



Capilano Students' Union

ISSUES-BASED POLICY
MANUAL



INDEX

ON-CAMPUS HOUSING [EXPIRED]	3
OFF-CAMPUS HOUSING [EXPIRED]	6
FALL ACADEMIC BREAK	8
EXAM SCHEDULE	11
PROPORTIONAL REPRESENTATION	12
INTERNATIONAL STUDENT TUITION POLICY	14
NEEDS BASED GRANTS	16



ON-CAMPUS HOUSING

POLICY NUMBER

POL-001

EFFECTIVE DATE

February 19, 2016

APPROVAL DATE

February 19, 2016

POLICY TYPE

External

REVIEW DATE

February 19, 2019

AUTHORITY

Section II, Article 11(1) of the *Procedures*, which states that “[the] Board may express an opinion, sentiment or principle about external matters by means of an Issues-based Policy”; and Bylaw XVI(1)(a), which states that “Policy of the Society may be established from time-to-time by a two-thirds (2/3) Resolution of the Board.”

PREAMBLE

Capilano University is one of three public universities in British Columbia without residences. This lack of on-campus housing negatively impacts students, the university, and even the infrastructure of the North Shore. The lack of on-campus housing acts as a deterrent to enrolment, and students who commute add to the traffic and gridlock of local highways and roads. Students, meanwhile, have to force themselves in to off-campus housing, which comes with its own problems such as affordability, roommates with mismatched lifestyles, and challenges finding neighbourhoods suitable for a student’s personal safety and health. These issues create unnecessary hardship in addition to the usual stress inherent in being a student in post-secondary education.

What is needed to address student concerns regarding housing is a housing strategy, which includes a full exploration of on-campus residences, or at least geographically within the same neighbourhood as the university, catered to affordable housing for students. Student residences can ensure that students needn’t rely on roommates for their housing security; can allow for all necessary amenities under one roof; and can create a safe environment in which students can be in close proximity to other students sharing similar lifestyles, goals and needs.



APPLICABILITY

This policy is applicable to board members and employees who are in a position to campaign, lobby, or meet with government or university officials with respect to on-campus student housing.

EXCLUSIONS

None

DEFINITIONS

None

POLICY TEXT

Whereas there are many students who require on-campus housing but are unable to access it due to the lack of housing projects at Capilano University's campus; and

Whereas increases in housing costs at other post-secondary institutions has occurred at rates in excess of 15% in a single year; and

Whereas on-campus student housing is currently unregulated by provincial legislation; and

Whereas residences are often ill equipped to accommodate students with specific needs;

Therefore, be it resolved that the Capilano Students' Union support the building of high-quality, affordable on-campus housing, such as residence buildings.

Be it further resolved that the Capilano Students Union supports initiatives that encourage:

- access to high quality, affordable on-campus housing for all students who require it;
- residence buildings that are fully accessible to students with disabilities;
- legislation regulating on-campus housing similar to the Residential Tenancy Act;
- the maintenance of student residences as publicly owned and operated through the university;
- housing that takes into account the needs of student parents; and
- the setting of a reasonable cap on increases to rent.

And, finally, be it further resolved that the Capilano Students Union opposes initiatives involving:



Capilano Students' Union

- increases to residence fees that go beyond the standard allowable rent increase in British Columbia, as defined by the Residential Tenancy Act; and
- profit-generation from campus student housing of any kind, including international students' residences.

COMPLETED CONSULTATIONS

- Issues-based policy housing brief prepared by the CSU (November 25, 2014)
- Alliance of BC Students policy on off-campus housing (May 9, 2015)
- University of Victoria Students Society issues policy on off-campus housing (March 23, 2015)



OFF-CAMPUS HOUSING

POLICY NUMBER

POL-002

EFFECTIVE DATE

February 19, 2016

APPROVAL DATE

February 19, 2016

POLICY TYPE

External

REVIEW DATE

February 19, 2019

RESPONSIBLE BODY

External Relations Committee

AUTHORITY

Section II, Article 11(1) of the *Procedures*, which states that “[the] Board may express an opinion, sentiment or principle about external matters by means of an Issues-based Policy”; and Bylaw XVI(1)(a), which states that “Policy of the Society may be established from time-to-time by a two-thirds (2/3) Resolution of the Board.”

PREAMBLE

Capilano University is one of only three publicly-funded universities in British Columbia without residences. This lack of on-campus housing forces students in to off-campus housing, which comes with its own problems such as affordability, roommates with mismatched schedules and lifestyles, and challenges finding neighborhoods suitable for a student’s personal safety and health. These issues create create unnecessary hardship in addition to the usual stress inherent in being a student in post-secondary education.

APPLICABILITY

This policy is applicable to board members and employees who are in a position to campaign, lobby, or meet with government or university officials with respect to off-campus student housing.

EXCLUSIONS



None

DEFINITIONS

Residential Tenancy Act The British Columbia government act and regulations, which applies to tenancy agreements, rental units, and residential properties.

POLICY TEXT

Whereas British Columbia has one of the highest costs of living in the country; and

Whereas it is important for students to be educated on their rights with regards to tenancy; and

Whereas there is a lack of affordable housing available to students off campus, especially in North Vancouver;

Be it resolved that the CSU support initiatives that encourage:

- access to high quality, affordable housing for all students who require it;
- educating students as to their rights as tenants;
- municipal bylaw reform that would allow for secondary suite rental units;
- government support for public and not-for profit affordable housing; and
- student participation in neighborhood, community, and tenant groups.

Be it further resolved that the CSU condemn:

- increases to the standard allowable rent increase that are above CPI; and landlords using students' (and international students in particular) lower knowledge of, or confidence with, tenants' rights to sidestep the Residential Tenancy Act or otherwise intimidate student tenants.

COMPLETED CONSULTATIONS

- Issues-based policy housing brief prepared by the CSU (November 25, 2014)
- Alliance of BC Students policy on off-campus housing (May 9, 2015)
- University of Victoria Students Society issues policy on off-campus housing (March 23, 2015)



FALL ACADEMIC BREAK

POLICY NUMBER

POL-003

EFFECTIVE DATE

April 22, 2016

RENEWAL DATE

March 3, 2019

POLICY TYPE

External

REVIEW DATE

March 3, 2022

RESPONSIBLE BODY

Campaigns and Advocacy Committee

GLOSSARY

Academic Reading Break: A weeklong period where students have no scheduled classes and no assignments due.

PREAMBLE

Capilano University has only one weeklong academic break which takes place in the Spring semester. This is problematic in several different ways. First, students taking classes in the fall term do not have the advantage of having a weeklong break where they could work on term papers and other educational matters. Second, the fall semester brings with it its own stress, such as the new academic year and for some students, the first semester away from home at a brand new school. Both Fall and Spring semesters should have their own weeklong reading break as each has similar rates of student suicide and depression.

By not having a weeklong fall academic break, Capilano University stands alone when contrasted with schools like UVic and UNBC, as well as the majority of post-secondary schools in Canada.¹ The reasoning for these schools to implement a fall academic break is mostly based on mental health. Said Katie Kutryk, registered nurse and Health

¹ University of Manitoba Students' Union: A Review of Fall Academic Break Policies at Canadian Universities, published May 2015.

& Wellness Educator at the University of Manitoba: “A fall break would mitigate some academic scheduling pressures and provide the opportunity for students to use the allotted time to find reprieve, recharge, meaningfully reconnect with family and friends, and reassess if need, the current state of their mental health for the remainder of the semester...a fall break would be an initiative that is consistent with our own campus mental health strategy and demonstrate a commitment to mental health and wellness on campus.”² Unfortunately, mental illness on campus has been steadily increasing across the nation. According to a report published by the Mental Health Commission of Canada, 2013 saw a shocking 6.6% of students admit to self-harm.³ In 2012, Ryerson University saw a 200% increase students in crisis situations that could be defined as “homeless, suicidal, [and] really sick.”⁴ While mental wellness is no doubt a part of a broader conversation on student health, the implementation of a fall weeklong academic break would offer some relief to this growing epidemic.

In each case of a fall academic break adopted over the last ten years, days that would normally have class in session are instead added on at the beginning of the year, such as right after a new student orientation day or its equivalent, or at the end of the semester before breaking for exams.⁵ Furthermore, any programs that may be negatively affected by the implementation of a second academic break can appeal to have their students exempt. In these cases the pushback from faculty was logistical and administrative in nature.⁶ With these mid-semester breaks, no academic days are lost, and some stress and hardship can be alleviated once students have time off. Seeing the benefits of a mid-semester fall break and need to address the nationwide campus mental health issue, as well as the lack of impact this would have on the academic year, the Capilano Students’ Union stands in support of a fall academic break.

POLICY TEXT

Be it Resolved That the Capilano Students Union supports a weeklong academic reading break during the Fall Semester

² Letter from Katie Kutryk, RN BN, to University of Manitoba senate, dated September 12 , 2015.

³ Mental Health Commission of Canada, *Informing the Future: Mental Health Indicators for Canada* , published January 22 , 2015.

⁴ MacLean’s, “The Mental Health Crisis on Campus,” published September 5 , 2015.

⁵ University of Manitoba Students’ Union: *A Review of Fall Academic Break policies at Canadian Universities*, published May 2015.

⁶ The McGill Tribune, “SSMU Council passes motion of support for Fall reading week,” published November 8, 2015.



EXAM SCHEDULE

POLICY NUMBER

POL-003

EFFECTIVE DATE

May 6, 2016

APPROVAL DATE

May 6, 2016

POLICY TYPE

University Relations

REVIEW DATE

May 6, 2019

RESPONSIBLE BODY

University Relations Committee

AUTHORITY

Section II, Article 11(1) of the *Procedures*, which states that “[the] Board may express an opinion, sentiment or principle about external matters by means of an Issues-based Policy”; and Bylaw XVI(1)(a), which states that “Policy of the Society may be established from time-to-time by a two-thirds (2/3) Resolution of the Board.”

PREAMBLE

Capilano University attempts to inform students of their exams through a set schedule, colloquially known as “the grid.” The exam schedule is usually posted near the end of term, both online and on a billboard in the Birch building. As it currently stands, students have directed a number of concerns regarding this exam schedule. Chief among them is that:

- A number of exams are done “off the grid,” with no indication of time or place on these schedules.
- This schedule is only available on one page of the Capilano website or in one hallway of one Capilano building, raising in to question of aspects such as student access to the internet or access to this particular building.
- This schedule is released later in the semester and, as exams fall outside of class time, this late release can disrupt travel, work, or family commitments of the students.
- Most post-secondary institutions in British Columbia - whether they are research



Capilano Students' Union

- intensive, trades schools, special teaching universities, or polytechnic – set their exam and mid-term schedule near the beginning of term.
- A lack of consistency and structure for exams leaves little room to study and prepare for the exams, negatively effecting grades.

Based on these concerns, the Capilano Students' Union has taken the following stance on exam scheduling at Capilano University.

APPLICABILITY:

This policy is applicable for:

- University relations
- Student life
- Student mental health

EXCLUSIONS

None

DEFINITIONS

None

POLICY:

1. The Capilano Students' Union supports scheduling all end-of-term exams on this exam schedule.
2. The Capilano Students' Union supports Capilano University in set up this exam schedule during course registration.
3. The Capilano Students' Union supports Capilano University in setting an exam schedule at maximum of four weeks after the semester's beginning.
4. The Capilano Students' Union directs Capilano University to email the exam schedule upon it's confirmation, to all students.
5. The Capilano Students' Union supports Capilano University in setting up the exam schedule in every building at Capilano University: Birch, Fir, Cedar, Arbutus, Library, Dogwood, The Nat and Flora Bosa Centre for Film and Animation, and Maple.
6. The Capilano Students' Union supports Capilano University in setting up the exam schedule for each satellite campus in their respective buildings.

COMPLETED CONSULTATIONS

- Michael Olson, executive director of the Vancouver Island University Students' Union.
- Joakim Zatko, university relations coordinator of Emily Carr Students' Union.
- General student concerns.



PROPORTIONAL REPRESENTATION

POLICY NUMBER

POL-004

EFFECTIVE DATE

Sept 4, 2018

APPROVAL DATE

Sept 4, 2018

REVIEW DATE

Sept 4, 2021

RESPONSIBLE BODY

Campaigns and Advocacy

SUMMARY

The Capilano Students' Union supports a move to a proportional representation system of elections provincially. The current system, known as FPTP, consistently results in vote totals being wildly inconsistent with the number of seats won. This exists at the individual riding level, within individual sub-regions, such as Capilano University's own North Shore, and in the province as a whole. The CSU believes that the number of seats that a party is allotted in the legislature should be roughly similar to the percentage of the vote that they receive, ensuring that representative democracy is truly representative of the electorate, and further, that voters should not feel like their vote will not have an impact because of the region they live in.

GLOSSARY OF TERMS

PR: Proportional Representation, an alternative voting system to FPTP.

STV: Single Transferable Vote, an alternative voting system to FPTP

FPTP: First Past the Post, AKA winner take all is the current voting system that BC and Canada exist under.

Riding: The area or region that elects a representative.

MLA: Member of the Legislative Assembly

MP: Member of Parliament

MMP: Mixed Member Plurality, a method of voting where half of members are directly elected in their riding, and the other half are elected via the regional proportional of their party vote

DMP: Dual Member Plurality, a method of voting where half of the MLA's are elected in their ridings, and each riding elects a second MLA based on a combination of that ridings election results and provincial election results



RUP: Rural Urban Proportional. a method of voting where rural ridings would use a **MMP** style system to elect MLA's and urban areas would use STV

PREAMBLE

Whereas the Capilano Students' Union supports a fair and equitable electoral process; and

Whereas the FPTP electoral system discourages voters by ensuring that in most ridings, their vote will not matter; and

Whereas FPTP frequently results in MLA's or MP's being elected with substantially less than a majority of the vote within their own riding; and

Whereas FPTP results in individual party's being unable to elect a representative from entire sub-regions with four or more MLA's, despite consistently earning between 25 and 35% of the vote; and

Whereas at the provincial level, FPTP results in regular majority governments to parties that are only able to attract a minority of the voters; and

Whereas a more proportional voting system would ensure that voters feel that their vote counts, thus helping to reduce voter apathy and encourage higher turnout; and

Whereas any one of the three electoral systems presented in the 2018 referendum represent more fair and proportional systems than FPTP, thus ensuring the legislature will better reflect the will of the voters;

POLICY

Be it Resolved that the CSU supports a move to a proportional representation voting system;

Be it further resolved that the CSU believes that each of the three options for reform would be an improvement over First Past the Post; and

Be it Further Resolved That the CSU encourage voters to vote in favour of a more proportional representation voting system.

FURTHER DOCUMENTATION

[Internally produced research document](#)



INTERNATIONAL STUDENT TUITION POLICY

POLICY NUMBER

POL-004

EFFECTIVE DATE

March 1, 2019

APPROVAL DATE

March 1, 2019

REVIEW DATE

March 1, 2022

RESPONSIBLE BODY

Campaigns and Advocacy

SUMMARY

Universities in British Columbia have relied on the funds of international students for almost two decades. International students experience discrimination and exclusion based on their various backgrounds while putting billions into the economy and creating thousands of jobs. The gross inequality in the university experience and tuition fee increases between international and domestic students is not only unfair but potentially hazardous for British Columbia's economy.

GLOSSARY OF TERMS

international student: is a non-Canadian student who does not have "permanent resident" status and has had to obtain the authorization of the Canadian government to enter Canada with the intention of pursuing an education.

domestic student: is a Canadian citizen or permanent resident within the meaning of the Citizenship Act, or an Indigenous person born within the borders of what is now also known as Canada, or a person with refugee protection status that is enrolled at a post-secondary institution.

PREAMBLE

WHEREAS international students experience heightened discrimination and exclusion in comparison to domestic students ¹;

WHEREAS international student tuition has risen 485% since 1991 ²;



WHEREAS international student spending in 2016 translated to 40,499 jobs throughout the province of British Columbia ³;

WHEREAS the absence of limits to international student tuition increases create extreme financial uncertainty for international students;

WHEREAS international students contributed \$2.7 Billion to British Columbia's GDP in 2016 ⁴;

WHEREAS in 2017/18, international students made up 20.3% of the student body at Capilano University, and accounted for 18% of the budget and 41% of all tuition collected;

WHEREAS a considerable decline in international student enrollment would result in a sudden shock for British Columbia's economy and jobs market;

POLICY

BE IT RESOLVED THAT the Capilano Students Union supports tying international student tuition increases to domestic student increases on a dollar for dollar, rather than percentage, basis at Capilano University.

FURTHER READING

[British Columbia Federation of Student International Students in British Columbia Research Paper](#)

Surrey Now-Leader, [International students hit hard by B.C. tuition fee hikes](#), 2018
[Tuition Limit Policy](#)

¹ CASA, [Value Beyond Dollars and Cents: International Students' Contributions to Canada and Their Need for Supports](#), 2018

² BCFS, [International Students in British Columbia](#), 2018

³ Global Affairs Canada, [Economic Impact of International Education in Canada - 2017 Update](#), 2017

⁴ Global Affairs Canada, [Economic Impact of International Education in Canada - 2017 Update](#), 2017

NEEDS BASED GRANTS

POLICY NUMBER

POL-005

EFFECTIVE DATE

March 15, 2019

APPROVAL DATE

March 15, 2019

REVIEW DATE

March 15, 2022

RESPONSIBLE BODY

Campaigns and Advocacy

SUMMARY

On average, those who have a university degree earn more than those with only a high school diploma. As such, having a post-secondary education is now essential to obtaining a career.

However, up-front tuition fees “compromise access to education for those who face financial barriers in their youth.” The majority of students from low income households who do decide to pursue post-secondary pay for their education through student loans. This places them at a disadvantage compared to their peers who can pay out of pocket or have family support to pay for their education. Those who take out student loans end up paying more for their education (\$7,000 more) due to interest incurred on their loan. As debt levels increase, the likelihood of degree completion decreases, as students choose to enter the workforce instead of going further into debt to finance their education.

There are post-program supports in the form of debt forgiveness and low interest rates for those who are struggling with repaying loans. However, students are often unaware of these programs prior to entering post-secondary, and these programs do not reduce the barrier of the up-front cost of education. Up-front, non-repayable grants will help people who would not otherwise be able to attend post-secondary.

British Columbia is the only province without a needs-based grants program. Students in BC pay more for their education than their peers across the country who have access to non-repayable grant programs. Education should be affordable and accessible no



matter where you live in Canada. As such, the province of BC should recreate a needs-based grants program for all BC students that is accessible to all undergraduate and graduate students, including international students; is not contingent on program completion; and includes provisions for students with disabilities or dependents.

GLOSSARY OF TERMS

Needs-based: funding that is allocated based on financial need in order to address said need as opposed to a reward for other factors such as academic performance, athletics or volunteering.

Non-Repayable: funding that does not need to be repaid. Unlike loans which need to be repaid, usually with incurred interest.

Up-front cost: tuition required to attend a post-secondary institution which needs to be paid during enrollment; prior to class commencement; within a short time frame after classes commence; or prior to graduation.

Up-front Grants: funding that is received during the enrollment process, before the start of classes.

Low Income: the low income cutoff is determined by the Federal government, and is assessed based on household (as opposed to personal) income.

PREAMBLE

Whereas students who take out loans will pay more for their education due to incurred interest;

Whereas students are less likely to complete their degree as their debt levels increase;

Whereas a comprehensive needs-based, non-repayable grants program would reduce student loan debt and increase program completion rates;

Whereas non-repayable grants help people who would not otherwise be able to get through post-secondary;

Whereas the majority of students who take out student loans come from low and middle income families, and are more likely to come from marginalized backgrounds;

Whereas the most cited reason for not attending post-secondary education, from individuals from lower incomes, is the up-front cost of education;



Whereas up-front grants at the point of enrollment will increase accessibility to post-secondary education;

Whereas everyone should have access to education;

Whereas BC is the only province without a needs-based grants program;

POLICY

Therefore be it Resolved That the Capilano Students' Union advocate for the re-introduction of a comprehensive needs-based grants program for low-and-middle income post-secondary students in British Columbia.

Be it Further Resolved That the Capilano Students' Union support a needs-based grants program which is: accessible to part-time and full-time undergraduate and graduate students, including international students; is not contingent on program completion; and includes provisions for students with disabilities and/or dependents.