

Tuesday, January 26, 2021

6:00PM

[Zoom](#)

We would like to respectfully acknowledge that our University and our Students' Union are located on Treaty 6 Territory. We are grateful to be on Cree, Dene, Saulteaux, Métis, Blackfoot, and Nakota Sioux territory; specifically the ancestral space of the Papaschase Cree. These Nations are our family, friends, faculty, staff, students, and peers. As members of the University of Alberta Students' Union we honour the nation-to-nation treaty relationship. We aspire for our learning, research, teaching, and governance to acknowledge and work towards the decolonization of Indigenous knowledges and traditions.

LATE ADDITIONS (SC-2020-21)

2020-21/1 SPEAKERS BUSINESS

2020-21/1a Announcements - The next meeting of Students' Council will take place on **Tuesday, February 9, 2021 at 6:00PM** via Zoom.

Join Zoom Meeting

<https://us02web.zoom.us/j/83370138948?pwd=QkxTzRjTEZlZWbkMlQ2k1MXhuU0xmQT09>

Meeting ID: 833 7013 8948

Passcode: 573705

2020-21/2 PRESENTATIONS

2020-21/3 EXECUTIVE COMMITTEE REPORT

2020-21/4 BOARD AND COMMITTEE REPORT

2020-21/5 OPEN FORUM

2020-21/6 QUESTION PERIOD

2020-21/7 BOARD AND COMMITTEE BUSINESS

2020-21/7a **OLIVEIRA MOVES TO** approve the OASIS 2021 Referendum Question.

See SC-2020-21.17

2020-21/7b **DIXON MOVES TO** appoint one member of Council to the Sustainability Committee.

See SC-2020-21.18

2020-21/7c **DRAPER/MONTEIRO MOVES TO** approve the Second Principles of the Open Education Policy.

See SC-2020-21.19

2020-21/8 GENERAL ORDERS

2020-21/9 INFORMATION ITEMS

2020-21/9a Executive Committee Reports (Daycare Brief attachment included)

See SC-2020-21.16

**Date:** 26/01/2021

**To:** Students' Union Council

**Re:** Vice President Student Life 2020/21 Report #17

---

Hello council!

I hope the beginning of the semester is going well! I hope you all are settling into the semester and are prioritizing your mental health!

### **Sexual Violence**

Amazing news! The rate for the MNIF increase has been set at \$1.50 per semester to pay the salary. This will be charged to all students and the MNIF is in Fall, Winter and Spring/Summer. This means students could pay a maximum \$4.50 a year. It is still unfortunate that students have to pay for the role but I am really happy with the price set. This will be transformative for the state of sexual violence on our campus and is desperately needed. The next vote for this will be on Wednesday, January 27th at 8am. I will update you all on how the vote goes!

### **Finding Identity: An LGBTQ2S+ Conversation on Intersectionality, Mental Health, and Allyship**

This Thursday we will be hosting the second half of the EDI Speaker's Series. This one will be a conversation featuring: Ben O'Keefe, Jack Saddleback, Tiq Milan, and moderated by Kat Blaque. It will be from 6-8pm! You can find out more about it at [uasu.ca/events/upcoming](https://uasu.ca/events/upcoming)

### **Menstrual Products**

After having some issues with our original dispenser that required us to return it, we have officially bought a new one! VP Krahn and I are really excited to receive this one and put it out. We are so thankful that Soroptomist saw the importance of this project and was supportive of us! We will update you all when we receive it!

### **Daycare**

Okay finally!! I am so excited to tell you all about this. The UASU and the GSA will be partnering together to offer a daycare service to our students. After looking at our survey data, discussing with stakeholders and other service providers on campus, we have decided to work with Kids & Company. I have attached a business case for this decision for you all to learn more about the service. The benefits for students who parent are fantastic. I am happy to answer any questions about the service!

---

**Katie Kidd, Vice President Student Life**

2-900 SUB | 780 492 4241 | [vp.studentlife@su.ualberta.ca](mailto:vp.studentlife@su.ualberta.ca)

### **Empower Me Presentation**

I gave a presentation to members of the Dean of Students' staff, including the Student Care Coordinators. I hope this service will continue to be more utilized by students who desperately need it.

There's lots going on with only a few months! I'm looking forward to working with y'all this semester! If you ever need to discuss anything, I am always here to talk.

Cheers,

**Katie Kidd**

University of Alberta Students' Union Vice President Student Life

Also, here is a picture of my donkey Rudy for reading this far!



## 2020-21 - Council Submissions

### UASU Students' Council Agenda Submission

This form is intended to be used by members of Students' Council to submit items for Council meetings.

**Council Meeting Date** Tuesday, January 26, 2021

**Mover** Kidd

**Email** katie.kidd@su.ualberta.ca

**Action Requested** Information Items

### Information Items

#### Abstract

Daycare Brief as mentioned in SL report

#### Attachments



Daycare\_ A Buisness Case (1).pdf

## The Business Case for the Kids & Co. Daycare Service

### What is the Problem?

Currently there are an estimated 1200-1300 students who parent in a given year based on our Annual General Surveys from 2017-2020. These students present a unique situation for the Students' Union as they need more specific support. Quite a few of their needs are better addressed by advocacy to the University. One concern we can address ourselves is helping provide affordable, accessible, and flexible childcare. The University daycares are not a suitable option for our students. These daycares were started for staff, not for students. They are all above the average price for daycare in Edmonton and all have a long wait list of numerous years. Beyond that, the University has no interest in changing this because they make money from the daycares.

### What Have Students Said They Need?

From the 2019 Parents on Campus Survey:

- A need for just-in-time or drop-in supports.
- Relief from unacceptably long, sometimes multi-year, wait times for childcare spaces.
- Survey respondents also highlighted: the need for part time daycare, flexible hours specifically extended into the evening, and daycare for children under 18 months.

### How Can We Address this?

Kids & Co. is an appealing short-term solution. Kids & Co. has 16 locations in the Edmonton area, and offers 1-5 days a week and back up daycare. There are no late fees and a guarantee of placement after 6 months. The hours of most centres are 7am to 6pm with extended hours available. They offer childcare for newborns to 12 years of age. All centres provide: learning/curriculum programs, food/snacks, electronic daily reports, webcams, no late fees, additional virtual events, and curriculum guidance included in tuition costs. Beyond this the service also includes after hours babysitting supports, various family events, and access to: doggy daycare, adult/elder care options, and virtual tutoring.

### The Key Aspects:

- Flexible daycare hours for students,
- Back Up care available,
- A guarantee placement after 6 months,
- Not registration fee (saving of 200\$),
- Care available for younger children,
- Less expensive rates than daycare on campus.

## The Business Case for the Kids & Co. Daycare Service

### What are the Rates?

The average cost of daycare in Edmonton is 1,075 dollars a month in March 2020 according to the Edmonton Journal.

- Infant - \$1,000 – 1,800/month
- Toddler - \$1,070 - \$1,600/month
- Preschool - \$1,000 - \$1,600/month

### What Will this Cost the Students' Union?

This will cost the Students' Union \$5,000 for our corporate annual membership, which we can cancel or change year to year. We will be splitting the fee with the GSA.

That fee guarantees:

- Guaranteed spot at a centre within 6 months of applying,
- Waived registration fee (savings of \$200) on full/part-time care,
- Allocation of 100 back-up passes for the SU to either use at our discretion or to provide 1 free day to all students;
  - Then students can purchase additional back-up days at \$80/day up to 5 and/or occasional single-day supplement. This can also be provided to students not using the full/part-time daycare.
  - This is a key asset of this service. Not having back up or just in time daycare is one of the biggest challenges of being a student who parents.

## 2020-21 - Council Submissions

### UASU Students' Council Agenda Submission

**Council Meeting Date** Tuesday, January 26, 2021

**Mover** Oliveira

**Email** cbeasley@ualberta.ca

**Action Requested** Approval

### Approval

**Motion** Oliveira moves to approve the OASIS 2021 Referendum Question

### Abstract

This is the question, written by OASIS, intended for the 2021 Executive election ballot to allow students to vote on whether they support an OASIS FAMF.

### Attachments



Famf referendum question draft .pdf

The Organization for Arts Students and Interdisciplinary Studies (OASIS), the official representative body for all undergraduate students within the Faculty of Arts, is proposing a Faculty Association Membership Fee (FAMF) of \$3.00 per student per fall and winter semester for all undergraduate Arts students (part-time and full-time) starting in September 2021.

The money received from the proposed FAMF would be returned to students as follows:

1. 50% of FAMF funds will be allocated for the purpose of granting to departmental associations, student groups, and individual students.
2. 20% will be allocated to hosting and supporting events in celebration of the Faculty of Arts and its students.
3. 30% will be allocated to providing services to Arts students to improve experience during undergraduate careers.
4. Any funds remaining will be placed in a savings account for usage at a later date.

The proposed FAMF would start in September 2021 and cease April 2024. Financial Oversight of the Fee would be conducted by OASIS in accordance with existing financial practices outlined in the OASIS Constitution and UASU Bylaw. Undergraduate students in the Faculty of Arts will be able to opt out of the fee by notifying OASIS through email or in person by the second week of the relevant semester.

**Question:**

Do you support a Faculty Association Membership Fee for OASIS at \$3.00 per student, per term, beginning collection in September 2021 and ending in April 2024?

## 2020-21 - Council Submissions

### UASU Students' Council Agenda Submission

**Council Meeting Date** Tuesday, January 26, 2021

**Mover** Dixon

**Email** tmdixon@ualberta.ca

**Action Requested** Approval

### Approval

**Motion** DIXON MOVES TO appoint one member of Council to the Sustainability Committee

### Abstract

From our standing orders: "SCSC's aims to make the Students' Union more sustainable, environmentally, socially, and economically by evaluating its current practices and suggesting definitive, practical improvements. These improvements should support the Students' Union as a leader in promoting sustainable practices on campus and in the larger Edmonton community." If you have an interest in sustainability, please join our committee!

## 2020-21 - Council Submissions

### UASU Students' Council Agenda Submission

**Council Meeting Date** Tuesday, January 26, 2021

**Mover** Draper

**Email** amonteir@ualberta.ca

**Action Requested** [Approval](#)

### Approval

**Motion** DRAPER/MONTEIRO MOVE TO approve the Second Principles of the Open Education Policy.

### Abstract

Second Principles of the Open Education Policy coming to council for approval.

### Attachments



pdf

Second Principles - Open Education Policy (N...

# Political Policy

## Open Education

### 2nd Principles

**POLICY SUPPORT TEAM:** David Draper, Andrew Batycki, Christian Fotang

#### **PREAMBLE:**

Textbook costs represent a large barrier to access to university education. Similarly they represent a large inequity, as high cost textbooks are disproportionately felt by students in lower socio-economic brackets. The additional burden of textbook costs has been shown to make up nearly 15% of an undergraduate degree, and research has shown that nearly every demographic of students do better when those costs are not present.

In the unfolding context of the Covid-19 Pandemic there has been unprecedented collaboration between researchers and institutions aligning with the values of Open Education. The Scholarly Publishing and Academic Resource Coalition (SPARC) in their 2020 report has argued that the global context has created a culture “ripe for radical change” towards OE initiatives.<sup>1</sup>

#### **DEFINITIONS:**

**Open Education:** Open Education encompasses resources, tools and practices that are free of legal, financial and technical barriers and can be fully used, shared and adapted in the digital environment.<sup>2</sup>

**Open Research:** Open Access is the free, immediate, online availability of research articles combined with the rights to use these articles fully in the digital environment.<sup>3</sup>

**Open Data:** Open Data is research data that is freely available on the internet. Permits any user to download, copy, analyze, re-process, pass to software or use for any other purpose; and Is without financial, legal, or technical barriers other than those inseparable from gaining access to the internet itself.<sup>4</sup>

#### **POLICY FACTS:**

| <b>NEW POLICY</b> |   |
|-------------------|---|
| 1.                | Open Educational Resources (OERs) are academic materials built based on the principles of open education.<br>OERs can take a variety of forms and are not limited to purely being written textbooks.<br>OERs are openly licensed and typically able to be modified to suit the needs of the individual classes using them, being better able to directly adhere to course content.  |
| 2.                | Students can expect to pay roughly 15% of their education costs on textbooks <sup>5</sup> .   |
| 3.                | Provincially or state run OER organizations exist in various jurisdictions in both Canada and the United States. BC Campus in British Columbia, Canada’s longest running OER initiative, is estimated to have saved BC students an excess of \$20 Million in eight years. <sup>6</sup> eCampus Ontario estimates total student savings in the province are over 10 Million <sup>7</sup> saving roughly \$100 per learner and \$53,00 per educator <sup>8</sup> . Open Oregon in the United States estimates that every dollar spent on OER initiatives saves students \$14, a 1400% return on investment. <sup>9</sup> One OER publisher “Openstax” has saved |

|     |  |
|-----|--|
|     | <p>students over \$1.2 Billion since 2012<sup>10</sup> with 4 Million students using their service and 60% of U.S colleges and universities using OpenStax.</p> <p>From 2014-2017 the government of Alberta funded the Campus Alberta Open Educational Resources (ABOER) initiative. This initiative generated over \$480,000 in savings in the fall of 2016 alone and was on track to create savings of \$5.5Million over 5 years<sup>11</sup>.</p> |
| 4.  | <p>Due to their creative commons licensing OERs can be adapted much faster than traditionally published textbooks, leading to more effective course materials for individual courses. Similarly, OERs are better able to include diverse voices typically excluded from the textbook industry due to their open licensing.</p>   |
| 5.  | <p>A 2017 study showcased 96% of students felt OERs were equal to or of superior quality than traditionally published textbooks<sup>12</sup>.</p>  |
| 6.  | <p>OERs are seen as a new source of ideas and pedagogical innovation and have been proven to provide inspiration to professors and broaden teaching methods. <sup>13,14</sup></p>  |
| 7.  | <p>UASU survey data has shown that 94% of ualberta students have used strategies to avoid purchasing textbooks due to their costs.<sup>15</sup> Similarly 15.7% of ualberta students select their courses based on textbook costs.<sup>16</sup> By extension, textbook costs are disproportionately felt by students who are already economically disadvantaged<sup>17</sup></p>   |
| 8.  | <p>Using and creating OERs provides the opportunity for students to co-create their academic materials, leading to a better understanding of course material, fostering skills in multimedia creation and digital literacy<sup>18</sup>, and a variety of soft skills.</p>   |
| 9.  | <p>Student OER Specialist positions hired through the libraries provide useful employment opportunities for students and reduce barriers for professors for the creation of OERs.</p>  |
| 10. | <p>An increased use of OERs can lead to large amounts of cost savings for university libraries as traditionally published textbook access for libraries is a significant cost.</p>   |
| 11. | <p>Moving away from traditional textbooks towards OERs helps prevent the capital flight (the process of money leaving a local economy) that occurs due to the majority of textbook publishers and distributors being housed in the United States.</p>  |
| 12. | <p>The profit margins for traditionally published textbooks typically range from 20-25%<sup>19</sup></p>   |
| 13. | <p>Due to the established presence of a strong provincial OER body, British Columbia has been able to create "ZTC"(Zero Textbook Costs) Programs. These are entire degrees, diplomas or certificates without any associated textbook costs. <sup>20</sup></p>  |
| 14. | <p>Open Access research allows publicly funded knowledge to be publicly accessible, saving money for post secondary institutions and students, increasing the return on investment of publicly funded research, and facilitates broader academic involvement<sup>21</sup></p>  |
| 15. | <p>Open Access Research is a practice with growing traction. 81,780 journal articles were published 2012 in 9,745 Open Access Journals<sup>22</sup></p>  |
| 16. | <p>One part of Open Access Research is Open Data. Open data</p> <ol style="list-style-type: none"> <li>a. Is freely available on the internet</li> <li>b. Permits any user to download, copy, analyze, re-process, pass to software or use for any other purpose</li> </ol>  |

|     |  |
|-----|--|
|     | c. Is without financial, legal, or technical barriers other than those inseparable from gaining access to the internet itself. <sup>23</sup>   |
| 17. | Open data can accelerate the pace of research and discovery by allowing more people to analyze information. By providing open data various equity issues which prevent access to research and data are broken down, allowing more voices at the table to provide new, or traditionally marginalized, perspectives. |

### Policy Resolutions

|    |  |
|----|--|
| 1  | The UASU shall continue to raise awareness about open education and the benefits with University administration and instructors.   |
| 2. | The UASU shall continue to raise awareness about open educational resources and the improved savings and quality of education with students.   |
| 3  | The UASU shall advocate for the creation of professional development sessions for professors about the use and implementation of Open Educational Resources.   |
| 4  | The UASU shall advocate for research done at the University of Alberta to be published as open access content, as well as the data to be publicly accessible.  |
| 5  | The UASU shall advocate for the implementation of a campus wide Zero Textbook Cost signifier to be present during enrollment.  |
| 6  | The UASU shall continue to advocate for cost saving measures to mitigate the costs associated with textbooks.  |
| 7  | The UASU shall advocate for the increased use of Open Educational Resources.   |
| 8  | The UASU shall advocate for the presence of specific questions about the use of OERs in Universal Student Evaluations of Instructors.  |
| 9  | The UASU shall advocate for the use of Open Education principles as an evaluation criteria for Faculty Evaluation Criteria.  |
| 10 | The UASU shall advocate for the University of Alberta to hire undergraduate students to assist in the creation and maintenance of Open Educational Resources.  |
| 11 | The UASU shall advocate for the expansion of the University of Alberta Open Educational Resource Grant to aid in the creation of OERs at Ualberta.   |
| 12 | The UASU shall advocate for the creation of a Student OER Co-Creation Grant to provide remuneration for students co-creating Open Educational Resources with their professors.   |
| 13 | The UASU shall advocate for the creation of a provincial office of Open Education to facilitate intraprovincial open education initiatives. This office should operate similarly to organizations such as BC Campus, Ecampus Ontario, and the Open Education Europa. |
| 14 | The UASU shall advocate for the subsidization of the creation of local open educational resources.   |

### RESOURCES:

1. SPARC 2020 Update Report. Claudio Aspesi 2020  
<https://infrastructure.sparcopen.org//2020-update/time-for-radical-change#this-culture-is-ripe-for-radical-change-we-are-seeing-a-vast-com>
2. SPARC Open Education. <https://sparcopen.org/open-education/>
3. <https://sparcopen.org/open-access/>
4. SPARC Open Data. <https://sparcopen.org/open-data/>
5. BeBookSmart Report 2018  
[https://www.su.ualberta.ca/media/uploads/1143/BBS%20Report\\_2018\\_JRpqd3e.pdf](https://www.su.ualberta.ca/media/uploads/1143/BBS%20Report_2018_JRpqd3e.pdf)
6. BCcampus. 2020. "Open Textbook Stats."  
<https://open.bccampus.ca/advocate-for-open-education/open-textbook-stats/>
7. eCampus Ontario. N.d. "Impact." <https://openlibrary.ecampusontario.ca/impact/>
8. eCampus Ontario. N.d. "Impact." <https://openlibrary.ecampusontario.ca/impact/>
9. Open Oregon. 2019. "Continuing Savings from Past OER Grants."  
<https://openoregon.org/continuing-savings-from-past-oer-grants/>
10. OpenStax <https://openstax.org/impact>
11. ABOER. N.d. "Alberta OER - Home."  
<https://web.archive.org/web/20200423034208/http://albertaoer.com/>
12. Jhangiani, Rajiv, and Surita Jhangiani. 2017. "Investigating Perceptions, Use, and Impact of Open Textbooks: A Survey of Post-Secondary Students in British Columbia." *International Review of Research in Open and Distributed Learning*, 18(4): 172-192.
13. Jhangiani, Rajiv S., Rebecca Pitt, Christina Hendricks, Jessie Key and Clint Lalonde. 2016. *Explore Faculty Use of Open Educational Resources at British Columbia Post Secondary Institutions*.  
[https://bccampus.ca/files/2016/01/BCFacultyUseOfOER\\_final.pdf](https://bccampus.ca/files/2016/01/BCFacultyUseOfOER_final.pdf)
14. Weller, Martin, Beatriz de los Arcos, Rob Farrow, Rebecca Pitt and Patrick McAndrew. 2017. "What Can OER Do For Me? Evaluating the Claims for OER." In *Open: The Philosophy and Practices that are Revolutionizing Education and Science*. Jhangiani, R. S., and Biswas-Diener, R. (Eds.). P. 67-77. London: Ubiquity Press.
15. BeBookSmart Report 2018  
[https://www.su.ualberta.ca/media/uploads/1143/BBS%20Report\\_2018\\_JRpqd3e.pdf](https://www.su.ualberta.ca/media/uploads/1143/BBS%20Report_2018_JRpqd3e.pdf)
16. Ibid
17. Jhangiani, Rajiv, and Surita Jhangiani. 2017. "Investigating Perceptions, Use, and Impact of Open Textbooks: A Survey of Post-Secondary Students in British Columbia." *International Review of Research in Open and Distributed Learning*, 18(4): 172-192.
18. Burkell, Jacquelyn, A., Alexandre Fortier, Lisa Di Valentino, and Sarah T. Roberts. 2015. "Enhancing Key Digital Literacy Skills: Information Privacy, Information Security, and Copyright/Intellectual Property." *SSHRC Knowledge Synthesis Report*. <https://ir.lib.uwo.ca/fimspub/35/>
19. Jonathan Helliwell, as quote in, David Kestenbaum. 2016. "Why Textbook Prices Keep Climbing." *Planet Money: NPR Radio*. <https://www.npr.org/transcripts/494266135>
20. Kwantlen Polytechnic University. 2020. "ZTC: Zero Textbook Cost."  
<https://www.kpu.ca/open/ztc>
21. Ibid
22. SPARC, Open Access Fact Sheet  
[https://sparcopen.org/wp-content/uploads/2017/04/Open-Access-Factsheet\\_SPARC.11.10-3.pdf](https://sparcopen.org/wp-content/uploads/2017/04/Open-Access-Factsheet_SPARC.11.10-3.pdf)
23. <https://sparcopen.org/open-data/>

## CONSULTATION PATHWAYS: