



From the back of the pack to the top of the class

Student recommendations for the 2012 Government of Alberta Budget

Alberta is a province with tremendous opportunity: our provincial government is debt free; we have unparalleled natural resources and beauty; and we have an economy that has weathered the economic downturn, ready to lead Canada in growth. Our post-secondary system is an important part of that opportunity and is well-placed to help overcome the challenges that we face.

Investment in our universities, colleges and technical institutes - and in their students through the 2012 provincial budget would ensure the province avoids a skilled labour shortage that could limit innovation, entrepreneurship and economic growth.

An inability to attend post-secondary education denies far too many Albertans an opportunity to reach their potential. With only seven out of every ten high school students finishing their diploma before they turn 19, and even fewer making the transition to post-secondary education, we are unnecessarily limiting the potential of many people and of our province as a whole.

Today, Alberta has the lowest post-secondary participation rate in Canada; fewer Albertans go on to formal education than in any other province. This budget is the right moment to work on a goal we have been talking about for the past year: to improve our post-secondary participation rate.

We are projecting a shortage of 77,000 new workers in our province by 2019. With up to 80% of those positions requiring post-secondary education, we need more university graduates.

Alberta should set the goal of having the best post-secondary education rate in Canada.

The Council of Alberta University Students (CAUS), which represents over 70,000 undergraduate students at the University of Alberta, the University of Calgary and the University of Lethbridge, sees many steps we can take immediately to improve the system.

We can track and report on data better by extending the concepts of transparency and open data to our post-secondary system. We can also do more to lower the costs of education and make sure that financial barriers do not stand in the way of someone pursuing their dream. Non-repayable grants and debt relief will help inspire Albertans to enroll and encourage them to successfully finish their program. Finally, we must provide the funding institutions need to meet increased demand, and to ensure the quality our graduates and the economy need.

- **Set more ambitious targets and develop additional measures in the business plan.**
- **Establish an arms-length agency to develop research on our post-secondary system.**
- **Increase non-repayable student financial aid through upfront grants.**
- **Reduce the debt of successful graduates by 50% of the provincial portion of their loan.**
- **Increase operating funds to institutions over three years.**

FROM THE BACK OF THE PACK TO THE FRONT OF THE CLASS

Investing in our post-secondary system and its students is the right economic choice for our province and its government. Looking at the responsibilities facing our provincial government - providing public health care, diversifying our economy and our revenue stream and ensuring good stewardship of our public dollars - we see an answer in our public post-secondary system.

Looking at the 22% of Canadians who are university graduates, we see that they pay 41% of all income taxes in our country yet only use 14% of all income supports. These figures are contrast those of Canadians who did not earn a high school diploma. They contribute only 6% of income taxes and take up 23% of all income supports. University graduates offer a great return on public investment.

Planning ahead beyond the economy and issues of today should including encouraging more Albertans into post-secondary education - a strategic move that requires removal of the barriers to enrolment, encouraging more to finish their program, ensuring the quality of that education and accurately tracking our progress towards our goals.

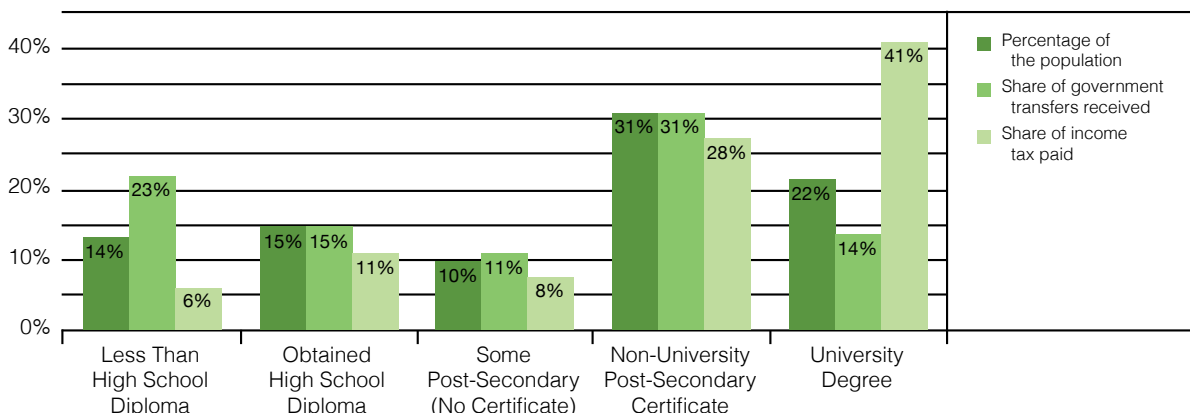
SETTING THE RIGHT TARGETS AND GETTING THE RIGHT DATA

Meeting ambitious targets means setting the right milestones and tracking progress with the right information. If we are going to meet our target of having the highest post-secondary participation rate in Canada within 10 years, we must set annual goals that track the accessibility and affordability of the system. We also have to go beyond setting ambitious goals by honouring commitments to openness and transparency in the way government shares this information by including other stakeholders and the public, and not just institutions.

The Government of Alberta, through its three-year business plans within the provincial budget cycle, already measures and publishes performance measures for the post-secondary system. Alberta Advanced Education and Technology has also made important strides in the past two years in making more data available through the Campus Alberta Planning Framework, which publishes enrolment growth and goals for the system on an annual basis. We applaud these efforts and believe they have laid a solid foundation for data collection and sharing moving forward.

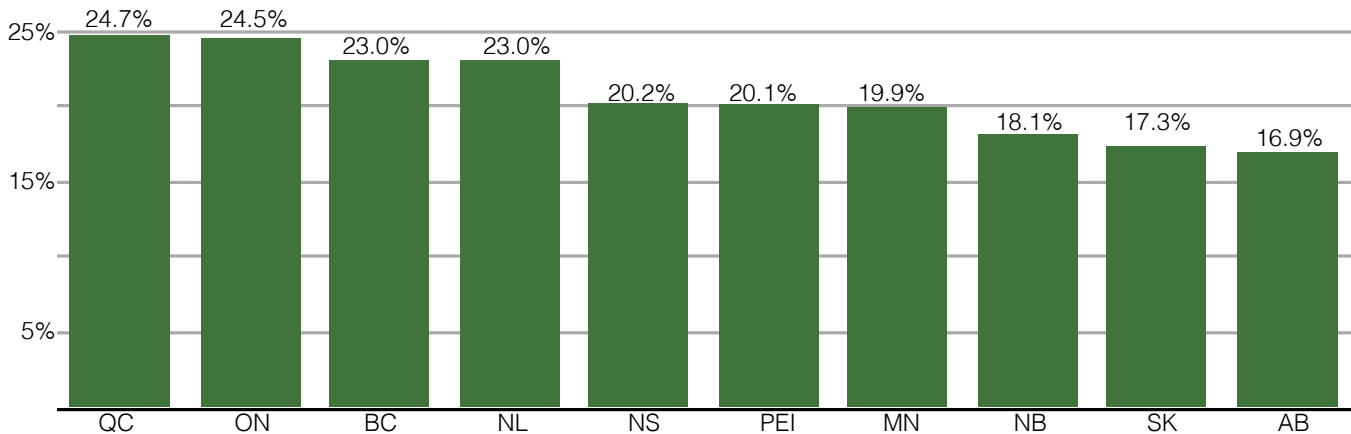
In the 2010-13 Alberta Advanced Education and Technology Business Plan, 18 different performance measures are tracked and measured against targets, including student satisfaction, post-secondary

Percentage of the Population and Share of Income Tax Paid and of Government Transfers Received by Level of Education among Canadians Aged 25 to 64 in 2006



Source: Canadian Millennium Scholarship Foundation

PSE Participation Rate by Province in 2009, 18-34 Years Old



Source: Campus Alberta Planning Framework, July 2010

participation by 18-34-year-olds and sponsored research dollars in the system. Each of these is linked to larger goals of the Government of Alberta and feeds into system planning and budgetary decisions.

From our perspective as the students in the classroom, many important measurements have been overlooked, while others are irrelevant. We need to start the process of developing measures that accurately reflect what is working within our campuses and what needs improvement. In short, we must measure the aspects of system that matter to achievement of our targets.

For the 2012 provincial budget and business plan we suggest that the Government of Alberta set targets and begin tracking the following measures:

A globally recognized, quality advanced learning system meets the needs of Alberta

- Ratio of students to faculty at post-secondary institutions by sector
- Proportion of recent graduates are either employed or continuing studies within one year of graduating
- Percentage of students who successfully completed their program within one year of the expected program length

A learner-centred, affordable advanced learning system accessible to Albertans

- Public satisfaction that Alberta's post-secondary education system is affordable for all Albertans
- Non-repayable financial assistance per full-time student studying in Alberta
- Average total debt at graduation, by length of program
- Average cost of tuition and mandatory fees with a full-course load by sector

In addition, we would strongly recommend that these measures are published annually, instead of once every two years. In most cases this would involve running the Graduate Outcomes Survey on an annual basis, rather than every other year. From our perspective, in a system where many students are on campus for only four years (or less) and business plans are only developed on three-year cycles, having up-to-date data is crucial for determining progress.

In many cases, we are also pointing the Government of Alberta towards measuring hard data - such as student-to-faculty ratios or the definitive average cost of tuition and fees - rather than survey opinions. Both are important, and looking at average debt without comparing it to income after graduation provides an incomplete picture. But so too does

counting graduating students who feel their education being worth the cost. After all, we are not just worried about satisfaction after the degree is received, but also the impact of that cost on a prospective student considering enrolment in university.

CAUS believes that the Government of Alberta should be much more ambitious setting its goals measured within the Alberta Advanced Education and Technology business plan. In particular, the measure of the proportion of Albertans aged 18-34 who are participating in post-secondary education needs to be made significantly higher, and then the budget must allow for that number to be reached. In the past, this measure merely reflected the status quo on our campuses rather than setting achievement targets that demonstrate long-term vision for our workforce and our society. We believe that having the lowest participation rate in Canada is unacceptable.

CAUS is calling on Alberta to make the public commitment to having the best post-secondary participation rate in Canada. To meet that goal within 10 years would involve making improvements now. It would mean setting ambitious targets this year, and for each year following. The 2011 business plan calls for a increase to 18% of Albertans aged 18-34 participating in post-secondary, up from only 16% in 2008. It then suggests that that target remain static through 2013. Participation goals for 2012/13, 2013/14 and 2014/15 should be successively higher with an increase of 2% per year, ending with a target of 24% in 2015.

Informational shortcomings hinder the ability to report on the state of PSE in Canada. Only with a solid base of information will we know whether the billions of dollars invested are being used most effectively.

Canadian Council on Learning, 2011

Looking beyond the goals articulated within the business plan, Alberta needs to build on the strength of the Campus Alberta Planning Framework and take the major public policy and education planning questions of our system to the next stage. Part of Ontario's 2005 review of post-secondary education created the Higher Education Quality Council of Ontario (HEQCO). This arms-length agency brings evidence-based research to improving Ontario's post-secondary system. With the end of both the Canadian Millennium Scholarship Foundation and the Canadian Council on Learning, a vacuum of critical inquiry into our national post-secondary system has developed. The responsibility of bridging the knowledge gap has fallen to the provinces.

Moving some of the data collection and research of our post-secondary system into an arms-length agency is an important step for our province, as it allows a different and more productive discussion to occur between stakeholders. It will also allow us to better target investments made in Alberta's post-secondary system to where they will be most effective. Campus Alberta already provides an ideal foundation with articulated goals of system collaboration. We must abandon both top-down government direction and institutional protectionism, which ultimately have detrimental effects on the student environment.

We are recommending that the Government of Alberta establish such an agency, tasked with looking at the core questions surrounding our low participation rate and how to improve our system:

- Are students satisfied with their post-secondary education?
- Looking at finances, academic, societal and other factors, what are the barriers to attending post-secondary education in Alberta?
- How does Alberta increase its post-secondary participation rate, especially among under-represented groups?

- How does Alberta's post-secondary system compare to other jurisdictions in Canada and in the world in terms of affordability, accessibility and quality?

Alberta's post-secondary system has many strengths, but in a system where the participation rate is dead last in the country and our completion rate is only 63% in bachelor degree programs and less than 50% in certificate programs, we must ultimately acknowledge that something is going wrong. We are not meeting the expectations of Albertans and our post-secondary students. We exonerate ourselves of responsibility for this problem with anecdotal excuses of economic opportunities luring prospective students out of high school and away from higher education. We need to do better - and to do better we need to know why we are not meeting our larger goals and where we can improve.

Students recommend:

- **Set ambitious targets within the business plan performance measures regarding Alberta's post-secondary participation rate.**
- **Develop additional measures regarding affordability, accessibility and quality that look at actual cost and student-to-faculty ratios within our system.**
- **Establish an arms-length agency to develop research and data on our post-secondary system.**

LOWERING BARRIERS TO ENTERING POST-SECONDARY EDUCATION

There are many reasons why many Albertans do not attend post-secondary education. Some lack the necessary prerequisites. Some find other opportunities. Others are uncertain what they want to study. However, for many, it is the ultimate cost of the education in relation to their perceived ability to pay that deters them from attending. Getting a degree in Alberta costs more than it does in other provinces, with tuition above the national average, the highest costs for mandatory non-instructional fees and a cost of living well above that of other communities across Canada.

The sticker shock of tuition, living costs and the opportunity cost of pursuing a degree dissuade many Albertans, especially those who are under-represented on our campuses: people with disabilities, Aboriginals, rural Albertans and individuals from lower socio-economic backgrounds. For many, the cost of post-secondary education either seems out of reach, or would involve incurring a debt level that individuals find unacceptable.

The role of student financial aid should be to counter those concerns, and truly eliminate financial barriers to enter post-secondary education. We must ensure that students with the grades and ambition do not face what they perceive to be insurmountable financial barriers. The best and most effective form of student financial aid is upfront, non-repayable aid. Whether it comes in the form of a scholarship, a bursary or a grant, non-repayable aid acts as a powerful motivator to encourage entry into the system. That's why entrance scholarships work on encouraging the brightest to enroll at one institution over another. That's also why the Alexander Rutherford Scholarships remain one of the most popular and effective government programs in Alberta.

Upfront aid also encourages completion, as Andrew Parkin and Noel Baldwin point out in the final report from the Canadian Millennium Scholarship Foundation:

FROM THE BACK OF THE PACK TO THE FRONT OF THE CLASS

“This suggests that within a financial aid package, the non-repayable grant component, which can limit the accumulation of debt by substituting for loans or alternatively provide extra funds not provided through loans, is the key component in encouraging persistence.”

Unfortunately Alberta has turned away from a model of non-repayable assistance and focused increasingly on providing loans - and therefore debt - to finance education. Since 2009, eight grant, bursary, loan forgiveness or scholarship programs were cut. As well, the province's debt remission program has been limited to only successful graduates rather than all borrowers in their first and last year of study.

The full effects of these cuts will not be known for years. It is impossible to determine the full impact of the cuts as the students facing the brunt them just entered the system, but we believe that as a direct result we will see increased debt and changes in who is able to attend.

Cut Grant and Scholarship Programs

Program	Students	Average award	Program cost
Loan Relief Benefit	7,900	\$4,300	\$34.5M
Remission limited to grads	900	\$36,667	\$33.0M
Alberta Opportunities Bursary	15,500	\$1,300	\$19.4M
Northern Student Supplement	500	\$1,300	\$0.7M
Premier's Centennial Scholarships	275	\$2,005	\$0.6M
Ralph Steinauer Awards	15	\$17,666	\$0.3M
Arts Career Development Awards	10	\$2,500	\$25,000
Alberta Motion Picture Industry Awards	25	\$3,000	\$75,000
Michael Luchkovich Scholarships	25	\$2,000	\$50,000

Alberta Advanced Education and Technology, 2011

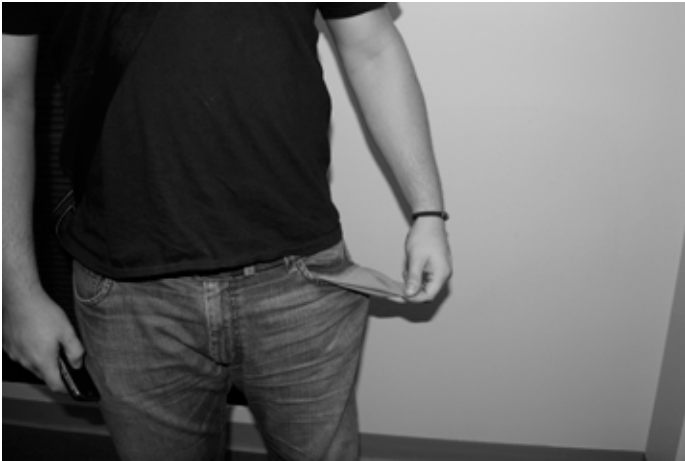
All of these changes - more than \$89 million of cuts to direct or indirect non-repayable student financial aid - have come with little increases in student aid or positive change in policy, the exceptions being the new harmonization of the repayment assistance program and an increase in student loans offered, growing from \$164 million in 2009 to \$266 million in the 2011 provincial budget. The average debt of a borrower in a four-year program is already \$23,188 upon graduation. We expect these recent policy changes to only exacerbate this growing problem, inhibiting new graduates in starting a business or buying a home.

We need to establish a new, substantial non-repayable assistance program to complement our loan system. We believe it would be best implemented with a few overarching guidelines and following discussion among the post-secondary community.

What would those guidelines be? In line with the recommendations made by the Affordability Framework, a new student grants program should be a part of a strategy to eliminate financial barriers to obtaining a post-secondary education. CAUS recommends the following basic principles for a new grants program:

UPFRONT: For a program designed to encourage and inspire new students to enter the system and for current students to complete their degrees, the program needs to be known and easily understood. Students receiving their award from Alberta Advanced Education and Technology should be notified of the amount of aid received and what amount is made up by available grants.

NEEDS-BASED: The program should be focused on the students who need financial aid the most - those whose educational expenses most exceed their available resources. Alberta's low participation rate is in large part due to a lack of participation among individuals this grant could help most: rural Albertans, those students with children and potential students who have already left home.



SUBSTANTIAL: Education costs in Alberta are high. When you also factor in our province's high cost of living in major educational centres, it is essential that these grants not merely be a token effort, but instead make a substantial difference in helping the recipient pay for the total costs of their education.

UNIVERSAL: All post-secondary students in Alberta who are eligible to apply for student financial aid should be considered for a grant based on their need. We would oppose limiting grant programs to a specific discipline or program.

Alberta's student financial aid system has seen drastic cuts to the amount of available grants to students - first the Canada Millennium Scholarship Foundation's Millennium Bursaries ended and was replaced with the lower-value Canada Student Grants. Then the Government of Alberta cancelled Alberta Opportunities Bursary and the Northern Student Supplement. Only the Maintenance Grant remains as a major provincial grant.

For the past five years Alberta has decreased the ratio of non-repayable student aid given out compared to loans. This detriment was exacerbated by the 2010 budget which cut our non-repayable, non-scholarship aid to the bone. We believe that this ratio needs to be improved.

Upfront grants are a proven strategy of improving participation and completion rates - both of which Alberta needs in order to address the looming

skilled labour shortage as our economy recovers and blossoms. Past programs of grants, bursaries and loan relief have been cut or curtailed because those programs were not meeting their policy goals, and as proper stewards of taxpayer dollars we recognize the value of those limited funds. That is why we are advocating for upfront needs-based grants - because they work.

Students recommend:

- **Increase non-repayable student financial aid through grants.**
- **Base increases to grants on the principles of being upfront, needs-based, substantial and universal.**

ENCOURAGING COMPLETION AND LOWERING STUDENT DEBT

Alberta's post-secondary students have seen student debt grow significantly over the past decade, with the average debt of borrower in a four year program at \$23,188 upon graduation. Spread out over 114 months of repayment, the total cost is about \$30,643. In 2006 the Government of Alberta set the goal of improving the financial aid system to make student debt more manageable, but economic constraints have taken a toll on both government revenues and increased demands on student aid. The result was a dramatic increase in debt-based awards and an abandoning of the goal of debt manageability. Looking at the Statistics Canada Youth in Transition Survey we see fear of accumulating student debt being listed as a major reason for several Canadian youth choosing not to enter the post-secondary system following high school.

Student debt has an equally negative impact on the other side of the equation, taking a toll on completion rates in Alberta. Alberta's universities, colleges and technical institutes are facing real challenges not just encouraging more Albertans to enter the post-secondary system, but in ensuring those students already in the system successfully finish their programs. Students may leave school early for a variety of reasons such as academic performance, lack of interest or aptitude in their program, financial difficulties, other personal challenges, but debt accumulation also has a direct impact on whether a student finishes their degree. For many there is a limit of debt they are willing to take on, and regardless of whether they are finished

Alberta Students Who Complete Their PSE Program

Credential	Completion Rate
Certificate	48%
Diploma	59%
Bachelor Degree	63%
Masters Degree	77%
Doctoral Degree	45%

Source: Alberta Advanced Education and Technology

school, upon hitting that limit, they end their studies. The cost of that decision not to finish is tremendous, not just in the lost time, money and opportunity for the student, but the lost investment on the part of taxpayers who fund the institution and subsidize student financial aid. An individual must still pay back a large student debt without the expected increase in income that would have come with the credential they borrowed for in the first place. Every university graduate in Alberta will on average contribute \$1 million more in income tax over the course of their lifetime. A student falling short of completion does not make this contribution.

Reducing student debt and keeping the principal of that loan manageable is the goal of the Alberta Student Loan Relief, more commonly referred to as debt remission. Following graduation, a borrower's debt is reduced to no more than \$7,120 per year of study for most programs. Although this number changes each year based on the portion of debt that is from the provincial loan program rather the Canada Student Loan Program. Because this figure changes every year, it is impossible for students entering the system to forecast how much debt they will finish with. This also makes it difficult for the Government of Alberta to forecast accurately. This may explain why the government felt it necessary to change the rules to focus away from direct loan forgiveness based on both provincial and federal student debt.

Perhaps more important from the perspective of the government is the growing and unpredictable nature of those costs. In the 2010 budget, the Government of Alberta planned on distributing \$206 million in student loans and putting aside \$49 million to cover the costs of loan forgiveness and default. The plan then was to incur only \$0.24 in costs for every dollar loaned out, a cost lower than the \$0.37 per dollar incurred in 2009. As it turned out, not only was \$0.24 impossibly optimistic, the costs actually went up dramatically in 2010 - \$260 million was loaned out with a cost of \$123 million in remission and default, or \$0.47 per dollar.

FROM THE BACK OF THE PACK TO THE FRONT OF THE CLASS

Some of the growth must be attributable to the increased demand on the student financial aid system, much of it from students with larger loan awards and who therefore anticipate larger loan relief benefits when they complete their studies in the years ahead.

It's also worth considering the impact these changes would have on students and how they have seen their package of financial aid change over the last two years. A student today no longer qualifies for a grant or scholarship that they received in 2008 that has been cut. They must now complete their program successfully to qualify for any debt relief regardless of how much they have borrowed. Those entering their second or first year no longer will receive loan forgiveness on their first year of studies. The uncertainty created by these recent changes has made it much more difficult for students and their families to plan for the considerable financial burden of obtaining a post-secondary education.

We suggest simplifying Alberta's debt remission system, making it easier for students to understand in their personal financial planning and for the provincial government to budget for. Currently, the system is designed to only offer debt relief for only the most indebted students; only students who have accumulated more than \$28,480 in debt over four years even qualify for a single dollar in aid. Limiting debt remission to only those students who finish their program provides an opportunity to use debt relief as an incentive for all borrowers, not just those who borrow the most.

Upon graduation every student who has taken out a student loan should see the Alberta portion of their debt be reduced by 50%. The ratio between federal loans and provincial loans is typically 60% federal to 40% provincial, meaning most borrowers will see their total debt decreased by 20%. It offers a direct and easily comprehensible incentive to not only enter the system, but to finish their program, thereby addressing the goal of improving our completion rate.

It makes sense for government as well. There would be a clear and direct calculation on the cost of debt relief, as it will be based on the Alberta portion of the loan, and not on a calculation that has to factor in the Canada Student Loan Program. It also addresses an issue of fairness, where debt relief is only made available to some and is uncertain until the very end of a student's program. This is a concern we have heard from students and their parents.

Students recommend:

- **Reduce the student debt of every successful graduate by 50% of the provincial portion of their loan.**
- **Further reduce the debt of successful graduates who carry student loans beyond \$5,000 per year of study.**

INCREASING FUNDING FOR ENROLMENT AND QUALITY

Alberta's universities, colleges and technical institutes need to be at the heart of Alberta's strategy in terms of economic growth and diversification. Our institutions will not only produce the graduates that will form the heart of our labour pool for the coming decades, but as well will be the engines of research and development. We believe that the key to this strategy is two-fold: increasing the post-secondary participation rate of Albertans, and ensuring that the education delivered at our campuses is of world-class quality. To make progress on both fronts we need to hire qualified faculty, ensure the operations of our institutions is sufficient and that access is affordable. In the end, these are the core functions of operating grants to institutions.

Operating grants are the principal investment to the post-secondary system by the Government of Alberta; they are a worthwhile investment. The majority of Alberta Advanced Education and Technology's budget is spent on direct support to institutions. It is those funds alongside tuition that fund the core functions of an institution. Research grants, endowments and donations all are important parts of an institution's budget, but those are made possible with a solid base provided by operating grants. More than any other budget line, the support offered to institutions through operating funds has a direct impact on the quality of post-secondary education offered in Alberta. It is a vital component to ensuring that education is available and accessible.

The commitment given to post-secondary institutions from the Government of Alberta starting in 2005 in the form of three years of base operating grant increases of 6% each year had a tremendously positive impact on our campuses. The increases allowed for more faculty hires, innovation in the classroom and in research, and ensured that tuition and fees would be kept within policy without compromising quality.

The end of the annual 6% increases came as a shock to the system, but not as much as the economic downturn itself. Institutions suddenly saw an end to predictable increases at the same time as endowment funds took tremendous hits to their value, forcing many universities and colleges to assess their budgets carefully. The compromises made included circumventing Alberta's tuition fee policy by imposing large non-instructional fee increases, having faculty and students accept furlough days where institutions would close down, and offering reduced class and program selection. These are not simple efficiencies or cost-cutting measures. These practices began cut away at the quality, sustainability and accessibility of our post-secondary system.

Looking to the future we know we need to expect more from our post-secondary institutions. They need to produce more graduates and ensure that those graduates are equipped with skills that allow them to compete on a global stage. We will need to increase our enrolment at a time when the classic university demographic of 18-24-year-old is about to shrink. We will need to engage Albertans who are presently under-represented in the system - older Albertans returning to school for more training, disabled Albertans looking for the skills to provide for themselves and their families, rural Albertans who have to leave their community in order to study, and Aboriginal Albertans, who are our province's fastest growing demographic. To do this, our



Photo: D'Arcy Norman - <http://www.flickr.com/photos/dnorman/>.

institutions need the funding to innovate and offer the services necessary to ensure all students have the tools to succeed and graduate. Eliminating financial barriers to access is an important part of this strategy, but there is much more to getting students into the classroom and having them leave with a credential.

Inflation eats away at what the same dollar figure can provide for from one year to the next. In post-secondary education, inflation tends to be much higher than the consumer price index. Competing for faculty from institutions from across the globe, in particular new institutions in India and China, drives up the costs in what is already a costly industry. Keeping pace with these rising costs is necessary to provide what Alberta needs and we need to recommit to providing annual increases to our operating funds.

The 2012 provincial budget should make a three-year commitment to operating grant increases that are enrolment sensitive and allow for innovation and improvements within our system.

Simply making a blanket guarantee of funds without expectations is not the right solution however, as we learned from the period of 2005 to 2008. That period of regular and predictable increases saw tremendous innovation, but in retrospect, it seems clear that students and Albertans would have been better served if leadership and direction had accompanied those funds. Over the past three years, the Government of Alberta has taken great strides in providing more guidance to the system through the Roles and Mandates Policy Framework, the creation of the Campus Alberta Strategic Directions Committee as well as the production of the Alberta Access Planning Framework, that guides the system as a whole in making the right choices to provide students with the best possible education.

It is understandable why in 2005 the Government of Alberta chose to provide the additional funds without conditions. Re-investment in the system from 1997 to 2003 came as a part of envelope funding tied to certain conditions or key performance indicators. This experiment had mixed success,

forcing institutions to compete against each other for the same envelope of funds and allowed for the creation of entire programs without any guarantee they would be there the following year. Competition between institutions is not a beneficial attitude to foster within Campus Alberta. Thousands of students transfer within the system, and collaboration is considered a key advantage our system has over institutions in other provinces and other countries.

The answer to ensuring additional funds are achieving the articulated policy outcomes is to do a better job of tracking data in the system, as well as demonstrating progress, not just internally, but openly to students, industry and the public. Ensuring public dollars are properly spent is a primary motive for our recommendation of an arms-length research agency to oversee Alberta's post-secondary system and the policies that guide it. Setting the expectation that institutions will create more accessible, affordable, and high-quality spaces, and at the same time guaranteeing for three years the necessary funds will be available, will go a long way to improving our system. Being able to then assure the public that those goals are being tracked and progress is being made is a vital step that has been missing for too long.

Students recommend:

- **Increase operating grants to institutions on an annual basis to keep pace with rising enrolment and costs**
- **Commit to three year budget cycles to institutions that provide certainty and predictability to classroom funding**

FROM THE BACK OF THE PACK TO THE FRONT OF THE CLASS

The Council of Alberta University Students (CAUS) represents over 70,000 university students across Alberta. We represent undergraduate students from the University of Alberta, the University of Calgary and the University of Lethbridge to the public, government and other post-secondary education stakeholders.

Based in Edmonton, CAUS is a non-partisan and active advocacy group looking to ensure an accessible and quality post-secondary education system in Alberta. CAUS is committed to:

- Representing, promoting and defending common interests of Alberta university students;
- Seeking a fully accessible, high quality system of education in Alberta;
- Promoting and supporting the provision of effective student services;
- Providing a forum for the exchange of information among Alberta post-secondary students;
- Representing Alberta university students to all levels of government with a united voice; and
- Promoting the importance of an accessible education system.

MEMBER ORGANIZATIONS

University of Lethbridge Students' Union

Zack Moline, CAUS Chair and President
Andrew Williams, VP Academic
403-329-2221 / su.president@uleth.ca

University of Alberta Students' Union

Farid Iskandar, CAUS Vice-Chair and VP External
Rory Tighe, President
780-492-4236 / vp.external@su.ualberta.ca

University of Calgary Students' Union

Dylan Jones, President
Matt McMillan, VP External
403-220-3910 / suvpext@ucalgary.ca

CAUS Office

Duncan Wojtaszek, Executive Director
780-297-4531 / duncan@caus.net
www.caus.net
#2, 9908 – 109 Street NW
Edmonton, Alberta
T5K 1H5