

CENTRAL STUDENT ASSOCIATION

APPENDIX I – ISSUES POLICY

*formerly part of Appendix E:
Issues and Organizational Policy*

Contents

1. Post-Secondary Education Policy
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**At the CSA Board meeting on March 27, 2019,
Appendix E: Issues and Organizational Policy
was amended and split into two policies:**

***Appendix E: Organizational Policy
and
Appendix I: Issues Policy.***

1.0. Post-Secondary Education Policy

1.1. Post-Secondary Education in Canada

The CSA believes that education exists to serve the needs of society, and the development of the individual. Therefore, education should be organized to meet these needs. This determines what we see as the purpose of post-secondary education. As students we embrace the values that aspire to overcome inequality and promote social change. These values find their realization in a post-secondary education that is concerned with social issues and concerned with its own social impact.

As students, we endorse the need to develop a broad national identity within Canada, an identity which includes the democratic rights of all nationalities. Such endeavors require a higher education that retains and builds upon the best in Canadian culture.

As students, we support the attempts to establish an independent Canadian economy capable of providing for all Canadians. Such an economy must have, as one of its foundations, a post-secondary system that produces skilled personnel and develops excellent research facilities.

Above all, as students we strive, and we join with all complementary efforts, to protect and to extend democratic values within Canadian society. We believe that we need a higher education that expresses these values, preparing its students for critical, democratic participation in every arena of Canadian life.

It is our belief that post-secondary education should not exist to serve the partial interest of any elite. Higher education is subsidized by the people of Canada and therefore must belong to the people of Canada. It is these needs and these beliefs that form our three basic principles: that post-secondary education must be universally accessible; that post-secondary education must be of high quality, and that post-secondary education must be democratically controlled.

1.2. Accessibility to Post-Secondary Education

1.2.1. Discriminatory Barriers to Accessibility

The CSA is committed to universal accessibility to post-secondary education. A society that aspires to overcome social and economic inequality must provide educational opportunities that break social barriers and bypass economic disadvantages. Education is a right, an essential service and it must be available to all persons.

The human rights and social rights of all students and prospective students must be safeguarded. Within higher education there should be no discrimination on the basis of age, race, creed, national origin, language, gender, sexual orientation, marital status, socio-economic status, political affiliation, or disability (as defined by the University of Guelph's Student Accessibility Services (SAS)). There must be no discrimination in post-secondary education for economic reasons. A student's ability to finance a post-secondary education should never prevent access. The CSA is committed to fighting funding systems that include economic barriers to education. Where admissions criteria have exhibited a coincidental bias against any segment of society for academic, cultural or financial reasons, affirmative action programs should be enacted to correct the bias.

1.2.2. Economic Barriers to Accessibility

The CSA is particularly committed to the removal of economic barriers to universal accessibility for international students and domestic students, which are the most tangible impediments to an education available to all. Economic barriers take the form of tuition fees, or inadequate student aid programs, and of high youth unemployment and or other costs associated directly with achieving a post-secondary education.

Tuition fees have statistically been proven a major disincentive to prospective students from low and middle income families. Moreover, tuition fees are a form of regressive taxation. For these reasons, the CSA is opposed to any increase in tuition fees for education, and we call for the progressive abolition of fees. We do not recognize the obligation of the individual to reimburse society for the benefits accorded by higher education.

It is our belief that the most equitable method for meeting such an obligation would be a reformed system of taxation, which would be borne by a student only after graduation, and would therefore not pose an economic barrier to prospective low and middle income students.

For all citizens to have an equal opportunity to participate in post-secondary education, there is the need for student aid and living allowances to meet the real costs of tuition, academic materials, and living expenses. A visible, adequate and equitable student aid program would provide the needy student with assistance for as many years as his-her studies require. It would provide living allowances indexed to the rising cost of living. It would consider students independent of parental support at age 18.

We maintain that a student aid program should give assistance in the form of grants and not loans, which are a disincentive to the very same low and middle income groups which need the assistance. It should make allowances for the special needs of women, married students, part-time students and single parents. It should be administered with full student input.

Youth unemployment makes it difficult for students to obtain the part-time and summer work necessary to finance their education. In addition, bleak prospects for post-graduation employment discourage less wealthy students from investing time and energy in an education seemingly incapable of providing tangible rewards. The CSA calls for government commitment to the reduction and elimination of youth unemployment.

1.2.3. Social Barriers to Accessibility

The CSA believes that education curricula at all levels of education should foster and reward abilities and skills of all kinds. This is the only path to academic excellence. Careful procedures should be adopted to prevent the development of policies such as “streaming” and “tracking” that contain a strong socio-economic bias.

The CSA understands that a commitment of universal accessibility to education contains an obligation to do more than merely remove the legislative and administrative impediments to free access. Many prospective students are denied access to post-secondary education because of family and peer attitudes. The full promotion of the benefits of post-secondary education will minimize the effect of some of these socio-economic impediments, while others will require a protracted educational effort.

1.2.4. Geographic Barriers to Accessibility

There are still other prospective students who are denied access to higher education because of the geographical unavailability of a post-secondary educational institution or in the case of full-time employees, the geographical unavailability of a part-time studies program. Without the geographic dispersal of these institutions and programs throughout the province and country, accessibility to post-secondary education remains limited. Students should have the choice to live at or near their homes and to accept full time employment without jeopardizing their education.

1.3. Quality of Post-Secondary Education

The CSA is committed to quality post-secondary education. A society

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which wants a higher education capable of meeting any of its needs requires a quality post-secondary education. The national desire for excellence in all fields of human endeavor and study can only be realized by a quality post-secondary education.

A quality higher education begins with a first-rate academic and support staff and superior equipment and facilities. These features are the foundation blocks of an education that rises above the mass production of diplomas and degrees.

A first-rate academic and support staff is built through careful recruiting that seeks proficiency in one's field, breadth of view, a depth of knowledge that is cross-cultural, and the ability to communicate well with students. It exists where staff is not overburdened to the point where it is unable to provide adequate attention to the individual student. Even first-rate academic and support staff can be rendered ineffective if they lack the necessary complement of equipment and facilities, and adequate compensation for their work.

The value of staff and materials finds expression in academic programs. A well-organized curriculum brings out the best in staff and materials; a poor curriculum can thwart a good teacher or a full-furnished facility.

The CSA believes that a curriculum that builds a quality post-secondary education is neither parochial nor tradition-bound. While retaining the excellence of the past, a quality curriculum must break with the insular "ivory tower" conception of post-secondary education. It should take as its concerns the concerns and needs of the general community. It must be both broad and innovative.

A particular emphasis must be on the development of academic programs that focus on specific community sectors ordinarily ignored within post-secondary education. A broad curriculum must contain programs of Franco-Ontarian studies, labour studies, native peoples studies, non-European studies and women's studies, and furthermore these perspectives must be incorporated into the curriculum of traditional disciplines. Such a broad curriculum must be offered in the French language where need exists. In these and other academic programs democratic input into curriculum determination is essential.

The community-at-large and all shareholders within higher education must play active roles in the formation of the curriculum.

A student body or staff that lacks balance in its composition becomes a factor that undermines the quality of education. An important

component of a full education is that it be representative of society at large. When one group is over-represented and another group is conspicuously absent, the education of all suffers.

Thus, the CSA sees strong affirmative action for universal accessibility to post-secondary education and for an international education component in the larger systems as vital elements in a quality higher education, as well as positive enterprises in their own right.

From another perspective the under-representation of Canadian faculty in post-secondary education, and the exceptionally large numbers of American faculty, is a matter for concern.

While we do not support the use of rigid quotas for “Canadianization” of faculty that disregard the general qualifications of academic staff, we do see a need for maintaining, within a broad internationalism, the Canadian character of higher education.

1.4. Funding of Post-Secondary Education

The CSA believes that government policies of restraint and cutbacks have a particularly deleterious effect upon the quality of education. The most innovative academic programs, the equipment in need of maintenance and updating, the new books and journals essential to the preservation of the library collection, the extra hours that facilities are open, the non-academic supports for students, are all vulnerable to underfunding.

The CSA opposes any proposals that advocate tuition fees as a partial or total solution to the problem of post-secondary underfunding. The CSA opposes any attempt or movement towards deregulation of post-secondary tuition fees, and calls for them to be frozen, and for steps to be taken towards their elimination.

The CSA calls on the federal and provincial governments to sufficiently fund post-secondary education by means of a progressive taxation system. The CSA is committed to working at a local level to convince our representatives to both governments to commit themselves to adequate post-secondary education funding.

1.5. Student Aid

The CSA strongly condemns any form of student assistance that inherently discriminates against students due to their social or economic backgrounds, that does not take into account the post-graduation earning potential of students, and that permits a rationalization for the continuation or increase of student fees.

The CSA calls on the federal and provincial governments to institute a progressive system of student aid in the form of grants only, based solely on financial need of the student, not their family, and a realistic assessment of the costs incurred while pursuing a post-secondary education.

2.0. Students Rights Issues

2.1. Declaration of Student Rights

The CSA endorses and will work to enact the following Declaration of Student Rights:

We declare that a full policy of non-discrimination against students must be enforced at all educational institutions within Canadian society. Further, every person has the right to equal treatment without being discriminated against because of race, national or ethnic origin, religion, sex, gender orientation, ability, family status, sexual orientation, political belief or socio- economic background.

2.1.1. The following are the rights of all students in Canada:

- The right to an education
- The right to an accessible, high quality education, free of tuition and incidental fees
- The right to financial grants for all students, the amount of which is to be determined solely on individual need, not family income
- The right of part-time students to financial grants on the same basis as all other students
- The right to financial grants that are completely portable
- The right to financial grants for those receiving disability pensions regardless of the program in which they are enrolled
- The right to grants which cover incurred extra costs of students with disabilities, associated with their disability and their program of study
- The right of all students accepted for study in Canada regardless of citizenship, to receive an education in Canada without being subject to differential fees
- The right to an educational environment free of sexual harassment
- The right of disabled students to equitable access to all institution buildings
- The right of students to an education in their native or official language
- The right of students once having entered a program to complete their program on the same terms that existed at

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- the time of their admission to that program
- The right to employment at a fair and equitable wage
- The right to equal pay for work of equal value
- The right to education leave with job security, for any type of education
- The right of all students to organize and participate in democratic, autonomous student organizations which represent students on their respective campuses
- The right of all students to adequate representation by their student organizations
- The right of the institution's student organizations to have access to their membership lists, including names, addresses and phone numbers
- The right of student organizations to incorporate independently of the institution's administration
- The right of student organizations to have access to all technical services, such as printing services, audio-visual services, and computer services, which are available at the institution
- The right of student organizations to have sufficient on-campus office space without charge
- The right of all students and student organizations to participate in political actions such as boycotts, walkouts, demonstrations or strikes without fear of recrimination
- The right of student organizations to publicize their activities in reasonable places
- The right to medical services
- The right of the individual to have access to any and all personal documentation held by an organization and the right of the individual to withhold release of any such documentation
- The right of copyright to all original work produced by the student
- The right to participate in the formulation of objective course and instructor evaluations
- The right of students to be informed of the evaluation procedures and criteria at the commencement of the course. These procedures and criteria, once established and agreed to by students, shall not be altered without the consent of both parties
- The right to a legitimate appeals procedure in all cases of penalization
- The right to student parity on all decision-making bodies affecting the lives of students

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- The right to redress all grievances
- The right to a safe and healthy environment in which to pursue studies and in which to go to and from studying
- The right to transfer credits of equal status from one post-secondary institution to another
- The right of students to an established grievance procedure to deal with cases of sexual harassment and other human rights concerns
- The right of cultural and linguistic minority student groups to immersion programs in their native languages and one of the official languages
- The right of cultural and linguistic minority student groups to have their language(s) taught at any post-secondary institution
- The right of cultural and linguistic minority student groups to special programs, clubs and organizations
- The right of residence students to tenant status
- The right to accessible, subsidized, quality child care facilities
- The right to quality health services
- The right of the individual to control over their body
- The right to accessible public transportation provided at an affordable cost
- The right to affordable housing
- The right to take part in the formation of, and have control in the management of, student services to accommodate the needs of students
- The right of students to religious freedom
- The right of students to classes and programming that do not conflict with religious obligations
- The right to organize and participate in mass demonstrations without harm, prejudice or intimidation.

2.2. Declaration of Rights of the Woman Student

The CSA endorses and will work to enact the following Declaration of Rights of the Woman Student:

- All women have the right to freedom of choice of lifestyle, employment and education as full and equal participants in Canadian society
- All women have the right to access to post-secondary education
- All women have the right to employment, and the right to equal opportunity to employment with equal pay for work of equal value
- All women have the right of access to quality, fully government subsidized child care, provided by adequately trained and paid

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- child care workers, since access to education is limited by lack thereof
- The right to a financial student assistance program which meets the needs of full-time, part-time, and single parent students, the majority of whom are women, and which does not require dependence on their parents or spouse
- The right to concrete programs for re-entry of women into post-secondary education to aid women in overcoming the barriers of interrupted studies and inadequate backgrounds
- The right to academic counseling which informs women of all educational and employment opportunities available in order to actively combat streaming of women into traditional fields
- The right of women students to organize since women's organizations within the student movement are necessary to actively raise the issues faced by women students, to provide a place for women to develop organizational and political skills and to provide a forum where women can develop a sense of unity and co-operation
- The right of women students to a students' union which recognizes, promotes and funds a women's organization on campus to facilitate involvement in women's issues
- The right to an education through non-sexist instruction, textbooks and materials, recognizing that some literature and materials must be viewed relative to their historical or social context but that all instruction, contemporary textbooks and materials should be free of sexual stereotyping and discrimination
- The right to an educational environment free of advertisement, entertainment programming and/or materials which promote violence against women, sexual stereotyping and discrimination
- The right to government-funded women's studies courses in post-secondary institutions
- The fundamental right of all women to control their bodies
- access to safe, reliable birth control and family planning information and the right of choice in the method
- Freedom of choice choosing one's stance in the matter of abortion
- Access to quality health services and counseling which meet the needs of women students and respect a woman's control of her body
- Freedom of expression of sexual orientation
- Freedom from sexual assault and all other forms of violence
- The right to an educational environment free of sexual harassment

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- The right to effective, legal and academic grievance procedures recognized by students, faculty and support staff
- The right to celebrate International Women’s Day on campus.

2.3. Declaration of Rights of Racialized Students

The CSA endorses and will work to enact the following Declaration of Rights of Racialized students:

- All racialized people have the right to freedom of choice of lifestyle, association, employment and education as full and equal participants in Canadian society
- All racialized people have the right to access to post-secondary education
- All racialized people have the right to employment, and the right to equal opportunity to employment with equal pay for work of equal value
- The right to a financial assistance program which meets the needs of racialized students
- The right to concrete programs for re-entry of racialized people into post-secondary education to aid racialized people in overcoming the barriers of interrupted studies and inadequate backgrounds
- The right to academic counseling which informs racialized people of all educational and employment opportunities available in order to actively combat streaming of racialized people into traditional fields
- The right of racialized students to organize as racialized people, since organizations pertaining to racialized people within the student movement are necessary to actively raise the issues faced by racialized students, to provide a place for racialized people to develop organizational and political skills, and to provide a forum where racialized people can develop a sense of unity and cooperation
- The right to organize events of an educational, cultural, athletic, political or other nature which serve to promote a sense of identity and community among racialized people
- The right of racialized students to a students’ union which recognizes, promotes and funds an organization for racialized people on campus to facilitate involvement in issues pertaining to racialized people
- The right to an education through non-racist instruction, textbooks, and materials recognizing that some literature and materials must be viewed relative to their historical or social context, but that all instruction, contemporary textbooks, and materials should be free of racial stereotyping and discrimination
- The right to programs of study and courses dealing with issues pertaining to racialized people, including, but not limited to, history, sociology, culture, sexuality, psychology, political, and legal history and status

- The right to an educational environment free of racist harassment, and racial violence
- The right to effective legal and academic grievance procedures recognized by students, faculty and support staff
- The right to celebrate cultural, religious, spiritual, or political days of significance on campus
- The right to non-discriminatory, adequate, affordable and safe housing.

2.4. Declaration of Rights of Lesbian, Gay, Bisexual, Transgender, Transexual, Intersex, Two-Spirit, Non-Gender Identified, Queer and Questioning Students

The CSA endorses and will work to enact the following Declaration of Rights of Lesbian, Gay, Bisexual, Transgender, Transexual, Intersex, Two-Spirit, Non-Gender Identified, Queer and Questioning Students:

- The right to equal access to, equal treatment in, and freedom from harassment, in employment, housing and provision of public services
- The right to live freely and openly as full and equal participants in Canadian society
- The right to equal access to, equal treatment in, and freedom from harassment in, post-secondary education
- The right to resources which assist in the development of a positive and healthy identity for lesbian, gay, bisexual, transgendered, transsexual and intersexed people
- The right to organize events of an athletic, cultural, educational or other nature which serve to promote a sense of identity and community among gay, lesbian, bisexual, transgender, transsexual and intersex people
- The right to organize free from harassment and discrimination within the student movement with equal access to facilities, resources, space and funding of post-secondary campuses, so as to provide a place for lesbian, gay, bisexual, transgender, transsexual and intersex people to develop organizational and political skills, and a sense of identity and community in a liberating environment
- The right to programs of study and courses dealing with lesbian, gay, bisexual, transgender, transsexual, and intersex topics, including, but not limited to, history, sociology, culture, sexuality, psychology, politics, and legal history and status
- The right to fair and honest treatment in the classroom of lesbian, gay, bisexual, transgender, transsexual and intersex people's historical figures, events, issues, movements, and contributions, in all areas of curricula
- The right to counseling in a receptive and gay/lesbian/bisexual/trans positive environment

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- The right to a cultural and academic environment free from heterosexist images and presumptions
- The right to celebrate all queer pride events and cultural days
- The right to professional services provided by lesbian, gay, bisexual, transgender, transsexual or intersex professionals, or professionals who specialize in providing positive services to lesbian, gay bisexual, transgender, transsexual or intersex clients
- The right to custody or adoption of children on an equal basis to heterosexual women and men
- The right to legal recognition of same gender domestic relationships, including the right to enter incident thereto
- The right to effective legal and academic grievance and appeal procedures.
- The right to fully covered, effective health services specific to transgender, transsexual and intersex students
- The right to self-determine one's own identity and gender with no imposed restrictions by either government or university administration
- The right to have one's chosen identity and gender respected and acknowledged in all public forums.

2.5. Declaration of Rights of International Students

The CSA endorses and will work to enact the following Declaration of Rights of International Students:

- The rights stated in the "Declaration of Student Rights"
- The right to fair and understandable guidelines for the financial resources they are required to have for study in Canada, and the right that these guidelines preclude the expulsion of international students from Canada for reason of shortfalls in funds caused by unanticipated cost increases
- The right to be issued temporary work permits to financially enable them to continue their studies in Canada
- The right to collect employment insurance when they are required to pay employment insurance premiums
- The right not to be penalized for political expression
- The right to a public appeal process when faced with the possibility of expulsion from Canada
- The right to access to the full scope of information regarding their status as international students
- The right to obtain visas lasting for the duration of their studies in Canada
- The right to pay taxes and receive social service benefits on the same basis as other Canadian students
- The right to be reimbursed for contributions made to the Canada Pension Plan if they leave Canada permanently upon the completion of their studies

- Should only pay and be subjected to tuition fees on the same basis as Canadian students
- The right to cultural orientation and familiarization with administrative bureaucracy (January 1994).

2.6. Declaration of Right of Aboriginal Students

The CSA endorses and will work to enact the following Declaration of Rights of Aboriginal Students:

- The CSA recognizes and supports Aboriginal peoples' inherent rights and titles
- The right to accessible, high quality post-secondary education, free of tuition and incidental fees and a financial assistance program that meets the specific needs of Aboriginal students
- The right to programs of study and courses dealing with issues pertaining to Aboriginal peoples. These include, but are not limited to history, sociology, culture, sexuality, psychology, political and legal history and status
- The right to celebrate cultural religious spiritual or political days of significance on campus
- The recognition of Aboriginal languages, traditional Aboriginal knowledge and Aboriginal experiences as valid forms of educational qualifications for post-secondary education
- The right to concrete programs for entry and or re-entry of Aboriginal people into post-secondary education. The purpose of said programs being to aid Aboriginal people in overcoming the systematic barriers that cause inadequate background and or interrupted studies
- The right to organize and participate in autonomous student organization that represents Aboriginal issues on campuses
- The right to academic counseling that informs Aboriginal students of all educational and employment opportunities available in order to actively combat streaming of Aboriginal people in traditional fields.

2.7. Declaration of Rights for Students with Disabilities

The CSA endorses and will work to enact the following Declaration of Rights of Students with Disabilities:

- The right to accessible, high quality post-secondary education
- The right to freedom of choice of lifestyle, employment and education as full and equal participants in Canadian society
- The right to employment, and the right to equal opportunity to employment
- The right of access to quality, fully government subsidized health care

- The right to a financial student assistance program which meets the needs of both full-time, and part-time, and single parent students
- Access to fully subsidized resources and equipment to ensure full access to the University and all its amenities
- The right to concrete programs for re-entry into post-secondary education to aid students in overcoming the barriers of interrupted studies and inadequate backgrounds
- The right to academic counseling which informs students of all educational and employment opportunities available in order to actively combat ability stereotypes
- The right to an education through non-ableist instruction, textbooks, resources, and materials
- The right to an educational environment free of harassment
- The right to effective, legal and academic grievance procedures recognized by students, faculty and support staff
- The right to academic resources available in alternative formats
- The right to affordable and accessible public transportation.

3.0. Environmental Policy

3.1. Purpose

To work towards creating an environmentally friendly campus by setting an example for the university and the greater Guelph and global community.

3.2. Definition of Terms

3.2.1. The environment is the natural world, the local community we all share, as well as the mental environment of which we are all participants. This includes, but is not limited to social, ethical, and environments.

3.2.2. A consumable is something which, once used, is discarded.

3.3. Guiding Principles

3.3.1. Cooperation and Operation Integration: With the cooperation of the university community, an environmental culture and sustainable practice must be integrated into CSA operations.

3.3.2. Responsible and Sustainable Solutions: Economic considerations must be acknowledged; however, the cost of being environmentally sustainable must be accepted and incorporated.

3.3.3. Minimization of our Environmental Impact: Reducing impact on all aspects of the environment will help the CSA work towards a more sustainable organization that is economically efficient and socially responsible.

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3.3.4. Fostering Awareness and Participation: Through an active and visible presence in the university's environmental community, encourage other groups to buy into the process through developing values, knowledge, and skills which will lead to environmentally sound decisions.

3.3.5. Partnerships: Community partnerships will be developed on and off campus. Some groups include:

- University of Guelph Physical Resources
- Sustainability Coordinator
- Guelph Students for Environmental Change (GSEC)
- Ontario Public Interest Research Group (OPIRG - Guelph).

3.3.6. Responsibility, Commitment and Action

- Any members of the CSA may bring forward an initiative that may pertain to this policy
- Executive and Directors of the CSA are ultimately responsible for the implementation of these tasks and initiatives required to fulfill this policy.
- Each Executive will work on issues pertaining to their specific portfolios and work together with the Executive Committee and the Board of Directors to achieve an end which holds the CSA's best interests in mind.

3.3.7. Continuous Improvement and Review

- This policy is to be reviewed annually to ensure that its guiding principles, objectives and commitments are being met.

3.4. Objectives

3.4.1. Conduct Research

- Identify existing practices pertaining to environmental sustainability
- Investigate new alternatives pertaining to environmental sustainability and network with other universities involved campus sustainability efforts
- Keep a database of community partnership contact information.

3.4.2. Engage Lobbying Efforts

- Participate in and support efforts made by the university, the students, as well as other members of the greater Guelph community

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- Communicate concerns about current environmental issues on campus to the university administration
- Maintain and strengthen relations with the City of Guelph to continue cooperative programs in the environmental interest of the University of Guelph
- Disseminate information on collaborative initiatives between the CSA, the university, and the Guelph Community
- Encourage the university to adopt a policy founded on the same principles as this policy
- Encourage Resource Sustainability on the University of Guelph Campus
- Collaborate internally with the CSA Executive and staff to monitor and reduce the intake of consumables
- Reduce the amount of harmful chemicals used in cleaning and/or maintenance of environmental soundness, effectiveness, ease of disposal and packaging of the product
- Work towards energy efficiency in all CSA operations, including but not limited to the Bullring, and the CSA main office
- Reduce the consumption of paper in the CSA and work towards purchasing only post-consumer recycled paper
- Employ environmentally friendly alternatives, wherever possible
- Work with Hospitality Services to decrease the use of disposable food containers through alternative materials and incentives
- Establish a widespread commitment on the part of all staff and members of the CSA to reduce the quantity of consumables used on a yearly basis.

3.4.3. Engage in Composting

- Develop and maintain partnerships with various Guelph community organizations for information and resource sharing
- Promote composting to all students, staff, and faculty through educational sessions such as vermicomposting workshops and by distributing educational materials.

3.4.4. Cooperate with and Ensure the Viability of the Campus Recycling System

- Work with the Physical Resources Sustainability Coordinator to promote and educate the university on the proper recycling procedures and the available recycling options
- Make available the university and the City of Guelph recycling information on the CSA website

- Work with the Physical Resources Sustainability Coordinator to ensure that recycling information is available to all students.

3.4.5. Promote and Research Alternate Transportation Choices

- Encourage single occupancy vehicle (SOV) commuters to make the transition to an alternative mode of transportation
- Promote the advantage of using sustainable modes of transportation to students
- Produce an information package or user guide for present and incoming students promoting the CSA bus pass, the CSA Bike Centre, as well as other alternative transit resources
- Maintain and promote the Bus Beef initiative

3.5. Bottled Water

- 3.5.1.** When clean, local tap water is readily available across campus, bottled water is environmentally harmful. The CSA is committed to providing tap water alternatives to help facilitate a cultural shift away from bottled water.
- 3.5.2.** For all CSA meetings (Board of Directors, committees, training, etc.) in which water is provided, a tap water alternative to bottled water will be provided.
- 3.5.3.** Whenever feasible, the CSA will provide an alternative to bottled water at CSA events
- 3.5.4.** The CSA will extend this ‘alternative to bottled water’ service to all affiliate groups and clubs and strongly encourage them to follow this sustainable practice
- 3.5.5.** Where bottled water is sold by the CSA, e.g. Bullring and vending machines, targeted, educational information will be posted regarding the environmental impact of bottled water and where tap water may be found nearby.

3.6. Policy Review

- 3.6.1.** The CSA Executive Committee shall review this policy and provide a report and recommendations to the CSA Board of Directors on an annual basis.