- Increased investments in financial aid are used as a political tool by the government as tuition continues to increase. Students who do not meet the income criteria for certain forms of post-secondary financial assistance in lower-middle income families are left without adequate assistance. Furthermore, underrepresented student groups (especially Indigenous students and first generation students) are often the most debt averse students, especially those that have few alternative funding sources to student loans, will perceive post-secondary education as inaccessible and refrain from enrolling.^[7]
- Although the ideal solution is a new funding formula for students, this policy paper proposes to look at evidence-based solutions that counteract these negative consequences of the high-tuition, high-financial aid model, specifically by considering bursary, grants and scholarship criteria.
 - An important consideration is to look at who accesses bursaries and grants and who is being excluded (look at specific groups such as: mature students, low-income students, middle-income students, students with disabilities, Indigenous students, International students), additionally it is important to examine how Western's grants and bursaries compare to other institutions.
 - Part-time student status acts as an excluding factor that limits the most disadvantaged students from being able to access certain forms of post-secondary financial assistance. OSAP provides students taking at least 60% of a full-time course load (or 40% for students with disabilities) funding, however, underrepresented groups are the most likely to be part-time students.^[8]
 - Equitable jobs
- As tuition continues to outpace increases in inflation, students earn sufficient income over the summer to cover in-study costs. This means that students are increasingly taking on in-study employment. This can result in "employment burden," where increased part-time employment has a negative impact on academic performance.^[9]
- Western should therefore strive to be an equitable employer that provides wages that can help students to cover their in-study costs without
 - Fee schedules
- Currently, students at Western can pay their tuition in two installments (on the 15th of August and the 1st of December for the 2017/2018 Academic year). Tuition can be deferred for students receiving OSAP as long as they have submitted the required documentation by the correct date, until they receive funding from the provincial government.^[10] If the assessment does not meet the full amount of the first tuition installment, the student must pay the difference. Since OSAP assessments do not have to be decided until August 15, this leaves little time for students to anticipate their responsible funds.
- If students cannot meet the pay deadlines, late fee payments will be added.^[11] This policy paper will investigate if more flexible payment schedules can be arranged, as well as will look at the effectiveness of late fees.
- This policy paper will also consider an activity based funding model to be adopted by the university to ensure students know how their tuition is allocated.

[1]

http://www.registrar.uwo.ca/student_finances/fees_refunds/pdfs%20fee%20schedule%20/fallwinter2010_ugCanadian_FT.pdf

http://www.registrar.uwo.ca/student_finances/fees_refunds/pdfs%20fee%20schedule%20/Fall%20Winter%202017-2018%20UGRD%20fee%20schedule%20CDN.pdf

[2] <http://www.bankofcanada.ca/rates/related/inflation-calculator/>



[3] OUSA Policy Paper, March 2015, p. 20

[4] This was in one of the OUSA papers, find exact place.

[5] http://www.uwo.ca/univsec/pdf/senate/minutes/2015/r15apr10scup_ann1.pdf

[6] OUSA, p. 20

[7] OUSA policy paper, p. 19

[8] Ousa policy paper p. 12

[9] Ousa tuition paper, p. 50

[10] http://www.registrar.uwo.ca/general-information/features/need_to_defer_your_tuition_to_osap/index.html

[11] http://www.registrar.uwo.ca/student_finances/fees_refunds/online_tuition_account.html



Advocacy Paper Proposal - Student Employment
October 18th, 2017

1. A brief description of the topic:

Student employment is an incredibly important issue, but also very complex. There are a number of very important sub-topics that can be addressed in this policy paper. Western's Work Integrated Learning program and other work-study offerings, the effects of the minimum wage hike, the ongoing debate around unpaid internships, the federal government's substantial investment in youth employment, the difficulty of balancing work and school, the resources and training that university administration should be doing, the difficulty in acquiring research funding opportunities, the problems of unemployment and under-employment upon graduation, and the challenges of dealing with employers all fall under the scope of this paper. The authors of this paper will have to prioritize these interconnected issues based on feedback from students and their research.

2. Reasons why the topic is important to undergraduate students:

One of the primary motives students have for pursuing post-secondary education is for the end result of obtaining a job. For the USC, student employment should be a top priority because of the benefits it adds to the lives of students.

Student employment is particularly important to students because:

- Money helps pay for immediate needs and offset the expensive cost of education (63% of post-secondary students report that income from employment is the most common source of funding for their education)
- A job enhances the professional and personal development of the student.
- Expands students' professional networks.
- Increases job prospects for graduating students

3. How the topic relates to the USC's mission statement (To enhance the educational experience and quality of life for all undergraduates at Western University); and

"To enhance the educational experience and quality of life for all undergraduates at Western University." The relation of student employment with the USC's mission statement is two-fold: (1) enhanced quality of life and (2) enhanced educational experience.

Quality of life is described as "It observes life satisfaction, including everything from physical health, family, education, employment, wealth, religious beliefs, finance and the environment." Being able to pay for necessities, having job security, and increasing the prospects for a more prosperous future are all elements of quality of life that this paper aims to tackle.

The USC's commitment to providing the best educational experience for students aligns directly with the spirit of this paper. By focusing on student employment the USC is able to give students access to opportunities that expand their personal and professional skills, thereby, enhancing their educational experience.

Furthermore, work integrated learning is a type of employment that enhances both the quality of life and education. You are getting paid for a job that links to your desired field of work and is recognized by the university as well. Having these opportunities allows students to increase their competitive edge in today's global economy.

4. A set of principles for the policy to guide the research and writing process.



The topic of student employment is extremely broad, however there are certain categories that a policy paper must address on this topic.

Firstly, there needs to be an examination of the different types of employment for students. Each of these types must not be treated as whole in order to capture the nuance of the situations regarding each of them. It is important to recognize that each type of employment has it's own problems, and also problems that are shared. We have identified the following types of employment:

Work Integrated Learning (Coops, internships & practicums that are recognized by the University)

Summer Employment (internships both paid/unpaid, other summer work)

Part-Time/Full-Time during the school year

- Including being Employed by University/USC

Employment upon graduation

Secondly, to address these areas, the policy paper will need to examine what the USC, the University, OUSA, and all levels of government are doing to address these issues. A carefully crafted policy will include recommendations on all of these fronts as well.

Thirdly, student involvement in this paper is critical. As a guiding principle, students from all walks of life need to be considered - Mature students, Affiliate students, Part-time students, International Students, etc. This paper must consider the impacts of policy on all students that the USC serves.



USC Advocacy Paper Proposal - Equity & Diversity October 18th, 2017

1. Brief Description and Overview of Equity & Diversity Paper

Western University works to prioritize diversity, inclusion and an equitable student experience. However, in a discussion held by Ethnocultural Support Services in January of 2017, titled "Let's Talk Racism", marginalized groups expressed some concerns to the USC. Existing programs and policies were not sufficient to alleviate the various challenges they faced. In particular, they outlined a lack of focus on achieving substantive equality, the need for an intersectional lens and a policy approach that considers the broad range of experiences that marginalized groups face.

Following a comprehensive scan of the existing policies and resources on Western's campus that focus on diversity and feedback from student leaders on campus, this policy paper aims to propose recommendations that may help the university to be a more inclusionary space for marginalized groups.

The Equity & Diversity policy paper will focus on ensuring that existing policies and resources are coordinated and accessible. This will be in an attempt to ensure that students can access appropriate support. The goal is for this paper to address social barriers that recognize the broad scope of challenges marginalized groups face and will encourage the USC and furthermore, Western University, to strive for substantive equality.

2. Why is Equity & Diversity important to undergraduates?

Western's undergraduate student population continues to struggle with issues concerning equity and diversity on campus. It is important that we prioritize these concerns as they are a direct influence on the experience of students within the confinement of this campus and may translate into their experiences past their time at Western.

The USC would like to create more coordinated policies for marginalized groups. Marginalized undergraduate students should be provided with access to resources and support in order to ensure that they have equal access to a quality education. Western's current services for marginalized students exist, but are uncoordinated and can be difficult for students to navigate through in order to address their concerns and access support.

With this paper, we will also address social barriers affecting undergraduate students. Every student at Western has the right to an environment that is free from discrimination and harassment, and includes an accepting and inclusive community. Marginalized groups on campus continue to struggle for equality and experience subtle oppression on Western's campus through mainstream programming, assumptions and attitudes.

For example, it is incredibly important to use this paper on equity and diversity to address issues for minority groups on campus such as the LGBTQ+ community. LGBTQ+ students within the various Ontario universities continue to highlight exclusion, anxiety, ignorance, hostility, social challenges and resource inadequacy as barriers to their full participation in university life.

3. Equity & Diversity in relation to the USC Mission Statement

The USC Mission statement: *To enhance the educational experience and quality of life for all undergraduates at The University of Western Ontario.*

Equity and diversity within the undergraduate student population and community directly influences each individual's quality of life during their time at Western. The USC exists to represent students and advocate on behalf of students. Where there are areas of improvement, such as those highlighted in the second response, it is our responsibility as the governing body for undergraduates to advocate on and off campus to address such pressing issues regarding equity and diversity. It is important for the USC to shed light on the broad range of negative experiences faced by marginalized groups on campus and provide feasible solutions to the university. As a result, this would increase the quality of life for all of our students.

4. Principles guiding this policy paper

Currently, the following will be the main principles guiding the policy paper:



Principle 1: Marginalized groups on campus should be able to access resources and support in order to ensure that they have equal access to a quality education.

Principle 2: Every student at Western University has the right to an environment that is free from discrimination and harassment, and includes an accepting and inclusive community of faculty, staff and students.

Principle 3: All students at Western should feel comfortable to learn about, discuss, and engage with the diverse community that the University fosters.

In addressing these concerns, the USC will partner with those who identify with having experienced any of the aforementioned, are part of target groups, and are well-versed in these topics to create sufficient policy. It is through their lived-experiences, input, recommendations, advice and anecdotes that the USC will use to create/edit the principles that we are currently using.



Motion 3

Motion to Create the Ad-hoc Bus Pass Review Subcommittee of the Student Experience Standing Committee

Whereas, Bylaw 1 states that Council holds jurisdiction over policies and positions related to the student interest;

Whereas, Council has the means and democratic legitimacy to both properly review and emphatically recommend the adoption of a position on this matter that best reflects the student interest;

Whereas, the USC Bus Pass levy is standing at \$227.88, and cannot be opted out of by any student regardless of use;

Whereas, the utility of the USC Bus Pass has gone unreviewed for many years;

Be it resolved that, Council pass the Ad-hoc Bus Pass Review Subcommittee of the Student Experience Standing Committee Terms of Reference (Appendix 1), sending the Terms of Reference to the Student Experience Standing Committee to be struck at their next meeting;

Be it further resolved that, Council recognizes it cannot change the levying of the Bus Pass on its own, but it does call on the Board of Directors and Executive to assist with moving forward any changes passed by resolution through Council concerning this matter, recognizing that Council represents the will of the students.

OLSEN/Secunder



Appendix 3

The cost of the USC Bus Pass fee levied to each student is up to \$227.88 yearly. With that much money on hand, a student could buy 119 trips on a London city bus directly from the LTC itself. 119 trips are enough to get to and from campus five times a week for three months straight, without taking into account free bus transfers. \$227.88 is no small amount of money; currently, over the course of a typical 4-year undergrad, every student can be expected to spend almost one thousand dollars on the bus pass, whether they use it or not. It doesn't matter if someone walks, bikes, carpools, or drives everyday--in its current state, students cannot opt out of paying it, and that is potentially unacceptable when demanding a fee this financially significant.

Although as a Council we cannot sit down and discuss terms with the LTC to renegotiate the USC's Bus Pass, as the guiding body of the USC and the link that connects students to this organization, it is well within Council's jurisdiction to review and recommend changes to the USC Bus Pass in order to outline the changes this organization needs to strive for in regards to the current deal reached with the LTC.

Ad-hoc Bus Pass Review Subcommittee of the Student Experience Standing Committee Terms of Reference

1. Objective

To review the utility of the current Bus Pass deal negotiated between the USC and the LTC, using student feedback and student usage of the service to build a report, and recommend changes to the current deal. This review will be conducted with the goal of supplying the USC with a greater understanding of the student body's position on the utility of this service, as well as its usage of this service.

2. Mandate

The Ad-hoc Bus Pass Review Subcommittee shall:

- a. Work to collect information concerning students' usage of the USC Bus Pass (engaging as many students as possible), making certain to ask students if they would like to see an option to opt out of the bus pass fee (as can be done with the USC health and dental plan). Any points deemed to be of particular interest to this review shall also be pursued at the subcommittee's discretion;
- b. Compile the information into a report complete with recommendations that is to be presented to the Student Experience Standing Committee. The recommendations may call on the appropriate channels of the USC to affect change, if change is recommended, understanding that Council cannot necessarily affect this change on its own and can simply supply the USC with a greater understanding of the student body's position on the utility of this service, as well as its usage of this service. However, if at any point, and with respect to the mess that is the jurisdictions as outlined in Bylaw 1, it becomes clear that Council can unilaterally act on this subcommittee's recommendations, this subcommittee's final report may include actionable clauses that can be executed through Council;
- c. The report and recommendations must be completed with enough time for them to pass through the Student Experience Committee and make it to Council floor for the first meeting of January.

3. Composition

The Committee shall be comprised of:

- a. Four (4) members of the Student Experience Standing Committee (Voting)
- b. The President of the USC (Non-Voting, Resource)
- c. Senior Manager, Promotions and Commercial Partnerships (Non-Voting, Resource)
- d. One (1) Director from the Board of Directors (Non-Voting, Resource)



4. Meetings, Chair, and Reporting

- a. The Ad-hoc Bus Pass Review Subcommittee shall meet at least once per month throughout the project timeline.
- b. The Ad-hoc Bus Pass Review Subcommittee Chair shall be elected by the membership of the Student Experience Standing Committee immediately following the selection of the four (4) members that will sit on the subcommittee. The Chair shall be elected from those four (4) members using a ranked ballot. The Chair will be responsible for:
 - i. Scheduling the meetings,
 - ii. Organizing the agenda,
 - iii. Selection of a Secretary to record minutes,
 - iv. Helping set logistical strategy and vision,
 - v. Reporting to the Student Experience Standing Committee on the actions and decisions of the Subcommittee.