

PRESS RELEASE

Sponsored by:
 Pacific Region, Canadian Federation of Students
 Organised by:
 Vancouver Society in Support of the Democratic Movement in China

---FOR IMMEDIATE RELEASE---

Eye Witnesses to the Beijing Massacre Recount Experiences in Cross Canada Tour

On Saturday, July 15th, at 7:30 pm, at St. John's (Shaugnessy) Church - 1490 Nanton (at Granville) - a panel of four people will assemble to give eye witness accounts of the Beijing massacre of June 4th, 1989 and they will discuss the implications of the democracy movement in China. Two of the speakers, Cheng So Chen and Yan Shun Shing, are Hong Kong university students who participated in the demonstrations in Tiananmen Square and survived the June 4th massacre. They will be accompanied by a well known reporter, Yan Suk Yi and journalist, Cheng Long Long. The discussion will be followed by a slide show and question/answer period.

All across Canada, students' unions, trade unions and various community groups, have sponsored events, such as this one, to bring the truth to Canadians about the events taking place in China today and yesterday. Pam Frache, Pacific Region Chairperson of the Canadian Federation of Students said, "It is imperative that Canadians unite in solidarity with the movement for democracy in China; to do so means that we must also create a unified struggle for democracy in Canada, all over the world."

"Canadians must understand the importance of the eye witness accounts of the massacre in counteracting the "big lie" that the government of China has fabricated to dismantle the global movement for essential human rights," she said.

According to Frache, "to date, the crisis in China has not been presented as an international movement, but rather, as an isolated incident, specific to the Chinese culture. This attitude reflects not only the political bias of Western countries but also, a racial bias."

"This event will illustrate that the quest for democracy must take place at home, in Canada, and abroad," she added.

-30-

Canadian Federation of Students is a national union of students with over 450,000 members across Canada. It is an advocacy group which strives to maintain the quality and accessibility of post-secondary education in Canada. The Pacific Region of the Federation is comprised of 16 college and university student associations representing a total membership of over 50,000 students in British Columbia.

For more information contact:

Pam Frache,
 Pacific Region Chairperson, Canadian Federation of Students, at 733-1880
 Donna Chan,
 Resource Co-ordinator of the Canadian Federation of Students, at 733-1880

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Kim Cordeiro
Northwest Community College
Students' Association
Pacific Region Executive Committee
Canadian Federation of Students
June 22, 1989

1. BOARD OF DIRECTORS

Grant, Steve	Sports Co-ordinator
Marren, Heather	Secretary
Thomas, Sarah	Vice-President
Wong, Michael	President

* Cordeiro, Kim Student Activities Co-ord. - ex-officio

N.B. This board has disbanded for the year.

2. INTERNAL AFFAIRS

- a) Challenge 89 - we have hired three students through this government grant. Two are working on a student discount program/advertising and the third student is writing a student association handbook/survival guide! All is going well, but who would've thought it would be this much work!
- b) I am presently working on a "how to" guide for initiating student government at our other campuses. The student advisors on three of our smaller campuses are really enthusiastic about setting up student executives there.
- c) Any day now, it should be final -- NWCCSA will be officially incorporated under the Society Act. When this comes through, we will be permitted by the college to take over operations of the campus rec. facility and start earning some much needed revenue! Renovations are being planned and we are all very excited about our re-opening in September.
- d) I have just returned from the Canadian Organization of Campus Activities conference (COCA) held in Edmonton. COCA is for programmers to learn more about the entertainment industry, bookings and negotiations, seminars and also to showcase Canadian talent. It was a very worthwhile event and I would encourage any of you involved in entertainment programming to consider COCA for next year (to be held at Carlton U in Ottawa).

Kim Cordeiro
NWCC Students' Association
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Basically, that's it for this report. Our campus is virtually empty at this time, except for 3 courses which will be shut down by June 30. Adult Basic Education and Cook Training will continue throughout the summer.

My apologies for missing yet ANOTHER meeting, but after COCA (I just got back on June 16th) I really need to rest!

One last item, in September when I will be organizing student government, I will be opening a position for CFS Executive Rep. so that we will be able to send someone to meetings on a regular basis. I hope this will better facilitate both the needs of the NWCCSA and the Pacific Region CFS.

Until next time,


Kim Cordeiro

Local Association
Contact List

Members 89/06/22

Camosun College Student Society
3100 Foul Bay Road
2nd Floor Isabel Dawson Building
Victoria, B.C.
V8R 5E4
370-3590

Executive Member: vacant
Contact: Tony Eldridge

Camosun

Capilano College Student Society
2055 Purcell Way
North Vancouver, B.C.
V6T 1W5
986-1813

Local 5 Executive Member: Kerry Hall
Capilano Resource Officers: Greg Elmer, Lori Kosciuw

Cariboo College Student Society
Box 3010
Kamloops, B.C.
V2C 6B7
372-5882

Local 15 Executive Member: Susan Sivertson
Cariboo Business Agent: Garry Osborne

David Thompson University Centre Student Society
(in Exile)
711 Tenth Street
Nelson, B.C.
V1L 3C7

Honourary Contact: Pacific Region Office
DTUC

Douglas College Student Society
 Box 2503
 New Westminster, B.C.
 V3L 5B2
 522-6038 FAX: 521-7250

Local 20
 Douglas
 Executive Member: Christina Steinmann
 Business Manager: Merrilyn Houlihan (local 2790)
 Organizer: Jennifer Whiteside

Emily Carr College of Art and Design Student Society
 1399 Johnson Street
 Vancouver, B.C.
 V6H 5H8
 687-2345 (local 227)

Local 32
 Emily Carr
 Executive Member: Matthew Pearson

Kalamalka Campus Student Association
 7000 College Way
 Vernon, B.C.
 V1T 2N5
 545-7291 ask for Student Association

Kalamalka
 Executive Member: Marilyn Smith
 Office Administrator: Elizabeth Dodds

Kwantlen College Student Association
 Box 9030
 Surrey, B.C.
 V3T 5H8
 584-9744

Local 25
 Kwantlen
 Executive Member: Kevin Nolan
 Business Manager: Wendy Per

Langara Students' Union
 100 West 49th Ave
 Vancouver, B.C.
 V5Y 2Z6
 324-3881

Local 22
 Langara
 Executive Member: Kevin Reilly
 Resource Coordinator: Philip Link
 Office Coordinator: Tom Rowles

Malaspina College Student Society
 900 Fifth Street
 Nanaimo, B.C.
 V9R 5S5
 754-8866

Executive Member: Ken Leahy (to be ratified)
 Office Manager: Darlene Regetz

Malaspina

Native Education Centre Student Council
 285 East Fifth Ave.
 Vancouver, B.C.
 V5T 1H2
 873-3761 ask for Individual

Executive Member: Arnold Walters

NEC

Northwest Community College Student Association
 Box 726
 Terrace, B.C.
 V8G 4C2
 635-6511 Local 332

Executive Member: vacant
 Student Association Coordinator: Kim Cordeiro

Northwest

Selkirk College Student Society
 Box 1200
 Castlegar, B.C.
 V1N 3J1
 365-7292 Local 338

Executive Member: Lochlin Krauss (to be ratified)
 Office Manager: Kathryn Trusz

Local 4 Selkirk

Simon Fraser Student Society
 TC321
 Simon Fraser University
 Burnaby, B.C.
 V5A 1S6
 291-3181 FAX: 291-4455

Local 23
 SFU
 Executive Member: Christoph Sicking
 Resource Coordinators: Rhonda Spence (local 4494)
 Stephen Howard (local 4540)

University of Victoria Student Society
 Box 1700
 University of Victoria
 Victoria, B.C.
 V8W 2Y2
 721-8355 FAX: 721-8653 (University Centre)

Local 44
 UVIC
 Executive Member: Kelly Abeysinghe (local 8369)
 Staff: Heather Gropp (local 8366)

University of Victoria Graduate Student's Society
 Box 1700
 Student Union Building, Room 113
 University of Victoria
 Victoria, B.C.
 V8W 2Y2
 721-8816

Executive Member: vacant

UVIC Grads CFS Liaison: vacant

Pacific Region Office
 #102-1080 West 7th Avenue
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 733-1880 / 733-1831

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 National Executive Representative: Paul Keet
 Treasurer: Brian Menzies
 Women's Liaison: vacant

Executive Officer: Roseanne Moran
 Research Officer: Jean Karlinski

Ottawa Office
300 - 126 York Street
Ottawa, Ontario
K1N 5T5
(613) 232-7394

Chairperson: Jane Arnold
Deputy Chairperson: Mairi Johnson
Treasurer: Brian Menzies
Campaign Coordinator: David Henry
Graduate Student Rep: Jill Johnson
Executive Officer: Todd Smith
Information Officer: Catherine Louli
Researcher: Mike Old, Amanda Maltby
Financial Coordinator: TBA
Translator: Carol-Lynn Prebinski

Toronto Office
171 College Street
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Executive Director: David Jones
Director, Canadian Programming Service: Peter Block
Director, Student Work Abroad Program: David Smith
Director, Student Saver: Robert Keddy
President, Travel Cuts: Rod Hurd
Communications Coordinator: Jennifer MacLean

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Communications Coordinator: Jennifer MacLean

L'éducation un droit!

Fédération
canadienne
des étudiant(e)s



Canadian
Federation
of Students

Education is a right!

300, 126 rue York Street, Ottawa, Canada K1N 5T5 (613) 232-7394

Fax: (613) 232-0276

INet Id: CFS. National

**THE FEDERAL BUDGET
AND HIGHER EDUCATION:
IN A CRISIS STATE**

Submission of the Canadian Federation of Students
to the Minister of Finance

February, 1990

INTRODUCTION

The federal government plays an important and often unacknowledged role in the provision of post-secondary education in Canada and consequently in the provision of the population with the skills to meet the challenges of a growing role in an increasingly integrated global economy. Our views on federal spending priorities are set in the context of the following facts:

- the attainment of some level of post-secondary education is fast becoming a pre-requisite for individuals in the workforce and therefore a desirable federal policy aim.

- the competitive position of Canada in the global economy will rely on a strengthened research and development base which in turn is dependent on an adequate supply of highly qualified research personnel.

- increasing educational costs will primarily affect those whose participation rate in post-secondary education is below the Canadian average.

- indebtedness due to increasing educational costs affects the contribution made by post-secondary graduates to the spending and tax base.

With these considerations in mind, the Federation would like to present its position on the issues of federal financing for post-secondary education, accessibility, research and development and tax reform.

FEDERAL FINANCING FOR POST-SECONDARY EDUCATION

The cornerstone of federal support for post-secondary education has been through the Federal-Provincial Fiscal Arrangements and Federal Post-Secondary Education and Health Contributions Act (1977), usually referred to by its former title, EPF. The Act, in our view, is fundamentally flawed. It lacks any mechanism to guarantee that funds intended for post-secondary education are spent for that purpose and thus, the shared responsibility for the costs of post-secondary education between

the federal and provincial governments that existed prior to 1977 is, essentially, absent. Provincial governments are free to allocate these funds in any manner they see fit.

The same mechanistic failure in the Act has also led to a similar lack of commitment by the federal government to the pre-1977 cooperative spirit of support to post-secondary education. Bill C-12 indexed the GNP escalator for EPF in 1983/84 and 1984/85 to 6% and 5% therefore depriving post-secondary education of some \$400 million. Bill C-96, introduced by the Conservative government in 1986, reduced the escalator 2% for fiscal years 1986/87 through 1990/91, resulting in an estimated loss of 1.6 billion over this period. This reduction continues in addition to the further cuts under Bill C-33, a 1% reduction of the escalator beginning in 1990/91 through to 1994/95. The combined effects of Bill C-96 and C-33 will be an estimated \$6.8 billion dollar drain on Canadian higher education by 1995. Canadian students see renegotiation of federal transfer arrangements for post-secondary education as essential.

The Act controlling federal transfers for post-secondary education should be renegotiated with a view to introducing a mechanism for the accountability of funds similar to those in the Canada Health Act.

The post-secondary education system in Canada is the infrastructure upon which important social and economic goals such as education, skills training and research and development are founded. It is imperative that this system is funded at levels which ensure quality and accessibility.

We are not alone in our belief that a well funded post-secondary education system is essential to our future economic, social and cultural health as a country. This view has been supported by many national groups and federal reports including

the report of the university committee of the National Advisory Board on Science and Technology, chaired by the Prime Minister.

Federal transfers for post-secondary education must be excluded from any deficit reducing exercises.

ACCESSIBILITY

Canada has benefitted from a relatively accessible post-secondary education system and has a definite interest in maintaining this level of accessibility as well as extending it to groups who are currently underrepresented in the system.

One of the key benefits of a high level of accessibility to post-secondary education is its connection to the employment rate and therefore to the personal income tax base.

<u>Educational Attainment</u>	<u>Unemployment Rate (%)</u>
Total	7.5
0-8 years	11.1
High School	8.9
Some Post-secondary	7.3
Post-secondary Certificate	5.2
University Degree	3.7

(The Labour Force Survey, Statistics Canada, annual average, 1989)

Canada Student Loans Plan

The federal government uses the Canada Student Loans Program (CSLP) as its agent to help individual students finance their post-secondary education through the provision of guaranteed loans. About half of Canada's post-secondary students use the program. Ironically, on December 15, 1989, the government announced that a 3% administrative fee will be applied to CSLP loans negotiated after August 1, 1991. This fee will in effect tax those students who can least afford the cost of a post-secondary

education. Students generally receive a Canada Student Loan to pay for books, supplies, food, clothing and transportation. Most of these will be subject to the 7% Goods and Services Tax. Students of limited means will therefore be taxed twice.

The 3% administrative fee on student loans must be eliminated.

National Grants System

Canada is alone among the economically advanced members of the commonwealth in that there is no national grant available to post-secondary students. Even the selective application of a grants system would increase the accessibility rates of underrepresented groups.

The benefits and costs of introducing a national grants system for post-secondary education must be explored by Ministry of Finance officials.

Challenge Summer Employment Program

The Federal government has an historical involvement in providing wage subsidies to employers who hire students in the summer. Under the Conservative government, this program has gone by the name "Challenge"; the Summer Employment/Experience Development (SEED) portion of the program provides subsidies for private, non-profit and public sector employers.

Unfortunately, federal spending has fallen in both constant and absolute terms since 1985. Average wages under the program last summer were \$2,332 only marginally up from the year before. Student costs for an academic year may run well over \$8,000 and as a result student aid debt loads continue to rise. From 1985/86 to 1987/88, the number of students with debt loads of over \$15,000 has nearly doubled each year.

The most drastic cut, a 35% reduction in the funding of SEED, was recently announced by Employment and Immigration Minister, Barbara McDougall.

A single career related, adequately funded, summer employment program for students must be created.

RESEARCH AND DEVELOPMENT

University researchers are an essential element of the research effort in Canada. They provide Canada the new ideas and highly trained human resources required for teaching and research in both the public and private sectors. There is little doubting the broad support that exists for improved research and development spending.

Federal Granting Councils

There should be a doubling of the budgets of the granting councils over three years. Funds made available by the Matching Funding Policy must be in addition to the doubling of the base budgets. Subsequently, growth of the base budgets should be indexed to 1.5 times the growth of the GNP.

Overhead Costs of Research

In the current situation, research conducted at Canadian post-secondary institutions drains funds from teaching as the overhead costs of research are subsumed through institutional operating budgets.

Granting council and other departmental funds going to support university research should include the overhead costs of research.

THE GST AND POST-SECONDARY STUDENTS

The GST will be an additional burden on students who are facing other increasing costs without matching increases in resources available to them. The users of public institutions, full-time and part-time students as well as those in extension

courses, will be affected by the GST. The Federation believes that education is not the kind of service that should be evaluated in terms of "competitive equity". Education should not be taxed. It will be taxed heavily under the GST.

Tuition: Fees paid for credit courses, courses necessary for professional or occupational certification, and courses of instruction in either official language will be exempt from tax. All other tuition fees will be subject to the new 7% tax. As it stands, many other fees connected with tuition would also be taxable.

Universities and colleges offer the vast majority of general interest courses. Life long learning, both in narrow skills training areas and in the liberal arts should be encouraged, not taxed.

Other Fees: Conceivably, the following types of fees will be taxed: lab fees, computer user fees, library fees, transcript charges, material fees, and other incidental fees. Some ambiguity exists as to the taxable status of other compulsory fees such as athletic fees (for use of on-campus facilities) and student association fees (to support student papers, radio, representation and other services).

All fees connected with necessary educational expenses must be exempt from the GST.

Books: All sales by campus bookstores, including new textbooks, will be subject to the new tax.

Food: For students who eat out, on or off campus, the application of the GST will be especially hard felt.

Transportation: With the exception of municipal transportation, all forms of transportation will be taxed. These increased costs

will be acutely felt by the migratory Canadian student.

There should be a refundable tax credit for students, indexed for inflationary increases.

CONCLUSION

The Federation believes that our suggestions reflect a concern for the long-term development of our economy and society. We also believe that we have suggested measures which will have the eventual effect of strengthening the tax base and therefore contribute to government revenue needed for other important social programs.



Government for the 90's

**Post-Secondary:
Educational Priorities for the 90's**

*British Columbia New Democrats Convention 1990
March 9 – 11, 1990 • Vancouver B.C.*

Post-Secondary Education

1. Introduction

The Province of British Columbia is a well-educated, cosmopolitan and productive society; it runs a large surplus in international trade, and ranks third in Canada in income per capita. Nonetheless, B.C. continues to suffer from structural weakness. Its wealth is heavily based on resource industries that are vulnerable to world market fluctuations, and that have done massive damage to the environment; it has always been a net importer of trained people; it has been politically disadvantaged in relation to Central Canada; and few of its major corporations have their head offices in the province. To these historic vulnerabilities we must now add the uncertain consequences of the Canada/US Free Trade Agreement.

B.C. is therefore a rich province, but also one that is in important ways underdeveloped: culturally, educationally, in advanced industries and in political autonomy. For example, spending on Research and Development in B.C. is less than one percent of gross domestic product, less than the Canadian average and far below levels in comparable foreign countries (Appendix 1). In the early eighties, the Social Credit government's support for university education was cut back to the lowest in Canada, relative to government resources (Appendix 2). Social Credit has had no coherent plan to address B.C.'s weakness or to make the transition from a "frontier" province to the more mature and sophisticated society we hope for in the 21st century.

The long-run aim of the New Democrat government will be to develop a more stable, self-reliant and diversified society, combining the "sustainable development" of the economy with the party's traditional concern for social justice. Post-secondary education has a crucial contribution to make to all these aims. The first duty of universities and colleges, and the ground for everything else they do, is to conserve and advance knowledge for its own sake, in an atmosphere of intellectual freedom and concern for the common good. Universities and colleges are also of crucial importance for pluralist, technically advanced and prosperous modern societies. They produce graduates with the skills and values needed to preserve our complex social institutions. We look to them for the development of our distinctive local culture, making B.C. a civilized and attractive place to live. We need them to help save our environment: through scientific understanding of ecology and toxicology, and through support of non-polluting "knowledge industries." Finally, they have a major role in economic development, by helping us add more value to our natural resources and by advancing the productivity of both the public and private sectors.

In pursuing these aims, we must recognize also that B.C. has limited resources and population, and that its openness to the world economy calls for a strategy of focussed rather than comprehensive development. For the post-secondary sector, this points to the need for some re-structuring, specialization and selective expansion, in order to make the best use of provincial funding.

2. Overview of Post-Secondary Policy

The NDP is committed to the broad principle of helping everyone to develop his or her potential. It is becoming evident that successful modern societies need to promote regular intellectual development and training for all citizens, and that it makes no sense to cut off that development, for large segments of the population, at the school-leaving age of eighteen. To achieve this ideal of universal continuing education will require improved programs in all sectors: universities, colleges, distance institutes, training and apprenticeship. It will also require better co-ordination between institutions, to allow for flexible transfers between programs and "lifelong learning" for all.

Recent Socred post-secondary policy has been six years of stringent cutbacks, now being replaced by a policy of hurried and ill-planned expansion. The NDP will formulate a coherent long-run policy, including multi-year (2- or 3-year cycle) budgeting. Major improvements are needed to both current funding and capital expansion.

In the first years of our mandate we will concentrate on immediate repairs for the neglect of the post-secondary sector in the 80s; after that, we will move towards long-run, structural improvement. The structure of post-secondary education in B.C. has not changed much in 15 years, nor has there been a major review of its effectiveness since the sixties. We will produce a White Paper on Post-Secondary Education to provide guidelines for its development into the 21st century.

3. Governance

To foster understanding and co-operation between the government, the post-secondary sector, and the community, we will establish a Provincial Advisory Council on Post-Secondary Education, with representation from all these parties.

The NDP is committed to local involvement in government decisions, to ensure that institutions are responsive to the needs and priorities of the communities they serve. We will guarantee this involvement by:

- * Providing for elected members, representing faculty, staff and students, on College, Institute & BCIT Boards of Governors.
- * Eliminating patronage appointments of unqualified people to Governing Boards of Post-Secondary institutions.
- * Establishing, at Colleges, Institutes and BCIT, Academic Boards with appropriate powers over admissions, programs, standards, and graduation requirements.

4. Access

Everyone in B.C. with will and ability should be able to attend programs suited to their needs; but under the recent Socred administrations we have fallen far short of this ideal. In 1987-88, B.C. participation rates were the lowest in Canada for universities, and the fourth lowest for all post-secondary:

Figure 1

Full-time Post-Secondary Enrolments, 1987-88
(Percentages of 18-24 Age Group Population)

	Non-university	University	Total
British Columbia	7.5	11.4	18.9
Canada	10.5	16.0	26.5

Source: Advanced Statistics of Education, Statistics Canada.

The historically low B.C. participation rates in post-secondary education have been largely to blame for the province's relative underdevelopment. The best and most highly skilled jobs in B.C. tend to be filled by newcomers to the province; this causes justified resentment by those already settled here, who have not been formally qualified for such desirable positions. The resentment is particularly strong among those living in the Interior, who have found it difficult to gain access even to such facilities for advanced training as exist in B.C. Those now living in B.C. are becoming aware that the province has fallen far below the national average for educational opportunity; they want the children and young adults of the province to be better equipped for B.C.'s transition to a more sophisticated economy, less reliant on the exploitation of natural resources and based on a workforce with a high level of skill and discipline. The NDP will be responsive to this demand for a better educational system at all levels.

Thousands of would-be students in B.C. have been deterred by economic barriers, or by lack of educational opportunities in the regions where they live. Further, recent Socred administrations have made drastic cutbacks in current and capital funding of post-secondary institutions, so that thousands of qualified applicants have been turned away. The NDP will support projected expansion of post-secondary offerings outside Victoria and the Lower Mainland, and also support their restoration at Nelson. The post-secondary education system has been too centralized in B.C., causing alienation and resentment among Interior residents. However, decentralization should not be equivalent to dilution; new programs in the Interior should be strong enough, in research and teaching, to draw students from outside their local areas. These new centres will need substantial support for libraries, student residences and research equipment. Furthermore, regional equalization should include better access to specialized programs at existing major institutions.

Fundamental to any policy on increasing access to post-secondary education is an easing of economic barriers. At present, British Columbia has some of the highest tuition fees in Canada and a student assistance program which spends substantively less (per student) than the national average. In recent years, there have also been large increases in supplementary fees as a replacement for tuition.

- * A New Democrat government will freeze both tuition and supplementary fees, until completion of a comprehensive review of the economic barriers to advanced education, and of the most equitable ways of reducing these barriers.

Since 1984 there has been an increased emphasis on student loans (rather than grants) and completion driven remission systems in provincial student assistance policy. This change in philosophy has created a student assistance program where students routinely graduate with debt burdens of \$12,000 to \$20,000. A New Democrat government will raise student assistance levels to reflect the cost of living, and ensure that student assistance levels rise by at least the rate of inflation each year. It will convert the current loan remission program to a yearly grant program offering at least an equivalent level of support.

The NDP will make a special effort to improve post-secondary access for groups that have suffered from low participation in the past: for example women, Native People, Interior residents, prison populations, and the disabled. Appropriate remedies might include on-campus day-care, residential facilities, targeted financial aid, and incentives for under-represented groups to enter scientific, technical and professional programs.

The issue of control of education for native people will extend to post-secondary education. As native groups regain control of their own communities and re-assert their own cultures, the post-secondary system must be responsive in allowing a high measure of native control of programs designed specifically for native peoples and in recognizing the special costs of such programs.

B.C.'s status as the "Pacific Rim Province" will result in increasing numbers of immigrants from Asian cultures. Cultural and economic integration will require expanded specialized language instruction and job training programs. The college system can be the principal community-based vehicle for offering such programs.

5. Universities

5.1 Mission

UBC has proposed to become a more research-oriented institution, with a larger cohort of graduate students and no expansion at the undergraduate level. SFU and UVic propose to develop research activities in parallel with undergraduate expansion. The positive aims of UBC deserve support; but it should not become the dominant research institution of the Province at the expense of the other two universities. There is nothing wrong with seeking excellence at a world level in certain programs, and the future of the Province requires that this be achieved. But we should promote excellence in strategic areas in all three universities; to this end, we should encourage co-operation between them, and the establishment of Province-wide research teams. The Ministry of Advanced Education should play an active role in fostering this co-operation.

Severe cutbacks in university funding during the eighties led to deterioration of teacher/student ratios and increased use of part-time instructors. In many ways, universities provided a less attractive environment for teaching, learning or collegial life. A New Democrat government will seek to improve campus amenities, and to create better working conditions for teachers, students and staff.

New undergraduate programs in the Interior, Vancouver Island and Fraser Valley will introduce an intermediate type of institution, between universities and community colleges, to the post-secondary system. The mission of this new sector, as it develops, will require careful definition and review.

5.2 University Restructuring

The present condition of B.C. universities is dominated by two factors. One is the rapid expansion of the sixties; the structures and the faculty recruitment of that period still determine the nature of the system today. The second factor is the severe restraint on expenditures from 1981 to the present, such that the absolute resources available to universities have shrunk, and there has been minimal scope for new initiatives. The resulting situation can be summed up as "the four eighties": university faculties are about 80% tenured, 80% male, and 80% over forty; of total university operating budgets, over 80% goes to salaries.

The early priority of an NDP administration will be on those measures that can most rapidly and economically improve university access and quality. They should be decided on by analysis of current expenditures and by discussions with university authorities. Later, the emphasis should shift to strategic planning, capital improvements, and re-organization of the university system. We need to plan, and to gain consensus, for a more flexible and effective university system than the one we have had for the past twenty years.

More than 70% of the current university faculties in B.C. were hired in the sixties and are now, as a bloc, approaching the retirement phase of age 55 - 70. The average retirement age is dropping, because of incentives for early retirement; but a significant number of faculty may want to stay until 70 and even beyond. At the same time, we need to achieve a more even age distribution of faculty, thus avoiding disruptive swings between periods of no hiring and periods of mass retirements. The most important remedial measure will be the hiring of a large number of junior faculty as soon as possible, to achieve lower average cost of instruction, intellectual renewal, and improved representation of women and minorities.

5.3 University Expansion

Even at the current level of selectivity, it is clear that many qualified students are not enrolled in full-time study because of financial pressures. With better financial aid, therefore, we could increase the proportion of the population attending university without compromising standards.

To accommodate higher undergraduate participation in our universities will require, at existing institutions, substantial increases in both operating funds and capital budgets. Additional student residences are an essential component of improved access.

The current Socred administration has proposed new undergraduate degree programs at Nanaimo, Kamloops, Kelowna, the Fraser Valley, and Prince George. The first three would be additions to existing community colleges; in the Fraser Valley a branch campus of Simon Fraser is under study; Prince George has been promised a new and independent university. No clear rationale has been given for using three different expansion models; there is no plan for long-run development and co-ordination between the new programs and existing universities; and major areas of the Province, such as the Selkirks and Kootenays, still have no provision for degree programs. Supporting the principle of degree program expansion, the NDP will develop a coherent, long-term plan that will ensure the goals of both quality and accessibility.

At the graduate level, expansion is largely dependent on the provision of financial support to students; the lack of graduate fellowships in B.C. makes it difficult for the universities to recruit more students, or to attract the best candidates against competition from out-province-institutions. A program of provincial graduate fellowships is urgently needed if we are to strengthen advanced research at our universities.

6. BCIT

6.1 Mission

The current mandate of BCIT is to be "an innovative and flexible advanced technology enterprise which will focus on those initiatives that increase the level of entrepreneurial activity within the province." Although advanced technology is a legitimate focus for BCIT, it should not be pursued narrowly, nor should there be an exclusive concern with applying technology to business. Existing programs in such areas as Health, Engineering and Business already have a significant technological component, and have an excellent record of providing trained workers to meet social and business needs. In all professions, a balance needs to be struck between technical competence and generalists skills. BCIT can best advance its mission by preserving this balance in its offerings.

BCIT already has several successful 3rd-year post-diploma programs, and this development should continue. Whether it should proceed to the establishment of degree programs in technology should be considered as part of the general review of post-secondary education called for earlier in this statement. Similarly, there should be a review of BCIT's School of Trades, the successor to the Pacific Vocational Institute. A strong case can be made for retaining at BCIT at least those trades that have a major element of advanced technology; however, existing trades and technology programs will, to a large degree, provide the foundation for future expansion.

The new BCIT Technology Centre is a positive development; it should be encouraged, and formal links established with "incubator" facilities at Discovery Park.

6.2 Expansion

BCIT has an outstanding record among B.C. post-secondary institutions in placing its graduates in employment directly related to their training. But for 1988-89, less than 40% of the 5,600 applicants to BCIT were accepted. The province is in urgent need of the specialized workers that BCIT trains, but lack of proper funding has prevented BCIT from meeting the demand. Funds for expansion should be directed, in the first instance, to programs such as nursing and computer technology, where there is currently a critical shortage of people with these skills.

Expansion of BCIT would be an excellent investment in the province's future prosperity. This would require a long-run program of capital investment, including urgently needed student housing facilities and replacement of outdated equipment. Major additional hiring of faculty would be required, as would programs of professional renewal (including industrial internships) for existing staff.

7. Colleges

7.1 Mission

While it is important that overall mission of the college system rest with the government, regional concerns also need to be recognized and suitably funded. Formed in the early 1970s by "melds" of vocational schools and newly-created institutions offering career/technical/academic programs, colleges provide both broadly-based education and specific training programs. In recent years, the focus on job-training programs has eroded the colleges' role in providing general education; a balance needs to be restored.

Implementing degree-completion programs will be a major task of the next few years. The emphasis should be dual:

- (a) preserving quality through gradual approaches to this goal and nurturing ties to existing universities;
- (b) preserving regional focus of such programs by planning for eventual autonomous degree-completion colleges.

7.2 Re-structuring and Expansion

Faculty at colleges are largely male, largely over forty, and increasingly part-time. Female faculty tend to be part-time, and tend to teach in "traditionally" female areas, e.g. nursing, secretarial training, adult basic education. Increased workloads and decreased opportunities for professional development have done harm to the quality of teaching provided at college. Colleges would benefit from:

- 1. an influx of new faculty to improve the age and gender balance of the instructional staff;
- 2. improved opportunities for professional development.

Colleges have developed two-tier employment structures. A minority of faculty are relatively well paid full-time employees with a good range of benefits. The majority are part-time with relatively poor benefits and job security. Conversion of part-time positions to full-time would improve faculty morale and working conditions.

Temporary facilities have become a permanent way of life for colleges. A stepped-up building program is needed to provide permanent facilities and provide space to accommodate enrolment growth. Equipment repair and acquisition have suffered in the last decade, and a long-term program of phased replacement should be put in place. Librarians assume that a minimum 5% of institutional budgets should go towards library acquisitions. Currently B.C.'s universities all meet or exceed that minimum mark; few if any colleges do.

7.3 Vocational Education

Under the Socred restraint program vocational education in the Colleges has suffered disproportional cutbacks, even though there has been a growing demand for training in many vocational fields. Student-teacher ratios have increased, programs have been privatized without due concern for standards and accessibility, and minorities have been poorly represented in programs leading to desirable jobs. The growing complexity of vocational fields also requires that more resources be devoted to this area. Skills and equipment need regular modernization; capable students should be encouraged to enter vocational programs; vocational instructors deserve better status in the College system and opportunities to improve their skills and formal qualifications.

A New Democrat government will respond to these concerns by:

providing better vocational counselling in high schools and colleges;

reducing student-teacher ratios in vocational programs; funding co-op programs for industrial experience; providing for regular up-dating of equipment and instructor skills; establishing new programs in emerging fields as the B.C. economy matures;

devoting more resources to programs that help minorities to qualify for desirable jobs.

8. Industrial Training and Apprenticeship

Countries with advanced industrial economies take it for granted that the basis of their success is the continual improvement of the skills of their workforce. West Germany has nearly two million industrial apprentices; Canada has less than 100,000. In France, all companies are required by law to invest 1.3 per cent of their wage bill in training, and the overall level of expenditure on training is five times as high as Canada's. Three quarters of Canadian companies spend nothing at all on training. (Globe & Mail, 30 October 1989)

Training in B.C., like advanced education generally, has fallen below the national average standard. The Socred restraint of the 80s stripped government training programs of resources, and there is no coherent plan for long-term investment in training. A New Democrat government will undertake the following basic reforms:

Recognition that apprenticeship and trades education is vital to a healthy, diversified economy; establishment, in co-operation with industry, of a stable climate for investment in training.

Provision of adequate resources to strengthen existing programs and establish new ones in emerging industries. Improved co-ordination between schools, colleges and industry to encourage more effective and accessible training, especially for groups currently disadvantaged.

Legislation requiring industries that employ skilled labour to support training programs. A "Grant Levy" scheme should be considered: employers who promote training receive government grants, those who refuse are assessed a levy.

9. Continuing and Distance Education

Continuing education is an important component of the post-secondary system, with about 400,000 people taking courses each year. Although it receives the lowest funding of any post-secondary sector, it faced the deepest cutbacks during the Socred restraint era.

If Canada is to compete in increasingly competitive and globalized markets, we need to improve opportunities for employees to improve their skills. The short-term vocational courses provided by Continuing Education are an effective way of enhancing productivity.

Other courses also provide, at low cost, benefits to society and opportunities for personal development. For example, drug and alcohol abuse programs attack a pervasive social problem; multicultural programs combat racism, a problem likely to grow as the ethnic origins of our population become more diverse.

Distance education should be encouraged as a means of increasing accessibility to education in appropriate areas, e.g. professional upgrading, and should be available as an alternative to students who prefer that method of learning. It should be discouraged as a replacement for existing services and as the sole method of improving access in geographically remote areas.

The NDP will:

Restore funding for Continuing Education administrative costs eliminated during the period of restraint.

Provide government incentives for businesses to offer Continuing Education courses.

10. International and Private Education

British Columbia has more than one-third of all Private Training Institutes (PTIs) in Canada--more than 450 schools from which over 50,000 students graduate annually. Many of these PTIs provide good training for the job market, help to diversify the provincial economy, and create useful international ties. However, excessive reliance on PTIs can create long-term problems. Shifting the full cost of training to PTI students will tend to diminish access--especially when government programs are simultaneously starved of resources--and is unfair to those who pay for training but may not find suitable employment afterwards. International students are specially vulnerable to unscrupulous PTIs that deliver inadequate training or renege on financial commitments.

Ministerial supervision of PTIs has been extremely lax, due to understaffing. The government now proposes to transfer responsibility for PTIs to a self-regulating Board drawn from PTIs themselves. A New Democrat government will re-assert the principle that final responsibility for the financial and educational standards of PTIs must rest with the Ministry of Advanced Education, with appropriate resources for proper supervision of this sector.

11. Science and Technology

Economic studies of Canada in the global economy of the 1990s project that wealth will increase in economies stressing innovation and productivity, and will decline further in resource-based economies. A serious international shortage of research professionals is developing, and Canada already has fewer engineers and scientists on a per capita basis than most of its OECD partners. This shortfall will place severe constraints on the country's flagging economic productivity and competitiveness. The expanded educational opportunities outlined in this document are of crucial importance for promoting a dynamic research sector in B.C.

While the development of new technologies is the ultimate source of much of the wealth of modern societies, this process is not always well served by free market forces. A New Democrat government will promote the rapid growth of high-technology business in B.C., through such measures as strategic use of pension funds, provision of land and buildings at attractive rates, marketing assistance, and development of scientific infrastructure. We will also encourage research and development in B.C. by establishing an applied science development agency to promote the use of advanced technologies in business and government. This would be an independent agency funded by government and private contributions; its mandate would be to identify high-technology opportunities, share in development costs, participate in future profits, and promote the growth of locally-owned enterprises.

British Columbia has never obtained an equitable share of federal government projects, particularly in the area of research and development. A New Democrat government will seek out and assist projects of national and international scope that could effectively be sited in B.C., particularly the proposed KAON facility at TRIUMF.

Support for basic and applied research of provincial importance will continue to be provided by the B.C. Science Council. The Science Council's funding will be increased and the integrity of its review process restored.

It is clear, however, that the most important provincial contribution to technological development in B.C. will come from a real commitment to raise our participation rate in post-secondary education to the levels prevalent in technologically advanced countries (e.g. US, Japan, France and Sweden). We will be paying the price for educational restraint for many years both in lost opportunities and in the expensive recovery programs needed.

SUMMARY

OVERVIEW

The NDP will:

Formulate a coherent long-run policy on post-secondary education, including multi-year (2- or 3-year cycle) budgeting. Major improvements are needed to both current funding and capital expansion.

Produce a White Paper on Post-secondary Education to provide guidelines for development into the 21st century.

GOVERNANCE

The NDP will:

Establish a Provincial Advisory Council on Post-secondary Education, with representation from government, the post-secondary sector, and the community.

Provide for elected members, representing faculty, staff and students, on College, Institute & BCIT Boards of Governors.

Eliminate patronage appointments of unqualified people to Governing Boards of Post-Secondary Institutions.

Establish, at Colleges, Institutes and BCIT, Academic Boards with appropriate powers over admissions, programs, standards, and graduation requirements.

ACCESS

The NDP will:

Support projected expansion of post-secondary offerings outside Victoria and the Lower Mainland, and also their restoration at Nelson.

Freeze both tuition and supplementary fees, until completion of a comprehensive review of the economic barriers to advanced education, and of the most equitable ways of reducing these barriers.

Make a special effort to improve post-secondary access for groups that have suffered from low participation in the past: for example women, Native People, Interior residents, prison populations, and the disabled.

UNIVERSITIES

The NDP will:

Promote excellence in strategic areas in all three universities; encourage co-operation between them, and the establishment of Province-wide research teams.

Supporting the principle of degree program expansion, develop a coherent, long-term plan that will ensure the goals of both quality and accessibility.

Establish a program of provincial graduate fellowships to strengthen advanced research at our universities.

BCIT

The NDP will:

Promote the expansion of BCIT, as an investment in the province's future prosperity.

COLLEGES

The NDP will:

Provide better vocational counselling in high schools and colleges.

Reduce student-teacher ratios in vocational programs; fund co-op programs for industrial experience; provide for regular up-dating of equipment and instructor skills; establish new programs in emerging fields as the B.C. economy matures.

Devote more resources to programs that help minorities to qualify for desirable jobs.

INDUSTRIAL TRAINING AND APPRENTICESHIP

The NDP will:

Recognize that apprenticeship and trades education is vital to a healthy, diversified economy; establish, in co-operation with industry, a stable climate for investment in training.

Provide adequate resources to strengthen existing programs and establish new ones in emerging industries. Improve co-ordination between schools, colleges and industry to encourage more effective and accessible training, especially for groups currently disadvantaged.

Require industries that employ skilled labour to support training programs. A "Grant Levy" scheme should be considered: employers who promote training receive government grants; those who refuse are assessed a levy.

CONTINUING AND DISTANCE EDUCATION

The NDP will:

Restore funding for Continuing Education administrative costs eliminated during the period of restraint.

Provide government incentives for businesses to offer Continuing Education courses.

INTERNATIONAL AND PRIVATE EDUCATION

The NDP will:

Re-assert the principle that final responsibility for the financial and educational standards of Private Training Institutions must rest with the Ministry of Advanced Education, with appropriate resources for proper supervision of this sector.

SCIENCE AND TECHNOLOGY

The NDP will:

Promote the rapid growth of high-technology business in B.C.

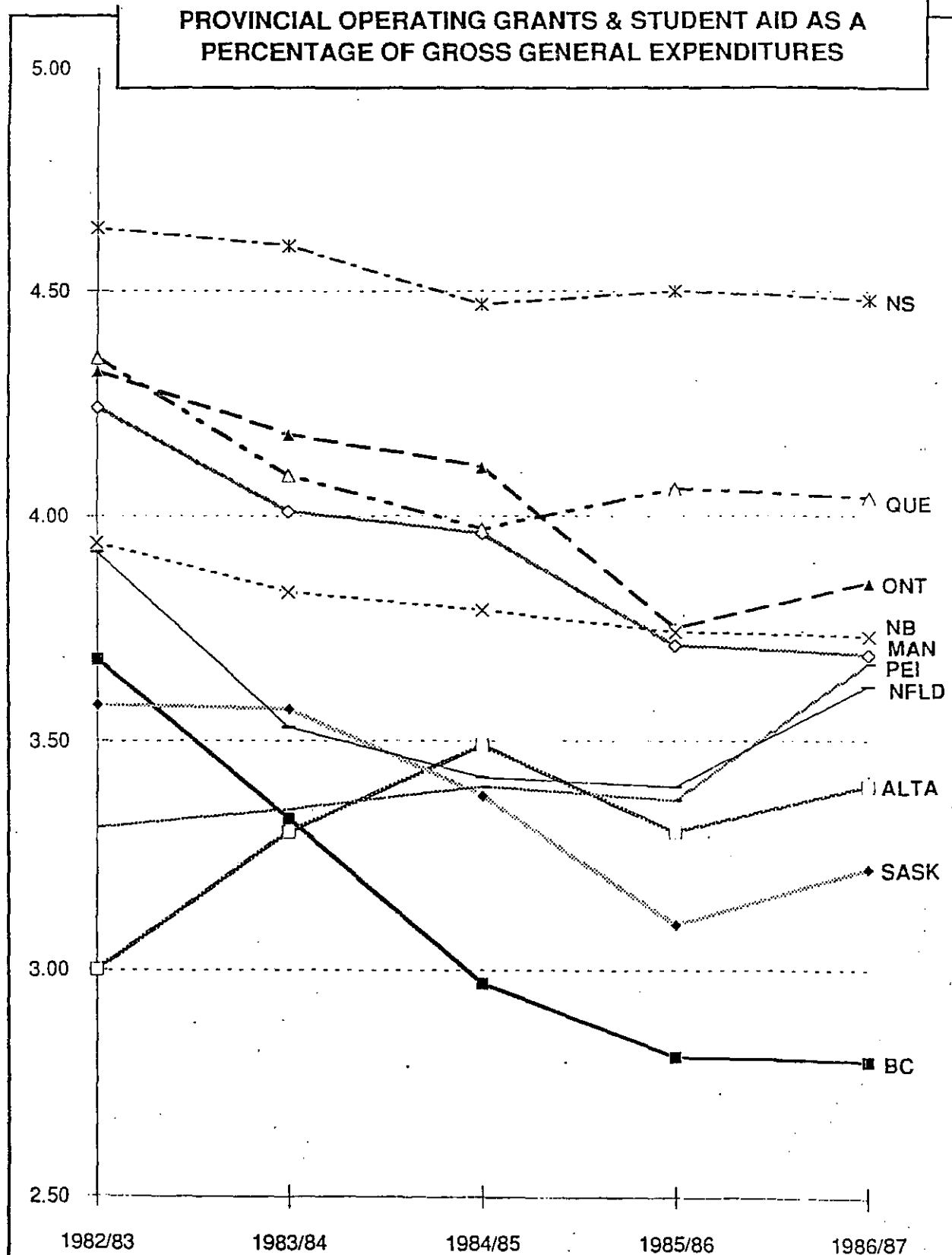
Encourage research and development in B.C. by establishing an applied science development agency to promote the use of advanced technologies in business and government.

Seek out and assist projects of national and international scope that could effectively be sited in B.C., particularly the proposed KAON facility at TRIUMF.

Increase funding for the Science Council of B.C. and restore the integrity of its review process.

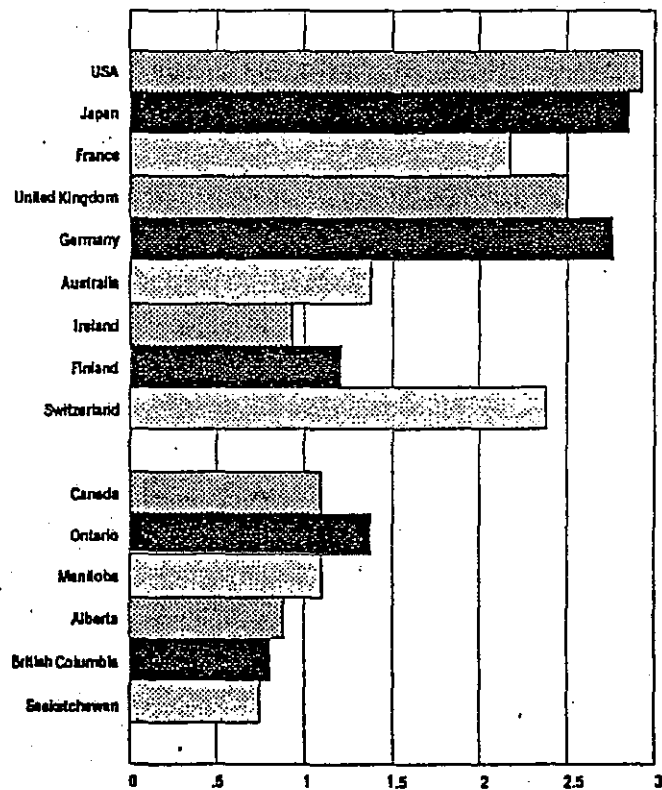
Appendix 1

Provincial Commitment to University Education PROVINCIAL OPERATING GRANTS & STUDENT AID AS A PERCENTAGE OF GROSS GENERAL EXPENDITURES



Appendix 2

Gross Expenditures on Research and Development, 1983 (as Percentage of Gross Domestic Product)



Source: Based on data from Science, Technology and Economic Development
-A. McKinnon, Director, Minister of State Science and Technology, 1985

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Graduate Students and the Student Society

Brief to Forum

Student Union Fieldworker

14 Nov 86

1987-1988

Introduction

This brief addresses a problem SFSS is currently facing in regard to graduate student participation. It outlines the context for this predicament and the reasons it has arisen, and then reviews options for improving the situation. It concludes with a number of specific recommendations for better integrating graduates into the Society.

Context

At Simon Fraser, graduates and undergraduates alike are represented by the Student Society. There are approximately 1,400 graduate students – some 10% of the Society's constituency. This situation contrasts with that at many other Canadian universities, where graduate and undergraduate students organise quite separately from each other. But, while all the services and organisations of the Society are fully open to graduates, we have made little active effort to encourage their participation. In particular, we have no officers or committees who are specifically responsible for responding to graduate needs. There have been a number of reasons for this:

1. **Philosophical:** A belief in the common interests of grads. and undergrads. and in the merits of their working together.
2. **TSSU:** When we have wanted specific graduate representation e.g. CFS conferences, we have generally turned to TSSU (the Teaching Assistant's Union) to provide it.
3. **Lack of Resources:** Shortage of time on the part of staff and executive officers has had a serious deterrent effect on projects for organising graduates.
4. **Lack of Graduate Interest:** There have only been erratic expressions of interest from graduates in a more systematic participation in SFSS.

The Present Problem

Recently, two events have changed the picture:

1. **The Stipends Issue.** The sudden abolition of the graduate stipend this semester highlighted the fact that graduate students do have special interests that need to be addressed, and showed up how ill-equipped SFSS is to handle such issues. It also made clear that it is unrealistic for us to expect TSSU to act as an advocate for *all* areas of graduate concern. Our failure to keep "on top" of this issue has produced some dissatisfied discussion amongst graduates.
2. **Dean Clayman and the Graduate Centre.** These discussions have been fuelled by the new Dean of Graduate Studies, Dr. Clayman, who appears eager to foster some autonomous organisation for graduate students. Dean Clayman is supporting a proposal (originating in the Faculty of Arts Graduate Studies Committee) to establish a "Graduate Centre." Precisely where this centre would be created, and what it would entail, remains vague.

These developments make it urgent that SFSS revises its approach to graduate students. If we continue our current neglect, we will, at best, be vulnerable to repeated embarrassments and defeats such as that which occurred around the stipend issue. At worst, we might see a move (possibly encouraged by senior administrators) to form a separate Graduate Student Society. This would be undesirable because of:

1. The divisive effects on overall student solidarity.

2. The negative financial consequences of dividing activity fees between two different student organisations.

It is therefore important to review some options for improving graduate participation in SFSS.

1. Graduate Forum Representatives.

Creating additional seats on Forum specifically for "graduate student representatives" is the most obvious solution – but not necessarily the best. This option has the advantage of immediately establishing a high-profile grad. presence in SFSS, but it raises some major problems:

1. **Constitutionality:** Creating special "graduate seats" on Forum violates the current constitutional provisions for Forum representation. While these provisions could be changed, the precedent created by altering Forum's present structure could be very unfortunate. It opens the way to claims for representation by many special interest groups.
2. **Representative Credibility:** It is difficult to define a credible basis for electing grad. Forum reps. other than by department. This could potentially double Forum's size. Proposals for 1 or 2 "at large" grad. reps, or even 5 "Faculty" reps. have to confront the fact that on many issues, grad. students in different departments do not have sufficient commonality of interest for such arrangements to have much plausibility. They would be largely tokenistic.
3. **No "Grassroots":** Forum members at present (at least in theory) report regularly to Student Unions. These provide contact with the "grassroots" of student concerns. There is no equivalent body to which grad. Forum reps. could be accountable, and through which they could be informed of pressing issues. Without some "grassroots" base, the legitimacy and effectiveness of such reps. would be dubious.

For this reasons, the creation of special graduate Forum seats is *not* recommended.

2. A Graduate Committee

A better alternative might be the creation of a new Standing Committee of the SFSS, to deal specifically with graduate issues. This would provide a focus for graduate concerns without creating the anomalies discussed above. It could also recruit members from the representatives elected by Student Unions to Departmental Graduate Studies Committees. Membership of such a committee could be:

1. 1 SFSS Executive Officer: The obvious candidates would be either the President or the University Relations Officer.
2. 1 TSSU Rep.: Although an expectation that TSSU will speak for all aspects of graduate concerns is clearly misplaced, its role in representing Teaching Assistants makes inclusion crucial. Informal discussions with TSSU suggests that they would be willing to appoint a rep. to such a committee.
3. Graduate Students: Here there are two possible models for committee membership:
 - a. 'Small': 1 Grad. Student from each Faculty. This creates a convenient number of reps – but runs into the same problems of credibility listed in 2.3 above. Graduate interests on many issues are defined at a Departmental, not a Faculty, level. Moreover, we have no clear mechanism for selecting Faculty grad. reps.
 - b. 'Large': 1 Grad. Student from each department offering post-graduate programs. This should be the elected rep. to the Departmental Graduate Studies Committee, where possible. The

disadvantage to this arrangement is that it potentially creates an unwieldy group that could have as many as 20 members. However, *in practice* it is almost certain that we will not approach this number: constant attendance from 6 – 12 departments would be very respectable. The advantage is that it gives us contact with grads. on a quite detailed, local level and recruits largely from representatives elected by Student Unions. On balance, this seems the better option.

4. 1 Staff (non-voting): This should be either a Resource Co-Ordinator or the Fieldworker – but see below, "Staffing"

To be fully effective, however, creation of a Graduate Committee needs to be supplemented by a reinforcement of graduate involvement at the "grassroots level." This brings us to the issue of –Student Unions and Graduate Caucuses.

3. Graduate Caucuses

Although graduate students are automatically members of their Departmental Student Unions, actual participation tends to be low. The Administrative Policies of the Committee for Departmental Student Unions make provision for the creation of Graduate Caucuses of Student Unions.(AP 16). These have the same status as Student Union Clubs. They are semi-autonomous bodies, with their own constitutions, elected officers and meetings. Like Student Unions, they receive an automatic \$100 'core budget' each semester. Requests for larger grants have to be approved by the 'parent' Student Union, against whose account they are charged. These caucuses could provide a "grassroots" body to which representatives to the SFSS Graduate Committee report. At present, however, such Caucuses exist only in two departments – Communications and Computing Science (where they appear to operate very effectively).

The obvious complement to the creation of an SFSS Graduate Committee would be a campaign to foster the growth of such Caucuses in other departments. This should be accompanied by review of the AP's covering such organisations, to ensure that the provisions for relations between 'parent' Student Unions and Graduate caucuses are not unduly rigid. The development of Graduate Caucuses in all departments would evidently be a long term project. But it should be noted that it could hypothetically double the number of organisations supervised by CDSU.

Staffing

A major factor in all these proposals is the demand on staff-time. *Any* effort to foster improved graduate participation will increase demands on an already overloaded Resource/Fieldworker area. These demands will be high in the case of a new Standing Committee, very high in the case of concerted development of Graduate Caucuses. When consulted on the issue of possible Graduate Studies Committee, CUPE 2396 took the position that "The Resource/Fieldworker area cannot be expected to staff further organisations of the SFSS without either increased staff resources or a reduction in current workload." Any move to implement any of this brief's proposals should be accompanied by an immediate initiation of discussions with CUPE 2396 to resolve this issue, both on a short and long-term basis.

Process

Over the last month, a working group of graduate students has been meeting to consider the stipend issue. This group provides the obvious consultative forum and launching base for attempts at long-term improvement in graduate participation. An appropriate process would be

1. Forum to give "in principle" approval to certain measures.(see "Recommendations".)

2. Discussion of these measures by the "working group," appropriate SFSSS Committees, and CUPE 2396.
3. Following such discussions, exact wording for the establishment of any new Standing Committees or organising projects be brought back to Forum for final approval.

In the interim, it would be desirable to confer some legitimacy on the graduate "working group" by recognising it as an Ad Hoc Committee of SFSS.

Recommendations

1. That Forum recognise the current "working group" of graduate students as the "SFSS Ad Hoc Graduate Committee."
2. That Forum give "in principle" approval for the creation of a Standing Committee on Graduate Issues, as recommended in this brief, and direct Fieldworker/Resource area staff to prepare the appropriate wording for new Standing Orders.
3. That Forum give "in principle" approval for a campaign to organise Graduate Student Caucuses to be developed by CDSU.
4. That the Internal Relations Officer be directed to immediately initiate discussions with CUPE 2396 to meet short and long-term staffing needs for the forgoing projects.

ncw/cupe 2396

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DISCOURSE OFFICE
SFSS, TC-319
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Louis Riel Tenants Association

803 Louis Riel House, SFU

President: Terry Fowler
Vice President, Finance: Rod Fowler
Secretary-Treasurer: Marie VanDalfsen

October 28, 1986.

The Chairperson,
Board of Governors,
Simon Fraser University.

re: SFU Village

The Louis Riel Tenants Association is not opposed to the idea of the SFU Village concept, but is presently supportive of the concept insofar as we welcome the opportunity to have participation in the planning sessions of the SFU Village Committee. We trust that you will accept that our input is reasonable, cogent, and constructed with the aim of the project's success.

It is with this constructive attitude in mind that we submit the following assessment, questions and observations of the project and which are based upon the limited information that we have received to date.

The attached assessment, to be submitted to the ad hoc SFU Village Advisory Committee by LRTA representative Terry Fowler, identifies a number of potential problem areas within the philosophy, operationalization and on-going existence of the Village concept. Since the committee is not meeting until after 'approval in principle' is given, it is necessary to bring this preliminary report directly to the Board.

The LRTA assessment has identified a number of problem areas which need to be addressed. There are major problem areas such as the lack of a market survey and minor problem areas such as the lack of covered walkways. However, these problems can only be ranked in relation to the development stage of the project: all are intrinsically important to the success of the project.

We recommend that before any 'approval in principle' of the project be given by the Board of Governors of the University that:

11-11-77

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a) A Market Survey be commissioned to identify the potential residents, their number and requirements from the Village.

b) A Social & Operational Impact Assessment be carried out to assess the impact of the development on the existing University residential and working community and the existing plant, facilities and operations.

c) The Simon Fraser Village Committee continue to assess the problem areas of the project as identified by this assessment and other input and compile a complete report to assist the Board of Governors in making their decision on 'approval in principle' for the project.

d) That the Board of Governors re-affirm that the profits from this development, should it ultimately be given 'approval in principle', be allocated to the construction of additional student housing.

We trust that these recommendations will be considered and accepted by the Board of Governors and that the problem areas highlighted by this assessment will be given the serious attention that they merit. We believe failure to do so will jeopardize the success of the project and could turn it into a costly 'white elephant' millstone around the University's neck.

Yours respectfully,

Rod Fowler
Vice President, Finance
LRTA,

An Assessment of the SFU Village Preliminary Proposal
submitted by LRTA representative Terry Fowler
to the ad hoc advisory Committee
for SFU Village
October 1986

Profile of the Project

This profile of the Project is compiled by the reduction of the general numerical data distributed throughout the texts of the material which has been currently available on the re-formulated project.

West Village

The Preliminary Proposal dated October 1986 recommends that the West Village begin with: "approximately three hundred housing units in roughly four to six enclaves." (p.7)

This is intended to be between a low and a high density development of the site. Using the consultant's report prepared for the previous Village proposal in 1982, the population figures were based upon 3.2 persons per unit. The projected population of the new West Village is therefore projected at 960 people, of which is estimated that 186 would be children Grade 12 and younger. Such a population would require approximately 7000 square feet of retail space and the equivalent of one integrated school complex or 4.5 regular sized school buses twice per day. (Devencore Real Estate Consultants Limited. Report)

The proposal of 40 - 60 residence units in 4 to 6 enclaves provides a relative magnitude scale by which the 300 units recommended for development can be ranked. The low end of the magnitude scale is equivalent to 160 units (40 x 4) and the high end of the scale is 360 units (60 x 6). Therefore, the 300 units recommended by the proposal falls at the high end of the scale in terms of the possible magnitude of the development. The present recommendation is for an 83.33% development of the possible residential potentiality of the West Village site within the parameters of the proposal. This indicates that the recommendation is one which is biased toward an high intensity of development rather than a low intensity.

The Conference Centre

The Preliminary Proposal recommends "the development of a small 150 - 200 room facility that will cater to specialized academic, governmental and professional conferences, seminars and a variety of other University related activities which generate the need for overnight accomodations....annual potential demand of approximately 30,000 room nights" (Emphasis added) (P.8)

The extending of the above estimates into concrete numbers implies that, at a rate of two persons per room per night, on any one night the Centre could have 300 - 400 people in residence. At 60,000 persons per year (30,000 x 2) this indicates that the centre would be occupied for 150 - 200 nights per year. If allowance is made for the University not scheduling Conferences during the months of December, April and August (non-class times) this means that the centre could to be occupied 150 - 200 nights out of 273 or 2 nights out of 3. Therefore, it is not unreasonable to treat the 400 guests as potential 'residents' for the purposes of computing impact on the servicing needs required by the project. The additional 400 'residents' need an additional 2800 square feet of retail service space which does not include the provision of meals. (calculated from estimates provided in Devencore Real Estate Consultants Ltd. Report)

The Preliminary Report estimates that the total square footage for the Conference Centre and retail service complex will be 30,000 square feet. Allowing approximately 9800 square feet for use by 'residents' for their service needs, there remains 20,200 square feet for the Conference guests for sleeping accomodation. This translates into 134 square foot double room in a 150 bed centre and 101 square foot room in a 200 bed centre. The double dormitory rooms in Shell House are 156 square feet.

The East Village

The Preliminary Proposal recommends future development of "approximately 600 - 700 units of housing....similar in density to that proposed for the West Village" (p.8) and planned for several years after the West Village.

Using the same ratios as used to identify population in the West Village project, East Village would have a population base between 1920 and 2240 people of whom between 372 and 434 would be Grade 12 and younger. This development would require an additional 13,500 - 16,000 square feet of retail service space (NB. Not currently incorporated in planning), one complete integrated grade school complex or the service of an additional 8 - 10 school buses twice per day.

Table of Population Statistics

New Development

	<u>Minimum</u>	<u>Maximum</u>
West Village Residents.		
Adults (Family)	774	774
Children to Grd. 12	186	186
	---	---
Total	960	960
Conference Centre		
Adults (Single)	300	400
East Village Residents.		
Adults (Family)	1548	1806

2. Fire Protection Services for potential total of 1000 homes and 200 bed hotel.

Current Planning Assessment: NONE

Current Service: Provided from Duthie Ave. One-half hour response time.

3. Emergency Health Services, Dental Health Services, Community Health and Welfare Facilities for potential resident population of 4000 - 4500 people.

Current Planning Assessment: NONE

Current Service: Ambulance Service from foot of Mountain. One-half hour response time. Medical help is available between 9:30 am and 5:30 pm to students, staff and faculty, but not to their spouses and children. At nights until 11 pm there is a first aid person at the athletics centre, west gym.

4. Municipal Policing, University Security Services to cope with a resident population of 4000 - 4500 people, of which approximately 300 - 400 will be single, transient conventioners and 350 will be resident pre-University teenagers and junior high schoolers.

Current Planning Assessment: NONE

Present Staffing: 3 on-duty Security, RCMP on-call only, one-half hour response time.

5. Public Transportation Services to deal with a resident population needing to travel short, local distances and a conference population needing to obtain transportation from airport, ferry, bus and train terminals.

Current Planning Assessment: NONE

Present Services: Municipal Transit Services do not start before 7.45 AM in the mornings and finish at 12.45 AM at night. Early morning, evening and all day weekend services are reduced to one bus every half-hour. The bus service to connect with Skytrain runs only once per hour 7 days per week. There are NO direct transit connections with any major travel terminus. There is NO service for the late-night arrival/departure of conference guests between 12.45 AM and 7.45 AM.

Cab Services charge a premium any hour of the day or night to make a trip up the Mountain. Only a few services normally associated with the Conference business, such as dry-cleaning, floral/gift delivery, fast foods, or escort services would at present be prepared to come up the Mountain at present without a surcharge.

6. Parking Facilities for potentially 1.5 vehicles per residence unit. This would give an estimated parking requirement for 450 cars for the West Village and 1000 cars for the East Village plus an allowance for approximately 100 cars at the Conference Centre. If the average car occupies 40 sq. ft. of space (5ft. x 8ft.) this translates into required parking facilities of 18,000 sq. ft. for the West Village, 4,000 square feet for the Conference Centre and 40,000 square feet for the East Village, making a total new parking requirement of 62,000 square feet (1.5 acres) of cars alone. This figure will be closer to 3 acres when allowance is made for access roads and space between vehicles. Consideration must be made for the maintenance of

the Green Belt, and therefore multi-story car-parks must be considered, if the Hill is not to be turned into an Asphalt Belt.

Current Planning Assessment: NONE

Present Services: Student Residences, Lots A, B, & C and the Parkade. Current demand is already in excess of these facilities.

7. Religious Facilities for a residential population of 4000 - 4500 people would best be served by a distinct inter-faith centre within the new development. The residents' ability to participate in their religious life close to their residence enhances their sense of community and their bonding with the community.

Current Planning Assessment: NONE

Present Services: The SFU Chaplaincy provides room for about 20 people to participate in a religious service. The same room doubles as a meeting room, counselling room, etc. Larger groups, such as the Muslim or Inter-Varsity students on Campus have to use one of the larger Rotunda Rooms for their worship, competing with other bookings. There is no place on Campus at this time where one may go for quiet meditation in a spiritual atmosphere.

Questions about the Project

Q1. - If the purpose is to raise funds for the University, to what area of the University's operation will those funds be applied?

Comment: The original 1982 philosophy for the SFU Village development was to generate funds for the construction of new student accomodation. Has the philosophy of the re-formulated project change, if so when, by whom and what 'new criteria' determined such a change in philosophy?

According to Mr. Rick Johnson (comment at the first ad hoc committee meeting) "student housing doesn't pay for itself". That is not the case for Simon Fraser Student Residences. The Board of Governors adopted a proposal in 1984 to set the rental rates for student accomodation at 95% of market value. This was for two reason: one, to cover the operational costs of the residences; two, to generate additional funds with which to construct new student residences.

Since that policy was adopted, the student residences has generated a surplus of funds, after paying for all expenses, (including those billed by P.P & P) of \$165,604 in 84/85, \$170,000 in 85/86 and \$40,000 in the 5 months ended August 1986. This is a total surplus contribution to new residence development of \$395,604; close to one half of one million dollars by the end of three years in March 1987. This surplus contribution has come directly out of the students' own finances, mostly student loans. All of this money was put into the construction of McTaggart-Cowan Hall. It is our understanding that contributions to this building from the private/donational sector came to less than \$5000 which is 1% of the students' contribution. The University contributed the management expertise of its Administration, especially Physical Plant & Planning. All students in every student residence will continue to contribute toward the approximately \$300,000 per year mortgage payments on the new building. This mortgage

payment was incorporated in its entirety into the 86/87 Residences Budget, to be recovered out of the monthly rental charges which were increased to cover this mortgage payment.

Given this reliance on students to provide the source of funding for new student residence construction, it is essential that the surplus derived from the Village development not be lost to another preferred 'cause'. If such 'surplus' is diverted away from construction of new student residences, then students could find themselves paying market, or above market, value for a student residence in order to finance new construction. This University is still far below par for supplying reasonable housing for students. We suggest that planning should include building low-cost student row-houses with 2 and 3 bedrooms, for families, with a built-in children's area. Louis Riel then could be satisfactorily stacked with singles to help pay for it all, as well as address a desperate student need among singles for small apartments.

Q2. - A stated objective of the project is to "create a viable residential community". How is the concept of "Community" defined?

Comment: The targetted occupants of the residential development are University Faculty, Staff and other "associated with the University". These three groups do not have any commonality of interest and the divergence is made greater if student residents are also considered. The commonality between these groups is economic, that is, they all draw their livelihood from the University. Unless the University Administration accepts the social analysis postulated by Karl Marx, economic commonality alone does not make for "community". Likewise, there are great differences of economic lifestyle within these target groups which could lessen the likelihood of mutual community identity. Does a Cafeteria Server share a mutuality of residential interests with the Chairman of the Board of Governors and a Professor of Nuclear Physics? Would all three accept and use a Bingo Hall in the neighbourhood? What is going to be the divisive effect of the obvious difference in quality of student housing versus faculty housing? The concept of "community" presumes the usage of common recreational facilities. Would a faculty member and family want to conduct their 'play' with other types of staff members and or students?

There is also a lack of definitional clarity over what would be the criteria for a "viable residential community". The statement presupposes that it is possible to define what would constitute a non-viable community. How does the project measure against those criteria ?

Q.3. How would all of the ongoing services required by a residential community be paid for?

Comment: The Municipality of Burnaby and the Burnaby School Board would normally provide the community services of Fire Protection, Emergency Response, Garbage Collection, Sewer and Water Services, Schools and many other services. These services are paid for by property taxes.

The University buildings and Land are exempt from property taxes. Therefore, the University must either give up its tax free exemption for the land under residential development or in some

fashion develop a 'taxation system' for the residential units. Such a system would however only enable the University to provide some of the required services, such as water, sewer, garbage collection and road maintenance. The costs of school services, public transport, fire and police protection and emergency services could not be 'taxed' for under a University administered 'taxation system'.

Either alternative proposed above carries with it problems both for the University and for the new residents of the development. The residents would expect a level of service that the University could not provide and that the Municipal and School authorities would not be willing to provide 'free-of-charge' to the Mountain at the expense of the ordinary Burnaby Rate payers.

Q.4. Has there been any attempt to survey the identified market (those affiliated with the University) to ascertain the market potential?

Comment: The identified market for the project is those members who are affiliated with the University either through employment, studies or service to the Campus. Is there a sufficient demand from this market for 300 residential units in the West Village and 600 - 700 residential units in the East Village? If there is not such a demand then who, and where, is there an alternate market and what is the impact of that alternate market in the integrity of the project; ie: the fostering of "University community" ? These questions do not appear to have been addressed so far. If the housing is to be "up for grabs" by non-University people, the project becomes a sub-division enterprise, and is patently against the philosophy behind the donation of land when this University was founded. Once chopped off, it can never be recovered again, to the detriment of future generations.

Q.5. What is the current status of the Simon Fraser University Village Society and what role will it play in the new development ?

Comment: The 1983 Constitution of the Society indicates that is is a society comprised entirely of members whose qualification for membership was that they sat on the Board of Governors. This may not be the best composition of the membership given that, if the new residential area is not incorporated into the Municipality of Burnaby, the Board of Governors become 'de facto aldermen' for the residents of the Village without the safeguards of the Municipal Act for both members of the Board and the residents. This could be an onerous situation for both parties if a resident of the Village, living in a property which he or she is buying, is obliged to complain about a 'municipal' problem to the Board of Governors who are his or her employers.

The Simon Fraser Village Society may be a vehicle to ameliorate such a situation. If the Constitution were amended to allow the residents membership, and they could elect several members to the executive of the Society, then there would be some democratic structure for the governance of the Village.

Social Observations on the Proposal

The foregoing analysis and questions focuses on the philosophy and operationalization of the project. A consideration of the on-going

existence of the Village population and its interaction with the existing University, both its physical plant and its social environment raises a number of observations.

The introduction of a 'family' residence community to the existing 'student' residence community could be an area of social conflict. This would be especially likely over demands for use of available community recreational facilities. There could be very likely ill-will between the haves, and the have nots, both adult and children. The potential result is that student residents and Village residents will associate only within their own groups; each set of children (and probably adults) conflicting over "turf". A way to avoid this problem is to have a planned and integrated recreational program in place from the very start with at least one fulltime, paid staff member to run the program, addressing the need of couples, singles, and children of all ages.

The small rooms of the Conference Centre (see calculation in profile section) would mean that guests would not feel comfortable in remaining in their rooms other than to sleep. At times when there is not a conference session in place the guests are likely to want to partake of the recreation facilities in place, walk around the University plant, or leave the Mountain for the 'bright lites' of Downtown Vancouver.

This assessment points out the potential shortage of recreational square footage in the proposals and, by collorary, the overcrowding of those facilities which are extant. Many would choose to walk around the Campus, but the existing trail system is presently not maintained and is posted as "dangerous" to use. The upgrading and maintenance of this trail system will be expensive but failure to do so will reflect negatively on the Conference Centre's reputation. Those guests who would like to head to the 'bright lites' would be constrained by the lack of public transportation facilities described above.

There is also a potential problem with the type of guest which would be staying at the Centre. The optimal type of guest would be an academic attending a learned conference. However, the Preliminary Proposal for the Centre states that the Centre will also be used for "a variety of other University related activities which generate the need for overnight activities." This indicates that the Centre would be used to house visting Football and other sports teams, various tour groups (such as Expo '86, for which Shell House was used) and other types of adults and children. These types of people will have differing needs than learned academics, who have also been known to party the night away. The problem of noise generated by these groups and the resulting disturbance to student and other Village residents needs to be addressed.

The situatedness of the Village and Conference Centre in respect to the other University facilities can present a problem for the viable integration of the two facilities into the operational procedure of the Village and Centre. It presently takes about 15 - 20 minutes to walk a staight line from the Administration building to the west entrance of Louis Riel House. If the Village development is west of Louis Riel then it is not inconceivable that a person could spend one half-hour walking from the west end of the Village to the Administration building. If that person was employed in the Admin. Building and lived in the Village, going home for the lunch hour would not be a viable option without driving the car and parking in a Campus

parking lot closer to work. Seems rather silly, but the time it takes to walk from one end to the other is deceptive. Likewise, much of that walk would be conducted in the open, and subject to the wet and cold. The same conditions would hold for a conference guest given under one half-hour to get from a room in the A.Q. to a lunch provided in the Conference Centre, or visa versa.

The quickest route that can be taken to achieve this timing is also the most congested and least attractive of the routes. It runs through the gym tunnel with its attendant display of the heating pipes. A guest walking from the Conference Centre to Campus would have the least congenial views of the University's plant and location.

Conclusion

The problem areas highlighted in this assessment (which is a quick overview, not an in depth study) can be ranked in relation to the stage of development of the project. However, that should not overshadow the fact that each stage is intrinsically important to the success or failure of the SFU Village project. Each problem area needs to be addressed as an area of valid concern for some group within the planning stages of the development.

The Louis Riel Tenants Association is committed to bringing about the total success of the project for the enhanced benefit of all residents on the Mountain. We are convinced that all levels of planning must be examined by those of us who already live here, to provide our unique insight. We are thankful we have a part in the advisory committee. The use of our combined learning and experience will help guarantee a result of which all Simon Fraser University people will be proud.

