



Wednesday, March 02, 2016
2-31 South Academic Building (SAB)
2:00 PM - 4:00 PM

OPENING SESSION

- | | | |
|---|--|--------------|
| 1 | Approval of the Agenda | Sarah Forgie |
| 2 | Approval of the Open Session Minutes of January 20, 2016 | Sarah Forgie |
| 3 | Comments from the Chair (no documents) | Sarah Forgie |

DISCUSSION ITEMS

- | | | |
|---|---|---------------------------------|
| 4 | Universal Classrooms - Update (no documents) | Mani Vaidyanathan |
| 5 | Formative Feedback - Update (no documents) | Roger Graves |
| 6 | Mandated USRI Questions for Project Based and Online Courses - update | Mani Vaidyanathan
Toni Samek |

ACTION ITEMS

- | | | |
|---|---|----------------|
| 7 | Proposed Terms of Reference for GFC Committee on the Learning Environment (CLE) Subcommittee to Explore Teaching Tenure Stream at the University of Alberta | Navneet Khinda |
|---|---|----------------|

Motion: To Approve

DISCUSSION ITEMS

- | | | |
|---|--|----------------|
| 8 | Proposal for a new scheduling initiative for Augustana Faculty | Karsten Mundel |
| 9 | Question Period | Sarah Forgie |

INFORMATION REPORTS

- | | | |
|----|--|--|
| 10 | Items Approved by the Committee by E-Mail Ballots (non-debatable) - No items to date | |
| 11 | Information Items Forwarded to Committee Members Between Meetings - No items to date | |

CLOSING SESSION

- | | | |
|----|--|--|
| 12 | Next meeting: April 6, 2016 | |
| 13 | Next General Faculties Council meeting: March 21, 2016 | |

Documentation was before members unless otherwise noted.

Meeting REGRETS to: Andrea Patrick, Assistant GFC Secretary, apatrick@ualberta.ca, 780-492-1937
Prepared by: Meg Brolley, Coordinator, GFC CLE, 780-492-4733, meg.brolley@ualberta.ca
University Governance www.governance.ualberta.ca

OUTLINE OF ISSUE

Agenda Title: **Formative Feedback**

Motion: N/A

Item

Action Requested	<input type="checkbox"/> Approval <input type="checkbox"/> Recommendation <input checked="" type="checkbox"/> Discussion/Advice <input checked="" type="checkbox"/> Information
Proposed by	N/A
Presenter	Roger Graves, GFC Committee on the Learning Environment
Subject	Formative Feedback

Details

Responsibility	N/A
The Purpose of the Proposal is (please be specific)	To provide additional information on Formative Feedback
The Impact of the Proposal is	N/A
Replaces/Revises (eg, policies, resolutions)	N/A
Timeline/Implementation Date	N/A
Estimated Cost	N/A
Sources of Funding	N/A
Notes	

Alignment/Compliance

Alignment with Guiding Documents	Dare to Discover, Dare to Deliver, Institutional values
Compliance with Legislation, Policy and/or Procedure Relevant to the Proposal (please <u>quote</u> legislation and include identifying section numbers)	<p>1. GFC Committee on the Learning Environment (3. Mandate of the Committee)</p> <p>“The Committee on the Learning Environment is a standing committee of the General Faculties Council that promotes an optimal learning environment in alignment with guiding documents of the University of Alberta. (EXEC 04 DEC 2006)</p> <p>The Committee on the Learning Environment is responsible for making recommendations concerning policy matters and action matters with respect of the following: [...]</p> <p>d) To develop policies that promote ongoing assessment of teaching, learning, and learning services through all Faculties and units.</p> <p>e) To nurture the development of innovative and creative learning services and teaching practices.</p> <p>f) To encourage the sharing and discussion of evidence about effective teaching, learning, and learning services.</p> <p>g) To promote critical reflection on the impact of broad societal changes in teaching, learning, and the learning environment.</p> <p>h) To promote projects with relevant internal and external bodies that offer unique teaching and learning opportunities that would benefit the university community.</p> <p>i) To consider any matter deemed by the GFC Committee on the Learning Environment to be within the purview of its general responsibility.”</p>

Routing (Include meeting dates)

<p>Participation: (parties who have seen the proposal and in what capacity)</p> <ul style="list-style-type: none"> • Those who have been informed • Those who have been consulted • Those who are actively participating 	<p>GFC CLE October 7, 2015 Meeting: Discussion on Topics for 2015-2016 Committee Workplan GFC CLE November 4, 2015 Meeting: Draft Template GFC CLE January 20, 2016 Meeting: Challenges for CLE – Topics for Discussion</p>
<p>Approval Route (Governance) (including meeting dates)</p>	<p>N/A</p>
<p>Final Approver</p>	<p>N/A</p>

Attachments

1. Attachment 1 (page 1 - 2) Bluepulse
2. Attachment 2 (page 1- 15) Learning Experience Management (LEM) for Higher Education

Prepared by: Meg Brolley, Coordinator, GFC Committee on the Learning Environment,
meg.brolley@ualberta.ca



INCREASE STUDENT ENGAGEMENT. FOCUS ON IMPROVEMENT. FROM DAY ONE.

Bluepulse® is a unique social feedback platform designed to help educators achieve teaching and learning excellence from the first day of class to the last.

Stronger engagement. Quicker improvement. Better results.

Start

Start communicating with all students. Students need a feedback conduit, especially in large or eLearning courses or when they are not comfortable asking questions aloud. Bluepulse offers instructors a way to understand and close learning gaps by communicating with students in class or on their mobile phone.

Stop

Stop surprise end-of-term feedback. Instructors must have a way to communicate with students to gain feedback prior to end-of-term evaluations. Bluepulse offers exclusive access to student feedback allowing instructors to build development portfolios on real engagement statistics.

Continue

Continue what you're doing right. Having a 'pulse' on student needs and knowing that the right strategies are in place is always a great confidence booster. By focusing on teaching strategies that receive a welcome response from students, instructors can foster a collaborative environment that increases participation and engagement.

LMS LTI Integrations:

Integrate Bluepulse with your LMS via LTI in hours or utilize a web based implementation. Your institution's LMS is Bluepulse's access point on mobile devices, tablets, or desktops.





ALL PARTIES CAN IMPROVE FROM CONFIDENTIAL STUDENT FEEDBACK.

HOW BLUEPULSE WORKS:

- 1.** Instructors create and publish up to seven initiatives such as, "did you understand today's lecture concepts?", or, "was today's pacing too fast to take notes?". This allows instructors to gain feedback on areas that are important to teaching and learning improvement.
- 2.** At any time students can rate initiatives on a five-point scale and submit one qualitative suggestion or rating on faculty created initiatives, per course, per day. Communications are confidential and directly sent to instructors.
- 3.** Instructors review student suggestions and ratings. Instructor graphs show which initiatives have the highest level of engagement and when. Suggestions can be filtered to isolate the most important or common feedback.

- 4.** Instructors can respond to a suggestion directly and start a one-on-one, anonymous conversation with the student. This offers a proactive way to help instructors work with at-risk students during the course and drive students to other retention solutions on campus.
- 5.** Instructors can ask questions to the class at any time via Learning Polls. Then instructors may respond to all students or exclusively to those whom answered a certain way. For example, instructors may only want to respond to the group of students who claimed, "I am not ready for the mid-term exam."

HOW CAN I GET BLUEPULSE:

You can get Bluepulse in a few easy steps. Visit www.bluepulsehub.com and sign up for a software walkthrough. Bluepulse is also supported on any mobile device and can be set up in hours for your institution.

INTRODUCING LEARNING EXPERIENCE MANAGEMENT (LEM) FOR HIGHER EDUCATION

How to keep up with the pace of change and
meet the expectations of all stakeholders



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EXECUTIVE SUMMARY

This whitepaper poses some fundamental questions about the higher education space:

- What is the real mission of higher education?
- What challenges hamper reaching that mission?
- How can an institution meet these many challenges?

Delving into these issues raises further questions that can challenge many deep-seated views, both inside and outside academia.

For example, to measure the effectiveness of teaching and learning, is it enough to rely only on course evaluations by students?

Is the instructor the only factor in successful learning or are there other factors to consider?

What is the real goal of gathering feedback from the classroom?

Is it to get a snapshot of the performance of each instructor—to use as the primary basis for their promotions and raises—or is it to promote continuous improvement of the entire institution?

Can better feedback be gathered, and a more complete analysis delivered, by integrating data collected from other stakeholders and ecosystem players?

This whitepaper considers all these questions, and offers unique answers to higher educators seeking to help their institutions remain competitive and achieve their true mission.

THE MISSION OF HIGHER EDUCATION

Institutions of higher education have always played an important role in shaping society. Governments and employers rely on higher education to provide an effective learning environment for students.

Everyone wants students to graduate with the necessary knowledge, skills and competencies to enter the workforce, meet the needs of employers, create valuable innovations, and have a positive impact on society.

This is the mission of higher education institutions. And the outcomes of this mission shape the workforce, markets, and national economies for years to come.

HIGHER EDUCATION FACES MANY CHALLENGES

As you know, today's colleges and universities face a changing landscape with an ever-evolving set of challenges:

- Advances in technology create many new options for learning.
- Competition for students is on the rise; for example, enrollments in online-only for-profit colleges have fallen since 2009 in the face of increased competition.¹
- Higher education budgets are on the decline; for example, since 2008 the average U.S. state has cut per-student spending by 28%.²
- Governments are pushing for higher standards; for example, Obama explicitly mentioned accreditation reform in his 2013 State of the Union report.³
- Some of the new technologies used by most students today include mobile devices, the cloud, social media, and all the resources of the web for finding information, on demand. Massive Open Online Courses (MOOCs) are on a "high-speed trajectory" attracting millions of participants.⁴

All these technologies give students more choices than ever before, and threaten to reshape the entire paradigm of higher education.

With so many assumptions of the past changing so quickly, colleges and universities must rethink their approaches, so they can continue to attract and retain students, and accomplish their mission.

¹Goldie Blumenstyk, *Nonprofit Colleges Compete on For-Profit's Turf*, The Chronicle of Higher Education, 21 June 2013, page A3

²Jordan Weissmann, *A Truly Devastating Graph on State Higher Education Spending*, The Atlantic, 20 March 2013

³Barack Obama, *The President's Plan For A Strong Middle Class & A Strong America*, 12 February 2013, page 5

⁴*NMC Horizon Report: 2013 Higher Education Edition*, The New Media Consortium, 2013, page 12

BUT YESTERDAY'S FEEDBACK SYSTEMS CAN'T KEEP UP

Many of the tools and systems used in academia were never designed to meet the challenges of today. For example, most existing evaluation and feedback systems are geared to assessing instructor performance alone. These evaluation systems do not support a process in which improvements by either faculty or students are compared to an initial benchmark.

What's more, these feedback systems are designed to be backward-looking, gathering course evaluations only once at the end of term. Sadly, many faculty and students have lost their belief in these tools:

- **Faculty** members fear that end-of-term course evaluations are little more than a “popularity contest” that determines their future raises and promotions.
- **Students** seldom see their institutions take any action on their feedback, since improvements to a course are applied only in the following term. This can lead to lower response rates and less engagement among students.

The bottom line is that the systems in place to measure progress in many institutions of higher education are inadequate for today's challenges.

TEACHING INVOLVES MANY STAKE- HOLDERS...

As all educators know, effective teaching is far more than a simple transaction between a vendor and a customer. In fact, higher education is a relatively complex and intensive process that occurs over a long term, measured in years.

The higher-education market space involves a complex interplay of many stakeholders, including:

- Applicants, students, and alumni
- Faculty, department chairs, deans, and provosts
- Facilities management and support staff
- CIOs and IT teams, with security policies to govern access
- Corporate and private donors
- Local, state and national government policy-makers
- Future employers

Yet existing feedback systems only gather evaluations from students. These systems fail to tap all the other rich sources that could shed light on the question of how to improve the process of higher education.

... PLUS A COMPLEX ECOSYSTEM OF PROVIDERS

It's clear, as one education blogger put it, that "engagement happens both inside and outside of a classroom."⁵ This is proven by the complex ecosystem of organizations in place to provide the many goods and services that support the mission of higher education. These include:

- Facilities such as labs, libraries and sport centers
- Learning material providers, journal and textbook publishers
- IT infrastructure platforms such as CRM, ERP, LMS and SIS
- Central databases, security and equipment vendors
- Accreditation assessment solutions

All these organizations help shape the learning environment and play a role in determining the student's experience.

Yet existing feedback systems cannot integrate data from the many players in this ecosystem. This further limits the effective reach of these systems.

Among the many useful functions this integration could provide:

- Pre-populating certain fields in advance to streamline evaluation and survey forms, and boost response rates.
- Performing sophisticated analysis based on student, instructor, and course data already in the institution's databases.
- Comparing results over time across the hierarchical faculty structure or between vendors to ensure continuous improvement.

⁵Robert Talbert, *Education as a complex adaptive system?* The Chronicle of Higher Education, 27 September 20

MULTIPLE MEASURES ARE NEEDED, NOT JUST EVALUATIONS

Fortunately, some promising beacons are lighting the way forward. According to the latest research, effective teaching can be measured... although it's not always done.

This view is based on the three-year Measures of Effective Teaching study sponsored by the Bill & Melinda Gates Foundation. This involved 3,000 volunteer teachers from different areas of the U.S., with impartial observers studying the experience shared between teachers and students.

In a recent op-ed piece in the Washington Post, Bill Gates summed up the study's key findings. "What the country needs are thoughtfully developed teacher evaluation systems that include multiple measures of performance," he wrote. Among these measures, he lists student surveys, classroom observations by experienced colleagues, and results against standardized tests or benchmarks.⁶

In other words, the best feedback and evaluation metrics for colleges and universities are based on a rich set of inputs from multiple sources.

Student course evaluations are only one measure of the learning environment. For a more complete metric, evaluations must be combined with a measure of learning progress, plus independent peer assessments such as 360-degree reviews.

Gathering all three inputs and weighing these factors is essential to gain an objective view on how to improve the entire teaching and learning experience.

⁶Bill Gates, *A fairer way to evaluate teachers*, Washington Post, 3 April 2013



THE WAY FORWARD: LEM

To remain competitive and accomplish their mission, colleges and universities need a new type of system to give them a well-rounded picture of the higher education space.

They need a system that can reach and engage all stakeholders, gather and analyze inputs through numerous channels, and deliver real-time, accurate information to stakeholders and decision-makers.

They need a system that can combine factual feedback on the learning experience with forward-looking predictive analytics.

This kind of system can help colleges and universities foster a continuous cycle of improvement, and effectively meet the expectations of students, employers, governments and all other stakeholders.

To refer to this type of next-generation feedback and evaluation system, eXplorance, Inc. has coined the term “Learning Experience Management” or LEM.

WHAT IS LEM?

As we’ve seen, accomplishing the mission of higher education involves multiple stakeholders and a complex ecosystem of organizations providing related goods and services.

Learning Experience Management (LEM) is a multifaceted practice designed to support this mission.

LEM takes place as a recurring cycle that ensures continuous improvement across all the dimensions of a professional development process.

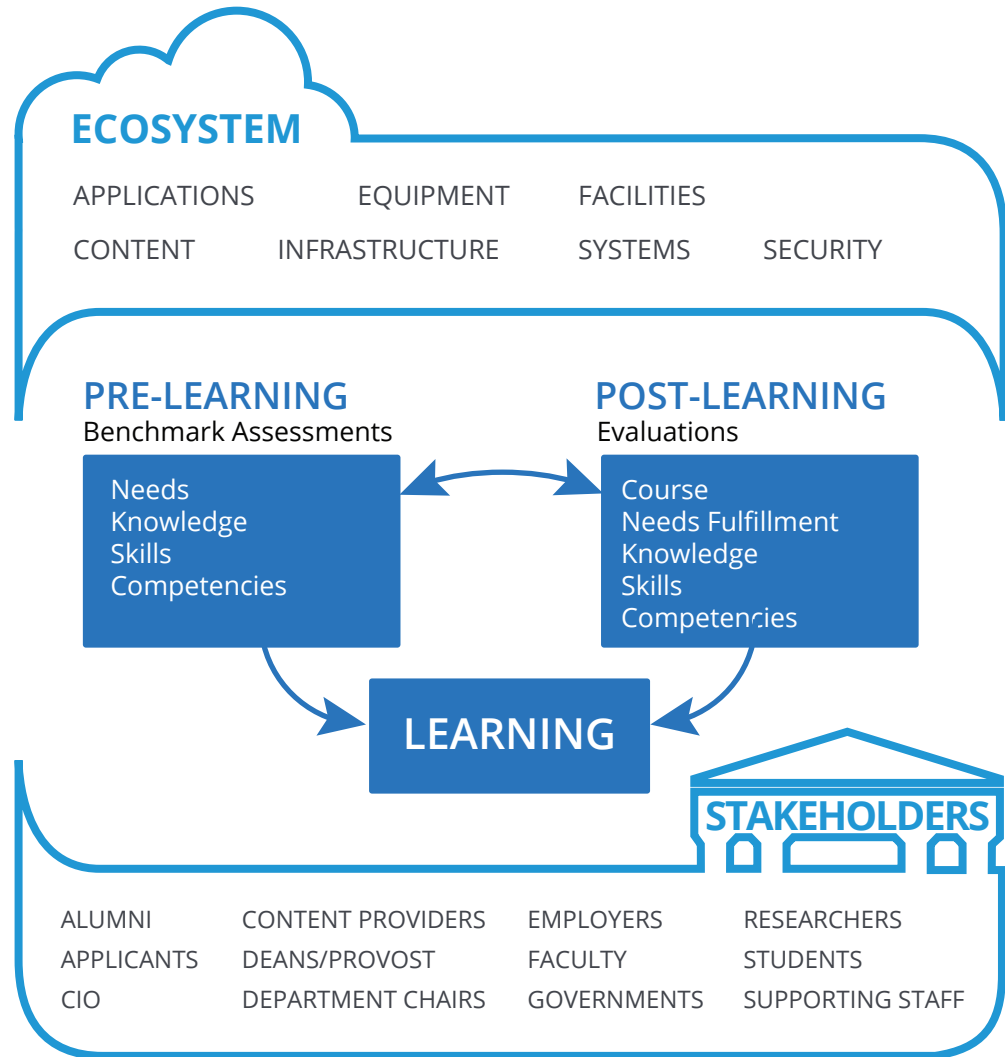
An effective LEM system must include a comprehensive set of enterprise-class automated evaluations, tests, feedback surveys and workflow. These tools enable colleges and universities to benchmark, evaluate, analyze, improve and monitor every aspect of the learning experience.

As shown in **Figure 1**, LEM deals with two out of three phases of the education process: before and after the central process where knowledge, skills, and competencies are transmitted to the student. This core process remains the domain of the faculty.

For the **pre-learning** phase, the LEM system supports an in-depth assessment of the current needs, knowledge, skills, and competencies of each student and faculty member. This assessment is used to create an initial in-depth set of benchmarks.

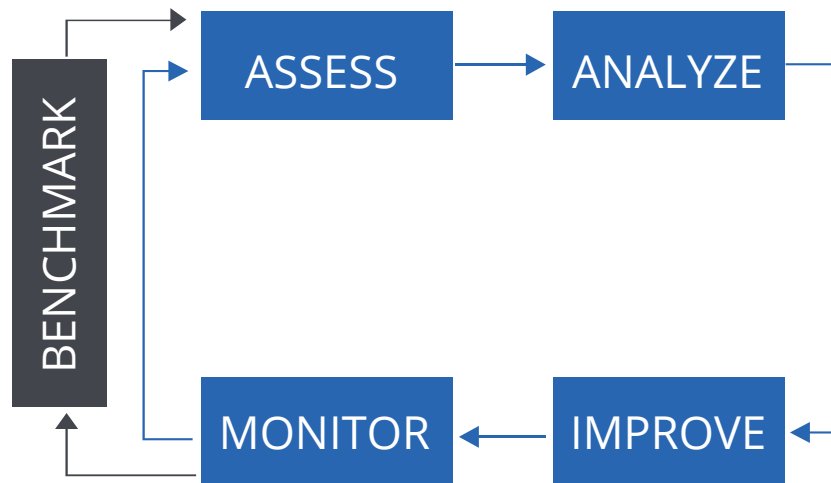
For the **post-learning** phase, LEM supports a rich set of course evaluations, and an effective way to measure both faculty and student improvement against the original benchmarks.

FIGURE 1
Pre-Learning
Post-Learning



HOW DOES LEM WORK?

FIGURE 2



Benchmark: LEM sets the path to improvement by creating a set of benchmarks. These are based on a weighted selection of initial student training requirements, government accreditation, and employer needs.

Assess: Feedback is gathered through online course evaluations, 360-degree peer reviews, and stakeholder surveys. These can take place numerous times during the teaching term.

Analyze: The results are automatically analyzed, translated into suggested improvements, and reported in real-time.

Improve: The findings can trigger automated actions, such as a survey or a 360-degree review to probe deeper into any issue. These findings can also spark deliberation by appropriate decision-makers.

Monitor: These improvements are continuously monitored against the initial benchmarks to ensure that the learning experience is providing a high “return on expectations.”

LEM IN ACTION: TWO REAL-WORLD SCENARIOS

Consider this common scenario: Partway through the term, an instructor wonders if his teaching methods are meeting his students' expectations.

The LEM system gives him the ability to conduct interim evaluations at any time. These evaluations monitor his students' feedback and sentiment, giving him factual real-time information he can use to make timely interim improvements, long before the end of the course.

In this example, both students and instructors directly benefit from engaging in this feedback process.

When results are tied to an improvement cycle rather than strictly to teacher or student performance, higher education institutes have discovered that stakeholders are more willing to engage. The institution can thus achieve higher response rates sustained over time.

A second likely scenario: A student registering for university must pick between two different courses running at the same time. She's curious about the experience of other students who chose either option.

When she logs into the student portal, the LEM system enables her to access the feedback processed from previous terms. Far more than a "popularity" rating for each instructor, the system provides detailed information on each course from the viewpoint of different stakeholders, including alumni and potential employers. She can also see factual data about the improvement rates of each course.

All this helps her make an informed decision, and sets her expectations accordingly. When a freshman glimpses the benefits of the LEM system right at the outset of her university experience, that encourages her to engage with the feedback evaluation process from that moment on.



HOW DO YOU MEASURE THE BENEFITS OF LEM?

Based on many scenarios like these, the effectiveness of an LEM system can be measured in terms of “return on expectations” or ROE. ROE can be defined as a holistic measure of all the benefits realized from any training program or initiative, both qualitative and quantitative.

In other words, ROE conveys “what success looks like” to all the stakeholders involved. “ROE is a positive measure that pulls an organization together in the quest to define and achieve the target,” explain Jim and Wendy Kirkpatrick from Kirkpatrick Partners.⁷ Their firm promotes the well-known Kirkpatrick model for evaluating training, first published in the 1950s and updated in 2009.

The Kirkpatricks also call ROE “a collaborative agreement that unites an organization in working towards a common goal.”

Certainly ROE is a more flexible metric than return on investment (ROI), but it can include all the measures that typically make up ROI, plus others that ROI cannot encompass.

Another advantage: ROE is highly customizable. It can be defined uniquely by each different college and university, and then calculated according to whatever formula they devise.

Figure 3 shows the most likely ways for a college or university to measure ROE, both short-term and long-term.

⁷Jim and Wendy Kirkpatrick, *Return on Expectations: The ultimate demonstration of training value*, TrainingZone.co.uk/Siftmedia, 25 August 2009

FIGURE 3 →

SHORT-TERM	LONG-TERM
Student retention	Student registrations
Student progress, compared to initial benchmarks	Institutional reputation among all stakeholders, especially alumni, donors, and future employers
Satisfaction level, for all stakeholders	Increased budgets
	Workforce readiness ratio

HOW DOES LEM WORK?

Ten years ago, one software developer determined to help higher educators deal with their challenges by finding a way to continuously improve their operations. The result is Blue® by eXplorance.

Blue is an enterprise-class LEM solution with a successful track record of 10 years. Blue is installed at 200 colleges and universities, where it's used to evaluate over 1 million courses per year. Every year, Blue replaces about 50 million paper evaluation forms and 25 million pages of reports, saving almost 1,000 trees.

eXplorance strongly believes that LEM can help higher education institutions attract and retain students, and better achieve their mission. A next-generation system based on continuous improvement, not individual performance, that merges predictive course corrections with preventive feedback actions to engage all stakeholders in a sustained way, will deliver a high ROE (return on expectations).

The bottom line is that LEM yields increased value for all stakeholders in the higher education space. To learn more about how LEM can help your college or university attract and retain students, engage stakeholders, and achieve its mission, please view the Introduction to LEM video.

<https://youtu.be/pf5PPj7J5Gs>



ABOUT EXPLORANCE

At eXplorance, we believe that improvement is at the heart of progress. By providing tools that assess knowledge, competencies, and skills, we assist organizations in developing a culture of improvement. Blue helps build that culture by powering a cycle of continuous improvement resulting in strategic insights for future innovation.

Blue is a complete Learning Experience Management (LEM) system that includes applications for course and instructor evaluations, broad-based stakeholder surveys, psychometric and knowledge tests, 360 degree feedback, and more. Putting 'being better' at the forefront, Blue provides benchmarks, stakeholder assessments, sophisticated reporting, adapted insights and continuous monitoring.

Founded in 2003, eXplorance is a privately held corporation based in Montreal, Canada. Some of eXplorance's clients include RMIT University, University of Louisville, PPS International Limited, University of Toronto, Babson College, Fidelity Marketing, UAE University, loanDepot, University of Groningen and NASA.

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OUTLINE OF ISSUE

Agenda Title: **Mandated USRI Questions for Project Based and Online Courses**

Motion: N/A

Item

Action Requested	<input type="checkbox"/> Approval <input type="checkbox"/> Recommendation <input type="checkbox"/> Discussion/Advice <input checked="" type="checkbox"/> Information
Proposed by	N/A
Presenter	Mani Vaidyanathan and Toni Samek, GFC Committee on the Learning Environment
Subject	Mandated USRI Questions for project based and online courses

Details

Responsibility	N/A
The Purpose of the Proposal is (please be specific)	To provide additional information on GFC mandated USRI questions for project based and 100% online courses
The Impact of the Proposal is	N/A
Replaces/Revises (eg, policies, resolutions)	N/A
Timeline/Implementation Date	N/A
Estimated Cost	N/A
Sources of Funding	N/A
Notes	

Alignment/Compliance

Alignment with Guiding Documents	Dare to Discover, Dare to Deliver, Institutional values
Compliance with Legislation, Policy and/or Procedure Relevant to the Proposal (please <u>quote</u> legislation and include identifying section numbers)	<p>1. GFC Committee on the Learning Environment (3. Mandate of the Committee)</p> <p>“The Committee on the Learning Environment is a standing committee of the General Faculties Council that promotes an optimal learning environment in alignment with guiding documents of the University of Alberta. (EXEC 04 DEC 2006)</p> <p>The Committee on the Learning Environment is responsible for making recommendations concerning policy matters and action matters with respect of the following: [...]</p> <p>d) To develop policies that promote ongoing assessment of teaching, learning, and learning services through all Faculties and units.</p> <p>e) To nurture the development of innovative and creative learning services and teaching practices.</p> <p>f) To encourage the sharing and discussion of evidence about effective teaching, learning, and learning services.</p> <p>g) To promote critical reflection on the impact of broad societal changes in teaching, learning, and the learning environment.</p> <p>h) To promote projects with relevant internal and external bodies that offer unique teaching and learning opportunities that would benefit the university community.</p> <p>i) To consider any matter deemed by the GFC Committee on the Learning Environment to be within the purview of its general</p>

	responsibility.”
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Routing (Include meeting dates)

Participation: (parties who have seen the proposal and in what capacity) <ul style="list-style-type: none"> • Those who have been informed • Those who have been consulted • Those who are actively participating 	GFC CLE October 7, 2015 Meeting: Discussion on Topics for 2015-2016 Committee Workplan GFC CLE November 4, 2015 Meeting: Draft Template GFC CLE January 20, 2016 Meeting: Challenges for CLE – Topics for Discussion
Approval Route (Governance) (including meeting dates)	N/A
Final Approver	N/A

Attachments (each to be numbered 1 - <>)

1. Attachment 1 (page 1) USRI for Project-Based Courses
2. Attachment 2 (page 1 – 3) Background: Need for New GFC Mandated USRIs for 100% Online Teaching

Prepared by: Meg Brolley, Coordinator, GFC Committee on the Learning Environment,
meg.brolley@ualberta.ca

USRI for Project-Based Courses

The questions below relate to a project-based course and are not the same as those used in a lecture-based course. The objective of a project-based course is to teach independent learning in an open-ended environment and the role of the course coordinator is to act as a facilitator and a mentor.

In each of the 10 cases below, the current USRI question is indicated in regular typeface, followed by a suggested replacement that is bulleted and *italicized* underneath.

Student engagement with the course:

1. The goals and objectives of the course were clear.
 - *The goals and objectives of this project-based course were clear.*
2. In-class time was used effectively.
 - *The course resources were helpful.*
3. I am motivated to learn more about these subject areas.
 - *I am motivated to engage in more project-based work.*
4. I increased my knowledge of the subject areas in this course.
 - *My experience in this project-based course will increase my chances for success with similar work in the future.*
5. Overall, the quality of the course content was excellent.
 - *Overall, this was a useful project experience.*

Student experience with the instructor/coordinator:

6. The instructor spoke clearly.
 - *The coordinator clearly communicated the expectations for a successful project and for the reports and/or presentations.*
7. The instructor was well prepared.
 - *The coordinator facilitated access to the necessary mentors, expertise, and resources for my project.*
8. The instructor treated the students with respect.
 - *The coordinator was courteous and professional.*
9. The instructor provided constructive feedback throughout this course.
 - *The coordinator provided constructive feedback and strategies for success throughout the project.*
10. Overall, this instructor was excellent.
 - *Overall, this coordinator was helpful in supporting my project.*

BACKGROUND

Need for New GFC Mandated USRIs for 100% Online Teaching

Part 1 (4 AUGUST 2015):

Kathleen Brough (Senior Administrative Officer, Office of the Provost and Vice-President (Academic)) to Toni Samek (Chair, School of Library & Information Studies):

I've been asked by IST to be in touch about some instances in SLIS in which it appears that not all of the GFC-mandated USRI questions have been included on questionnaires. During a periodic review of the block IDs used to populate Universal Student Ratings of Instruction (USRIs) and Instructor-Designed Questionnaires (IDQs), a very small number of block IDs at the University have been found to lack some of the GFC-mandated questions (GFC policy 111.3). These deficiencies may have existed for some time, so you may not have been aware of them. In order to modify the USRI to comply with GFC policy, you can send an email to the TSQS group within Information Services & Technology (IST) at tsqsweb@ualberta.ca requesting that they add the missing question(s) to the block ID used by your academic unit.

Part 2: (4 AUGUST 2015):

Toni to Kathleen:

Jennifer Branch (as lead at the time on our online teachings) and I were in communications with Scott Delinger almost a couple of years ago now to get a set of questions for online SLIS courses approved. We kept some GFC questions, dropped some questions that were odd for the online scenario, and added others (new ones) more suited to the online context. I was under the impression at the time that our revised set was approved.

PART 3: (14 AUGUST 2015):

Kathleen to Toni:

Sorry for the delay in getting back to you. **Scott and I have discussed and I think you've identified a really interesting fault in our GFC-mandated questions, that being that when they were originally approved, a fully online program obviously wasn't in the University's consciousness. I think you're fine to carry on status quo. I will forward your email to the Chair of CLE, as soon as we know who that person is, to see if there is value in facilitating a conversation at that committee about how our GFC-mandated questions might be adapted for online programming.**

Currently In Use
For On Campus Graduate Courses at the
School of Library and Information Studies

Question													
The goals and objectives of the course were clear.													
In-class time was used effectively.													
I am motivated to learn more about these subject areas.													
I increased my knowledge of the subject areas in this course.													
Overall, the quality of the course content was excellent.													
The instructor spoke clearly.													
The instructor was well prepared.													
The instructor treated the students with respect.													
The instructor provided constructive feedback throughout this course.													
The instructor endeavored to create and maintain a climate of mutual respect.													
Overall, this instructor was excellent.													

**Currently in Use for
Online Graduate Courses at the
School of Library and Information Studies**

Question										
The online course was effectively designed and easily navigable.										
The goals and objectives of the course were clear.										
The instructor's use of diverse learning materials and assignments contributed to my education.										
I am motivated to learn more about these subject areas.										
I increased my knowledge of the subject areas in this course.										
The instructor was accessible.										
The instructor was responsive.										
The instructor helped students by facilitating learning.										
The instructor treated the students with respect.										
The instructor endeavored to create and maintain a climate of mutual respect.										
The instructor provided constructive feedback throughout this course.										
Overall, the course content and the learning opportunities provided were excellent.										
Overall, this instructor was excellent.										

OUTLINE OF ISSUE

Agenda Title: **Proposed Terms of Reference for GFC Committee on the Learning Environment (CLE) Subcommittee to Explore Teaching Tenure Stream at University of Alberta**

Motion: THAT the GFC Committee on the Learning Environment (CLE) approve, with delegated authority from General Faculties Council, the proposed terms of reference CLE Subcommittee to Explore Teaching Tenure Stream at University of Alberta, as set forth in Attachment 1.

Item

Action Requested	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation <input type="checkbox"/> Discussion/Advice <input type="checkbox"/> Information
Proposed by	Sarah Forgie, Chair, GFC Committee on the Learning Environment and Fahim Rahman, Vice-President (Academic), Students' Union
Presenter	Navneet Khinda, President, Students' Union (delegate, Fahim Rahman, Vice-President (Academic), Students' Union)
Subject	Proposed Terms of Reference for GFC CLE Subcommittee to Explore Teaching Tenure Stream at University of Alberta

Details

Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is (please be specific)	To approve the terms of reference to establish a CLE Subcommittee to explore the opportunities and challenges for creating a teaching tenure stream at the University of Alberta.
The Impact of the Proposal is	The CLE sub-committee will examine the opportunities and barriers to creating a teaching tenure stream at University of Alberta and will prepare a report summarizing its discussions, review of existing evidence and its likely consequences (excluding financial implications) for the teaching and learning environment at the University of Alberta.
Replaces/Revises (eg, policies, resolutions)	N/A
Timeline/Implementation Date	N/A
Estimated Cost	N/A
Sources of Funding	N/A
Notes	

Alignment/Compliance

Alignment with Guiding Documents	<p><i>Dare to Discover Values:</i></p> <p>Excellence: Excellence in teaching that promotes learning; outstanding research and creative activity that fuel discovery and advance knowledge; and enlightened service that builds citizenship.</p> <p>Student Experience: The centrality of our students and our responsibility to provide an intellectually superior educational environment.</p> <p>Diversity and Creativity: A diverse, yet inclusive, dynamic collegial community that welcomes change and seizes opportunity with passion and creativity.</p> <p>Recommendation 2-11 of the Report of the Renaissance Committee of University of Alberta (2013) articulated: "Within the tenure track constituencies, create a career progression structure for teaching-focused staff that accommodates variances within the Faculty</p>
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	Agreement to allow for emphasis on teaching, and that encourages and allows for promotion by means analogous to the current structure for tenure-track faculty”.
Compliance with Legislation, Policy and/or Procedure Relevant to the Proposal (please <u>quote</u> legislation and include identifying section numbers)	<p>GFC Committee on the Learning Environment Terms of Reference (3. Mandate of the Committee)</p> <p>“The Committee on the Learning Environment is responsible for making recommendations concerning policy matters and action matters with respect to the following: [...]</p> <p>b) To review and, as necessary, recommend to the GFC Academic Planning Committee or the GFC Executive Committee policies on teaching, learning, teaching evaluation, and recognition for teaching that promote the University’s Academic Plan. [...]</p> <p>e) To nurture the development of innovative and creative learning services and teaching practices.</p> <p>f) To encourage the sharing and discussion of evidence about effective teaching, learning, and learning services.</p> <p>g) To promote critical reflection on the impact of broad societal changes in teaching, learning, and the learning environment.</p> <p>h) To promote projects with relevant internal and external bodies that offer unique teaching and learning opportunities that would benefit the university community.</p> <p>i) To consider any matter deemed by the GFC Committee on the Learning Environment to be within the purview of its general responsibility.”</p>

Routing (Include meeting dates)

Participation: (parties who have seen the proposal and in what capacity)	GFC CLE October 7, 2015 Meeting: Discussion on Topics for 2015-2016 Committee Workplan GFC CLE November 4, 2015 Meeting: Draft Template GFC CLE January 20, 2016 Meeting: Challenges for CLE – Topics for Discussion
<ul style="list-style-type: none"> • Those who have been informed • Those who have been consulted • Those who are actively participating 	
Approval Route (Governance) (including meeting dates)	GFC Committee on the Learning Environment (March 2, 2016) – for approval
Final Approver	GFC Committee on the Learning Environment

Attachments (each to be numbered 1 - <>)

1. Attachment 1 (page(s) 1 - 3) – GFC Committee on the Learning Environment Subcommittee on Exploring Teaching Tenure Stream at University of Alberta Terms of Reference for Approval

Prepared by: <Fahim Rahman, Vice-President (Academic), University of Alberta Students’ Union, fahim.rahman@su.ualberta.ca and Surma Das, University Governance and Advocacy Advisor, Students’ Union, Surma.das@su.ualberta.ca>

GFC Committee on the Learning Environment (CLE)
Subcommittee on the Exploring Teaching Tenure Stream at University of Alberta (TTS)

TERMS OF REFERENCE

1. Background

Exploring Teaching Tenure Stream at University of Alberta

In response to growing enrollment and shrinking per-student funding, universities are forced to be more creative in how they allocate resources. A common response across North America has been the rapid expansion of contract teaching positions, as opposed to the traditional research-teaching-service model of tenured positions. Individuals in these contract positions generally lack the job security, compensation and benefits of their tenured or tenure-track counterparts. In 2014-15, there were 922 contract academics at our institution; as the number of contract instructors continues to grow, failure to address this issue creates a liability for the institution.

Some North American universities, including the University of Toronto, UBC, Waterloo and the Pennsylvania State University system have recognized that contract staff represent a tremendous asset to the academy and have implemented programs alike tenure to assure these individuals job security, fair compensation and the ability to conduct research – usually on discipline-specific pedagogy. Departments tend to employ these individuals to teach junior courses, reserving more advanced classes for “traditional” academics.

The disproportionate presence of contract faculty in introductory classes raises important questions about the relationship between their precarious status and student learning outcomes. With respect to student learning, there are two distinct issues: the innate ability of contract staff to teach at the same level as their research-focused colleagues, and the institutional support lent to contract faculty to ensure they are able to engage with and support their students. The majority of available data on student learning outcomes under the two classes of instructors suggests that there is no statistically significant difference in learning outcomes, and in some cases contract instructors may affect improvement in students’ performance in later classes in the same discipline. Hence, creating permanent, secure positions for these instructors would not be detrimental, and may actually have benefits for students. Additionally, the creation of these new, secure appointments would allow instructors to dedicate more time to students and become more deeply invested in the university. Studies suggest that where shortcomings have been identified with contract instructors, they tend to be attributable to structural factors (lack of office space, insufficient time to prepare for courses, rushed evaluative measures) rather than instructor inability. Taken together, the creation of teaching-tenure positions is likely to have a positive impact on student engagement and student learning outcomes. While the mechanics of a teaching-tenure system remain unclear, and obtaining broad institutional buy-in will be critical to any initiative, the issue warrants further deliberation and study. The University of Alberta must demonstrate leadership on this issue to help ensure that the stock of teaching-focused faculty remains stable and that students are able to continue to access high-quality education.

The Students' Union VPA proposes that CLE establishes a sub-committee to operate from March - October 2016 that will explore the opportunities and challenges of establishing a teaching tenure stream at the University of Alberta.

2. Committee Mandate

The mandate of the CLE Subcommittee is to explore the opportunities and challenges for creating a teaching tenure stream at University of Alberta with the goal to enhance quality instruction and learning environment for undergraduate students. To fulfill this mandate the committee will consider undertaking the following activities:

- i. Consider the ways creation of teaching tenure stream (potentially accompanied by continuing appointments and job stability, greater professional development opportunities, increased scholarship of teaching and learning, increased support and resources from home department and faculty) will potentially affect the learning environment and quality of instruction available to undergraduate students at University of Alberta.
- ii. Review teaching tenure stream practices and arrangements at other Canadian peer institutions and research available literature on the issue in Canadian post-secondary landscape (and if need be, at equivalent American public post-secondary context).
- iii. Collect comprehensive statistics on total number of undergraduate courses and sections taught by instructors who are not appointed as tenure track /tenured/ full time academic staff/non-industry experts, by department / programs and faculties at University of Alberta.
- iv. Consult key stakeholders on consequences of creating teaching tenure stream at University of Alberta on teaching and learning environment for undergraduate students and the opportunities and barriers to establishing a teaching tenure stream at University of Alberta. This can include but is not limited to members of Dean's Council, Chair's Council or Undergraduate Chair's Council, Students' Union, GSA, Academic Staff Association of University of Alberta (including representatives of Contract Academic Staff Association and Sessional and Other Temporary Staff, members of AASUA Teaching and Learning Committee) and former members (co-chairs) of Renaissance Committee.
- v. Survey and solicit aggregated feedback from members of university community on their views on teaching tenure stream, with a caveat that it is only in exploratory stages.

3. Committee Composition

- One representative of the Graduate Students' Association
- One representative of the Students' Union
- One representative of the Provost's office
- One representative of Department Chairs
- One representative of Academic Staff

- One representative of the Association of Academic Staff University of Alberta (external to CLE)
- The Director (or delegate) of the Centre for Teaching and Learning

4. Committee Meetings and Timeline

- The subcommittee will meet bi-weekly between March 2016 and October 2016.
- A draft report for discussion will be presented at the October 2016 CLE meeting and be submitted to November 2016 GFC for discussion only.
- Based on the discussion in November 2016 GFC, the final report will be submitted to the December 2016 CLE meeting, and if approved go to the January 2017 GFC meeting.

5. Committee Support

The Office of Vice-President (Academic), Students' Union; Office of Vice-Provost (Learning Initiatives) will provide administrative support.

6. Reference and Resource Documents:

GFC Policy Manual section 111 on Teaching and Learning

<http://www.gfcpolicymanual.ualberta.ca/111TeachingandLearningandT each.aspx>

OUTLINE OF ISSUE

Agenda Title: **Proposal for a new Scheduling Initiative for Augustana Faculty**

Motion: N/A

Item

Action Requested	<input type="checkbox"/> Approval <input type="checkbox"/> Recommendation <input checked="" type="checkbox"/> Discussion/Advice <input type="checkbox"/> Information
Proposed by	Dr. Allen Berger, Dean, Augustana Faculty
Presenter	Dr. Karsten Mündel, Associate Dean, Academic, Augustana Faculty
Subject	New Scheduling Initiative for Augustana Faculty

Details

Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is (please be specific)	As a residential, undergraduate, liberal arts and science faculty within the University of Alberta, the Augustana Campus places a special value on community-based education, international and outdoor educational experiences, undergraduate research and connections to rural and aboriginal communities. In this context, the proposed new framework serves a dual-purpose vision: 1) to provide a rhythm for each academic year that advances experiential learning opportunities for students, connections between these opportunities and more traditional classroom work, and pedagogical innovation by faculty; 2) to create a clearer niche for Augustana and further differentiate the undergraduate student experience at Augustana from alternatives on North Campus or at other Alberta universities.
The Impact of the Proposal is	Apart from the above, the proposed Augustana Scheduling Initiative could potentially address: -student workload issues: particularly important for student mental health challenges that are increasingly recognized as critical; -faculty workload issues: particularly the need to accommodate research expectations in a predominantly teaching Faculty; -greater flexibility in degree completion times: especially with the opportunity to complete a *3 course in September or January; -development of a first-year seminar: understood across North America to be a “high-impact practice”, this mandatory “First Year Experience” course (proposed as AUIDS 101) will be a small seminar-style course for new students beginning studies at Augustana Faculty in the September or January 3-weeks course block; -provide opportunities for first and second-year students to ‘sample’ courses: the 3-week block means students commit less time to an interest that may or may not result in a change of major or minor, and give a ‘short-term’ opportunity to explore other subject areas; -ability to accommodate students’ varying learning styles: this comes with the flexibility to present different learning methods within a 3 or 11 week course, as well as potentially over two or more of these components in the academic schedule;
Replaces/Revises (eg, policies, resolutions)	<i>University Calendar</i> 52.2, 52.3, 52.4, 55.4.
Timeline/Implementation Date	September 2017
Estimated Cost	N/A
Sources of Funding	Existing resources. There are no additional costs associated with the move to the Block and Sessions calendar. A full load for students will

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	continue to be 15 credits in the standard University of Alberta Fall term and 15 credits in the Winter term.
Notes	<p>On May 4, 2015, Augustana Faculty Council passed the following motion:</p> <p>“THAT the Augustana Faculty implement, effective 2017-18, a new academic schedule with the Fall and Winter semesters each consisting of a 3-week term followed by an 11-week term and adopt a new timetable for the 11-week terms...and investigate the feasibility of an additional 3-week block term in the spring.”</p> <p>To avoid confusion with the standard University of Alberta Term structure, current language designates the 3-week period as a ‘Block’ and the 11-week period as a ‘Session’ (see Attachments).</p>

Alignment/Compliance

Alignment with Guiding Documents	<p>Aligns with Dare to Deliver; Dare to Discover values: -enrich the student experience; foster a collegial learning culture; promote interdisciplinary collaboration, enhancing opportunities to develop undergraduate inquiry and research skills; create learning opportunities for students and creative collaborations to address global challenges and initiatives; provide an intellectually superior educational environment for students; diverse, yet inclusive, dynamic collegial community that welcomes change.</p> <p>Aligns with Comprehensive Institutional Plan strategies, such as: -provide foundational support structures for students to create positive student experiences and engagement; ensure a high level of teaching quality; support programs and initiatives to help increase retention and completion rates; provide enhanced experiential learning opportunities; continue to create international opportunities for students; provide foundational support structures for students in order to create a nurturing environment that allows for positive student experience and engagement; continue development of innovative programming to meet the needs of students and the community; increase interdisciplinary, collaborative program and initiative development in order to offer students innovative and relevant educational opportunities.</p>
Compliance with Legislation, Policy and/or Procedure Relevant to the Proposal (please <u>quote</u> legislation and include identifying section numbers)	<p>1. Post-Secondary Learning Act (PSLA): GFC is responsible, generally, for the academic affairs of the University and specifically, for the Academic Schedule of the University (Sections 26(1), 26(1)(d)(e)(g) and (j) (Powers of General Faculties Council)).</p> <p>2. GFC Executive Committee Terms of Reference (3. Mandate of the Committee:</p> <p>“4. Academic Schedule</p> <p>a. Delegation</p> <p><i>Post-Secondary Learning Act (PSLA) Section 26(l)(j) follows:</i></p> <p>26(1) Subject to the authority of the board, a general faculties council is responsible for the academic affairs of the university and, without restricting the generality of the foregoing, has the authority to...</p> <p>(j) determine the date for the beginning and end of lectures in the university and also the beginning and end of each university term....</p>

b. Academic Schedule Changes

The GFC Executive Committee has delegated authority from General Faculties Council to approve the Academic Schedule. Any changes to the Academic Schedule proposed after the Schedule has been approved must be submitted to the Executive Committee. That committee will determine which changes are sufficiently substantial and require, therefore, GFC approval and which ones are routine in nature and could be dealt with by the Executive Committee.”

3. UAPPOL Academic Schedule Policy states:

“[...]

2. ACADEMIC SCHEDULE DELEGATION OF AUTHORITY

The authority to determine the Academic Schedule is the responsibility of the GFC Executive Committee, as delegated to that body by General Faculties Council.

The Registrar recommends on the Academic Schedule to the GFC Executive Committee.”

4. UAPPOL Academic Schedule Procedure states: “Each spring, the Exams and Timetabling Division in the Office of the Registrar will begin drafting the Academic Schedule for the following year[...].

Two drafts will be sent out to a distribution list that includes the President, Vice-Presidents and senior administrators, Deans, Assistant and Associate Deans, Directors and other stakeholders for feedback and suggested changes.

The final draft of the Academic Schedule will be sent to the GFC Executive Committee no later than mid-October for approval. After the Academic Schedule has been approved, it will be published in the University Calendar.”

5. GFC Committee on the Learning Environment Terms of Reference (3. Mandate of the Committee)

“The Committee on the Learning Environment is responsible for making recommendations concerning policy matters and action matters with respect to the following: [...]

e) To nurture the development of innovative and creative learning services and teaching practices.

f) To encourage the sharing and discussion of evidence about effective teaching, learning, and learning services.

g) To promote critical reflection on the impact of broad societal changes in teaching, learning, and the learning environment.

h) To promote projects with relevant internal and external bodies that offer unique teaching and learning opportunities that would benefit the university community.

i) To consider any matter deemed by the GFC Committee on the Learning Environment to be within the purview of its general responsibility.

6. GFC Academic Standards Committee Subcommittee on

	<p>Standards Terms of Reference (3. Mandate of the Committee)</p> <p>“To review and make recommendations to the GFC Academic Standards Committee (ASC) with respect to a number of issues which affect all students at the University of Alberta. These include, but are not limited to: a. examination policy b. academic definitions c. academic standing regulations d. admission/transfer requirement”</p> <p>7. GFC Academic Standards Committee Terms of Reference (3. Mandate of the Committee)</p> <p>“The ASC is responsible for making recommendations and/or for providing advice to GFC, its Executive Committee, and/or the GFC Academic Planning Committee (APC) on the matters set out below, which include such areas as admission and transfer, including admission and transfer to Faculties, admission of Open Studies students, academic standing policies and general university admission policies, and all institutional marking and grading policies and/or procedures.” [...]</p>
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Routing (Include meeting dates)

<p>Participation: (parties who have seen the proposal and in what capacity)</p> <ul style="list-style-type: none"> • Those who have been informed • Those who have been consulted • Those who are actively participating 	<p>Augustana Fine Arts and Humanities, Science, and Social Sciences Department meetings – extensive consultation January-April 2015 (all departments include student representatives). Augustana Faculty Council – regular discussion in monthly meetings prior to formal approval in May 2015. Provost’s office – consultations and discussion Dean’s Council – discussion, January 19 2016 SU President & VP-Academic – discussion, January 2016. Phyllis Clark’s Senior Executive Team – discussion, January 2016 AASUA – discussion, January 12, 2016 GFC Committee on the Learning Environment – discussion March 2, 2016 GFC Academic Standards Committee-Subcommittee on Standards – discussion March 3, 2016 GFC Academic Standards Committee – discussion March 17, 2016 GFC Executive Committee – discussion April 11, 2016</p>
Approval Route (Governance) (including meeting dates)	N/A
Final Approver	N/A

Attachments (each to be numbered 1 - 3)

1. Attachment 1: Augustana Faculty 3-11 Calendar Information Document (pages 1 - 10)
2. Attachment 2: Proposed Augustana 3-11 Calendar Revisions (pages 1 - 4)
3. Attachment 3: Draft table of standard U of A 2017-18 Academic Schedule compared to proposed Augustana Block and Session Academic Schedule.

Prepared by: Jonathan Hawkins, Assistant Registrar, Augustana Campus, jonathan.hawkins@ualberta.ca

AUGUSTANA FACULTY 3-11 CALENDAR

INFORMATION DOCUMENT

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I. SHORT INFORMATION SUMMARY REGARDING '3-11'

What Is It?

On May 4, 2015, the Augustana Faculty Council, after two years of study and with an overall majority of 89%, passed the following motion:

THAT the Augustana Faculty implement, effective 2017-18, a new academic schedule with the Fall and Winter semesters each consisting of a 3-week term followed by an 11-week term and adopt a new timetable for the 11-week terms as outlined in Schedule A, and investigate the feasibility of an additional 3-week block term in the spring.

Vision

As a residential, undergraduate, liberal arts and science faculty within the University of Alberta, the Augustana Campus places a special value on community-based education, international and outdoor educational experiences, undergraduate research and connections to rural and aboriginal communities. In this context, the 3-11 framework serves a dual-purpose vision: 1) to provide a rhythm for each academic year that advances experiential learning opportunities for students, connections between these opportunities and more traditional classroom work, and pedagogical innovation by faculty; 2) to create a clearer niche for Augustana and further differentiate the undergraduate student experience at Augustana from alternatives on North Campus or at other Alberta universities.

Background

Several undergraduate universities (e.g., Quest University in Canada; Colorado College and Cornell College in the U.S.) have organized the entire undergraduate experience on a block calendar in which students take one course at a time and faculty only teach one course at a time. Other universities have traditionally placed courses into 10-11 week quarters instead of 13-15 week semesters. Based on personal experiences that Augustana faculty members have had with both systems and the visit of a delegation to Quest University, we have decided on a hybrid approach that we believe offers significant advantages and flexibility.

Additional Benefits

The new academic calendar and timetable also offer opportunities to address: **student workload issues** (particularly important for student mental health challenges that are increasingly recognized as critical); **faculty workload issues** (particularly the need to accommodate research expectations in a predominantly teaching Faculty); the need for more **flexibility in degree completion times**; the possibility of developing a **first-year seminar**, understood across North America to be a “high-impact practice;” the need to provide opportunities for first and second-year students to **‘sample’ courses** (i.e., to commit less time to an interest that may or may not result in a change of major); the challenge of how to accommodate students’ **varying learning styles**; and Augustana’s related goals of **enrolment and revenue growth** (the latter not only determined by the number of degree-seeking students but also by the number of community members who may be interested in taking, and paying for, 3-week courses).

Organization of Implementation

Augustana recognizes that implementation of these changes will require the support of partners within the central University of Alberta administration, including key personnel in the Registrar's Office and the Office of the Provost. Preliminary conversations with Registrar Lisa Collins have helped identify the likely players. In addition, Augustana is organizing a 3-11 Task Force that will include representatives from all academic departments, student services and the Augustana Students' Association. Leadership will be provided by Vice Dean Anne-Marie Link and Associate Dean Academic Karsten Mündel. Other faculty and staff will be brought in as necessary to help work out specific details related to implementation. Significant work will also be done within our three Department Councils.

Timeline

The motion passed by the Augustana Faculty Council envisions two years for preparation, with roll-out for the 2017/18 Academic Year. Most of the logistical, policy, and procedural work of implementation must be completed by July 2016 for calendar and recruitment materials to accurately reflect the new Augustana realities. An important first task of implementation, therefore, is collectively to work backwards from that date to establish the deadlines for the various subtasks outlined below.

Key Tasks

The work of implementation at this point falls into three overlapping categories. The following list is presented as a starting point for our work with Central partners, recognizing that other tasks will be added as a result of initial planning discussions.

New Timetable

Adoption of the 3-11 academic schedule requires us to adopt a new timetable for both the 3-week and 11-week terms. The timetable for the 3-week terms will be relatively easy to implement, as traditional courses will be scheduled for approximately 3 hours per day with morning, afternoon and evening timeslots. The 11-week schedule, found in Appendix A from the original motion and appended here, ensures that we have the same number of instructional minutes in an 11-week term as in the current 13-week term.

New Academic Schedule

- setting up Campus Solutions to deal with the semester/term structure at Augustana
- changes to relevant academic procedures and regulations in relation to the schedule and timetable changes (the group will need to create early on a full list of these procedures and regulations)

Other Issues

- tuition carry-forward for students who are unable to complete a 3-week term for legitimate (health) reasons

Augustana Tasks

We recognize that a series of Augustana-specific tasks need to take place in advance of the 3-11 start date. These include: work on relevant promotional and recruitment materials; investments in faculty development; curriculum revisions; development of a First Year Experience seminar course for the first three-week block as a pilot project.

II. BACKGROUND

A Learning Experience Research Committee (LERC) was convened after the Augustana Faculty Council meeting of October 2013 to research and consider alternative learning experience opportunities that might be implemented at Augustana Campus and to produce a specific proposal for an alternative learning experience that reflects the values and culture of learning at Augustana. The point of producing a specific proposal was to facilitate a substantive discussion in the Faculty. Following this substantive discussion and consultation [SEE BELOW], the proposal, which was to become known as '3-11' was subsequently **passed with an 89% majority** at the Augustana Faculty Council meeting in May 2015.

Rationale for Proposal

A. The proposal was guided by the values and culture of learning articulated in *The Augustana Faculty Academic Performance Measures* (December 2012) and by the evaluation and recommendations of the *Academic Unit Review of the Augustana Faculty* (2011) since (1) both reports have been accepted by the Augustana Faculty and University of Alberta (2) the self-description of Augustana in *The Augustana Faculty Academic Performance Measures* was a supplement to the *Academic Measures for Budgeting Process 2013-14* distributed by the Office of the Provost and as such is used to determine budget allocations to Augustana

B. This proposal aimed to strengthen the three characteristics that are unique to Augustana (according to *The Augustana Faculty Academic Performance Measures*):

- (1) International Experiences
- (2) Community-Based Learning
- (3) Rural Connectedness

In all three areas, the intention is to increase both the number of participating students and the number of courses in each area.

C. The proposal also aimed to implement specific recommendations from the *Academic Unit Review*:

- (1) to “push ahead confidently in making programming even more distinctive than is already the case” by “strengthening and extending the core curriculum”;
- (2) expand opportunities for “undergraduate research and creative work”;
- (3) focus on “the liberal education provided to students regardless of major,” particularly with regards to international experiences, community-based learning, and rural connectedness.

D. The proposed learning experiences are high-impact practices that have all been tried and successfully implemented at one or more COPLAC institutions. This evidence suggests that these practices could also work at Augustana if tailored to our specific situation.

Moreover, the

specific learning experiences in the proposal are constructed to meet current student needs

(such as greater flexibility).

The "3-11" calendar was the major component of the resulting proposal, along with a First Year Experience.

The objective of 3-11 is to provide students and faculty with more flexibility as well as to facilitate unique experiential learning opportunities. Augustana could institute a 3 week block at the beginning of the Fall and/or Winter term followed by an 11 week session. These blocks and sessions **are accommodated within the existing Fall and Winter terms of the University of Alberta and do not change the number of contact hours, number of courses taken by students over each term (normally 5) or number of courses taught by faculty (normally 3).**

III. FACULTY CONSULTATION RE: 3-11 CALENDAR

The change to the 3-11 Calendar system formed the major part of the LERC proposal.

The LERC committee consisted of representatives from all three academic departments and from the Augustana Students Association. In the 2014-15 academic year it organized discussions regarding 3-11 at departmental meetings, at Faculty Council meetings and a series of formal consultations with faculty and staff. The formal consultation dates are listed here:

6 January	noon - 1:30
13 January	noon - 1:30
20 January	noon - 1:30
27 January	noon-1:30
2 February	12:30 - 2
2 March	12:30 - 2
10 March	noon - 1:30
24 March	noon-1:30
13 April	noon - 1:30

There were between ten and twenty participants at the consultations outside Faculty Council meetings and departmental meetings.

The Faculty Council met in May 2015 to review, discuss and consider the material brought forth by the LERC committee and the results of its consultations. The following motion was subsequently put before the Faculty Council:

THAT the Augustana Faculty implement, effective 2017-18, a new academic schedule with the Fall and Winter semesters each consisting of a 3-week term followed by an 11-week term and adopt a new timetable for the 11-week terms as outlined in Schedule A, and investigate the feasibility of an additional 3-week block term in the spring.

The procedure for voting was that of a '**Super Majority**', a decision-making procedure that had been voted on and carried at the December 1, 2014 meeting of the Faculty Council. This required that the motion for implementation of 3-11 needed to attain both a simple majority in each academic department followed by a two-thirds majority of YES votes at Faculty Council in which all members were to vote (faculty members, APOs, student representatives).

The majorities were achieved in all departments and an **89% YES vote** was achieved at the Faculty Council meeting of May 2015.

During that meeting, an Implementation Committee was constituted, which consists of representatives from all academic departments, from the ASA, and from Residence Life/Student Services.

Consultation continues as a major focus of the Implementation Committee.

IV. FAQ

Student FAQ

1) ***Why is Augustana doing this?***

After more than 2 years of consultation with students, faculty and staff, about ways to improve the Augustana Advantage, we decided to implement a new academic calendar and a First Year Experience. The new calendar will introduce greater flexibility and foster the development of new experiential, travel and learning opportunities. The First Year Experience will give students a seminar experience in their first year to introduce them to learning in a Liberal Arts context.

2) ***How does the new Augustana Academic Calendar work?***

The Fall Term will consist of a 3-week block in which students would take 1 course followed by an 11-week session in which students would take 4 courses. The Winter Term would also have a 3-week block and an 11-week session. There will be an increasing effort to also offer courses in a Spring 3-week block.

3) ***What is the implementation timeline?***

The new academic calendar and First Year Experience will come into effect for the 2017-18 academic year. The whole Augustana Campus will adopt the new calendar. Students starting in the 2017-18 academic year will take the First Year Seminar class.

4) ***Will I still be able to graduate in 4 years?***

Absolutely! Students will still be able to take 5 courses in the Fall and Winter Terms and therefore be able to graduate in 4 years. As we increase our course offerings in the Spring and Summer Terms, students will also be able to pick up additional courses to introduce greater flexibility into their schedules.

5) ***What is the Augustana First Year Experience?***

The Augustana First Year Experience is specifically designed to help students to make the transition to university life and learning in a Liberal Arts context. There are two key components: a) the new student orientation and b) the Augustana First Year Seminar (FYS). The FYS will explore a specific topic in a small seminar-style setting. Students will be exposed to small-group discussion and will explore a topic from a variety of academic disciplines and viewpoints. The new student orientation will work with the non-academic aspects of the transition to university life.

6) *What do I need to do to maintain full-time status in the new Augustana Academic Calendar?*

Full-time status will continue to be a minimum of 9 credits per Term. Students have the flexibility to choose where in the Term to take their courses (for example, they could take 3 credits in the 3-week block and 6 credits in the 11-week session). As is currently the case, specific scholarships and sponsorships may require a greater number of credits to maintain eligibility. In any case, the number of credits will be calculated at the Term level (and not the block level).

7) *What kinds of courses will be offered in the fall and winter blocks?*

There will be a variety of courses offered in all blocks. The courses offered in the 3-week blocks will take advantage of the different time frame and the fact that students and professors are not involved in any other courses at the same time.

8) *Can I take September or January off?*

One of the advantages of the new Academic Calendar is the choice it provides for scheduling. So, yes, you may be able to build an academic schedule that does not have any classes in September or January for some of the Terms of your academic career at Augustana. However, depending on your major and other components of your academic program, it may be more challenging to complete your degree in 4 years if you take a September or January block off.

9) *Can I transfer my courses from Augustana to other universities?*

None of the changes we are making to the academic schedule will impact the transferability of these courses to other institutions. As at present, not all courses will always transfer to a given program in a given receiving institution. Students are always advised to check with a receiving institution about transferability.

10) *Are there any impacts on costs?*

No. The costs for courses will continue to be calculated in the same manner as they are now. Augustana will continue to follow the same fee assessment schedule as it currently does. Residence fees will continue to be assessed on a Term basis (and not block).

11) *Will my transcript look the same as it does now?*

Yes. The transcripts will continue to look the same as they do now, listing courses by term taken.

Do you have other questions? Please contact Sarah Ross in the Dean's Office ross3@ualberta.ca and she will find you an answer (and include it here in the FAQ).

Staff FAQ

1. How does the new Augustana Academic Calendar work?

The Fall Term will consist of a 3-week block in which students would take 1 course and an 11-week session in which students would take 4 courses. The Winter Term would also have a 3-week block and 11-week session. There will be an increasing effort to offer courses in a Spring 3-week block.

1. What is the implementation timeline?

The new academic calendar for First Year Experience will come into effect for the 2017-18 academic year. The whole Augustana Campus will adopt the new calendar. Students starting in the 2017-18 academic year will take the First Year Seminar class.

2. How do I raise issues related to the impact of the new Academic Calendar on my work? The first person to ask is your direct manager. Additionally, Anne-Marie and Karsten are scheduling meetings with every unit on campus during the Fall Term. Those meetings will be a further chance to ask questions about the impact of these changes on your work rhythms.

3. How does full-time status work in the new Augustana Academic Calendar?

Full-time status will continue to be 9 credits per Term. Students have the flexibility to choose where in the Term to take their courses (for example, they could take one course in the 3-week block and 2 courses in the 11-week session). As is currently the case, specific scholarships and sponsorships may require a greater number of credits to maintain eligibility. In any case, the number of credits will be calculated at the Term level (and not the block or session level).

Do you have other questions? Please contact Sarah Ross in the Dean's Office ross3@ualberta.ca and she will find you an answer (and include it here in the FAQ).

Proposed Augustana 3-11 Calendar Revisions

Current	Proposed
<p>52.1 Classification of Degree Programs Academic disciplines at the Augustana Faculty are organized into three departments for administrative purposes: Fine Arts and Humanities, Science, and Social Sciences. The following programs are available within these departments: Program Chart follows</p>	<p>{...no changes required in this section...}</p>
<p>New</p>	<p>52.2 The Augustana Academic Schedule: Blocks and Sessions The Augustana “Blocks and Sessions” academic schedule provides a unique rhythm for each academic year that advances experiential learning opportunities for students, creates connections between these opportunities and more traditional classroom work, offers greater flexibility for students in managing course workloads and degree completion times, and provides greater accommodation to a variety of student learning styles.</p> <p>Augustana Faculty features an academic schedule in which each of the traditional Fall and Winter Terms consist of a 3-week Block followed by an 11-week Session, with an additional 3-week Block at the start of the standard University Spring Term. This schedule creates a potential annual student academic enrollment cycle of 3-11-3-11-3. Students typically register in a single *3 course in a particular Block and a combination of courses totalling *12 in a particular Session.</p>
<p>52.2 The Augustana Core {...no further changes in this section...}</p>	<p>52.3 The Augustana Core {...no further changes in this section...}</p>
<p>52.3 General Program Information The following terms, definitions, and abbreviations are used throughout the Augustana Faculty section of the Calendar. (1) Unit of Course Weight: A unit of course weight indicates the instructional credit assigned to a course and is designated by the symbol after the course number and name. Units of course weight form a part of the degree requirements and are also used to calculate a student’s Grade Point Average (GPA). (2) Junior-level Courses: Courses numbered 100-199. (3) Senior-level Courses: Courses numbered 200-499. (4) Term: The instructional periods are from September to December (Fall Term), January to April (Winter Term), May/June (Spring Term), and July/August (Summer Term).</p>	<p>52.4 General Program Information The following terms, definitions, and abbreviations are used throughout the Augustana Faculty section of the Calendar. (1) Unit of Course Weight: A unit of course weight indicates the instructional credit assigned to a course and is designated by the * symbol after the course number and name. Units of course weight form a part of the degree requirements and are also used to calculate a student’s Grade Point Average (GPA). (2) Junior-level Courses: Courses numbered 100-199. (3) Senior-level Courses: Courses numbered 200-599. (4) Term: The <u>standard University of Alberta</u> instructional periods are from September to December (Fall Term), January to April (Winter Term), May/June (Spring Term), and July/August (Summer Term). <u>Augustana Faculty further divides these periods as follows:</u> a. <u>Blocks: Augustana designates three specific</u></p>

(5) Single-term Course: A term course is a course with a course weight of 3 that normally extends over one University term. Certain courses are offered over a single term with weights of *1, *1.5, and *2.

(6) Two-term Course: A two-term course is a course with a course weight of 6 that normally extends over two consecutive University terms. Certain courses are offered over Fall/Winter with weights of *2, *3, and *4.

(7) Year Status: Each student who has been admitted to a degree program at Augustana is classified according to year status as follows:

- a. *0-23 earned: first-year standing. First-year students are normally not eligible to take courses numbered 200 or higher.
- b. *24-53 earned: second-year standing.
- c. *54-83 earned: third-year standing.
- d. *84 or more earned: fourth-year standing.

(8) Course load:

- a. The normal full course load is *30 for the academic year;
- b. Course overload: A student must receive special permission from his or her Academic Adviser to carry more than *17 in any one term.

(9) Minimum Passing Grade: The minimum passing grade in University of Alberta undergraduate courses is a D. The minimum final grade for transfer of courses from other postsecondary institutions is C-.

(10) Overlapping Options:

- a. A course that fulfills more than one requirement on a major or in a major/minor combination;
- b. A course that fulfills a requirement in both the core and within a specific program.

(11) Non-Overlapping Options:

- a. A course that is not allowed to count towards more than one requirement within a major;
- b. No course may be counted towards more than

instructional periods during the academic year, consisting of approximate 3 week Blocks, normally in September, January, and May.

b. Sessions: Augustana designates two specific instructional periods during the academic year, consisting of approximate 11 week Sessions extending from late-September to December, and from late-January to April.

(5) Credit Course: A course that carries credit toward a degree or diploma. A standard credit course has a course weight of *3 and normally extends over a single instructional period, namely a University Term, an Augustana Block, or an Augustana Session. Certain courses may present an alternative course weight.

(6) Two-term Course: A two-term course is a course with a course weight of *6 that normally extends over two or more instructional periods, such as University Fall/Winter Terms, or multiple Augustana Blocks/Sessions. Certain courses may present an alternative course weight.

(7) Year Status: Each student who has been admitted to a degree program at Augustana is classified according to year status as follows:

- a. *0-23 earned: first-year standing. First-year students are normally not eligible to take courses numbered 200 or higher.
- b. *24-53 earned: second-year standing.
- c. *54-83 earned: third-year standing.
- d. *84 or more earned: fourth-year standing.

(8) Course load:

- a. The normal full course load is *30 for the academic year;
- b. Course overload: A student will not normally be allowed to attempt more than one *3 course in any given Augustana Block, or carry more than *13 in any given Augustana Session. A student must receive special permission from his or her Academic Adviser to exceed these course load limits.

(9) Minimum Passing Grade: The minimum passing grade in University of Alberta undergraduate courses is a D. The minimum final grade for transfer of courses from other postsecondary institutions is C-.

(10) Overlapping Options:

- a. A course that fulfills more than one requirement for a major or in a major/minor combination, or in some form of major/minor/certificate combination;
- b. A course that fulfills a requirement in both the core and within a specific program.

(11) Non-Overlapping Options:

- a. A course that is not allowed to count towards more than one requirement within a major;
- b. No course may be counted towards more than

<p>one core requirement.</p> <p>(12) Supporting Course: A course from outside a particular major which generally complements the study of that major; it is a requirement for the completion of the major, but is not used in calculating the major GPA.</p> <p>(13) Option: The term “option” where it appears in programs means a course chosen by the student from offerings by the Augustana Faculty if the necessary prerequisites have been met, and which is not a specific program requirement.</p> <p>(14) Arts Courses/Options: Courses offered by the Augustana Faculty which are classified as “Arts” courses (see §56.2) for which the student is eligible and which meet degree requirements.</p> <p>(15) Music Courses/Options: Courses offered by the Augustana Faculty which are classified as “AUMUS” courses (see §231) for which the student is eligible and which meet degree requirements.</p> <p>(16) Science Courses/Options: Courses offered by the Augustana Faculty which are classified as “Science” courses (see §56.2) for which the student is eligible and which meet degree requirements.</p> <p>(17) Specialized Professional Courses: Courses offered by the Augustana Faculty which are classified as neither “Arts” nor “Science” courses (see §56.2) for which the student is eligible and which meet degree requirements.</p>	<p>one core requirement.</p> <p>(12) Supporting Course: A course from outside a particular major which generally complements the study of that major; it is a requirement for the completion of the major, but is not used in calculating the major GPA.</p> <p>(13) Option: The term “option” where it appears in programs means a course chosen by the student from offerings by the Augustana Faculty if the necessary prerequisites have been met, and which is not a specific program requirement.</p> <p>(14) Arts Courses/Options: Courses offered by the Augustana Faculty which are classified as “Arts” courses (see §56.2) for which the student is eligible and which meet degree requirements.</p> <p>(15) Music Courses/Options: Courses offered by the Augustana Faculty which are classified as “AUMUS” courses (see §231) for which the student is eligible and which meet degree requirements.</p> <p>(16) Science Courses/Options: Courses offered by the Augustana Faculty which are classified as “Science” courses (see §56.2) for which the student is eligible and which meet degree requirements.</p> <p>(17) Specialized Professional Courses: Courses offered by the Augustana Faculty which are classified as neither “Arts” nor “Science” courses (see §56.2) for which the student is eligible and which meet degree requirements.</p>
<p>{...no further changes required in subsequent Augustana sections by 3-11 implementation, other than potential section re-numbering, until...}</p>	<p>{...no further changes until...}</p>
<p>55.4 Attendance, Evaluations and Grading</p> <p>Since presence at lectures, participation in classroom discussions and projects, and the completion of assignments are important components of most courses, students will serve their interests best by regular attendance. Those who choose not to attend must assume whatever risks are involved. Students should pay close attention to any further requirements on attendance and class participation indicated on course outlines (see §23.4). As well, students should refer to §23.3 for specific regulations regarding exams.</p> <p>Every student’s performance will be evaluated at least two times per term in each course. The evaluations may take the form of tests, essays, and/or other assignments. The results of at least one evaluation in each course will be available to students no later than the eighth week of the term. For further information on evaluations, grading, and exams, see §§23.4 and 23.5.</p> <p>No examination valued at more than 20% of the final grade (10% in two term Fall/Winter courses) shall be scheduled during the last ten instructional days of the Fall or Winter term.</p>	<p>55.4 Attendance, Evaluations and Grading</p> <p>Since presence at lectures, participation in classroom discussions and projects, and the completion of assignments are important components of most courses, students will serve their interests best by regular attendance. Those who choose not to attend must assume whatever risks are involved. Students should pay close attention to any further requirements on attendance and class participation indicated on course outlines (see §23.4). As well, students should refer to §23.3 for specific regulations regarding exams.</p> <p>Every student’s performance will be evaluated at least two times in each course. The evaluations may take the form of tests, essays, and/or other assignments. The results of at least one evaluation in each course will be available to students no later than eight weeks into a standard Fall or Winter Term, seven weeks into an 11-week Augustana Session, or 8 instructional days into a 3-week Augustana Block course. For further information on evaluations, grading, and exams, see §§23.4 and 23.5.</p> <p>No examination valued at more than 20% of the final grade shall be scheduled during the last ten</p>

No student shall be required to write three final exams in one day (i.e., in the morning, afternoon, and evening exam periods). Should a student have three exams scheduled in one day, the student should contact the Office of the Registrar at Augustana as soon as possible for assistance in rescheduling one exam to another time within that final examination period.

instructional days of a standard Fall or Winter Term course, the last eight instructional days of an 11-week Augustana Session course, or the last 3 instructional days of a 3-week Augustana Block course (the exception being a final exam in a 3-week Block course, which typically will occur on the last day of the course).

No student shall be required to write three final exams in one day (i.e., in the morning, afternoon, and evening exam periods). Should a student have three exams scheduled in one day, the student should contact the Office of the Registrar at Augustana as soon as possible for assistance in rescheduling one exam to another time within that final examination period.

**Comparative Sample Illustrating How the Proposed Augustana Block & Session Schedule
Would Look in Relation to the 'Standard' University of Alberta Academic Schedule**

The following table attempts to show approximate dates for the 2017-2018 academic year, which is the intended implementation period for the revised Augustana academic framework. The left column indicates the major dates/events in the standard University of Alberta academic schedule, while the column on the right indicates the potential schedule for Augustana Faculty. Dates that apply to both schedules are not highlighted, while notable differences are noted in yellow, with potential Augustana dates bolded. All dates are unofficial and subject to change – this provides a general overview and comparison of how these schedules might appear for 2017-18.

Sample University of Alberta Academic Schedule		Sample Proposed Augustana Block/Session Schedule	
2017		2017	
July		July	
1	One hundred and Eleventh University year begins.	1	One hundred and Eleventh University year begins.
1	Canada Day. University buildings closed.	1	Canada Day. University buildings closed.
3	Canada Day Holiday. University buildings closed.	3	Canada Day Holiday. University buildings closed.
4	Summer Term courses begin.	4	Summer Term courses begin.
4-7	Auditor registrations for Summer Term courses will be accepted only on these days.	4-7	Auditor registrations for Summer Term courses will be accepted only on these days.
7	ⁿ Last day for students enrolled in the University of Alberta Health Insurance Program (UAHIP) to opt out of this insurance coverage by providing proof of enrolment in the Alberta Health Care Insurance Plan to the International Centre.	7	ⁿ Last day for students enrolled in the University of Alberta Health Insurance Program (UAHIP) to opt out of this insurance coverage by providing proof of enrolment in the Alberta Health Care Insurance Plan to the International Centre.
7	ⁿ Summer Term Registration Deadline (for six-week and first half three-week courses): Last day to add or drop these courses. (Bear Tracks web registration available to midnight.) Students wishing to add or drop three-week courses offered during the second half of the term should seek assistance at department offices.	7	ⁿ Summer Term Registration Deadline (for six-week and first half three-week courses): Last day to add or drop these courses. (Bear Tracks web registration available to midnight.) Students wishing to add or drop three-week courses offered during the second half of the term should seek assistance at department offices.
7	ⁿ Payment Deadline: Last day for payment of Summer Term fees. Students who have not paid their fees in full, or made satisfactory alternate arrangements, will be assessed late payment penalty charges.	7	ⁿ Payment Deadline: Last day for payment of Summer Term fees. Students who have not paid their fees in full, or made satisfactory alternate arrangements, will be assessed late payment penalty charges.
11	ⁿ Summer Term Refund Deadline (for three-week courses): Students withdrawing from courses taught in the first three weeks of Summer Term will be assessed full fees after this date.	11	ⁿ Summer Term Refund Deadline (for three-week courses): Students withdrawing from courses taught in the first three weeks of Summer Term will be assessed full fees after this date.
18	ⁿ Summer Term Refund Deadline (for six-week courses): Students withdrawing after this date will be assessed full fees.	18	ⁿ Summer Term Refund Deadline (for six-week courses): Students withdrawing after this date will be assessed full fees.
19	ⁿ Last day for withdrawal from courses taught in the first half of Summer Term.	19	ⁿ Last day for withdrawal from courses taught in the first half of Summer Term.
24	Last day of classes for courses taught in the first half of Summer Term.	24	Last day of classes for courses taught in the first half of Summer Term.
25	Classes begin for courses taught in the second half of Summer Term.	25	Classes begin for courses taught in the second half of Summer Term.
28	ⁿ Second half Summer Term Registration Deadline (for three week courses): Last day to add or drop courses taught in the second half of Summer Term. Students should seek assistance at department offices.	28	ⁿ Second half Summer Term Registration Deadline (for three week courses): Last day to add or drop courses taught in the second half of Summer Term. Students should seek assistance at department offices.
August		August	
2	ⁿ Summer Term Refund Deadline (for three-week courses): Students withdrawing from courses taught in the last three weeks of Summer Term will be assessed full fees after this date.	2	ⁿ Summer Term Refund Deadline (for three-week courses): Students withdrawing from courses taught in the last three weeks of Summer Term will be assessed full fees after this date.
3	ⁿ Last day for withdrawal from six-week courses in Summer Term.	3	ⁿ Last day for withdrawal from six-week courses in Summer Term.

7	Heritage Day. University buildings closed.	7	Heritage Day. University buildings closed.
8	ⁿ Last day for withdrawal from courses taught in the second half of Summer Term.	8	ⁿ Last day for withdrawal from courses taught in the second half of Summer Term.
11-14	Final examinations for Summer Term courses, exceptions may apply.	11-14	Final examinations for Summer Term courses, exceptions may apply.
15	Registration opens for Open Studies students in courses designated for delayed registration.	15	Registration opens for Open Studies students in courses designated for delayed registration.
		31-1	Orientation for new Undergraduate Students in Augustana Faculty.
September		September	
1	Orientation for new Undergraduate Students.		
1	ⁿ Last day for Undergraduate students to apply through Bear Tracks for permission to graduate at Fall Convocation.	1	ⁿ Last day for Undergraduate students to apply through Bear Tracks for permission to graduate at Fall Convocation.
4	Labour Day. University buildings closed.	4	Labour Day. University buildings closed.
5	Fall Term and Fall/Winter Term classes begin, except for students in Faculty of Law, Faculty of Medicine and Dentistry, Faculty of Pharmacy, and Faculty of Rehabilitation Medicine.	5	Fall Term and Fall/Winter Term classes begin, except for students in Faculty of Law, Faculty of Medicine and Dentistry, Faculty of Pharmacy, and Faculty of Rehabilitation Medicine.
		5	Fall 3-week Block courses begin in Augustana Faculty.
		8	ⁿ Fall 3-week Block Registration Deadline in Augustana Faculty. Students withdrawing after this date through September 13 will be assessed 50% fees for withdrawn courses.
		11-12	Registrations by Undergraduate students to audit or to change from 'credit' to 'audit' in Fall 3-week Block courses in Augustana Faculty will be accepted only during this period.
		13	ⁿ Fall 3-week Block Refund Deadline in Augustana Faculty: Students withdrawing after this date will be assessed full fees.
18	ⁿ Fall Registration Deadline (Bear Tracks web registration system available to midnight): Last day to add or drop Fall Term and Fall/Winter Term courses. Students withdrawing after this date through October 5 will be assessed 50% fees for withdrawn courses. Exceptions may apply students must consult with their Faculty office.	18	ⁿ Fall Registration Deadline (Bear Tracks web registration system available to midnight): Last day to add or drop Fall Term and Fall/Winter Term courses. Students withdrawing after this date through October 5 will be assessed 50% fees for withdrawn courses. Exceptions may apply students must consult with their Faculty office.
18	ⁿ SU Health and Dental Plan Change of Coverage Deadline. Students wishing to opt-out of this service or change their coverage must do so through www.ihaveaplan.ca .	18	ⁿ SU Health and Dental Plan Change of Coverage Deadline. Students wishing to opt-out of this service or change their coverage must do so through www.ihaveaplan.ca .
		19	ⁿ Last day for withdrawal from Fall 3-week Block courses in Augustana Faculty.
19-25	Registrations by Undergraduate students to audit or to change from 'credit' to 'audit' in Fall Term and Fall/Winter Term courses will be accepted only during this period.	19-25	Registrations by Undergraduate students to audit or to change from 'credit' to 'audit' in Fall Term and Fall/Winter Term courses will be accepted only during this period.
		21	Last day of classes for Fall 3-week Block courses in Augustana Faculty
21-24	Alumni weekend.	21-24	Alumni weekend.
		25	Fall 11-week Session courses begin in Augustana Faculty.
28	ⁿ Fall Term Refund Deadline (for six-week courses): Students withdrawing from courses offered in the first six weeks of Fall Term will be assessed full fees after this date.		
28	ⁿ Last day for students enrolled in the University of Alberta Health Insurance Program (UAHIP) to opt out of this insurance coverage by providing proof of enrolment in the Alberta Health Care Insurance Plan to the International Centre.	28	ⁿ Last day for students enrolled in the University of Alberta Health Insurance Program (UAHIP) to opt out of this insurance coverage by providing proof of enrolment in the Alberta Health Care Insurance Plan to the International Centre.
29	ⁿ Payment Deadline: Last day for payment of	29	ⁿ Payment Deadline: Last day for payment of Fall

	Fall Term fees. Students who have not paid their fees in full, or made satisfactory alternate arrangements, will be assessed late penalty charges. To avoid instalment charges, all Fall/Winter fees must be paid by the Fall Term Fee Deadline.		Term fees. Students who have not paid their fees in full, or made satisfactory alternate arrangements, will be assessed late penalty charges. To avoid instalment charges, all Fall/Winter fees must be paid by the Fall Term Fee Deadline.
October		October	
		4	ⁿ Fall 11-week Session Registration Deadline in Augustana Faculty. Students withdrawing after this date through October 16 will be assessed 50% fees for withdrawn courses.
5	ⁿ Fall Term Refund Deadline: Students withdrawing after this date will be assessed full fees. Exceptions may apply students must consult with their Faculty office.	5	ⁿ Fall Term Refund Deadline: Students withdrawing after this date will be assessed full fees. Exceptions may apply students must consult with their Faculty office.
		5-11	Registrations by Undergraduate students to audit or to change from 'credit' to 'audit' in Fall 11-week Session courses in Augustana Faculty will be accepted only during this period.
		6	ⁿ Last day to drop from six-week courses offered in the first half of Augustana Fall Session.
12	ⁿ Last day for withdrawal from six-week courses offered in the first half of the Fall Term.		
9	Thanksgiving Day. University buildings closed.	9	Thanksgiving Day. University buildings closed.
		16	ⁿ Fall 11-week Session Refund Deadline in Augustana Faculty: Students withdrawing after this date will be assessed full fees.
		16	ⁿ Augustana Fall Session Refund Deadline (for six-week courses): After this date students withdrawing from courses offered in the first six weeks of the Augustana Fall Session will be assessed full fees.
17	Last day of classes for six-week courses offered in the first half of Fall Term.		
19	Classes begin for six-week courses offered in the second half of the Fall Term.		
21	University of Alberta Open House.	21	University of Alberta Open House.
		23	ⁿ Last day for withdrawal from six-week courses offered in the first half of Augustana Fall Session.
30	ⁿ Last day to drop six-week courses offered in the second half of the Fall Term.		
		30	Last day of classes for six-week courses offered in the Augustana Fall Session.
November		November	
		2	Classes begin for six-week courses offered in the second half of the Augustana Fall Session.
11	Remembrance Day. University buildings closed.	11	Remembrance Day. University buildings closed.
13-17	Fall Term Reading week. Classes withdrawn for a full week, except for students in Augustana Faculty, Faculty of Law; Faculty of Medicine and Dentistry; Faculty of Rehabilitation Medicine; Faculty of Nursing undergraduate programs; and students in Cooperative Education, Experiential Learning Placement and Work Placement terms.	13-17	Fall Term Reading week. Classes withdrawn for a full week, except for students in Augustana Faculty, Faculty of Law; Faculty of Medicine and Dentistry; Faculty of Rehabilitation Medicine; Faculty of Nursing undergraduate programs; and students in Cooperative Education, Experiential Learning Placement and Work Placement terms.
		13-15	Augustana Faculty Fall Term break.
		16	ⁿ Last day to drop from six-week courses offered in the second half of Augustana Fall Session.
21-22	Fall Convocation, Part I, Parts II and III	21-22	Fall Convocation, Part I, Parts II and III
20	ⁿ Fall Term Refund Deadline (for six-week courses): After this date students withdrawing from courses offered in the last six weeks of Fall Term will be assessed full fees.		
		23	ⁿ Fall Term Refund Deadline (for six-week

			courses): After this date students withdrawing from courses offered in the last six weeks of Augustana Fall Session will be assessed full fees.
December		December	
1	ⁿ Last day for withdrawal from six-week courses offered in the second half of Fall Term.		
1	ⁿ Last day for withdrawal from Fall Term courses. Exceptions may apply students must consult with their Faculty office.	1	ⁿ Last day for withdrawal from Fall Term courses. Exceptions may apply students must consult with their Faculty office.
		5	ⁿ Last day for withdrawal from Fall 11-week Session courses in Augustana Faculty.
		6	ⁿ Last day for withdrawal from six-week courses offered in the second half of Augustana Fall Session.
8	Last day of Fall Term classes. Exceptions may apply, students must consult with their Faculty office.	8	Last day of Fall Term classes. Exceptions may apply, students must consult with their Faculty office.
		11	Last day of Fall Term classes for Augustana Faculty.
11-22	Fall Term examinations (including consolidated examinations) Exceptions may apply, students must consult with their Faculty office. Examinations other than consolidated examinations are held within the period December 13-22 (inclusive). University-organized extracurricular activities will normally not be allowed during this period.	11-22	Fall Term examinations (including consolidated examinations) Exceptions may apply, students must consult with their Faculty office. Examinations other than consolidated examinations are held within the period December 13-22 (inclusive). University-organized extracurricular activities will normally not be allowed during this period.
		14-22	Fall Term examinations for Augustana Faculty. University-organized extracurricular activities will normally not be allowed during this period.
25-31	Christmas holiday period. University buildings closed.	25-31	Christmas holiday period. University buildings closed.
2018		2018	
January		January	
1	New Year's Day. University buildings closed.	1	New Year's Day. University buildings closed.
		3	Winter 3-week Block courses begin in Augustana Faculty.
		8	ⁿ Winter 3-week Block Registration Deadline in Augustana Faculty. Students withdrawing after this date through January 11 will be assessed 50% fees for withdrawn courses.
8	Winter Term classes begin. Exceptions may apply, students must consult with their Faculty office.	8	Winter Term classes begin. Exceptions may apply, students must consult with their Faculty office.
		9-10	Registrations by Undergraduate students to audit or to change from 'credit' to 'audit' in Winter 3-week Block courses in Augustana Faculty will be accepted only during this period.
		11	ⁿ Winter 3-week Block Refund Deadline in Augustana Faculty: Students withdrawing after this date will be assessed full fees.
		17	ⁿ Last day for withdrawal from Winter 3-week Block courses in Augustana Faculty.
19	ⁿ Last day to withdraw from Fall/Winter two-term courses.	19	ⁿ Last day to withdraw from Fall/Winter two-term courses.
19	ⁿ Winter Term Registration Deadline: Last day to add or drop Winter Term courses. (Bear Tracks system available to midnight.) Students withdrawing after this date through February 7 will be assessed 50% fees for withdrawn courses. Exceptions may apply students must consult with their Faculty office.	19	ⁿ Winter Term Registration Deadline: Last day to add or drop Winter Term courses. (Bear Tracks system available to midnight.) Students withdrawing after this date through February 7 will be assessed 50% fees for withdrawn courses. Exceptions may apply students must consult with their Faculty office.
		19	Last day of classes for Winter 3-week Block courses in Augustana Faculty
19-25	Registrations by Undergraduate students to audit or to change from 'credit' to 'audit' in	19-25	Registrations by Undergraduate students to audit or to change from 'credit' to 'audit' in Winter Term

	Winter Term courses will be accepted only during this period.		courses will be accepted only during this period.
		24	Winter 11-week Session courses begin in Augustana Faculty.
26	ⁿ Winter Term Refund Deadline (for six-week courses): After this date students withdrawing from courses offered in the first six weeks of Winter Term will be assessed full fees.		
26	ⁿ Last day for students enrolled in the University of Alberta Health Insurance Program (UAHIP) to opt out of this insurance coverage by providing proof of enrolment in the Alberta Health Care Insurance Plan to the International Centre.	26	ⁿ Last day for students enrolled in the University of Alberta Health Insurance Program (UAHIP) to opt out of this insurance coverage by providing proof of enrolment in the Alberta Health Care Insurance Plan to the International Centre.
31	ⁿ Payment Deadline: Last day for payment of Winter Term fees. Students who have not paid their fees in full, or made satisfactory alternate arrangements, will be assessed late payment penalty charges.	31	ⁿ Payment Deadline: Last day for payment of Winter Term fees. Students who have not paid their fees in full, or made satisfactory alternate arrangements, will be assessed late payment penalty charges.
February		February	
1	ⁿ Last day for Undergraduate students to apply through Bear Tracks for permission to graduate at Spring Convocation.	1	ⁿ Last day for Undergraduate students to apply through Bear Tracks for permission to graduate at Spring Convocation.
		2	ⁿ Winter 11-week Session Registration Deadline in Augustana Faculty. Students withdrawing after this date through February 16 will be assessed 50% fees for withdrawn courses.
		5-8	Registrations by Undergraduate students to audit or to change from 'credit' to 'audit' in Fall 11-week Session courses in Augustana Faculty will be accepted only during this period.
		6	ⁿ Last day to drop from six-week courses offered in the first half of Augustana Winter Session.
7	ⁿ Winter Term Refund Deadline: Students withdrawing from courses after this date will be assessed full fees. Exceptions may apply, students must consult with their Faculty office.	7	ⁿ Winter Term Refund Deadline: Students withdrawing from courses after this date will be assessed full fees. Exceptions may apply, students must consult with their Faculty office.
8	ⁿ Last day for withdrawal from six-week courses offered in the first half of Winter Term.		
		13	ⁿ Augustana Winter Session Refund Deadline (for six-week courses): After this date students withdrawing from courses offered in the first six weeks of the Augustana Winter Session will be assessed full fees.
15	Registration system opens for Spring/Summer 2018.	15	Registration system opens for Spring/Summer 2018.
16	Last day of classes for six-week courses offered in the first half of Winter Term.		
		16	ⁿ Winter 11-week Session Refund Deadline in Augustana Faculty: Students withdrawing after this date will be assessed full fees.
19	Statutory Provincial holiday. University buildings closed.	19	Statutory Provincial holiday. University buildings closed.
20-23	Winter Term Reading Week. Classes withdrawn for a full week, except for students in NURS 495, SC INF 495, PHARM 425, Experiential Learning placement, third and fourth years of the MD program, and students in the clinical component of the Radiation Therapy program. Exceptions may apply, students must consult with their Faculty office.	20-23	Winter Term Reading Week. Classes withdrawn for a full week, except for students in Augustana Faculty, NURS 495, SC INF 495, PHARM 425, Experiential Learning placement, third and fourth years of the MD program, and students in the clinical component of the Radiation Therapy program. Exceptions may apply, students must consult with their Faculty office.
		20	ⁿ Last day for withdrawal from six-week courses offered in the first half of Augustana Winter Session.
		28	Last day of classes for six-week courses offered in the first half of Augustana Winter Session.

March		March	
5	Classes begin for six-week courses offered in the second half of the Winter Term.		
		5	Classes begin for six-week courses offered in the second half of the Augustana Winter Session.
		7-9	Augustana Faculty Winter Term break.
16	ⁿ Last day to drop from six-week courses offered in the second half of Winter Term.		
		21	ⁿ Last day to drop from six-week courses offered in the second half of Augustana Winter Session.
23	ⁿ Winter Term Refund Deadline (for six-week courses): After this date students withdrawing from courses offered in the last six weeks of Winter Term will be assessed full fees.		
		28	ⁿ Augustana Winter Session Refund Deadline (for six-week courses): After this date students withdrawing from courses offered in the last six weeks of the Augustana Winter Session will be assessed full fees.
30	Good Friday. University buildings closed.	30	Good Friday. University buildings closed.
April		April	
2	Easter Monday. University buildings closed.	2	Easter Monday. University buildings closed.
6	ⁿ Last day for withdrawal from six-week courses offered in the second half of Winter Term.		
6	ⁿ Last day for withdrawal from Winter Term courses. Exceptions may apply students must consult with their Faculty office.	6	ⁿ Last day for withdrawal from Winter Term courses. Exceptions may apply students must consult with their Faculty office.
		9	ⁿ Last day for withdrawal from Winter 11-week Session courses in Augustana Faculty.
		11	ⁿ Last day for withdrawal from six-week courses offered in the second half of Augustana Winter Session.
13	Last day of Winter Term classes. Exceptions may apply students must consult with their Faculty office.	13	Last day of Winter Term classes. Exceptions may apply students must consult with their Faculty office.
		16	Last day of Winter Term classes for Augustana Faculty.
16-27	Winter Term examinations (including consolidated examinations). Exceptions may apply students must consult with their Faculty office. Examinations other than consolidated examinations are held within the period April 18-27 (inclusive). University-organized extracurricular activities will normally not be allowed during this period.	16-27	Winter Term examinations (including consolidated examinations). Exceptions may apply students must consult with their Faculty office. Examinations other than consolidated examinations are held within the period April 18-27 (inclusive). University-organized extracurricular activities will normally not be allowed during this period.
		20-28	Winter Term examinations for Augustana Faculty. University-organized extracurricular activities will normally not be allowed during this period.
May		May	
		2	Spring 3-week Block courses begin in Augustana Faculty.
7	Spring Term classes begin.	7	Spring Term classes begin.
		8	ⁿ Spring 3-week Block Registration Deadline in Augustana Faculty. Students withdrawing after this date through May 10 will be assessed 50% fees for withdrawn courses.
7-10	Auditor registrations for Spring Term courses will be accepted only on these days.	7-10	Auditor registrations for Spring Term courses will be accepted only on these days.
		8-9	Registrations by Undergraduate students to audit or to change from 'credit' to 'audit' in Spring 3-week Block courses in Augustana Faculty will be accepted only during this period.
9	Charter Day.	9	Charter Day.
10	ⁿ Payment Deadline: Last day for payment of Spring Term fees. Students who have not paid their fees in full, or made satisfactory alternate	10	ⁿ Payment Deadline: Last day for payment of Spring Term fees. Students who have not paid their fees in full, or made satisfactory alternate

	alternate arrangements, will be assessed late payment penalty charges.		arrangements, will be assessed late payment penalty charges.
10	ⁿ Last day for students enrolled in the University of Alberta Health Insurance Program (UAHIP) to opt out of this insurance coverage by providing proof of enrolment in the Alberta Health Care Insurance Plan to the International Centre.	10	ⁿ Last day for students enrolled in the University of Alberta Health Insurance Program (UAHIP) to opt out of this insurance coverage by providing proof of enrolment in the Alberta Health Care Insurance Plan to the International Centre.
10	ⁿ Spring Term Registration Deadline (for six-week courses): Last day to add or drop courses. (Bear Tracks web registration will be available until midnight). Students wishing to add or drop three-week courses offered during the second half of the Spring Term should seek assistance at department offices.	10	ⁿ Spring Term Registration Deadline (for six-week courses): Last day to add or drop courses. (Bear Tracks web registration will be available until midnight). Students wishing to add or drop three-week courses offered during the second half of the Spring Term should seek assistance at department offices.
		10	ⁿ Spring 3-week Block Refund Deadline in Augustana Faculty: Students withdrawing after this date will be assessed full fees.
14	ⁿ Spring Term Refund Deadline (for three-week courses): Students withdrawing from courses taught in the first three weeks of Spring Term will be assessed full fees after this date.	14	ⁿ Spring Term Refund Deadline (for three-week courses): Students withdrawing from courses taught in the first three weeks of Spring Term will be assessed full fees after this date.
		16	ⁿ Last day for withdrawal from Spring 3-week Block courses in Augustana Faculty.
		18	Last day of classes for Spring 3-week Block courses in Augustana Faculty
21	Victoria Day. University buildings closed.	21	Victoria Day. University buildings closed.
22	ⁿ Spring Term Refund Deadline (for six-week courses): Students withdrawing after this date will be assessed full fees.	22	ⁿ Spring Term Refund Deadline (for six-week courses): Students withdrawing after this date will be assessed full fees.
22	ⁿ Last day for withdrawal from courses taught in the first three weeks of Spring Term.	22	ⁿ Last day for withdrawal from courses taught in the first three weeks of Spring Term.
25	ⁿ Last day for classes taught in the first three weeks of Spring Term.	25	ⁿ Last day for classes taught in the first three weeks of Spring Term.
28	Classes begin for courses taught in the last three weeks of Spring Term.	28	Classes begin for courses taught in the last three weeks of Spring Term.
31	ⁿ Second half Spring Term Registration Deadline (for three-week courses): Last day to add or drop courses taught in the last three weeks of Spring Term. Students should seek assistance at department offices.	31	ⁿ Second half Spring Term Registration Deadline (for three-week courses): Last day to add or drop courses taught in the last three weeks of Spring Term. Students should seek assistance at department offices.
June		June	
3	Augustana Faculty convocation.	3	Augustana Faculty convocation.
4	ⁿ Spring Term Refund Deadline (for three-week courses): Students withdrawing from courses taught in the last three weeks of Spring Term will be assessed full fees after this date.	4	ⁿ Spring Term Refund Deadline (for three-week courses): Students withdrawing from courses taught in the last three weeks of Spring Term will be assessed full fees after this date.
5-8	Spring Convocation, Parts I to VI.	5-8	Spring Convocation, Parts I to VI.
6	ⁿ Last day for withdrawal from six-week courses in Spring Term.	6	ⁿ Last day for withdrawal from six-week courses in Spring Term.
8	ⁿ Last day for withdrawal from courses taught in the last three weeks of Spring Term.	8	ⁿ Last day for withdrawal from courses taught in the last three weeks of Spring Term.
11-14	Spring Convocation, Parts VII to XI.	11-14	Spring Convocation, Parts VII to XI.
14-15	Final examinations for Spring Term courses. No classes held, exceptions may apply.	14-15	Final examinations for Spring Term courses. No classes held, exceptions may apply.
30	One Hundred and Eleventh University year ends.	30	One Hundred and Eleventh University year ends.