



MSU Vice President (Education) 2013-2014 Year Plan

Spencer Graham

MISSION an overview

The job of the Vice-President (Education) is to provide advocacy to the university and lobby the provincial and federal governments on matters relating to post-secondary education. In some respects, my mission as VP Education is similar to VP Eds of years past – in regards to quality of education here at McMaster, I will continue to advise the university to push the envelope on teaching and learning. The quality of teaching in lecture, tutorials, and labs is one respect where David and I will be pushing for new university policy (centralized TA training and increased teaching-focused faculty members).

My working style and approach to advocacy lends itself to forming strategic partnerships within the university. I'm excited to be working with key university staff and administration to bring some new large-scale projects to McMaster: The McMaster Experiential Education Centre and the McMaster Entrepreneurship Centre. The MSU's key role in both of these projects is channeling student vision and rallying support to attain these goals for our students.

Student engagement is a key aspect of the VP Education role – without direction and feedback from students, lobbying and advocacy become infinitely more challenging. This is why I plan to advocate from all directions, and I will challenge students from within each faculty to drive new courses and programs, using the Academic Affairs Council as the primary tool to do so. The Advocacy Street Team will also be instrumental in this process; the Advocacy Coordinator and I have formulated a diverse campaign strategy and schedule for the year.

Service provision is a key pillar of the MSU, and the VP Education role is becoming increasingly intertwined in providing tools and programming to improve academic and student success. This year, the MSU is working hand-in-hand with individuals from Forward with Integrity to launch the Learning Portfolio to the student body. I'm also continuing the planning stages of the MSU Course Wiki and MSU First Year Success Program.

2013-2014 will be a great year for the advocacy wing of the MSU, and I encourage you to be a part of it. Let me know if you have any questions or comments on my plan for the year.

Much love,

Spencer Graham

OBJECTIVES step by step

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| Objective 1 | Lead the Launch of the Learning Portfolio |
| Description | <p>The Learning Portfolio is the first major project resulting from Patrick Deane’s open letter Forward with Integrity. Both University Affairs commissioner Rodrigo Narro-Perez and myself have joined up with Laura Harrington and Erica Balch from the FWI Implementation Team to involve students as much as possible in the further development and rollout of the LP to the student community at McMaster. Our aim is to maximize the number of students using the LP by following a strategy of outreach. This includes the creation of a Learning Portfolio Student Outreach Team, having a booth at major information sessions throughout the year, organizing LP workshops, and providing training to any WW rep team who wishes to know more about the LP.</p> |
| Benefits | <ul style="list-style-type: none"> • The LP is a tool that gears students up for success – it allows students to track their achievements, set and plan goals accordingly, and showcase their work to potential employers, professors, friends and family. • The success of this project will strongly influence moving forward with further FWI projects (and MSU collaboration with them!). |
| Difficulties | <ul style="list-style-type: none"> • Ensuring that each opportunity to showcase the LP is crafted to the specific audience who will be exposed to it. This requires a good insight into each university department’s culture and lines of reaching students. I aim to keep this in mind for each information session. |
| Long-term | <ul style="list-style-type: none"> • The LP launch will make significant strides toward institutionalizing the culture of goal setting, reflection and achievement through using the LP tool. |
| How | <ul style="list-style-type: none"> • Creation of a student engagement team which will lead workshops, training sessions and information booths throughout the year. The team has been created, and consists of 10-15 highly engaged student leaders who will be able to speak about the LP to students • Online modules will also be created using the summer transition program SOAR from the Student Success Centre, and the LP will be featured in one of these modules • Welcome Week rep training will be offered to any group who wishes to participate in it; this training will not only identify the LP tool, but also speak to the broader vision for the university identified in Forward with Integrity and what it means to be a McMaster student moving forward |

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| | <ul style="list-style-type: none"> • Creation of LP training workshops to be lead by the student engagement team throughout the year. These workshops put students in direct contact with the student leaders in the setting of a computer lab or open classroom so that students have the knowledge and resources they need to create their own LP • Information sessions at major information events, such as Welcome Day, Horizons “Successfest”, MSU Clubsfest, and any other opportunities that arise throughout the year |
| Partners | <ul style="list-style-type: none"> • Laura Harrington (Forward with Integrity) • Erica Balch (University Public Relations) • Rodrigo Narro-Perez (University Affairs Commissioner) • Learning Portfolio Student Engagement Team (various students) • Student Success Centre (Michele Corbeil, Jen Meister) |

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| Objective 2 | Student Empowerment in Educational Advocacy |
| Description | <p>Currently, gaps exist between faculties and programs regarding student access to high-impact learning opportunities. As VP Ed, I chair the Academic Affairs Council, which brings together student VP Academics (or their equivalents) from every faculty society to discuss academic issues both within and beyond the McMaster community. I plan to make this council truly relevant this year by using the council as a <i>sharing space</i> for new and innovative teaching and learning pedagogy. I’m talking about the hard-hitting teaching methods: experiential education, blended learning models, interdisciplinary courses, problem-based learning, inquiry, peer-based learning, and research opportunities for credit.</p> <p>I will encourage these students to find faculty champions for new courses, new programs, and program re-imagination; further, I will provide MSU support in the process of making academic changes within the university. Key university administration will also be invited to these meetings, namely the AVP Teaching & Learning, AVP Faculty, and AVP Students & Learning.</p> <p>I also directly oversee a Research Assistant who will work 10 hours/week. I will task the Research Assistant with the creation of the MSU <i>State of Education</i> Report. This report will analyze the differences that exist between faculties and programs in regards to high-impact, quality learning experiences. The report will highlight areas for improvement and strong teaching & learning practices that already exist within the university.</p> |
| Benefits | <ul style="list-style-type: none"> • Better access to high-impact learning opportunities for students across all faculties and programs |

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| | <ul style="list-style-type: none"> • Building productive relationships between students and faculty/administration |
| Difficulties | This process is highly time-consuming, and must be undertaken by students from within their respective faculties. Therefore, my role must be to inspire, facilitate and provide support to VP Academics and students from within each faculty. |
| Long-term | Any course or program redesign will be long-lasting in the university once it becomes codified through Senate. |
| How | <ul style="list-style-type: none"> • Inspire VP Academics to identify problem areas within their faculty and identify other students who are also interested in university advocacy; • Task the Research Assistant with the creation of the MSU <i>State of Education</i> Report; • Share the results of this report in the university community, particularly with members of the Academic Affairs Council. Begin to inspire action within these individuals by teaching them the importance of finding willing faculty members to partner with, and tutoring students through the process of making academic change in the university; • Invite AVPs to meetings of the AAC to share information between students and administration with the goal of creating partnerships between the parties; • Support student-driven change by providing VP Academics with important information and highlighting success stories in MSU website articles, Silhouette articles, blog posts, etc. |
| Partners | <ul style="list-style-type: none"> • Faculty society Vice President Academic(s). • Student Senate and Board of Governors representatives • Various university faculty members • AVP Teaching & Learning, Arshad Ahmad • AVP Faculty, Susan Searles Giroux • AVP Students & Learning, Sean Van Koughnnett • Research Assistant |

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| Objective 3 | Achieve Funding for McMaster Entrepreneurship Centre |
| Description | Entrepreneurship has become a hot-button issue in the university realm lately, partially driven by certain provincial and federal pushes to increase our lagging productivity and address youth unemployment. McMaster currently has a technology transfer offices and small-business accelerators such as MILO and Innovation Factory, yet these services aren't undergraduate focused, and provide limited space for students to tinker, share ideas and inspire each other, and meet. This is why we are planning to build on MILO and Innovation Factory and create the keystone piece of the entrepreneurship puzzle: an undergraduate-focused Entrepreneurship Centre. The space for this is available |

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| | <p>in the current warehouse housing the McMaster Automotive Resource Centre (MARC) and is currently owned by McMaster (awaiting further direction from administration on allocation and renovation). I am working with the McMaster VP Research and International Affairs Mo Elbestawi and AVP Research Partnerships Nick Markettos to put together a proposal to pursue funding for this project.</p> <p>A key aspect of this is that the centre be student-driven. I have assembled a team of interested and enthusiastic students and faculty members to be the visionary force of what this space will look like. We've already identified three pillars: Space, academics, and funding. Throughout the coming months, the student team will break into smaller sub-groups to discuss and prepare proposals that will be analyzed and compiled into one final proposal. Then the team will submit this proposal to Ontario Centres of Excellence (OCE) and FedDev and lobby for funding.</p> |
| Benefits | <ul style="list-style-type: none"> • Provides entrepreneurially-minded students a space to work in and helps to build a culture of entrepreneurship at McMaster University • Motivates students and faculty members to provide entrepreneurship courses and programming within their respective faculties • Boosts the local Hamilton economy and establishes the Hamilton community as a centre of knowledge and prosperity • Gives students a chance to directly apply their skills and knowledge from classroom to workforce |
| Difficulties | <ul style="list-style-type: none"> • This will be particularly time-consuming project, this is why the VP Ed must be a facilitator of work from students and faculty members • Funding barriers – the project is estimated to cost approx. \$3M, so the proposal must be extremely high-quality |
| Long-term | <ul style="list-style-type: none"> • Long term, the Entrepreneurship centre will be administrated and overseen by MILO. Mo sits on the board of directors for MILO, and will be a key link to establish MILO as a partner in this conversation. |
| How | <ul style="list-style-type: none"> • Assemble team of students, faculty and staff to brainstorm ideas for the project • Break down the team into smaller working groups to create proposals for the following ideas: <ul style="list-style-type: none"> ○ Space considerations ○ Branding of the centre and the proposal ○ Tying academics into the equation ○ Building a culture of entrepreneurship at McMaster • Bring together the team to formulate a unified proposal to |

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| | <p>present to OCE and FedDev</p> <ul style="list-style-type: none"> • Have meetings with MILO and Innovation Factory on how they will administer the centre • Present proposal to OCE and FedDev and lobby for funding • Meet with architects and engineers to design the space appropriately • Continue meetings with MILO and Innovation Factory to determine staffing and other administrative support required |
| Partners | <ul style="list-style-type: none"> • Entrepreneurship Student Team, consisting of individuals from the MSU, McMaster Entrepreneurship Association, McMaster Social Innovation Lab, and Degroote School of Business • Jimmy Long (External Affairs Commissioner) • Mo Elbestawi (VP Research & International Affairs) • Nick Markettos (AVP Research Partnerships) • McMaster Industry Liaison Office (MILO) • McMaster Innovation Factory • Ontario Centres of Excellence (OCE) • Federal Economic Development Agency (FedDev) • City of Hamilton |

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| Objective 4 | Rally Student Support for a McMaster Experiential Education Centre |
| Description | <p>Motivated by university successes, and lobbying from OUSA and partners, the provincial government has set aside funding to assist universities in their mission to provide experiential education opportunities to students. In McMaster's Strategic Mandate Agreement (SMA) provided to the Ministry of Training, Colleges, and Universities, Patrick Deane identified the institution of the McMaster Experiential Education Centre in the downtown area. This centre would provide staffing and resources to faculties, departments, professors and students in the pursuit of increasing access to experiential education for all students.</p> <p>Alex Lawson, McMaster's government relations executive advisor, is leading the way on securing funding for this initiative. It is in the MSU's interest to help the institution achieve our mutual goal. My mission is to rally up student support for the centre, and showcase the student support and enthusiasm to help secure funding. This may take the form of a letter-writing campaign, pictures, petition, or another creative form of communication. I've tasked the MSU Advocacy coordinator</p> |

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| | Rebecca MacDougall with this, and together we are brainstorming ways of reaching students and channeling student support via the Advocacy Street Team. I also plan to showcase this support in official lobby meetings with our MPP and MTCU personnel. |
| Benefits | <ul style="list-style-type: none"> • Increased student access to experiential learning opportunities in the community, workforce, or on-campus; • Student involvement and an increased degree of ownership over the project |
| Difficulties | <ul style="list-style-type: none"> • Must look for creative ways to outreach to students and get them excited about experiential education • Procuring large amounts of funding is always a difficult process, we must assemble a large amount of student support to back the proposal from the university |
| Long-term | <ul style="list-style-type: none"> • The period of time for securing funding is rather quick – likely by the end of 2013 • Long term, the centre will be administered by the university |
| How | <ul style="list-style-type: none"> • Develop a thoughtful, high-impact method of student engagement with the experiential education centre (VP Ed and Advocacy team) • Lead an FWI student outreach campaign that both enlightens students to the experiential education opportunities that exist and indicate to students how an exp. education centre can benefit their university experience • Channel student enthusiasm for the idea into tangible communications that can be presented to MTCU officials • Present student feedback to MPP and MTCU officials |
| Partners | <ul style="list-style-type: none"> • Alex Lawson (University Government Relations Executive Advisor) • Rebecca MacDougall (Advocacy Coordinator) • Advocacy executive and Advocacy Street Team • Jimmy Long (External Affairs Commissioner) • Ted McMeekin, MPP for Ancaster-Dundas-Flamborough-Westdale • Ministry of Training, Colleges, and Universities |

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| Objective 5 | Lobby for Mandatory Centralized TA Training and Increased Teaching-Focused Faculty |
| Description | The VP Education's bread and butter is all about improving the quality of teaching and learning at McMaster. David's also identified this as one of his primary goals. So how do we plan on tackling the difficult issue of teaching? |

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| | <p>The university has made significant steps in the right direction by re-imagining the Centre for Leadership in Learning (CLL) into the new McMaster Institute for Innovation and Excellence in Teaching and Learning (MIETL). Some of the notable changes include dedicated research into teaching pedagogy at McMaster, revamped professorial and TA training methods, and the creation of a new AVP position (AVP Teaching & Learning). David and myself plan to partner the MSU with the new AVP and key personnel at MIETL to be the voice of students regarding the state of teaching at our university.</p> <p>In terms of TA training, the jury's not back yet. We're still unsure whether the outcomes of a centralized training model actually confer better teaching/tutoring in tutorials and labs. I will be tasking the researcher to compile primary and secondary data and literature to determine the effectiveness of various TA training models. If the results are compelling, I will collaborate with the research assistant to develop official MSU policy on mandatory centralized TA training, with specific directions on what this training may look like.</p> <p>Despite the dual benefit of generating cost efficiencies and providing high-quality teaching, there are significant challenges to increasing the number of teaching-focused faculty positions at McMaster. The MSU and key university administrators are currently unsure whether the demands of increased teaching combined with the pressure to stay relevant in one's field of research are sustainable for teaching focused professors. For this reason, I will be tasking the researcher to undertake interviews and other forms of consultation with existing teaching focused faculty members. The research assistant will then compile these interviews into a case study report that explores the feasibility of increasing the number of teaching-focused faculty members at McMaster. If the results are compelling to advocate for increased teaching-focused faculty, then I will work with the research assistant to write an official MSU policy on teaching-focused faculty members and open up conversations with key university administration and the McMaster University Faculty Association (MUFA).</p> |
| Benefits | <ul style="list-style-type: none"> • Higher quality teaching and learning, both within the traditional lecture (teaching-focused faculty members) and in labs and tutorials (better equipped teaching assistants) • Cost savings for the university may actually be generated by having more professors teaching students • Ideally: smaller class sizes, as more professors will be |

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| | <p>teaching students</p> <ul style="list-style-type: none"> • TA training provides professional development for both undergraduate and graduate teaching assistants |
| Difficulties | <ul style="list-style-type: none"> • Still unsure whether the actual pros outweigh the cons in terms of boosting the number of teaching focused faculty members and mandatory TA training • Mandatory TA training comes with a high associated cost, as TAs must be paid for every hour of training if CUPE is to agree • The bargaining process for teaching assistant training can sometimes be strenuous for all parties, and the MSU has a policy to not be involved in these discussions. |
| Long-term | <ul style="list-style-type: none"> • High long-term costs for TA training • Standing MSU policy will be around for 3 years until it expires • If successful, TA training and teaching-focused faculty members will result in higher-quality teaching in the long-run. |
| How | <p>In general:</p> <ul style="list-style-type: none"> • Work with the AVP T&L to explore avenues of student collaboration and feedback on the current state of teaching and learning at McMaster University; • Help build and participate in student-faculty retreats to delve into the current state of teaching and learning at McMaster <p>TA Training:</p> <ul style="list-style-type: none"> • Task the research assistant with researching TA training methods, studies of institutions that employ mandatory centralized training, and data on whether TA training results in better teaching and learning inside the classroom; • Work with the researcher to develop MSU policy on mandatory TA training and bring this policy to University Affairs committee for deliberation, and finally to the SRA for approval; • With David, advocate for mandatory centralized TA training to key university personnel, including the President, provost, and AVPs. <p>Teaching-Focused Faculty</p> <ul style="list-style-type: none"> • Task the research assistant to consult with existing teaching-focused faculty members to compile a case-study analysis of their thoughts on their positions. • If the results are compelling in favor of increasing the |

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| | <p>number of teaching-focused faculty at McMaster, I will work in collaboration with the research assistant to develop official MSU policy on teaching-focused faculty</p> <ul style="list-style-type: none"> • Bring the policy to University Affairs committee for deliberation, finally to the SRA for approval. • With David, advocate for teaching-focused faculty to key university personnel, including the President, provost, and AVPs. |
| Partners | <ul style="list-style-type: none"> • Research Assistant, TBD • David Campbell • AVP Teaching and Learning, Arshad Ahmad • Various faculty members to provide insight into teaching focused positions • University Affairs committee |

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| Objective 6 | Course Wiki Launch |
| Description | <p>Inspired by the Western Sci Wiki (sciwiki.ca), my predecessor, Huzaifa Saeed, began work with a computer science student (Abdulrahman Khodr) to assemble a Course Wiki for McMaster. This student-run, student-edited website will provide course information to students that goes well above and beyond what is currently provided by the official Undergraduate Calendar.</p> <p>I will continue on Huzaifa's progress last year. While the basic site was built, there remains much work to be done on the look and functionality of the website. I am working with Abdulrahman to continue this process, with the goal as having every McMaster course up on the site by the end of the year. Rodrigo Narro-Perez and Michael Gill from the University Affairs committee are also involved in this project.</p> |
| Benefits | <ul style="list-style-type: none"> • Increased student access to course information, leading to better informed students when planning your degree and choosing which courses to take |
| Difficulties | <ul style="list-style-type: none"> • There are lots of McMaster courses out there. It will definitely be a challenge to encourage students to log on and fill in their courses • Ensuring the validity of information on the website to the best of our ability |
| Long-term | <ul style="list-style-type: none"> • The site will likely require an official administrator (who may, or may not need to be paid). This is a conversation to have at UA committee, then SRA this year. |
| How | <ul style="list-style-type: none"> • Continue working with Abdulrahman to improve the look and functionality of the website, while ensuring that he is fairly paid and recognized for his work |

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| | <ul style="list-style-type: none"> • Build an operating policy for the wiki with Rodrigo, outlining who has access to key pages, proper use of the website, and general disclaimers • Work with Michael Gill to create a student ‘how-to’ guide on writing in a new course to the wiki • Work with UA to implement a roll-out strategy for filling the wiki with courses and programs (likely through faculty societies) |
| Partners | <ul style="list-style-type: none"> • Abdulrahman Khodr (web programmer) • Rodrigo Narro-Perez, UA commissioner • Michael Gill, UA member • University Affairs committee, as a whole • All faculty societies |

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| Objective 7 | Creation of the First Year Success Program |
| Description | The MSU First Year Success Program (working title) will be a program run by the MSU that aims to set the stage for student success in a multitude of ways. The program will bring first year students together on a weekly basis throughout the year, under the tutelage of an upper year student volunteer. The weekly sessions will centre around activities, discussion and reflection on a topic related to getting the most out of your university experience. Possible topics include: the ‘value’ of your degree, discussion on future plans/careers, the benefit of using the learning portfolio, involvement opportunities that exist, the importance of goal setting, chatting about your educational path, etc. |
| Benefits | <ul style="list-style-type: none"> • Student participants will be better equipped to traverse their university experience and make the most out of it • Participants will also form connections with each other and with upper-year students – this creates a social ‘safety net’ which is extremely important in a university environment where many students feel isolated |
| Difficulties | <ul style="list-style-type: none"> • We must be extra deliberate to ensure that this program is quality-driven. This is why we aren’t rushing the launch of the program or running on specific deadlines for launching it. The researcher position will be hired first to determine the key characteristics of the program, what gaps exist in the university, and also compiling tools for the future coordinator to ensure that programming is high-impact and quality-driven. • Like other programs of this nature, there are always going to be logistical challenges associated with the program – finding space, organizing training sessions for volunteers, outreaching to students (both volunteers and participants). |

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| | <p>For this reason, the coordinator must be someone who has experience in planning and leadership activities on campus.</p> <ul style="list-style-type: none"> • Student outreach is especially important – how do we encourage students to sign up for the program? Brainstorming sessions with the researcher and coordinator will be especially important in this regard. |
| Long-term | <ul style="list-style-type: none"> • Should the program be successful this year, the VP Education would continue to hire a coordinator to work for a one-year term each subsequent year. |
| How | <ul style="list-style-type: none"> • Create First Year Success Program Researcher to do research into best practices for programs of this type. The individual will do both online research and consultation with partners who have lead successful transition/success programs. This person will compile these practices and also elucidate a strategy for the program as a whole. This includes key characteristics such as ideal number of students, timelines, and costs. This person will be employed during the summer and into September. • Based on the findings from the Researcher, the next step is to hire a Coordinator to implement the program. Their role would be to create the content of each session, hire a student volunteer team, and oversee the delivery of sessions each week. Ideally this person will be hired in September/October. • The VP Education will be involved every step of the way and act as a supervisor to the researcher and the coordinator throughout the term. • The SRA will also have to vote to approve the program as a legitimate MSU service for subsequent years. Ideally this will be done in the fall, after the researcher has compiled the list of best practices and formulated a strategy for moving ahead. |
| Partners | <ul style="list-style-type: none"> • First Year Success Program Researcher • First Year Success Program Coordinator • Various MSU partners (eg. PTMs of Horizons/CLAY) • Various campus partners (Student Success Centre, faculty societies, Residence Life, SOCS) • Various off-campus partners (eg. camps, YMCA, etc.) |

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| Objective 8 | Re-vision Advocacy Street Team |
| Description | Students are largely unengaged with the advocacy wing of the MSU. Many of our students don't realize that a large part of the MSU's daily functioning is to provide advocacy to the university and to the government. My goal is to get students involved as much as possible in the world of advocacy. |

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| | <p>In order to do this, a successful and dynamic MSU Advocacy Street Team is incredibly important. I am working with the Advocacy coordinator Rebecca MacDougall to re-imagine the street team. We will be running campaigns that are smart and exciting. Student issues will drive campaigns this year. Strategy, organization, and creativity are the key factors that Rebecca and myself share – and we will channel these skills into running campaigns that inform students on student issues, and get them involved in making change.</p> <p>The campaigns will also directly assist the VP Education in advocacy efforts. Each campaign has been selected to also channel either student support <i>or</i> student dissatisfaction on a certain issue, so that the VP Ed can follow up with the appropriate politician or university administrator.</p> |
| Benefits | <ul style="list-style-type: none"> • Informs students about the issues that directly affect them • Showcases the work being done by the MSU and our lobbying organizations OUSA and CASA • Empowers students to question the status quo and begin making changes of their own in the university/political realm(s) • Student support on an issue increases the power of the MSU’s advocacy efforts to fix the issue • Student support also increases the power of OUSA and CASA to successfully lobby politicians for change |
| Difficulties | <ul style="list-style-type: none"> • Our timelines are tight this year – we will be running many campaigns. This means that we must be organized and plan ahead. The VP Ed and Advocacy coordinator are already laying down the preliminary plans for the year and setting goals/timelines. • Student engagement – it’s difficult to make students care about the issues. We must be creative in how we reach out to students and be prepared to make high-impact campaigns. • Advocacy Street Team members can sometimes be low-commitment volunteers and ‘flake off’ later on into the year. We aim to address this by empowering them to be the very best – and showing them that their efforts provide value. We will be doing online applications for them this year (to encourage high-quality volunteers) |
| Long-term | <ul style="list-style-type: none"> • As student issues are fluid and priorities may change from year to year, the long-term goal of Advocacy Street Team is to create a culture of success – we will be the ones running creative campaigns that get students |

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| | excited and involved in advocacy. We will consistently garner media attention and use our campaigns to make real accomplishments. |
| How | <ul style="list-style-type: none"> • Running well-coordinated campaigns on a tight schedule. • These campaigns will be: <ul style="list-style-type: none"> ○ Alerting students to any illegal student fees they may be paying ○ The “Wall of Debt”, which compliments a CASA advocacy goal of tying student grants to CPI each year ○ Forward with Integrity campaign – which will consist of speakers, panels, roundtables, and information sessions. It will also include a mechanism for students to show tangible support for the proposed Experiential Education Centre ○ OUSA Quality of Education Assessment Survey (largely posters and social media) ○ OUSA “Talking to Students about OSAP” video (fall) and OUSA “OSAP Cribs” video (winter) ○ Mental Health Week – continue to reduce stigma and connect students to resources. Also may be coordinated with CASA lobbying goals ○ Municipal Polling Station Petition |
| Partners | <ul style="list-style-type: none"> • Advocacy Coordinator, Rebecca MacDougall • Advocacy Executive, Jacob Klugsberg, Tristan Paul, Jess Shoker, Jasmine Walia • OUSA (particularly Communications director Brandon Sloan) • CASA • MSU Communications Officer • University Affairs Commissioner, Rodrigo Narro-Perez • External Affairs Commissioner, Jimmy Long • Research Assistant • Student Life Development Coordinator, Mike Wooder • Social Media Coordinator, Mike Scott |

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| Objective 9 | Maximize our Satellite Lobbying Potential |
| Description | <p>Both OUSA and CASA have lobby weeks throughout the year. However, it’s important to maximize lobbying efforts by undertaking satellite lobbying meetings with local MPs and MPPs. My goal is to meet with every Hamilton-area MP and MPP at least once this year, and bring the External Affairs commissioner Jimmy Long to every meeting possible.</p> <p>These individuals are:</p> |

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| | <ul style="list-style-type: none"> • Ted McMeekin, MPP for Ancaster-Dundas-Flamborough-Westdale • Andrea Horwath, MPP for Hamilton Centre (and NDP party leader) • Monique Taylor, MPP for Hamilton Mountain • Paul Miller, MPP for Hamilton East-Stoney Creek • David Sweet, MP for Ancaster-Dundas-Flamborough-Westdale • David Christopherson, MP for Hamilton Centre • Chris Charlton, MP for Hamilton Mountain • Wayne Marston, MP for Hamilton East-Stoney Creek |
| Benefits | <ul style="list-style-type: none"> • Increased advocacy to politicians about important student issues in order to bring about legislative/bureaucratic change • Building relationship between politicians and the MSU |
| Difficulties | <ul style="list-style-type: none"> • Politicians are obviously busy people. While it may be easier to make the case for meeting with Mr. McMeekin and Mr. Sweet because McMaster lies directly within their ridings, it may be more difficult to make the case for other Hamilton MPs/MPPs. Thus, we must make it clear that the MSU represents students who live within the greater Hamilton area and that their voices will be represented. |
| Long-term | <ul style="list-style-type: none"> • Relationship building with MP/MPPs so that our voice carries more weight in Parliament/Provincial Parliament • Solidifies OUSA and CASA as well-respected lobbying organizations that have students' best interests at heart and present logical, well-researched arguments |
| How | <ul style="list-style-type: none"> • Present MP/MPPs with official invitations to meet at their earliest convenience • Present student concerns in a non-confrontational manner, highlighting important issues and possible actions to take |
| Partners | <ul style="list-style-type: none"> • External Affairs Commissioner Jimmy Long • OUSA • CASA • Student Life Development Coordinator |

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| Objective 10 | Co-Author OUSA Student Success Policy |
| Description | Each year OUSA creates or revises standing policies to bring to General Assembly. I will be one of the co-authors for the Student Success Paper, which is one of OUSA's most important policies under the pillar of quality education. I will be performing research and incorporating existing research done by Home Office staff to update the policy and take it in multiple new |

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| | directions for the benefit of students. |
| Benefits | <ul style="list-style-type: none"> • Recommendations made in the policy become advocacy priorities once passed, with the potential to become implemented as government policy • Contributing to OUSA’s reputation of top-quality policies |
| Difficulties | <ul style="list-style-type: none"> • The policy process is time-consuming and requires drive and focus. Therefore, I will devote a certain portion of my time each week to researching and writing the Student Success Policy. |
| Long-term | <ul style="list-style-type: none"> • Every OUSA policy is on a three-year cycle, meaning that its recommendations can be lobbied on for three years. At that point it is re-updated with relevant information and recommendations. |
| How | <ul style="list-style-type: none"> • Frequent communication and collaboration with OUSA Home Office Staff and co-authors • The policy is divided into parts and worked on throughout July-October. • Throughout October, the policy will be examined and re-worked by OUSA Steering Committee • The policy will (hopefully) be passed at OUSA Fall General Assembly on November 3rd. |
| Partners | <ul style="list-style-type: none"> • OUSA Home Office Staff • Wilfred Laurier University Student Union VP UA - Stephen Franchetto (co-author) • Trent-Oshawa Student Association VP UA – Chris Fernlund (co-author) |

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| Objective 11 | Formulate a CASA Campaign Strategy |
| Description | One of CASA’s shortfalls is our on-campus student outreach. Students are largely unaware of the organization and its role in providing advocacy on student issues at the federal level. This year, as a member of CASA’s National Advocacy Committee, I’m formulating an on-campus outreach strategy. This strategy will outline campaign characteristics and the appropriate means of communicating with students. Ideally, this year CASA will be able to put its name on-campus advocacy efforts related to federal PSE issues; in future years CASA may be able to coordinate specific campaigns on member campuses. |
| Benefits | <ul style="list-style-type: none"> • Students pay for CASA, so increased student awareness of who CASA is and what we do is important for accountability • Students will be more informed of the issues facing them, and how they relate to federal advocacy • Come election time, students may feel more empowered to vote based on PSE issues – and student voters are |

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| | super important when it comes to lobbying politicians |
| Difficulties | <ul style="list-style-type: none"> • CASA has limited financial resources to devote to on-campus campaigns. The move to campus campaigns must be a multi-year strategy, starting with providing CASA branding to put on existing campaigns. |
| Long-term | <ul style="list-style-type: none"> • In the long term, the strategy will be able to guide future members in planning and implementing on-campus campaigns |
| How | <ul style="list-style-type: none"> • Write campaigning strategy • Deliberation and review at CASA National Advocacy Committee • Presentation to members during Lobby Week |
| Partners | <ul style="list-style-type: none"> • CASA National Advocacy Committee • CASA Home Office staff • CASA member schools • Advocacy Coordinator, Rebecca MacDougall |

Five things that I'd like to have prepared for the beginning of September:

1. Hiring of Research Assistant and First Year Success Program Consultant
2. Meetings with all four Hamilton-area MPs
3. Formulate the CASA Campaign Strategy
4. Have Learning Portfolio Student Team in place to provide training to WW reps and students
5. Solidify details for Advocacy Street Team campaigns and volunteer team

Five goals I'd like to have completed during the fall term (1st):

1. Publication of the *State of Education Report*
2. Complete and submit proposal for McMaster Entrepreneurship Centre and begin lobbying process
3. Four successful Advocacy Street Team campaigns
4. Complete OUSA Student Success Policy
5. Increased student-faculty partnerships on Academic Affairs Council

Five goals I'd like to have completed during the winter term (2nd):

1. Have all McMaster courses written onto the MSU Course Wiki site
2. Successfully pilot the First Year Success Program
3. Meetings with all 4 Hamilton-area MPPs
4. Open up real discussion with university administration on TA Training and Teaching Focused Faculty
5. Secure funding for McMaster Entrepreneurship Centre and McMaster Experiential Education Centre