



Brock University
Students' Union

Brock University Students' Administrative Council

Meeting: 1
Date: May 3, 2015

Speaker: Chris Ventura
Deputy Speaker: Kayleigh Munro
Recording Secretary: Kaitlyn Daw

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Adjournment

1.0

Call to Order

2.0

Approval of the Speaker

BIRT BUSAC approves Chris Ventura as Speaker for the 2015-2016 term

Campbell, Hanula

24-In favor 0-Against 1-Abstain

3.0

Approval of the Deputy Speaker

BIRT BUSAC approves Kayleigh Munro as Deputy Speaker for the 2015-2016 term

Eady, Verrier

24-In favor 0-Against 1-Abstain

4.0

Approval of the Standing Orders

BIRT BUSAC approves the use of the 2014-2015 Standing Orders
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Eady, Fuller

25-In favor 0-Against 0-Abstain

5.0

Approval of the Agenda

BIRT BUSAC approves the agenda for the May 3, 2015 meeting
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Rose, Hanula

25-In favor 0-Against 0-Abstain

6.0

Adoption of the Minutes

BIRT BUSAC approves the April 1, 2015 minutes (from the 2014-2015 term)
Verrier, Stewart

10-In favor 0-Against 15-Abstain
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7.0

Open Question Period

8.0

Notes from the Speaker

The Speaker begins by introducing the BUSAC staff and proceeds to provide the council with a brief overview of the Standing Orders and procedures of the BUSAC.

Sergi: I was wondering if the open question period is always designated towards the opening procedures, or whether it could possibly fit within a different section of the meeting?

Speaker: Last year it was proposed to move it to the closed question period at the end of the meeting. We talked about it a little bit, but it didn't really go anywhere. It is stated in the Standing Orders that it's mandated to be at the beginning of the meeting. To change when the period occurs would require a changing of the Standing Orders of BUSAC. The reason the current model was chosen was due to the fact that students would have to stay during the proceedings of new and old business to ask their questions to members of BUSAC.

Sergi: This is done through council?

Speaker: Correct. We'll go through the Standing Orders page by page at the July retreat to make sure everyone is happy with everything. If this is a change you want to make, then that's definitely something we can talk about during that meeting. I know I have also thought about it, since it might be reasonable to sandwich all of the questions together. Though the other side of the argument is

that if other students are here and they want to ask questions, why should we make them stay for the entire meeting if they just want to ask questions? I'm not agreeing or disagreeing, I'm just saying that's the other side of the argument.

Jaberi: Could you explain what happened on the Board of Trustees about losing a seat or something like that? I heard it was due to lack of input from the councilors?

Speaker: Last year, or I suppose it's still going on, the Board of Trustees changed their board makeup, and one of those changes was cutting one of the undergraduate seats. I don't know if the reasoning behind it was due to students not working very hard on the Board of Trustees. I can't comment on what their motives were, but I know they were trying to be more efficient. I don't necessarily agree that cutting student seats is the best way to make a Board more efficient, but you would have to talk to the Chair of the Board, or I don't know if Kyle would like to speak to the matter a little bit.

Rose: Efficiency was the main reason for the downsizing, though a lack of input from students didn't help. Something to reiterate as of now, in the capacity that you're involved with BUSU, what you do matters and the fact that you were elected to be the voice of students matters, and if you don't use that voice things like that will happen. I really love that everyone's been engaged so far and I really hope that continues because you folks, as well as myself and the other executives, were elected as representatives for your fellow student peers.

Speaker: Kayleigh just brought up a good point to me as well. It wasn't just one student who lost their seat, there were several groups and seats that were removed from the Board of Trustees.

9.0

Presentation - Anna Lathrop

Vice Provost of Teaching and Learning identifies the key projects she has been working on in regards to key issues around teaching and learning and the student experience.

Sergi: You talked about the relationship with the Deans and where that balance and influence on trying to move forward based on the feedback you receive from the students. Can you comment on how that relationship translates to the government, as well as in terms of what they want to see happen, and finding what's available to help push some of those on campus initiatives? And the way you folks collaborate in order to find a Brock-specific strategy?

Lathrop: Let's step back a bit to our Strategic Mandate Agreement, which is a statement by Brock saying what makes us unique and pitching it to the Ministry, because they're asking for some differentiation. I think that's a fair question. We had consultations with Senate, we had consultations with the board and academic units, and said we feel the student experience is critical. We feel experiential and entrepreneurial education is reputable. The dialogue that happens and the more that it aligns, the Ministry sees the value of experiential learning and identifies that Brock is doing this well according to our strategic mandate. So when they see

us doing three things well: a) student engagement experience, b) our trans-disciplinary research hubs, which again is a strength because rather than specific research that naturally evolves in each department, these are synergies that evolve across faculties, which is unique, and c) outreach to the community, Niagara specifically, but Ontario and abroad as well. We can bring our intellectual strength and knowledge base into the community. I think the alignment piece is working well and I think we've done the differentiation piece exceptionally well, too.

Verrier: I just finished CHYS 2P15, the service learning course for second year education students. I'm sorry to say that everyone had a negative experience with the course due to the fact that the teachers in charge didn't have structure. I don't know if this is just a matter of them not structuring their course properly, but we actually had a petition of over 500 students that was sent to these teachers. It actually changed the structure of the course for the second semester because we didn't understand what we were supposed to be doing. Is there any way of structuring the overall rules of teaching service learning courses, as well as for employers of placements, to follow?

Lathrop: What you have identified is an excellent point that stems from the fact that there are diverse interpretations of service learning, and therefore diversity in how it's placed within a course. For example, a course may be entirely service learning, and in the faculty of Humanities there may be designated staff to oversee those placements. In the Goodman School of Business, service learning is a project within the course where there's a staff individual who supports the one-on-one pairing of the instructor and member of the community. In other cases, in the Applied Health Sciences for example, I know there are a couple of courses where the faculty received a service learning grant and they have taken an assignment and embedded that in the community. The challenge here is that service learning is really defined by three things: outreach to the community that is reciprocal, academic, and there is reflection or assessment. A) That's a big diversity of things to track. B) I think what you're saying is there can be improvement on how we oversee and support service learning on campus, which is one of my challenges. In order to support service learning, we've provided funding not only for faculty to get a grant to build a service learning component to their course, but we've provided support for students to be hired as well. The other piece we've done in order to coach faculty in what this looks like, we have a position called faculty associate, which is an individual who receives a teaching release to support and mentor other faculty staff. We also have a service learning resource centre in the library.

Amin: What kind of incentives are in place for faculty to be on the forefront of certain programs such as online courses?

Lathrop: Development grants are offered through the Centre of Pedagogical Innovation. For example, if you're a faculty member in social science and you're teaching a course that you want to convert to hybrid or online, you must be approved through your department by the Dean first, and then you can apply for the funding. When faculty receive a development grant they work with the CPI

where they will be walked through the process to ensure the best practices are being used. So the incentive is the development grant because there's quality assurance.

Amin: Why would they want to innovate though? If they're used to teaching a course in a particular way there doesn't seem to be an incentive other than the monetary incentive.

Lathrop: What I've found is when the faculty steps up and does something different with their course, there is a huge percentage of faculty who are constantly asking how they can do it better. Professors need to demonstrate excellence in teaching as well as research, so when I see faculty stepping up to say they want to be a service learning faculty associate, or "yes, I want to get a chancellor's chair in teaching", that's another incentive about innovative pedagogy over a three year period. That, in turn, builds your personal profile for teaching and learning which means you can now progress through the ranks when you're trying to become a more effective professional. The other thing it does too, which is very interesting, is the faculty get an opportunity to network with faculty outside of their own department, which is a rich opportunity. We get older, but the student cohort stays young, right? So we have to figure out how we can still be current and relevant and engage in teaching information research so you students aren't bored.

Smaiya: How can we have students help as a whole?

Lathrop: Through networking with your President of BUSU. I meet with the Executive regularly where we exchange news and updates about what we've been working on. I'll say, "I need support in Senate," or "I need support with the Deans." Or when I sit here in this room and I'm meeting with people who say, "Well, you know, we really don't know about the quality of online learning," I can say, "There's a huge amount of rigor in our supporting faculty of online learning, and we've done the research for courses that have gone fully online and they aren't courses that have huge drop-off rates." I need the support of your student council, and they need your voice in order to give them the platform for all of us to work together to make this experience at Brock one that you will never forget.

Speaker: Dr. Lathrop also sits on the Teaching and Learning Policy Committee, which has two subcommittees on Spring and Summer Courses and Academic Integrity. Those are the two I sit on, and there is also an undergraduate student representative that sits directly on that committee as well. Once they get chosen you can also go directly through them to talk about these issues as well.

Hobbs: What's the process of bringing these issues to you?

Lathrop: I think the best way to do it is to go through your student union, and then you don't get just one voice, you get two. When we sit collectively at various committees, I can say "I support Kyle on this, this is something we've discussed," and my office will be completely supportive.

Campbell: I was wondering if there are any initiatives to help students communicate more directly with professors with special interests like internships, research, and things along these lines?

Lathrop: What I think you are asking is about the opportunity for faculty to engage in research projects with faculty and student projects, and the answer to that is: yes. Matching of the minds is one initiative that's trying to pair students directly with faculty and that's a funding that has come through former Experience Works program. We need to think of the ways that we can creatively maximize this area, and I know that's one of the ten areas I've identified that I want to see through. We need to think of the ways we can maximize this area.

10.0

Presentation - CASA

Jonathan Champagne from CASA presents about the Canadian Alliance Of Student Associations.

Motion to extend presentation by two minutes.

Eady, Verrier

Hobbs: Since Brock University is the only Ontario school member on CASA, how are you going to be able to guarantee that the voice of Ontario students will be properly represented at CASA?

Sergi: The unique structure of CASA has every school represented on their board by a vote. Basically, each voting member of their Board will have equal opportunity to contribute to whatever decisions are made, as well as include their campuses within the original leading up processes getting there. I guess it's just trying to focus on being as efficient as possible to ensure the needs and concerns discussed in this council room make their way all the way up to the Federal level.

Champagne: I'll just add in briefly. When we advocate in Ottawa we advocate on behalf of students. The Federal government sets a national policy and priorities that affect all students across Canada. We're not there just representing Alberta students or New Brunswick students, we're there representing students from across Canada, so we work with different members to make sure that what's happening here is also reflecting what we're specifically advocating for.

Sergi: If I could follow up with that a little bit, this Get Out To Vote campaign that will be running is going to be a massive campus-wide initiative, as well as a region-wide initiative. The idea is to get as many youth voters to the voting stations as possible, as well as potentially having voting stations here on campus. We're tossing around a lot of ideas on how we can be as creative as possible to get people to actually care, pay attention, and not only after we make that initial contact, but to follow through with the process all the way up to election day. So if this is something that you might want to be a part of, or something that you think you could contribute to—even if it's just encouraging some friends to come out and vote—every little bit will help. If we can mobilize the majority of our campus and make people familiar with the issues, they are way more likely to stay engaged after the election, such as ensuring the elected individual fulfills the promises that they made in regards to education. I'll be delivering reports every

BUSAC meeting to cover what we've been up to over the past two weeks and what we're planning on doing moving forward.

11.0

BUSAC July Retreat Dates

Speaker: Does anyone have any immediate conflicts with the current date of July 18th-19th?

Banava: My birthday is on July 18th.

Irandoost: I will be in England during that weekend.

Berrardocco: I'll be in France.

Sergi: When you folks came up with these dates, were all the conferences as well as anything on campus associated with selecting those days? Or were they just the two days that worked best for you?

Speaker: I know that these were the two days that worked for Kayleigh and I both personally and professionally. I believe that the 25th and 26th could also work if there are fewer conflicts.

Munro: I'm pretty sure these were approximately the same dates that we used for last year's retreat as well.

Speaker: Does anyone have any conflicts with the 25th-26th of July?

Rieger: I have a conflict. I'll be at the Bruce Peninsula that weekend.

Speaker: Anyone else for the 25th and 26th?

Demachkie: What exactly is the retreat?

Speaker: The retreat is a training weekend, where Saturday we'll spend most of the day going through more comprehensive Robert's Rules training with more particulars beyond this meeting. On top of that there is a major team building component. We're in this together for the next year or so, and we want to break the ice so you can work well together as colleagues. There will also be a social component doing bowling, pizza, a movie, or something like that. We have another BUSAC meeting on the Sunday, and that's where we'll do the rest of the elections for the other committees. If the Governance Committee does any work over the summer we'll approve it at the first meeting. It will be a decent amount of work for the weekend. It is a little bit overwhelming, but this year we're going to try and focus more on team building and learning how to work together, since I know Robert's Rules isn't the most exciting thing in the world.

Sergi: Do we have to finalize the date today?

Speaker: Yes, because it has to be set by BUSAC.

BIRT BUSAC approves July 25 and 26 as the 2015 retreat dates
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Verrier, Hanula

26-In favor 0-Against 0-Abstain

12.0

Appointment – Board of Directors

BIRT BUSAC approves the appointment of Spencer Dawson to the Board of Directors for the 2015-2016 term
Banava, Berryman

26-In favor 0-Against 0-Abstain

13.0

Election – Board of Directors (2 Councilors)

BIRT BUSAC elects Amin and Fuller to the Board of Directors for the 2015-2016 term

-In favor -Against -Abstain

14.0

Election – Appeals Committee (3 Councilors)

BIRT BUSAC elects Jaberi, Verrier, and Berrardocco to the Appeals Committee for the 2015-2016 term

-In favor -Against -Abstain

15.0

Election – Ethics Review Committee (3 Members)

BIRT BUSAC elects Campbell, Banava, and Irandost to the Ethics Review Committee for the 2015-2016 term

-In favor -Against -Abstain

16.0

Election – Governance Committee (3 Councilors)

BIRT BUSAC elects Hobbs, Hanula, and Hashmi to the Governance Committee for the 2015-2016 term

-In favor -Against -Abstain

17.0

Transfer of Powers to Board of Directors

Verrier: Motion to amend upon the closing of this meeting.

Speaker: It's assumed.

Eady: Motion to amend with the exception of bylaw amending powers (Seconder-Verrier)

Hobbs: According to the Not-For-Profit Corporations Act, Section 14, if we are not actively meeting we cannot technically give our power over to the Board of Directors according to Ontario law.

Speaker: I don't think that went through because it fell off the table during the last election for the 1980s Corporations Act. I don't know, it might be—

Hobbs: It went into the 80s, the 90s, and then 2010 which was passed, and then 2014.

Speaker: We're going to have to look at that. [Searches details online]. Yeah, it will not be in effect until 2016, but I believe in the Corporations Act it would probably say something similar. I didn't check the Canadian Not-For-Profit one though.

Hobbs: Yeah, there are a bunch of different ones. Either way we can't take that power away from the officers of the corporation, who are the Board of Directors.

Sergi: Even if it isn't something that's in effect until 2016, if this is something that's been spoken about through the past years, to ensure that any business can operate properly—whether or not having regular council meetings—I think it completely negates that whole process to restrict or rescind the power of the Board.

Speaker: I believe that our intention, as a side point to that, is that the Governance Committee will be meeting over the summer and will be continuing to work on any legislation under the understanding that we won't be bringing any changes forward until the July meeting. I believe the Board has that understanding as well.

Eady: I rescind the motion.

BIRT BUSAC transfers its authority to the BUSU Board of Directors until the BUSAC July Retreat meeting
Verrier, Hanula

23-In favor
0-Against
2-Abstain

18.0

Report – General Manager

19.0

Report – VP Student Services

20.0

Report – VP External Affairs

Eady: You mentioned that the shuttle would be going to the Pelham Avondale. Which Avondale is that exactly?

Sergi: There's an Avondale about halfway down Pelham Avenue. It's a supermarket with an Avondale attached to it. Those aren't finalized locations yet; there are still a lot of factors that need to be put into it account. As many of you know, Kahunaville closed in the Pen Centre because it was drawing large crowds, and that was one of the ideal drop-off locations, as it's a very heavily student populated region. We're still working through a lot of the fine-tuning details, but this is the concept. Considering your involvement as councillors, just come to see me in my office and say, "Hey, I know these are some developments that have happened, but what if we tried it this way, or what if we tried it at this other location?" There's still time to offer guidance and suggestions.

Banava: I see on this slide that you have downtown Pen Centre but not Niagara Falls or Welland included. Why is that?

Sergi: The main idea here is to establish a ridership and demand for Brock students—to get as many students to sign up as possible—so that when we try to expand the service outside of Thursday nights for the weekends, we have something tangible to draw on to make that happen. So in terms of feasibility for doing that right off the bat I would say it's something we can look into, though it's unlikely to happen. In terms of the end goal and working towards that end goal I would say that's a major aspect of it, especially coming from the nightlife of St. Catharines. If they can support us in our endeavour to bring people from Welland,

Thorold, and Niagara Falls, so the nightlife can have a safe way back home, I'm sure they'd be on board as well. Again, we're just developing the basis for it right now, and that might be something we may want to expand on in the future.

Kayitaba: I like your ideas, but my question was for the idea about having discounted garbage tags. Have you thought about the budget? Is it going to cost students more money to implement? How are you going to pay for it?

Sergi: Short-term I think it will save students money because not only are we hoping to sell the garbage tags at a lesser cost than our competitor at Avondale, but students will benefit in other ways. For example, if students have resources available to them to be able to buy a garbage bin or recycling bin, it may result in their ability to properly maintain their property. The added benefits of this would include better relationships with landlords—which could have beneficial long-term effects—as well as clean living conditions. Right off the bat I would say it would save students money, but we won't know until we actually do it and evaluate the outcomes.

Berryman: Going back to the Isaac's shuttle, have you looked into security for the buses—not just the bus drivers, but also for students? How will their safety be ensured?

Sergi: Absolutely. The number one priority is safety, whether that means for the people providing this service or the students using the service to arrive home safely. I think we can establish a way of possibly having one person present from our campus or Isaac's security to make sure people arrive safely at the designated locations. Unfortunately I've never had the pleasure of working at Isaac's, but we have an executive who has, so again, this is where the collaboration of working together as a team is really going to come into play. I'm really excited to start working with these gentlemen.

Eady: Going back to the garbage tags, one of the reasons that a lot of municipalities have these charges for extra garbage bags is to encourage people to produce less garbage, recycle, and compost more, and to use these things if they have them. How can you justify using the Green Levy to subsidize garbage tags when the Green Levy is supposed to go towards making the environment better—selling discounted garbage tags seems to encourage people to waste more.

Sergi: If you look at the Green Levy in a greater context you will see that it refers to advance and operations, so basically the highlighting element is using that money to set something in place that is going to make money with a green initiative. So I don't think the Green Levy would be the most appropriate for the use specifically on the garbage tags. However, if you look at this Off Campus Care Centre as a whole, whether we use some of that fee to decrease the cost of the recycling bins or of the green bins as a whole, I think that the Green Levy money should go towards establishing the initiative, and then whatever proceeds come out of it from there—it could make us a ton of money where we can afford to sell that license at a lower cost.

Report – VP Finance and Administration

Verrier: I think the BUSU Buy and Sell is a great idea because seeing people post constantly on Brock University Facebook group pages is a bit annoying. I think this would be really great for allowing those students to have an outlet without having to be criticized by the Facebook community. For the grocery shuttle, are you talking about the Sobeys in Merritton?

Dawson: No, the Sobeys right down the hill, just on the border of Glendale and Merritt.

Verrier: Have you put into consideration Fed Up's desire to have affordable healthy food options for students at Brock?

Dawson: Buying groceries on campus?

Verrier: Yes.

Dawson: As of right now there is no way to buy groceries on campus.

Verrier: That's what Fed Up is looking to do to make the possibility for students. You may want to talk to them to see the ideas that they have. One more thing regarding the BUSU discussion board. I think it would be a really good idea to provide an option for them to submit their opinions anonymously. I find that a lot of students have ideas, but they don't want to share them because they don't want to be directly involved, they just want to see it happen.

Dawson: I agree with you. I feel like they think they have more of a voice that way sometimes.

Smaiya: How do you expect to finance all of these services?

Dawson: I only have three services listed here: the money management series, the international student experience, and the grocery shuttle. As far as the grocery shuttle goes, there has been some discussion, not with myself personally, but with our marketing manager with Sobeys that they may be willing to subsidize some of the shuttle's cost. I can't speak further than that on the topic. We're also thinking about adding it onto the VIB card, so we may be able to charge a little more for the card as well and finance it that way. In regards to the Money Management Series, other than actually thinking about what the seminar component might look like, I also thought about the business clubs we have on campus and how they may be able to play a role in helping other students make those budgets and smart financial decisions. What better way to help students than using a student voice, right? That would be a great opportunity for business students to teach other non-business students. Does that sort of answer your question?

Smaiya: Is this going to be a collaborative effort between BUSU and the university?

Dawson: Yes. The initial idea when I put it on a platform came from Brian Hutchings who I mentioned was looking into it as well.

Campbell: I know that most students are already on a really tight budget, is there any subsidization for students buying groceries, or a way that students can have them delivered or picked up from places they can't really afford?

Dawson: I haven't thought about delivering groceries. I know the SJC has the food bank on campus, but other than that I haven't taken it into consideration, but I will.

Campbell: What are the processes for expressing opinions about the bus routes?

Dawson: If you have an idea about a bus route that should be changed, it won't get changed the year that the suggestion is made, it would be changed the following year. You would voice that to us and then we would bring it to the Transit Commission or another appropriate party.

Ahmed: What is the process of establishing the undergraduate associations?

Dawson: We would have to write a referendum if the faculty would be charging a student fee for each student within that faculty. Take the BSA—Business Students' Association for example. I pay a fee into every year because I reap the benefits of it. I think to begin, you wouldn't be going down the Referendum route. Instead you would be establishing the association as a whole to make sure there are benefits for the students to get out of it before you start asking them for money. I think we need to work closely with Rudy Ambrosio, who is the BSA president, and Liam Campbell who is the Humanities Students' Association president, to see how they've structured their associations so that we can carry that across all faculties. Then we would have to, of course, make some adjustments for each faculty from there.

Verrier: In response to what Mr. Campbell said before about tight budgets. I don't think that Sobeys would be the best way to go because of how expensive it is. Also, I know there is a bus that goes to Sobeys from Brock already, it's the 4, and it runs to the Pen Centre and then goes to the Sobeys from there. As it stands right now, there is no bus that goes to Food Basics, so that's something that you might want to look into instead. It's in the Merritton area near the Shoppers Drug Mart-Tim Horton's-Wendy's area.

Banava: You mentioned earlier that 5% of your mark would be coming from your course. For some students who don't have the time to commit, would they be able to opt out of this syllabus thing?

Rose: The initiative wouldn't be forcing them to get involved, they would be adding to their experience. So you can take your course like you normally would, but you would have the option—I know PSYC 1F90 does something similar—where you participate in research and it's a part of your mark. It wouldn't be objectively instituted, so you would be able to opt out, but it's meant to encourage students.

22.0

Report - President

Smaiya: The only issue that 90% of us students actually agree on is the high prices of food. Is there anything that BUSU or you are going to do regarding this issue?

Rose: It's something that we're extremely conscious of and has been touched upon in other executive platforms. It's something we try our best to do with Union Station and the Skybar restaurant that we have in the alumni building. We made it a point as an executive team to focus on opportunities for student groups and third party groups like Fed Up to get involved, and we're going to continue to do that. Anything that benefits students is a great thing for us. If you have any ideas, feel free to reach out to us.

Verrier: Is there any update on Fed Up's progress?

Rose: I do not have an update, though we have reached out to them. To be honest, the communication hasn't been the best. They are still accepting money from students however, so it's our job to help facilitate every opportunity that we can, which is something we're going to continue to do.

23.0

Closed Question Period

24.0

Information and Reminders