

The following Motions and Documents were considered by the General Faculties Council at its Monday, March 24, 2014 meeting:

Agenda Title: **New Members of GFC**

[Note: A motion to appoint may be proposed only by a statutory member of GFC. A motion to receive may be proposed by any member of GFC.]

CARRIED MOTION I: TO APPOINT/REAPPOINT [This motion may be proposed only by statutory members of GFC – VPs, Deans, statutory students or elected faculty members]:

The following undergraduate student members elected by the Students' Union (SU) to the Board of Governors and appointed to GFC for terms that are concurrent with their terms on the Board (May 1, 2014 to April 30, 2015):

William Lau, President, SU (Incoming)
Sangram Hansra, SU Appointee (Incoming)

The following undergraduate student representatives, to serve on GFC for a term beginning immediately and ending April 30, 2014:

Helen Ashman, Faculty of Arts
Cole Goshulak, Faculty of Arts
Dylan Hanwell, Faculty of Arts
Samer Sleiman, Faculty of Arts

The following graduate student member elected by the Graduate Students' Association (GSA) to the Board of Governors and appointed to GFC for a term that is concurrent with his term on the Board (May 1, 2014 to April 30, 2015):

Nathan Andrews, President, GSA (Incoming)

The following non-academic staff representative nominated by the Non-Academic Staff Association (NASA) for a term beginning immediately and ending June 30, 2015:

Robert Simpson, Information Services and Technology

CARRIED MOTION II: TO RECEIVE [This motion may be proposed by any member of GFC]:

The following statutory undergraduate student members nominated by the Students' Union (SU) to serve on GFC for terms beginning May 1, 2014 and ending April 30, 2015:

Kathryn Orydzuk Vice-President (Academic), SU (Incoming)
Nicholas Diaz Vice-President (Student Life), SU (Incoming)

The following statutory graduate student member nominated by the Graduate Students' Association (GSA) to serve on GFC for a term beginning May 1, 2014 and ending April 30, 2015:

Colin More Vice-President (Academic), GSA (Incoming)

Agenda Title: **Fall Term Reading Week Proposal (Green and Gold Week)**

CARRIED MOTION: THAT General Faculties Council recommend to the Provost and Vice-President (Academic) the approval of the Students' Union's (SU's) proposed revisions to the existing UAPPOL Academic Schedule Procedure to provide for the establishment of a Fall Term Reading Week (Green and Gold Week), starting with the Fall Term, 2015.

Final Recommended Item: 5

OUTLINE OF ISSUE

Agenda Title: **Fall Term Reading Week Proposal (Green and Gold Week)**

Motion: THAT General Faculties Council recommend to the Provost and Vice-President (Academic) the approval of the Students' Union's (SU's) proposed revisions to the existing UAPPOL Academic Schedule Procedure to provide for the establishment of a Fall Term Reading Week (Green and Gold Week), starting with the Fall Term, 2015.

Item

Action Requested	<input type="checkbox"/> Approval <input checked="" type="checkbox"/> Recommendation <input type="checkbox"/> Discussion/Advice <input type="checkbox"/> Information
Proposed by	Petros Kusmu, President, University of Alberta Students' Union
Presenters	<u>Introduction:</u> Carl Amrhein, Provost and Vice-President (Academic) <u>Presenters:</u> Petros Kusmu, President, University of Alberta Students' Union; Dustin Chelen, Vice-President (Academic), University of Alberta Students' Union
Subject	Implementing a Fall Term Reading Week, starting in 2015.

Details

Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is (please be specific)	To create a fall term reading week during which academic-, career- and community-based programming takes place to improve student mental wellness and academic success (also known as a Green and Gold Week). To achieve this goal, instructional days will not be scheduled in the week in which Remembrance Day falls.
The Impact of the Proposal is	N/A (see 'Purpose').
Replaces/Revises (eg, policies, resolutions)	UAPPOL <i>Academic Schedule Procedure</i> .
Timeline/Implementation Date	First Fall Term Reading Week (Green and Gold Week) to be held in the Fall Term of 2015.
Estimated Cost	N/A
Sources of Funding	N/A
Notes	The Students' Union has consulted with a variety of campus stakeholders over the past three years. This series of consultations has culminated in the current proposal, which reflects a break that would involve the largest number of students. This proposal received unanimous support from Students' Council, which features weighted representation from each undergraduate faculty.

Alignment/Compliance

Alignment with Guiding Documents	<i>Dare to Discover Values (2 – 4):</i> “2. The centrality of our students and our responsibility to provide an intellectually superior educational environment; 3. Integrity, fairness, and principles of ethical conduct built on the foundation of academic freedom, open inquiry, and the pursuit of truth; 4. A diverse, yet inclusive, dynamic collegial community that welcomes change and seizes opportunity with passion and creativity [.]” <i>Dare to Deliver. Areas of Commitment:</i> Building the transformative
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<p>Compliance with Legislation, Policy and/or Procedure Relevant to the Proposal (please <u>quote</u> legislation and include identifying section numbers)</p>	<p>organization.</p> <p>1. UAPPOL Academic Schedule Procedure: The Provost and Vice-President (Academic) has the delegated authority to approve proposed changes to the UAPPOL Academic Schedule Procedure, the procedure which informs the ‘construction’ of the University’s Academic Schedule. The current Procedure is available online in UAPPOL at: https://policiesonline.ualberta.ca/PoliciesProcedures/Procedures/Academic-Schedule-Procedure.pdf</p> <p>(<u>Note:</u> The Provost and Vice-President (Academic) will explain to GFC why this item is coming forward to Council at its March 24, 2014 meeting for formal consideration.)</p> <p>2. Post-Secondary Learning Act (PSLA): The <i>PSLA</i> gives General Faculties Council (GFC) responsibility, subject to the authority of the Board of Governors, over academic affairs (Section 26(1)) and over student affairs (Section 31), specifically, to:</p> <p style="padding-left: 40px;">“(d) determine the timetables for examinations and for lectures and other instruction in each faculty; [and][...] (j) determine the date for the beginning and end of lectures in the university and also the beginning and end of each university term. [Section 26(1)]”</p> <p>3. GFC Executive Committee Terms of Reference (Section 3/Mandate of the Committee): “To act as the executive body of General Faculties Council and, in general, carry out the functions delegated to it by the General Faculties Council. (GFC 08 SEP 1966) (GFC 12 FEB 1996) [...]”</p> <p>4. Academic Schedule [...] 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. (GFC 20 SEP 1982).”</p> <p>4. GFC Executive Committee Terms of Reference (Section 3/Mandate of the Committee): “[...]”</p> <p>“5. Agendas of General Faculties Council</p> <p>GFC has delegated to the Executive Committee the authority to decide which items are placed on a GFC Agenda, and the order in which those agenda items appear on each GFC agenda.</p> <p>When ordering items, the GFC Executive Committee will be mindful of any matters that are of particular concerns to students during March and April so that the student leaders who bring those items</p>
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	<p>forward are able to address these items at GFC before their terms end. (EXEC 06 NOV 2006)</p> <p>With respect to recommendations from other bodies and other GFC committees, [...] the role of the Executive Committee shall be to examine and debate the substance of reports or recommendations and to decide if an item is ready to be forwarded to the full governing body. The Executive Committee may decide to refer a proposal back to the originating body, to refer the proposal to another body or individual for study or review, or to take other action in order to ready a proposal for consideration by General Faculties Council. When the GFC Executive Committee forwards a proposal to GFC, it shall make a recommendation that GFC endorse; endorse with suggested amendments; not endorse; or forward the proposal with no comment. (GFC 30 JUN 1992)</p> <p>[...]"</p> <p>5. Post-Secondary Learning Act (PSLA): Section 27(1) of the <i>PSLA</i> states that "[e]ach university must have a deans' council that shall consist of (a) the president, who is the chair, (b) the vice-presidents, (c) the dean of each faculty, and (d) any other officers of the university that may be designated by the council.</p> <p>[27](2) The deans' council is an advisory body to the president of the university, the board and the general faculties council and has the powers, duties and functions that are delegated to it."</p>
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Routing (Include meeting dates)

<p>Consultative Route (parties who have seen the proposal and in what capacity)</p>	<p>Vice-Provost and Dean of Students (June 7 2010, October 6, 2010, January 13, 2011, November 21, 2011, June 27, 2012, October 1, 2013, October 7, 2013, October 16, 2013, December 19, 2013, January 6, 2014);</p> <p>Former Vice-Provost and University Registrar (July 12 and October 5, 2010, January 18, 2011, June 27, 2012, October 23, 2012, February 19, 2013);</p> <p>Vice-Provost and Associate Vice-President (Human Resources) (July 15 and September 1, 2010, January 24, 2011);</p> <p>Provost and Vice-President (Academic) (September 30, 2010, January 21, 2011, June 28, 2012, September 11, 2013, December 20, 2013);</p> <p>Associate Registrar and Director of Records (October 14, 2010, January 18, 2011, December 8, 2011, October 23, 2012, February 19, 2013, January 7, 2014);</p> <p>Director, Residence Services (October 27, 2010);</p> <p>Students' Council (October 30, 2010, November 30, 2010, March 4, 2012, January 8, 2013, January 15, 2013, June 4, 2013);</p> <p>Senior Associate Dean, Faculty of Science (November 1, 2010, November 5, 2013);</p> <p>Associate Dean, Faculty of Business (November 2, 2010);</p> <p>Associate Dean, Faculty of Agricultural, Life, and Environmental Sciences (November 2, 2010);</p> <p>Associate Dean, Faculty of Arts (November 22, 2010);</p>
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Associate Dean, Faculty of Pharmacy and Pharmaceutical Sciences (January 5, 2011);
Associate Dean, Faculty of Education (January 5, 2011);
Associate Dean, Faculty of Extension (January 10, 2011);
Director of GFC Services (January 13, 2011, July 4, 2012);
Associate Dean, Faculty of Engineering (January 14, 2011);
Associate Dean, Faculty of Rehabilitation Medicine (January 18, 2011);
Associate Dean, Faculty of Nursing (January 19, 2011);
Vice-Provost (Academic) (January 20, 2011);
Associate Dean, Augustana Campus (January 25, 2011);
Assistant Registrar, Augustana Campus (January 25, 2011);
Vice-Provosts Meeting (January 31, 2011);
Strategic Initiatives Group (February 1, 2011);
Deans' Council (February 2, 2011);
GFC Executive Committee (February 7, 2011);
Executive Planning Committee (February 9, 2011);
President, Non-Academic Staff Association (February 10, 2011, August 29, 2013);
President, Association of Academic Staff University of Alberta (February 10, 2011, December 12, 2011, August 26, 2013);
President's Advisory Committee of Chairs (February 15, 2011);
Vice-Provost and Associate Vice-President (International) (February 16, 2011);
Director, International Student Services (February 16, 2011, October 9, 2013)
Fall Reading Week Task Force (May 25, 2011, June 23, 2011, July 7, 2011, July 21, 2011, August 4, 2011, August 18, 2011);
Dean of Students Directors Meeting (November 8, 2011);
Deans' Council (January 4, 2012, January 18, 2012);
Dean, Faculty of Engineering (January 18, 2012; September 4, 2012, July 26, 2013);
GFC Academic Standards Committee (January 19, 2012);
GFC Academic Planning Committee (January 25, 2012);
GFC Executive Committee (February 6, 2012; March 4, 2013);
Dean, Faculty of Physical Education and Recreation (February 15, 2012, December 10, 2012, February 4, 2013, December 6, 2013, December 19, 2013);
Interim Dean, Faculty of Native Studies (February 15, 2012);
Associate Dean, Campus Saint-Jean (February 15, 2012);
Dean, Faculty of Education (February 20, 2012);
Dean, Faculty of Rehabilitation Medicine (February 21, 2012);
Dean, Faculty of Pharmacy and Pharmaceutical Sciences ;(February 21, 2012);
Dean, Augustana Campus (February 21, 2012, September 4, 2012, September 11, 2013, January 7, 2014);
Interim Dean, School of Public Health (February 23, 2012);
Dean, Faculty of Law (February 23, 2012);
Dean, Faculty of Agricultural, Life, and Environmental Sciences (February 27, 2012);
Interim Dean, Faculty of Business (February 27, 2012);
Dean, Faculty of Arts (March 2, 2012);
Dean, Faculty of Science (March 2, 2012, November 5, 2013);



	<p>Associate Dean, Faculty of Science (March 2, 2012, November 5, 2013); Dean, Faculty of Medicine and Dentistry (March 6, 2012); Dean, Faculty of Extension (March 8, 2012); Director, University Wellness Services (June 28, 2012); University Secretary (July 4, 2012); Director, Physical Education Operations (December 10, 2012, February 4, 2013, December 19, 2013); Association of Academic Staff University of Alberta Teaching and Learning Committee (January 17, 2013); General Faculties Council (March 14, 2013); Acting Provost and Vice-Provost (Academic) (April 3, 2013, October 16, 2013, October 29, 2013, December 16, 2013, January 6, 2014); Graduate Students' Association Board (May 15, 2013); Vice-Provost (Academic Programs and Instruction) (May 24, 2013, June 11, 2013, October 16, 2013, October 29, 2013); Associate Dean, Faculty of Engineering (July 26, 2013); President, Postdoctoral Fellows Association (September 3, 2013); Vice-Provost and University Registrar (September 10, 2013, October 16, 2013, January 7, 2014); Associate Registrar, Enrolment Services (September 25, 2013); Assistant Registrar, Examinations and Timetabling (September 25, 2013, January 7, 2014); Association of Academic Staff University of Alberta Executive Committee (September 26, 2013); Association of Academic Staff University of Alberta Council (October 10, 2013); Council on Student Affairs (October 24, 2013); Portfolio Initiatives Manager from the Office of the Provost and Vice-President (Academic) (October 29, 2013); Associate Dean (Teaching and Learning), Faculty of Arts (November 1, 2013); Associate Dean (Student Programs), Faculty of Arts (November 1, 2013); Associate Dean (Academic), Faculty of Agricultural, Life, and Environmental Sciences (November 5, 2013); and Director, Aboriginal Student Services Centre (January 2, 2014); Deans' Council (January 8, 2014) – for discussion; GFC Executive Committee (January 15, 2014) – for discussion and for recommendation to place this as a discussion item on the February 3, 2014 GFC Agenda; General Faculties Council (February 3, 2014) – for discussion; Association of Academic Staff University of Alberta Council (March 13, 2014); GFC Executive Committee (March 13, 2014) – for discussion and for recommendation to place this as an 'action' item on the March 24, 2014 GFC Agenda</p> <p>This proposal may be transmitted to the Board Learning and Discovery Committee for information, as well.</p>
<p>Approval Route (Governance) (including meeting dates)</p>	<p>GFC Executive Committee (for recommendation to place this on the Agenda for the March 24, 2014 GFC meeting) – March 13, 2014; General Faculties Council (for recommendation) – March 24, 2014; Provost and Vice-President (Academic)</p>



Final Approver	Provost and Vice-President (Academic)
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Attachments:

1. Attachment 1 (pages 1 – 6) – Fall Term Reading Week Proposal (Gold and Green Governance Proposal)
2. Attachment 2 (pages 1 – 9) – Prospective Calendars
3. Attachment 3 (pages 1 – 6) – Fall Reading Week (FRW) Frequently Asked Questions (FAQ)
4. Attachment 4 (pages 1 – 3) – UAPPOL Academic Schedule Procedure Proposed Changes
5. Attachment 5 (pages 1 – 27) – Fall Reading Week Task Force Report
6. Attachment 6 (pages 1 – 5) – Green and Gold Week Potential Programming (Appendix D)
7. Attachment 7 (pages 1 – 3) – ACHA-NCHA II Results Comparison (Appendix E)
8. Attachment 8 (page 1) – U15 Orientation Dates
9. Attachment 9 (pages 1 – 2) – Letter of Support from Vice-Provost and Associate Vice-President (International)
10. Attachment 10 (page 1) – Letter of Support from the Graduate Students' Association and the Postdoctoral Fellows Association

Prepared by: Petros Kusmu, Students' Union President, president@su.ualberta.ca, and Surma Das, Students' Union University Governance and Advocacy Advisor, ugaa@su.ualberta.ca



UNIVERSITY OF ALBERTA STUDENTS' UNION
GREEN & GOLD WEEK GOVERNANCE PROPOSAL

Virtually all North American post-secondary institutions have some form of extended break in the Winter Term.

In the United States it is commonly known as Spring Break while in Canada it is generally called Reading Week. At the University of Alberta, Winter Reading Week was established in the early 1970s as a response to student stress-levels that steadily increase from November through January. During one of the highest-stress points in the year, most institutions, including the University of Alberta, have implemented a Winter Reading Week. It is regarded as a crucial respite for students to unload stress and reflect on their learning objectives.¹

Fall reading week discussions have been occurring lately at institutions across the country. Since the summer of 2010, the U of A Students' Union has been researching, consulting and developing the proposal to offer a reading week during the Fall Term. Discussions throughout the university community over the past two and a half years have shaped the proposal so that it works best for and benefits as many members of the community as possible.

The SU believes that a fall reading week will help students succeed academically.

¹Final Report of the Senate Task Force on Wellness, University of Alberta Senate, July 2003, p. 14

Student Success

“ In comparison to the Spring 2011 reference group of over 105,000 respondents from across the continent, U of A students consistently exhibited higher than average mental health incidence rates. ”

During the last decade in particular, the SU has been responding to issues surrounding the mental health of individuals in the U of A community.

The academic environment at an institutional, national and even global level is becoming more competitive. Financial stresses are also increasing, as well as the societal pressure on post-secondary students and graduates. These issues have compelled our community to address the mental condition of staff and students.

The American College Health Association’s Spring 2011 National College Health Assessment II of 1,600 U of A students² found some startling figures on mental health at our campus, including:

- In the past 12 months, 34.4% felt so depressed it was difficult to function
- In the past 12 months, 6.8% seriously considered suicide.
- In the past 12 months, 41.9% of students felt overwhelmed by anxiety.
- The three most common factors identified by students as affecting their academic performance are stress (33.9%), anxiety (25%) and sleep difficulties (23.3%)

In comparison to the Spring 2011 reference group of over 105,000 respondents from across the continent, U of A students consistently exhibited higher than average mental health incidence rates.³ Moreover, the 2010 National Survey of Counseling Center Directors found that, over the previous five years, 91% of directors reported an increase in the number of students with severe psychological problems on campus.⁴

Furthermore, the size of our institution, coupled with the intensity of its academic schedule, can make it difficult for students to find time throughout the semester to reflect on, and address, their academic career. Given the concern that stress levels for students rise in the middle of the term, it stands to reason that a fall reading week is a proactive initiative to promote good mental health.

This week without classes would create a compelling opportunity to “check in” with students and ensure that they are achieving their university aspirations, whether that is improved academic performance, career path realignment or social involvement. This period of reflection will be complemented with corresponding programming initiatives such as academic advising, writing

² University of Alberta Executive Summary; ACHA-NCHA II, American College Health Association, Spring 2011, p. 15

³ Appendix E provides a comparison between the University of Alberta survey results and the reference group.

⁴ National Survey of Counseling Center Directors, Robert P. Gallagher, 2010, p. 6.

“*...a week without instruction could provide professors and staff an opportunity for professional development.*”

workshops, social events and career fairs.⁵ The SU has proposed branding the fall reading week Green and Gold Week to reflect the spirit of campus community that the break would inspire in its students, professors and staff.

New students on campus, from first years to international students, will have the opportunity to visit advisors and attend sessions in order to further refine their academic goals or reduce their risk of being placed on academic probation. The Green and Gold Week’s focus will not be limited to academic programming; events promoting community engagement and educating about mental and physical wellness will also comprise an important part of the schedule. This week would have immense potential to provide advantages to our students and foster a sense of campus community.

To help demonstrate the possibilities available for this week, student service directors from the University and SU were asked to brainstorm ideas of programs they can realistically offer during the proposed Green and Gold Week.⁶ The results of this exercise are summarized below in Table 1.

⁵This idea was inspired by York University’s Co-Curricular Days.

⁶More detailed descriptions of these programs can be found in Appendix D.

TABLE 1 — Green & Gold Week Prospective Programming

Program	Unit Responsible
Engaging Careers	
Work Search 101	CAPS
Summer Research Already?	
Legacy Game	Golden Bears and Pandas Athletics
Launching Life in Canada as a Student	
Building Proficiency in English	
Intercultural Communication Competencies	International Student Services
Being a Student in a New Academic Culture	
Mental Health Centre Information Session	
Student Self-Care/Mindfulness Meditation	Mental Health Centre
How to Become a MHC Client	
Cautionary Tales from the Discipline Officer	
10 Ways to Avoid Plagiarism	Office of Student Judicial Affairs
How to Deal with Issues with Roommates	
Personal Development	Residence Life
When Sex is Not Sex	Sexual Assault Centre
Strategy Support	
Exam Accommodations	
Accessibility at the U of A	SSDS
Adaptive Technologies at the U of A	
MASC Information Session	Math and Applied Sciences Centre
Getting it Write	Writing Resources
10 Things about Learning at University	Learning Resources
Making Great Financial Choices	UBEF
Effective Use of Technology	
Understanding Your Grades	Student Success Centre
Sustainability 101	Sustain SU
Pharmacy Information Session	University Pharmacy

Benefits of a fall reading week will not be limited to students as a week without instruction will provide professors and staff an opportunity for professional development seminars. Faculties, departments and the Centre for Teaching and Learning can reconnect with instructors to offer pedagogical support, and a week without lectures will also free up time to accomplish marking, research or other remaining tasks.

Logistical Implications

“The timing of this period is late enough for students to have received some marks from the majority of their classes, while remaining early enough to improve their academic standing for the term.”

In May 2011, the Provost and Vice-President (Academic) created the Fall Reading Week Task Force (FRWTF) to investigate the logistical considerations for implementing a fall reading week at the U of A. The Task Force’s final report, which details the work the group completed over the summer of 2011, is attached in Appendix B.

Early on in the FRWTF’s discussions, it was determined that the reading week should coincide with the current fall break over the Remembrance Day holiday. The timing of this period is late enough for students to have received some marks from the majority of their classes, while remaining early enough to improve their academic standing for the term. In addition, the recently approved rescheduling of the withdrawal deadline to a date after the fall reading week will give students the week to reassess their semester.⁷

In order to place the fall reading week in the week of the Remembrance Day holiday, three additional days in the academic calendar must be accounted for elsewhere. The options and their corresponding scenarios that would accommodate these three additional days are discussed in detail in the FRWTF report. In an effort to avoid affecting the examination schedule, minimize effects on the university community and work within existing policy as much as possible, the following scenario was chosen for recommendation by the SU:

The University of Alberta adopt a Fall Term Reading Week concurrent with the existing Remembrance Day and Fall Break Day by beginning classes the Tuesday after Labour Day⁸ and ending classes two (2) days later.⁹

⁷ Minutes, General Faculties Council Executive Committee, November 5 2012, p. 6.

⁸ In some scenarios, the Fall Term must begin prior to Labour Day in order to finish examinations before December 22.

⁹ In some scenarios, classes may end less than two days later. The SU estimates that it may end as early as one day sooner, depending on the year.



January 13th, 2014

To: GFC Executive Committee

From: Petros Kusmu, Students' Union President 2013-2014

Re: Green and Gold Week Academic Schedule Accommodations

Scenario Outline: A full week off, concurrent with the Remembrance Day holiday. Note that the Office of the Registrar is responsible for drafting the academic schedule per the UAPPOL Academic Schedule Procedure. The exact dates for the examination period including consolidated exams will be determined during the building of the Academic Schedule.

Accommodations in the Schedule:

- The start of classes will begin...
 - One day earlier in 5/7 years.
 - Three days earlier in 1/7 years.
 - Four days earlier in 1/7 years.
 - *Note:* Classes will never start in August and in 2/7 years classes start the week prior.
- The break between the end of classes and exams will...
 - Remain unchanged in 6/7 years.
 - Be extended from one day to two days in 1/7 years.
 - Consist of two days in 4/7 scenarios, and one day in 1/7 scenarios.
- The end of exams will...
 - Remain unchanged in 2/7 years.
 - End one day later in 1/7 years.
 - End two days later in 3/7 years.
 - End three days later in 1/7 years.

Units Excluded from the Fall Reading Week:

Pending advice from Deans' Council, the following programs are exempted from the FRW plan:

- Students from the Augustana Faculty
 - Excluded due to the fact that the Augustana Faculty operates on a different Fall semester than the rest of North Campus since a fall break already exists.
- Students in a co-operative education or external placement activity. For instance:
 - Faculty of Agricultural, Life and Environmental Studies on Dietetic Internships
 - Faculty of Arts students on Arts work experience placements
 - Faculty of Business students on co-operative education placements
 - Faculty of Education students in Introductory or Advanced Professional Terms
 - Faculty of Engineering students on co-operative education placements
 - Faculty of Pharmacy and Pharmaceutical Science students on experiential learning placements
 - Faculty of Science students in the Industrial Internship Program
- Students in Faculty of Nursing Undergraduate programs
 - Excluded due to clinical and program approval requirements and the unique structure of the BScN Collaborative and Honors Programs, which feature alternating six-week theory courses with six-week practicum placements. First year students in the BScN Bilingual program would participate in Fall Reading Week since they are part of Campus St. Jean

and not taking clinical courses.

- Students enrolled in the Faculty of Law programs
- Students enrolled in the Faculty of Medicine and Dentistry programs
- Students enrolled in the Faculty of Rehabilitation Medicine programs

September 1st is Monday
Start classes 1 day earlier
End exams 2 days later

Note: the schedules provided are sample schedules only

September						
Su	M	T	W	R	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

October						
Su	M	T	W	R	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

November						
Su	M	T	W	R	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

December						
Su	M	T	W	R	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

- * Yellow represents the first day of classes
- * Pink represents holidays
- * Turquoise represents the fall break
- * Green represents the last day of classes
- * Grey represents the examination period
- * Red represents potential consolidated exam days

Historical Academic Term Dates

Classes Start: *Wed., Sept. 3rd*

Classes End: *Wed., Dec. 3rd*

Exam Period: *Sat., Dec. 6th – Thurs., Dec. 18th*

Non-Consolidated Exams: *Mon., Dec. 8th – Wed., Dec. 17th*

Instructional Time

Monday/Wednesday/Friday Time: *1850 minutes*

Tuesday/Thursday Time: *2080 minutes*

Mondays: *11*

Tuesdays: *13*

Wednesdays: *13*

Thursdays: *13*

Fridays: *13*

September 1st is Tuesday
Start classes 1 day earlier
End exams 3 days later

Note: the schedules provided are sample schedules only

September						
Su	M	T	W	R	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

October						
Su	M	T	W	R	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

November						
Su	M	T	W	R	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

December						
Su	M	T	W	R	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

- * **Yellow** represents the first day of classes
- * **Pink** represents holidays
- * **Turquoise** represents the fall break
- * **Green** represents the last day of classes
- * **Grey** represents the examination period
- * **Red** represents potential consolidated exam days

Historical Academic Term Dates

Classes Start: *Wed., Sept. 2nd*

Classes End: *Thurs., Dec. 3rd*

Exam Period: *Sat., Dec. 5th – Fri., Dec. 18th*

Non-Consolidated Exams: *Tues., Dec. 8th – Thurs., Dec. 17th*

Instructional Time

Monday/Wednesday/Friday Time: 1850 minutes

Tuesday/Thursday Time: 2080 minutes

Mondays: 11

Tuesdays: 13

Wednesdays: 13

Thursdays: 13

Fridays: 13

September 1st is Wednesday
Start classes 4 days earlier
End date of exams remain unchanged

Note: the schedules provided are sample schedules only

September						
Su	M	T	W	R	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

October						
Su	M	T	W	R	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

November						
Su	M	T	W	R	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

December						
Su	M	T	W	R	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

- * Yellow represents the first day of classes
- * Pink represents holidays
- * Cyan represents the fall break
- * Green represents the last day of classes
- * Grey represents the examination period
- * Red represents potential consolidated exam days

Historical Academic Term Dates

Classes Start: *Wed., Sept. 8th*

Classes End: *Wed., Dec. 8th*

Exam Period: *Fri., Dec. 10th – Wed., Dec. 22nd*

Non-Consolidated Exams: *Mon., Dec. 13th – Wed., Dec. 22nd*

Instructional Time

Monday/Wednesday/Friday Time: *1850 minutes*

Tuesday/Thursday Time: *2080 minutes*

Mondays: *11*

Tuesdays: *13*

Wednesdays: *13*

Thursdays: *13*

Fridays: *13*

September 1st is Thursday
Start classes 3 days earlier
End date of exams remain unchanged

Note: the schedules provided are sample schedules only

September						
Su	M	T	W	R	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

October						
Su	M	T	W	R	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

November						
Su	M	T	W	R	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

December						
Su	M	T	W	R	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

- * Yellow represents the first day of classes
- * Pink represents holidays
- * Turquoise represents the fall break
- * Green represents the last day of classes
- * Grey represents the examination period
- * Red represents potential consolidated exam days

Historical Academic Term Dates

Classes Start: *Wed., Sept. 7th*

Classes End: *Wed., Dec. 7th*

Exam Period: *Fri., Dec. 9th – Thurs., Dec. 22nd*

Non-Consolidated Exams: *Mon., Dec. 12th – Wed., Dec. 21st*

Instructional Time

Monday/Wednesday/Friday Time: *1850 minutes*

Tuesday/Thursday Time: *2080 minutes*

Mondays: *11*

Tuesdays: *13*

Wednesdays: *13*

Thursdays: *13*

Fridays: *13*

September 1st is Friday
Start classes 1 day earlier
End exams 1 day later

Note: the schedules provided are sample schedules only

September						
Su	M	T	W	R	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

October						
Su	M	T	W	R	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

November						
Su	M	T	W	R	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

December						
Su	M	T	W	R	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

- * Yellow represents the first day of classes
- * Pink represents holidays
- * Turquoise represents the fall break
- * Green represents the last day of classes
- * Grey represents the examination period
- * Red represents potential consolidated exam days

Historical Academic Term Dates

Classes Start: *Wed., Sept. 6th*

Classes End: *Wed., Dec. 6th*

Exam Period: *Sat., Dec. 9th – Thurs., Dec. 21st*

Non-Consolidated Exams: *Mon., Dec. 11th – Wed., Dec. 20th*

Instructional Time

Monday/Wednesday/Friday Time: 1850 minutes

Tuesday/Thursday Time: 2080 minutes

Mondays: 11

Tuesdays: 13

Wednesdays: 13

Thursdays: 13

Fridays: 13

September 1st is Saturday
Start classes 1 day earlier
End exams 2 days later

Note: the schedules provided are sample schedules only

September						
Su	M	T	W	R	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

October						
Su	M	T	W	R	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

November						
Su	M	T	W	R	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

December						
Su	M	T	W	R	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

- * Yellow represents the first day of classes
- * Pink represents holidays
- * Turquoise represents the fall break
- * Green represents the last day of classes
- * Grey represents the examination period
- * Red represents potential consolidated exam days

Historical Academic Term Dates

Classes Start: *Wed., Sept. 5th*

Classes End: *Wed., Dec. 5th*

Exam Period: *Sat., Dec. 8th – Thurs., Dec. 20th*

Non-Consolidated Exams: *Mon., Dec. 10th – Wed., Dec. 19th*

Instructional Time

Monday/Wednesday/Friday Time: 1850 minutes

Tuesday/Thursday Time: 2080 minutes

Mondays: 11

Tuesdays: 13

Wednesdays: 13

Thursdays: 13

Fridays: 13

September 1st is Sunday
Start classes 1 day earlier
End exams 2 days later

Note: the schedules provided are sample schedules only

September						
Su	M	T	W	R	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

October						
Su	M	T	W	R	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

November						
Su	M	T	W	R	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

December						
Su	M	T	W	R	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

- * Yellow represents the first day of classes
- * Pink represents holidays
- * Turquoise represents the fall break
- * Green represents the last day of classes
- * Grey represents the examination period
- * Red represents potential consolidated exam days

Historical Academic Term Dates

Classes Start: *Wed., Sept. 4th*

Classes End: *Wed., Dec. 4th*

Exam Period: *Fri., Dec. 6th – Thurs., Dec. 19th*

Non-Consolidated Exams: *Mon., Dec. 9th – Wed., Dec. 18th*

Instructional Time

Monday/Wednesday/Friday Time: 1850 minutes

Tuesday/Thursday Time: 2080 minutes

Mondays: 11

Tuesdays: 13

Wednesdays: 13

Thursdays: 13

Fridays: 13



January 13th, 2013

To: GFC Executive Committee

From: Petros Kusmu, Students' Union President 2013-2014

Re: Fall Reading Week (FRW) Frequently Asked Questions (FAQ)

1. *Which programs are exempted from the FRW plan?*

Pending advice from Deans' Council, the following programs are exempted from the FRW plan:

- Students from the Augustana Faculty
 - Excluded due to the fact that the Augustana Faculty operates on a different Fall semester than the rest of North Campus since a fall break already exists.
- Students in a co-operative education or external placement activity. For instance:
 - Faculty of Agricultural, Life and Environmental Studies on Dietetic Internships
 - Faculty of Arts students on Arts work experience placements
 - Faculty of Business students on co-operative education placements
 - Faculty of Education students in Introductory or Advanced Professional Terms
 - Faculty of Engineering students on co-operative education placements
 - Faculty of Pharmacy and Pharmaceutical Science students on experiential learning placements
 - Faculty of Science students in the Industrial Internship Program
- Students in Faculty of Nursing Undergraduate programs
 - Excluded due to clinical and program approval requirements and the unique structure of the BScN Collaborative and Honors Programs, which feature alternating six-week theory courses with six-week practicum placements. First year students in the BScN Bilingual program would participate in Fall Reading Week since they are part of Campus St. Jean and not taking clinical courses.
- Students enrolled in the Faculty of Law programs
- Students enrolled in the Faculty of Medicine and Dentistry programs
- Students enrolled in the Faculty of Rehabilitation Medicine programs

It is important to note that, according to the Registrar's Office, the following programs are exempted from the Winter Reading Break:

- Students in NURS 495 (Faculty of Nursing – Nursing Practice VIII), SC INF 495 (Faculty of Nursing – Pratique Infirmière VIII), PHARM 425 (Faculty of Pharmacy – Experiential Learning – Part 4), third and fourth years of the MD program and year two of the course-based MSc Physical Therapy Program
- Education students in practicum courses are directed to their Faculty section of the Calendar for information on alternate Reading Week dates

2. *What metrics will be employed to determine the FRW's success?*

A successful FRW is one that increases the amount of student success on campus, which means both academic and mental health success. While it is impossible to accurately measure the "success" of a FRW's implementation since a multitude of other factors influence the academic and mental health success of students on campus, the Students' Union has proposed a set of measures to monitor the progress of a FRW. The following is a non-exhaustive list of metrics the Students' Union will employ

to monitor the implementation of a FRW and modify the programming held during this week:

- Employ data from the University of Alberta's Mental Health Centre to analyze, for instance, changes in the frequency of counselor visits;
- Analyze attendance rates from the various programming events held during the FRW;
- Employ the Students' Union's Annual Survey to receive feedback on the success of a FRW;
- Compare and analyze student retention rates, especially for international undergraduate students;
- Compare data from the annual National Survey of Student Engagement;
- Compare data from the University of Alberta's American College Health Association's (ACHA) Spring 2011 National College Health Assessment (NCHA) II to future ACHA-NCHA surveys; and
- Work with the University Alberta Protective Services and the Dean of Students Office to investigate trends – such as, frequency and timing – of student suicide rates.

It is also important to note that there will likely be a “lag” effect of the FRW's outcomes since it normally takes a number of years for long-term trends of academic and mental health success to be reversed.

3. *What measures will be taken to ensure that students use this break to improve their academic and mental wellbeing?*

In conjunction with the Dean of Students' Office and the Centre for Student Development (the office that operates the annual Orientation program), the Students' Union is committed to implementing robust programming events during the FRW to ensure that students do not feel isolated on campus. The Students' Union has developed a draft programming plan for the FRW, with a particular focus on international students, which has resulted from numerous conversations with the Dean of Students and the Centre for Student Development. The Students' Union's commitment to robust programming during the FRW has remedied the Dean of Students' original concern of student isolation during a FRW. Furthermore, to help demonstrate the possibilities available for this week, student service directors from the University and the Students' Union were asked to brainstorm ideas of programs they can realistically offer during the proposed FRW. The results of this exercise are available in Attachment 6 (Green and Gold Week Potential Programming). They include programs offered by the Student Success Centre, CAPS, Study Abroad, International Student Services, Centre for Student Development, and Student Group Services.

4. *How will this impact the annual Orientation program?*

The aforementioned proposal necessitates a change to the University of Alberta's Orientation programming, as it currently transpires on two days: Labour Day and the Tuesday directly following the holiday. By beginning Fall Term classes on that Tuesday, our Orientation program will need to be reconfigured.¹ At the moment, the Centre for Student Development (CSD) is considering an alternative structure to Orientation and have contemplated creating a shorter program. Approving the FRW for Fall 2015 would provide the CSD with ample time to reevaluate and adapt Orientation. Furthermore, in conversations with the CSD, they have welcomed the opportunity to rethink their Orientation programming and find ways to collaborate with events, such as, the Week of Welcome to have a more comprehensive orientation to build on the learning and strengthen social ties. This integrated model of week-long orientation programming concurrent with classes is common in the United States. Additionally, with Residence Services very successful new orientation program that

¹ Attachment 8 (U15 Orientation Dates) presents Orientation program dates and lengths at U15 institutions.

takes place a week before classes start, CSD has reason to believe that attendance rates will not be greatly impacted, and are likely to increase because of the decreased time commitment by students.

It is important to note that removing one day from the Orientation does not represent a shift in priorities away from first-year students. Instead, the FRW would provide Orientation with a valuable opportunity to expand its programming and reconnect with first-year students to help their progress. It is often the case that first-year students are overwhelmed by the magnitude of the campus community when they first arrive which might compromise their memory during their first few days on campus and decrease the effectiveness of information given at that time of the year. November would provide a great opportunity to provide a useful set of “refresher” programs to maximize student success and co-curricular involvement.

5. *How will a FRW specifically benefit international students?*

While a FRW is aimed at improving the success for all students, there is a particular focus on international students due to a number of factors. First, international students have the added stress of adapting to a completely new environment and culture. Second, international students normally need more time to complete readings and assignments since English is normally not their first language. Third, most international students may find their experience of living independently rewarding but also very challenging and stressful at times – especially during their first semester on campus. Fourth, international students may face greater difficulty in establishing social networks than a domestic student who already has an established social network in the city and can operate in English at a higher level.

Having a FRW would provide international students not only an excellent opportunity for them to catch up on assignments, reflect on their study habits, and consider withdrawing from a course before the drop/add deadline, but it could also provide international students the much needed ability to socialize with their peers from the array of events taking place during a FRW. Furthermore, the Vice-Provost and Associate Vice-President International Britta Baron, Dean of Students, and the University of Alberta International’s Executive Director of Student Programs and Services believe that this proposal will benefit international students.

6. *What are the implications for students who are forced to rent a place in August due to a FRW?*

In 2011, the Students’ Union reached out to a number of landlords to inquire if they would normally allow students to move in the last couple days of August and the majority of them indicated that they would permit this without necessarily charging students an extra month’s worth of rent. Furthermore, in the Students’ Union’s 2010 annual student survey, concerns with housing was cited by only 1.1 percent of students that were not in favour of a FRW that’d result in them starting school in the beginning of the last week of August. Furthermore, this shouldn’t pose a problem for students living in residence considering that Residence Services’ new orientation program – i.e. Basecamp – currently takes place a week before the start of classes.

7. *Do students actually support the implementation of a FRW?*

Besides the fact that the Students’ Union, according to the Post-Secondary Learning Act, is the “official channel of communication between...students...and the board (of a post-secondary institution),” there has been wide support for the implementation of a FRW from students over the

past four years.² Students' Council, the body that legally represents undergraduate students on campus, has debated for a number of years on the merits of establishing a FRW and they have supported various iterations of a FRW. Additionally, the Students' Union held a campus-wide plebiscite where students voted 59 percent in favour of a FRW that was, considered by the Students' Union, the "worst case scenario" since students would start classes in August in 5/7 iterations of the academic schedule.³ In a more recent survey with students, 96% of students were in favour of having a week off concurrent with Remembrance Day.

Furthermore, at a discussion with the Dean of Students' Council on Student Affairs, there was an overwhelming consensus that having a FRW would be beneficial for students. (Students preferred to have a FRW in late October but still found great value in having a FRW concurrent with Remembrance Day.) Also, the Graduate Students' Association and the Postdoctoral Fellows Association have expressed their formal support for a FRW.

8. *Why have a FRW concurrent with Remembrance Day? Why hasn't the FRW plan changed much since last year?*
- The Acting Provost, Dean of Students, University Registrar, and the Students' Union has determined that the most convenient option for all parties would be having a FRW that is concurrent with Remembrance Day. Last year, the Students' Union proposed this option but reconsidered it after much debate with various stakeholders, primarily from the Dean of Students Office. As a result, the Students' Union proposed a late October FRW plan as opposed to a FRW plan concurrent with Thanksgiving. It was determined that a FRW concurrent with Thanksgiving would be ineffective due to it taken place too early in the semester since most students would still be in a "honeymoon" phase. (All the students at the Dean of Students' Council on Student Affairs reaffirmed this.) In addition, after only 5-6 weeks of classes, many students will not have a substantial piece of feedback from a midterm or paper. For many students, especially those in first year, the first substantive grade that students receive can be a shock and a motivator for them to refocus and adjust their study skills.

To remedy the late October FRW plan's reduction in instructional minutes and the concerns raised by the Academic Staff Association University of Alberta (AASUA)⁴, the Students' Union proposed "day swaps" – swapping one Tuesday/Thursday course with a Monday/Wednesday/Friday course, a practice common in some other Canadian post-secondary institutions, such as, Waterloo University. However, the Registrar's Office noted that it would be a logistical challenge for them to accommodate "day swaps". As a result, the Acting Provost, Dean of Students, University Registrar, and the Students' Union selected the FRW plan that is concurrent with Remembrance Day.

It is important to note that at a discussion at the Dean of Students' Council on Student Affairs,

² Section 95(4) from the Government of Alberta's Post-Secondary Learning Act

³ When students were asked why they did not support a FRW that resulted in classes starting in August, over 8 percent of respondents cited concerns of losing a week in August that could be spent working or vacationing. The current proposal, which has classes never starting in August, remedies a large part of this constituencies concerns. It should be noted that only 27 percent of students were not in favour of the aforementioned FRW scenario and 14 percent abstained from voting on the issue.

⁴ The primary feedback from AASUA was that their members did not find it ideal to start classes earlier and end exams later in the semester. The "day swaps" proposal provided greater instructional minutes flexibility to accommodate these concerns. However, the current FRW plan does not deviate significantly from the current academic schedule in starting classes earlier and ending exams later.

students overwhelming agreed that a late October FRW plan would be ideal but that a FRW plan concurrent with Remembrance Day would be significantly more helpful than no break or additional long weekends.

9. *Is there a loss of instructional minutes with the FRW proposal? If so, how will this impact the accreditation of various programs?*

The proposed FRW plan will ensure that in each of the seven yearly iterations of the academic schedule that there will be no less than 1,850 instructional minutes (IMs) on Monday/Wednesday/Friday (MWF) courses and 2,080 IMs on Tuesday/Thursday (TR) courses. This distribution of IMs is identical to that of the already approved 2014-2015 academic schedule that was discussed among Deans and GFC Executive earlier this year, and should not negatively impact any accrediting programs. For instance, the Acting Provost and the Dean of Engineering have verified that the FRW plan will not negatively impact the Faculty of Engineering's accreditation.

10. *Instead of taking a full week off classes, shouldn't the University simply add more long weekends?*

The Students' Union firmly believes that students will receive more benefit from a full week away from classes. By accumulating the three days gained in this policy and placing them in the same week, nine consecutive days without lecture will be accrued. In the case of multiple long weekends, each break will only represent a short reprieve from a student's weekly schedule. This time period is unlikely to be sufficient for students to catch-up in classes and will therefore fail to provide an opportunity to relieve stress.

A full week away from classes would allow our students to remove themselves from their daily routine and compounding course assignments. In addition, a full week off allows students to accomplish multiple goals, such as reconnecting with friends and family, attending FRW programs, or completing term work.

11. *Most students will go on vacations or return to their parents' homes. What will be the benefit of a FRW if this occurs?*

It is the Students' Union belief that students know what is best for their overall well-being. If some students need to travel home to relieve stress and spend time with loved ones and their community, then that is exactly what they should do. If some students need to spend the week studying and getting ahead on assignments, then they should seek to accomplish coursework for their program. The Students' Union cannot guarantee that all students will attend all the FRW programming, but we believe that if the University community communicates the purpose of the break, students will choose to refocus on their academic success in the best way for them.

12. *Is the Students' Union treating this proposal as a simple solution to mental health issues on campus?*

By no means does the Students' Union view the FRW and its programming as a panacea for mental health issues on campus. In fact, the Students' Union had concerns that by approving this proposal, members of the University community might consider mental health on campus to be sufficiently managed. The recent funding injection from the province of Alberta reflects that this issue is taken very seriously at the provincial level, and the Students' Union looks forward to continued dialogue on improving student mental health.

The Students' Union strongly believes that both prevention and treatment are vital components of effectively addressing mental health within the campus community. The FRW aims to improve prevention, by providing a break period at a stressful point in the term and providing informative

programming, and treatment, by providing a week away from classes in which students can see a counselor. These are two steps that should complement a larger group of initiatives for mental health at the University of Alberta.

13. *Why does this proposal not have research to describe the benefits of a FRW?*

The Students' Union has been unable to locate any academic literature that demonstrates the benefits of a Fall Reading Week at higher educational institutions. The topic is very new and research does not appear to have been completed on the matter. There is currently existing literature that demonstrates that breaks of longer than 4 days allow the brain to recover from sustained stress. From the corporate sector there is research that shows that employee-scheduled breaks are more effective than enforced breaks in maintaining employee satisfaction.

That said, the Queen's University Commission on Mental Health's final report recommended "[providing] the opportunity for a fall break without the burden of upcoming midterms".⁵ The proposed FRW plan will occur sufficiently late in the term for students to take a break without the prospect of forthcoming midterms. Coupled with Take Back the Term, offered by the Office of the Dean of Students, there will be more opportunities for early intervention to help our students succeed at University.

14. *What has been the attendance rate of student success programming, such as, the Dean of Students' Take Back the Term?*

While the Students' Union does not have access to such statistics regarding Take Back the Term, the Dean of Students has indicated that attendance has been relatively poor recently. When students at the Dean of Students' Council on Student Affairs were asked why don't students attend this kind of programming, the primary concern cited was a lack of time. If a student only has a weekend off, the marginal cost for them spending an entire day refining their studying skills is greater than the marginal benefit since the opportunity cost of forgoing a day's worth of assignments and readings is high. However, with a week off, students indicated that they would be more inclined to attend this kind of programming since they can afford to forgo a day or half-day to attend this type of programming without greatly compromising their ability to complete their school work.

15. *Is there a reduction in consolidated exams?*

In 6/7 iterations of the academic schedule, there will be an extension of the number of consolidated exams required – from four to four and a half days. In 1/7 iterations of the academic schedule, there will be a slight decrease of the number of consolidated exams – from four to three and a half days.

⁵ Student Mental Health and Wellness: Framework and Recommendations for a Comprehensive Strategy, Principal's Commission on Mental Health, November 2012, p. 16.



U of A Policies and Procedures On-Line (UAPPOL)

Approval Date: August 17, 2009

Parent Policy: [Academic Schedule Policy](#)

Academic Schedule Procedure

Office of Administrative Responsibility:	Office of the Registrar
Approver:	Office of the Provost and Vice-President (Academic)
Scope:	Compliance with University procedure extends to all members of the University community.

Overview

The Office of the Registrar recommends on the **Academic Schedule** to the GFC Executive Committee.

Purpose

To outline the procedure by which the Academic Schedule is drafted, vetted and approved on an annual basis.

To describe the parameters around which the schedule is drafted.

PROCEDURE

1. ACADEMIC SCHEDULE DRAFTING AND APPROVAL PROCEDURE

Each spring, the Exams and Timetabling Division in the Office of the Registrar will begin drafting the Academic Schedule for the following year. For example, the Academic Schedule for July 1, 2007 – June 30, 2008 would be initially drafted in the spring of 2006.

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*.

2. LENGTH OF FALL AND WINTER TERMS

The Academic Schedule for **Fall/Winter** at the University of Alberta will provide for two equal terms as described below:

- a. Fall Term will normally commence on the Wednesday following Labour Day first working day of September except when September 1 is a Friday, in which case Fall Term will commence on September 5. Fall Term-and will end on/before December 22, excepting for those Faculties that have had alternate commencement and finishing dates approved by GFC.
- b. Fall Term will consist of fifteen full weeks including instruction, examinations, statutory holidays and a 5-day mid-term break (Fall Reading Week). Fall Reading Week will be scheduled during the week of the Remembrance Day holiday. When Remembrance Day falls on a Saturday or Sunday, Fall Reading Week will be the week following Remembrance Day. Augustana Faculty will continue to schedule its Fall Term Break in October.
 - i. Fall Reading Week Exclusions: The following Faculties and programs are excluded from Fall Reading Week:
 - Students in programs in the Faculties of Law, Medicine and Dentistry and Rehabilitation Medicine.
 - Students in undergraduate programs in the Faculty of Nursing.

- Students on some cooperative education or work placement terms. Specific exclusions will be detailed in the annual Academic Schedule.

~~one day with no classes scheduled (except for Augustana Faculty, which schedules a Fall Term break to be held in October), to be positioned adjacent to Remembrance Day as follows:~~

- ~~i. when Remembrance Day falls on a Saturday, Sunday, or Monday the day with no classes will be the Tuesday following Remembrance Day;~~
- ~~ii. when Remembrance Day falls on a Tuesday the day with no classes will be the Monday preceding Remembrance Day;~~
- ~~iii. when Remembrance Day falls on a Wednesday the day with no classes will be the Tuesday preceding Remembrance Day;~~
- ~~iv. when Remembrance Day falls on a Thursday the day with no classes will be the Friday following Remembrance Day;~~
- ~~v.ii. when Remembrance Day falls on a Friday the day with no classes will be the Thursday preceding Remembrance Day.~~

~~b-c.~~ Winter Term will commence on the first Monday following New Year's Day, excepting for those Faculties that have had alternate commencement dates approved by GFC.

~~e-d.~~ Winter Term will consist of fifteen full weeks including instruction, examinations, statutory holidays and a 5-day mid-term break (Winter Reading Week). Reading Week will be scheduled during the week of the Family Day holiday. There will be a minimum of 23 working days between the last day of Winter Term examinations and spring convocation.

~~d-e.~~ There will be a study break at the end ~~of each~~ of Fall Term of at least three calendar days and at the end of Winter Term of at least four calendar days, excluding consolidated examinations, as described in approved University Policy on Examinations. Sixty-three (63) instructional days will be retained in each term.

~~e-f.~~ The schedule of Fall Term and Winter Term final examinations (and December examinations in 26-week Fall/Winter courses) will be related directly to the basic Class Schedule and must comply with approved University Policy on Examinations.

~~f-g.~~ Within Fall Term or Winter Term, Faculties may schedule six-week classes to take place in either half of the term. The registration deadline for a six-week course will be determined in the same manner as other Fall/Winter courses, and will fall on the tenth class day following the commencement of the course. There will be a week break between the end of six-week courses in the first half of a term and the beginning of six-week courses in the second half of a term.

3. LENGTH OF SPRING AND SUMMER TERMS

The Academic Schedule for **Spring/Summer** at the University of Alberta will provide for two equal terms as described below:

- a. Spring and Summer Terms will each consist of six full weeks including instruction, examinations and statutory holidays.
- b. Spring Term will occur in the months of May and June, and Summer Term will occur in the months of July and August.
- c. There will be a break of at least a week between the end of Winter Term final examinations and the beginning of Spring Term (to fall on a Monday). There will be a break of at least three weeks between the end of Spring Term final examinations and the beginning of Summer Term.
- d. Summer Term will commence on the first Monday following the Canada Day Holiday in July.
- e. Within Spring Term or Summer Term, Faculties may schedule three-week classes to take place in either half of the term. The registration deadline for a three-week course will be determined in the same manner as other Spring/Summer courses, and will fall on the 4th class day following the commencement of classes.

DEFINITIONS

Any definitions listed in the following table apply to this document only with no implied or intended institution-wide use. [\[▲Top\]](#)

Academic Schedule	The Academic Schedule is the listing of important dates and deadlines for the University of Alberta, and is published in the University Calendar each year.
Term	The Academic Year is divided into four (4) (Fall, Winter, Spring, Summer) terms for the purposes of registration and the scheduling of classes and examinations.
Fall/Winter	The eight-month period from September to April.
Spring/Summer	The four-month period from May to August.

FORMS

Should a link fail, please contact uappol@ualberta.ca [\[▲Top\]](#)

There are no forms for this procedure.

RELATED LINKS

Should a link fail, please contact uappol@ualberta.ca. [\[▲Top\]](#)

[GFC Policy on Examinations](#) (University of Alberta)

[Post-Secondary Learning Act](#) (Government of Alberta)

[University Calendar](#) (University of Alberta)

Attachment 5 – Fall Reading Week Task Force Report



UNIVERSITY OF ALBERTA

FALL READING WEEK
TASK FORCE REPORT

September 2011

Executive Summary

Since its creation by the Provost in May 2011, the Fall Reading Week Task Force has investigated the logistical considerations for implementing a Fall Reading Week at the University of Alberta. This report concludes, synthesizes, and communicates the work done by the Task Force throughout those five months.

Not long after its inception, the Fall Reading Week Task Force determined that it should act as a fact-finding body in order to permit the governance channels of the university to weigh the merits of implementing a Fall Reading Week. Its membership and terms of reference were settled, and the Task Force began its work to determine the different ways that a Fall Reading Week could be created at the University of Alberta. Possible changes to the academic schedule were divided into three categories – starting the term earlier, reducing the number of instructional days, and changing the end of the term – and each category was then filled with considerations as to how that schedule change would affect the institution.

Following the population of the considerations table, the Task Force created a table of all the potential scenarios for implementing a Fall Reading Week at the University. The impacts of each scenario on the University community were discussed, and the committee subsequently decided to highlight four possibilities that were deemed to represent the diversity of all of the options available for creating a Fall Reading Week.

These highlighted scenarios are:

- Start the Wednesday before Labour Day
- Reduce one Instructional Day, start the Tuesday after Labour Day and push back the Exam break by one day
- Reduce two Instructional Days and start the Tuesday after Labour Day
- Reduce three Instructional Days

This report further elaborates by including visuals of prospective calendars for each of these four scenarios. Finally, the Appendices include the Fall Reading Week Task Force's final Terms of Reference as well as a table that lists the number of instructional days at each of the U15 schools.

Section 1 – Introduction:

During the 2010-2011 academic year the Students' Union researched the implementation of a Fall Reading Week by gathering information on fall breaks at comparable institutions, mental health issues in the fall term and logistical concerns at the university, among other things. At the same time, the SU gauged student opinions regarding a break in the fall term through the Undergraduate Student Survey.

A Fall Reading Week would represent a substantial change to the university calendar and thus cannot be determined by one group alone. In light of this, the SU began a major consultation process with the stakeholders who would be most affected by the changes. Following discussions with the Provost and the Director of GFC Services, the SU tabled a proposal for discussion at various GFC standing committees, executive committees and advisory groups. The feedback received during these discussions reflected the great diversity of interests within the university community.

In March 2011, a plebiscite was run in the SU Executive election to further garner student feedback on a more specific Fall Reading Week proposal. The results of this plebiscite prompted the Provost to create a Task Force on the subject.

Section 2 – Proceedings of the Fall Reading Week Task Force:

Created in May 2011 to report to the Office of the Provost, the Fall Reading Week Task Force was assigned with investigating the logistical considerations for implementing a Fall Reading Week at the University of Alberta. To improve the Task Force's compilation of these considerations, the membership of the Task Force was purposefully comprised of a broad range of university members. Membership in the committee included faculty members, administrators and student leaders. Similarly, the Task Force refined its terms of reference to not limit its list to one specific recommendation¹. Instead, the Task Force determined that it should act as a fact-finding body and allow the governance channels of the university to weigh the merits of implementing a Fall Reading Week.

After settling its membership and terms of reference, the Task Force started its work by determining the different ways that a Fall Reading Week could be created. For this task, the Task Force focused its attention specifically on how to open the appropriate window of time in the Fall term to allow for the break. It was clear that changes to the calendar would be necessary to free up three or four days—the former confines the break to the November week in which Remembrance Day falls (Thanksgiving could also be used by moving the existing fall class break day), while the latter would permit for the break to be placed during any week of the Fall Term².

Currently, each Fall and Winter term at the University of Alberta must include 63 days of instruction; this practice is outlined in UAPPOL's Academic Schedule Procedure (§2e). Normally, this means that classes start on the Wednesday after Labour Day in September and end on a Wednesday in the month of December. The current holidays during the Fall term are Thanksgiving Monday and Remembrance Day. Remembrance Day week currently has two days off; Thanksgiving has one. As Remembrance Day is not pegged to a certain day of the week, the number of class meetings for each day of the week will change annually.

Currently, the rotating nature of the Remembrance Day holiday causes annual inconsistencies in the number of each weekday's meetings. For example, in the 2011 Fall term there will be 12 Mondays with classes scheduled and in 2012 there will only be 11. If a Fall Reading Week is implemented during the week of Remembrance Day, the number of class meetings will remain consistent from year-to-year.

The possible changes needed to free up three or four days in the Fall term can be divided into three categories: starting classes earlier, removing instructional days or altering the end of the fall term. Starting classes earlier contained two options. The first and most-discussed option would see classes in the Fall term start a week before their current date, whereby four days are created. The other option discussed under this heading was to start classes on the Tuesday after Labour Day, which frees one day. Under the removal of instructional days, the Task Force considered removing one to four instructional days. The final category included shortening the study break before exams, condensing the exam period and pushing back the

¹ To review the ToR and membership of the Task Force, see appendix i.

² This assumes that the current Fall Break day, used in conjunction with the Remembrance holiday, would be moved to the week that is desired for the break.

exam schedule. The Task Force also noted the possibility of combining the options to free up the necessary days for a Fall Reading Week.

After conversations and reviews of the academic schedule, the Task Force created parameters to limit their final considerations. First, the Task Force decided that they would focus their attention on finding three instead of four days. This limits the break to the current November break slot or Thanksgiving, but was considered the best option by the committee. The committee also thought that November, being a little later in the term, would be a reasonable time for students to assess whether or not they needed extra support to achieve academic and/or social success. It would also give the organizers of any co-curricular activities more time to advertise and coordinate their programs.

Section 3 – Different Logistical Categories:

The considerations are divided into either “May,” “Will” or “Should” statements. The members of the Task Force recognize that this is not the only way that the statements could be classified, but this is representative of the membership’s best estimates. These would ideally be determined through further consultation with the broader university community should this document be used in a proposal to be taken through university governance. These considerations are not comprehensive but represent the Task Forces discussions.

Removal of Instructional Days

Option: Reducing the number of instructional days³

Considerations:

General

- Should be applied the other academic terms, not just Fall Term
- Should push the calendar towards a more even number of meeting hours for each day of the week (Monday, Wednesday, Friday vs. Tuesday, Thursday scheduling)
- Should result in additional time for conferences – student and otherwise – to be held
- May pose problems with some accredited programs
- May result in a perception that the institution is becoming less academic
- May cause difficulties to ensure lab, clinical and tutorial content/time can be managed effectively without compressing the same content into fewer instructional days

Student

- May cause problems with some learning experiences, lectures or project work by condensing time
- May cause the belief that students are receiving less for their tuition

Staff

- May allow instructional staff an opportunity to catch up on grading and research proposals, benefiting their mental health
- May require some instructional staff to condense coursework, which may in turn negatively affect their mental health and instruction quality

Administrative

- Will change the timing of non-standard courses (eg half-term courses)
- May pose a problem with work-study internships

³ For a list of the number of instructional days at U15 institutions, see appendix iii.

Starting Earlier

Option: Start the Fall Semester during the last week of August

Considerations:

General

- Will impact Summer field camps and courses
- Will bring the University of Alberta more in-line with the start dates of the majority of North American universities
- Will impact Conference Services rentals over summertime
- Will affect late admissions
- May be problematic for programs that do not follow the regular academic schedule
- May pose problems for TA training

Student

- Will reduce amount of time for students to earn money in the summer
- Will reduce the time for International students to have visa applications processed
- Will not change rent for residence as it is calculated on 63 instructional days
- Will require the Welcome to U and Orientation staff to be back for the second last week of August
- May increase difficulty for students to find housing for a few days in August
- May cause daycare issues for students if August spaces are required
- May cause students to face a greater risk of running out of meal card money
- May cause difficulties for Grad students to arrive on time

Staff

- May have a negative effect on staff wellness if summer vacation time is reduced
- May impact on the timeline for researchers' grant proposals
- May cause problems for lab preparations

Administrative

- Will reduce time for summer maintenance on student spaces, classrooms, grounds, and residence
- Will have an impact on scheduling for alumni functions
- Will reduce the time for the summer construction season

Option: Start Classes on the Tuesday after Labour Day

This option alone cannot achieve the number of days required to create a Fall Reading Week

Considerations:

General

- May require Orientation to be condensed
- May be problematic for programs that do not follow the regular calendar

Student

- May increase the difficulty of students to take a vacation over the long weekend
- May cause problems for students arranging utility hookups, as there will not be a business day before school begins

Changing the end of the term

Option: Eliminate breaks before exams

This option alone cannot achieve the number of days required to create a Fall Reading Week

Considerations:

General

- Will cause difficulties for the scheduling of other campus community activities (eg. Butterdome Craft Sale)
- Will reduce time for Student Services to run pre-exam programs

Student

- May contribute to student stress
- May affect students with three hour classes more acutely
- May increase pressure for students in classes with independent research presentations

Staff

- May add pressure on instructional staff before exam period

Administrative

- May affect programs and faculties that make their own exam schedule

Option: Move exams further back

This option alone cannot achieve the number of days required to create a Fall Reading Week

Considerations:

General

- Should reduce the number of grades that can be submitted before Christmas break
- Should decrease the time to identify and assess students that are at academic risk
- May cause a problem for students and staff with travel plans for Christmas

Student

- Will, due to some grades being released later, affect students who rely on passing classes for Winter Course selection

Staff

- May increase stress for instructional staff to get grading completed before Christmas break

May require additional staffing or staff hours

Administrative

- May affect programs that make their own exam schedule

Option: Condense the Exam Period

This option alone cannot achieve the number of days required to create a Fall Reading Week on its own

Considerations:**General**

- Should require three exam slots per day to be created
- Will bring the University of Alberta in line with many North American institutions that offer evening exams
- Will reduce time for student services to run programs for students

Student

- Will increase the chances a student will have two exams on the same day
- May contribute to student stress

Administrative

- Will pose timing and space problems for exam writing accommodations
- Will increase the potential for consolidated exam conflicts
- May be difficult to find spaces to accommodate enough time slots for consolidated exams
- May affect programs and faculties that make their own exam schedule
- May pose problems for the Exam Accommodations Office to schedule and staff exams for students registered with SSDS.
- May increase staffing costs for exam proctoring in the evening.

Section 4 – Fall Reading Week Logistical Options:

The taskforce reviewed all of the above logistical opportunities that could provide three days in the calendar, and then worked out combinations for each of the options. After working through all of the possible scenarios, the committee focused its attention on seven combinations of the five options to find days for a Fall Reading Week. Each of the scenarios are further broken down to better describe their impact on the academic schedule and instructional hours. The options are listed below:

1) Start classes one week before Labour Day. This would find all the days required without any further changes. This option would create 64 possible days for instruction as well.

2) Reduce instructional days by one, two or three days.

3) Start classes on the Tuesday after Labour Day instead of Wednesday. This option finds one day. This option is highlighted in the “Description” column as “Start Tuesday”.

4) Eliminate the Thursday exam break at the end of the semester. This means classes would end on a Thursday instead of Wednesday and consolidated exams would begin on the Friday. This option would find one day and is reflected in the “Description” column as “No Exam Break”.

5) Move the consolidated exams that currently occur on the first Friday after classes end to occur later in the exam period. This option finds one day and would need to be used in concert with a change to the Thursday study break (either using the Friday as the study break and having classes on the Thursday, or having no study break and having classes on the Thursday and Friday, which finds two days. This is represented in the last column “Exam Start Date”.

Summary of Scenarios

Scenario	Description	Start Classes	End Classes	Pre-Exam Break	Exam Start Date	Days
	<i>Current Schedule</i>	<i>Wednesday after Labour Day</i>	<i>Wednesday</i>	<i>Thursday</i>	<i>Friday</i>	
A	Start Wednesday before Labour Day	Wednesday before Labour Day	Wednesday	Thursday	Friday	4
B	Start Tuesday after Labour Day and No Exam Break (End classes two days later, Consolidated exams start Saturday)	Tuesday	Friday	No Break	Saturday	3 (1+2)
C	Reduce One Instructional Day, Start Tuesday after Labour Day and Push back Exam Break (End classes one day later, Consolidated exams start Saturday)	Tuesday	Thursday	Friday	Saturday	3 (1+1+1)
D	Reduce One Instructional Day and No Exam Break (End classes two days later, Consolidated exams start Saturday)	Wednesday After Labour Day	Friday	No Break	Saturday	3 (1+2)
E	Reduce Two Instructional Days and Start Tuesday after Labour Day	Tuesday	Wednesday	Thursday	Friday	3 (2+1)
F	Reduce Two Instructional Days and Push back Exam Break (End classes one day later, Consolidated exams start Saturday)	Wednesday After Labour Day	Thursday	Friday	Saturday	3 (2+1)
G	Reduce Three Instructional Days	Wednesday After Labour Day	Wednesday	Thursday	Friday	3

* Changes to the calendar are bolded in the chart to make them clearer.

Section 5 – Recommended Scenarios for Further Consideration

After each scenario was laid out for the committee and their impacts on the U of A's community were discussed, the committee decided to highlight four possibilities (A, C, E, and G from the chart above). They were selections deemed to have the fewest possibly negative outcomes. No goal for the number of scenarios was set; the committee just highlighted what it considered to be the most feasible.

The options that the committee decided not to highlight relied upon condensing the exam period or eliminating the break between classes and the Fall examination period. First, the committee felt that these options would add stress throughout the community, as that break is needed to study, rest and prepare for the examination period. Second, as requests for consolidated exams increase, removing them from the first Friday of the examination period is likely not sustainable.

In a typical calendar year, Fall term classes begin on the Wednesday following Labour Day. However, when September 1st falls on a Tuesday, classes must begin prior to Labour Day in order to finish exams by December 22nd. To display both of these possibilities, the following examples use the 2011 calendar to represent a typical year and the 2015 calendar to represent a year with a pre-Labour Day start. It is necessary to visualize both of these situations, as the standard-year calendar will be affected differently than a calendar when classes begin before Labour Day.

It should be noted that the Office of the Registrar will prepare the Academic Schedule in accordance with new policy or procedure, and therefore the following calendars are subject to change.

Current Calendar without Changes

Normal Year

Term Start Date	Term End Date	Study Break	Examination Period	Instructional Days
Wednesday, September 7	Wednesday, December 7	Thursday, December 8th	December 9-22	63

	Monday	Tuesday	Wednesday	Thursday	Friday	Average
Fall Term Class Meetings	12	13	14	12	12	12.6

	MWF	TR	MWF vs. TR
Fall Term Instructional Minutes	1900	2000	TR Classes have 100 extra instructional minutes

August

Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

September

Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

October

Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

November

Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

December

Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

- * Yellow represents the first day of classes
- * Pink represents holidays
- * Turquoise represents the fall break
- * Green represents the last day of classes
- * Grey represents the examination period

Pre-Labour Day Start Year

Term Start Date	Term End Date	Study Break	Examination Period	Instructional Days
Wednesday, September 2	Thursday, December 3	Friday, December 4	December 5-18	63

	Monday	Tuesday	Wednesday	Thursday	Friday	Average
Fall Term Class Meetings	11	12	13	14	13	12.6

	MWF	TR	MWF vs. TR
Fall Term Instructional Minutes	1850	2080	TR Classes have 230 extra instructional minutes

August

Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

September

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27	28	29	30			

October

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November

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29	30					

December

Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
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13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

Scenario A: Start Wednesday before Labour Day

Normal Year Summary

Term Start Date	Term End Date	Pre-Exam Break	Examination Period	Instructional Days
Wednesday, August 31	Wednesday, December 7	Thursday, December 8th	December 9-22	63 ⁴

	Monday	Tuesday	Wednesday	Thursday	Friday	Average
Fall Term Class Meetings	11	13	14	13	13	12.6

	MWF	TR	MWF vs. TR
Fall Term Instructional Minutes	1850	2080	TR Classes have 230 extra instructional minutes

August

Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

September

Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
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18	19	20	21	22	23	24
25	26	27	28	29	30	

October

Su	Mo	Tu	We	Th	Fr	Sa
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16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

November

Su	Mo	Tu	We	Th	Fr	Sa
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20	21	22	23	24	25	26
27	28	29	30			

December

Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

⁴ As this option creates four extra days, the math here adds up to 64 days. However, it is assumed that this additional day would be given as an extra break throughout the term.

Pre-Labour Day Start Summary

Term Start Date	Term End Date	Pre-Exam Break	Examination Period	Instructional Days
Wednesday, August 26	Wednesday, December 2	Thursday, December 3	December 4-17	63 ⁴

	Monday	Tuesday	Wednesday	Thursday	Friday	Average
Fall Term Class Meetings	11	13	14	13	13	12.6

	MWF	TR	MWF vs. TR
Fall Term Instructional Minutes	1900	2080	TR Classes have 280 extra instructional minutes

August

Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

September

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27	28	29	30			

October

Su	Mo	Tu	We	Th	Fr	Sa
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18	19	20	21	22	23	24
25	26	27	28	29	30	31

November

Su	Mo	Tu	We	Th	Fr	Sa
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8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

December

Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

Scenario C: Reduce One Instructional Day, Start Tuesday after Labour Day and Push Back Exam Break

Normal Year Summary

Term Start Date	Term End Date	Pre-Exam Break	Examination Period	Instructional Days
Tuesday, September 6	Thursday, December 8	Friday, December 9	December 10-22	62

	Monday	Tuesday	Wednesday	Thursday	Friday	Average
Fall Term Class Meetings	11	13	13	13	12	12.4

	MWF	TR	MWF vs. TR
Fall Term Instructional Minutes	1800	2080	TR Classes have 280 extra instructional minutes

August

Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

September

Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
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11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

October

Su	Mo	Tu	We	Th	Fr	Sa
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23	24	25	26	27	28	29
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November

Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
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13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

December

Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
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11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Pre-Labour Day Start Summary

*Note: This option requires beginning class on a Monday to accommodate the loss of classes on Labour Day. Alternatively, the exam break could be foregone and classes could start on Tuesday. Starting Tuesday would mean that the first full week of classes would be the third week, which would push back the start of most labs until the third week of classes. This could lead to one less week of labs than currently occurs on years where classes start before Labour Day.

Term Start Date	Term End Date	Pre-Exam Break	Examination Period	Instructional Days
Monday, August 31	Thursday, December 3	Friday, December 4	December 5-18	62

	Monday	Tuesday	Wednesday	Thursday	Friday	Average
Fall Term Class Meetings	11	13	13	13	12	12.4

	MWF	TR	MWF vs. TR
Fall Term Instructional Minutes	1800	2080	TR Classes have 280 extra instructional minutes

August

Su	Mo	Tu	We	Th	Fr	Sa
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2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

September

Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

October

Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
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11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

November

Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

December

Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

Scenario E: Reduce Two Instructional Days and Start Tuesday after Labour Day

Normal Year Summary

Term Start Date	Term End Date	Pre-Exam Break	Examination Period	Instructional Days
Tuesday, September 6	Wednesday, December 7	Thursday, December 8	December 9-22	61

	Monday	Tuesday	Wednesday	Thursday	Friday	Average
Fall Term Class Meetings	11	13	13	12	12	12.2

	MWF	TR	MWF vs. TR
Fall Term Instructional Minutes	1800	2000	TR Classes have 200 extra instructional minutes

August

Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

September

Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

October

Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

November

Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

December

Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Pre-Labour Day Start Summary

*Note: This option requires beginning class on a Monday to accommodate the loss of classes on Labour Day. Alternatively, the exam break could be taken away and classes could begin on Wednesday. Starting Tuesday would mean that the first full week of classes would be the third week, which would push back the start of most labs until the third week of classes. This could lead to one less week of labs than currently occurs on years where classes start before Labour Day.

Term Start Date	Term End Date	Pre-Exam Break	Examination Period	Instructional Days
Monday, August 31	Wednesday, December 2	Thursday, December 3	December 4-17	61

	Monday	Tuesday	Wednesday	Thursday	Friday	Average
Fall Term Class Meetings	11	13	13	12	12	12.2

	MWF	TR	MWF vs. TR
Fall Term Instructional Minutes	1800	2000	TR Classes have 200 extra instructional minutes

August

Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

September

Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

October

Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

November

Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

December

Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

Scenario G: Reduce Three Instructional Days

Normal Year Summary

Term Start Date	Term End Date	Pre-Exam Break	Examination Period	Instructional Days
Wednesday, September 7	Wednesday, December 7	Thursday, December 8	December 9-22	60

	Monday	Tuesday	Wednesday	Thursday	Friday	Average
Fall Term Class Meetings	11	12	13	12	12	12

	MWF	TR	MWF vs. TR
Fall Term Instructional Minutes	1800	1920	TR Classes have 120 extra instructional minutes

August

Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

September

Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

October

Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

November

Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

December

Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Pre-Labour Day Start Summary

*Note: This option requires pushing the exam break back to accommodate the loss of classes Labour Day. Alternatively, classes could begin on Tuesday to accommodate the loss of Labour Day. Starting Tuesday would mean that the first full week of classes would be the third week, which would push back the start of most labs until the third week of classes. This could lead to one less week of labs than currently occurs on years where classes start before Labour Day.

Term Start Date	Term End Date	Study Break	Examination Period	Instructional Days
Wednesday, September 2	Thursday, December 3	Friday, December 4	December 5-18	60

	Monday	Tuesday	Wednesday	Thursday	Friday	Average
Fall Term Class Meetings	10	12	13	13	12	12

	MWF	TR	MWF vs. TR
Fall Term Instructional Minutes	1750	2000	TR Classes have 250 extra instructional minutes

August

Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

September

Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

October

Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

November

Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

December

Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

Section 6 – Appendices

Appendix i: Fall Reading Week Taskforce Terms of Reference



UNIVERSITY OF ALBERTA Fall Reading Week Task Force TERMS OF REFERENCE

1. Purpose

Reporting to the Provost, the Fall Reading Week Task Force (FRWTF) will investigate the logistical options available for creating a reading week in the Fall Term of the Academic Schedule. Based on its findings, the FRWTF will submit operational recommendations to the Provost by September 2011.

2. Committee Mandate

Dare to Discover speaks to ensuring the University of Alberta provides an “exceptional and life-changing experience for students.” To enhance this pledge, representatives of undergraduate students, graduate students and the University administration will investigate and outline alternative options for the possible implementation of a Fall Reading Week and report this information to the Provost.

The FRWTF will build on the information compiled by the Students’ Union and further explore logistical options available to accommodate the creation of a Fall Reading Week. Specifically, the Task Force will analyze the accommodations made by North American post-secondary institutions to create space for a Fall Reading Week in their calendars, and review the processes that those institutions employed to arrive at their decision. The FRWTF will also engage in consultations within the University community to ensure that the options take the University of Alberta’s unique context into consideration. The aforementioned processes will contribute to the development of a list of logistical adjustments that could accommodate a Fall Reading Week at the University. This list will be evaluated based on its ability to maximize Faculty participation in a Fall Reading Week while minimizing the disruptive impact any scheduling changes might have on the University community.

To this end the Fall Reading Week Task Force will:

- ▶ Investigate the options considered, and the decisions made, in the process of instituting a Fall Reading Week on other North American campuses.
- ▶ Consult, preliminarily, with students, staff, and administration to begin to understand the unique set of constraints present at the University of Alberta.
- ▶ Develop a list of options for the implementation of a Fall Reading Week at the University of Alberta.
- ▶ Provide a summary of costs and benefits associated with each implementation option outlined.
- ▶ Submit a summary report to the Provost by September 2011.

3. **Task Force Composition**

The Task Force shall consist of the following members:

- ▶ SU President
- ▶ SU Vice President (Academic)
- ▶ GSA President or delegate
- ▶ Vice-Provost and Dean of Students or delegate
- ▶ Associate Registrar Records
- ▶ Vice-Provost and University Registrar or delegate
- ▶ Two (2) General Faculties Council Academic Standards Committee Representatives

The Task Force will be co-chaired by the SU President and the Vice Provost and University Registrar

4. **Committee Meetings**

The Fall Reading Week Task Force will meet twice per month from May to September 2011. Additional meetings, if required, will be set by the Secretary in consultation with the Chair(s).

The Chair(s) will manage agendas. Materials shall be circulated in advance to all members. Meeting summaries will be distributed to members.

5. **Secretariat**

The FRWTF shall be supported by Students' Union administration

The Office of the Provost will hold official records of the Task Force's deliberations. The records of the Task Force will be subject to the provincial FOIPP legislation and comply with the records retention schedule of the Office of the Provost.

Appendix ii: Instructional Days at U15 Institutions

Introduction

The information in the table below is based completely on the 2011-2012 academic year. The number of instructional days does not include days during a university's exam period.

University	Fall Term Instructional Days
<i>University of Alberta</i>	63
University of British Columbia	61
University of Calgary	62
University of Saskatchewan	62
University of Manitoba	63
University of Western Ontario	64
University of Waterloo	60
McMaster University	62
University of Toronto	59
Queen's University	59
University of Ottawa	60
Université de Montréal	61
McGill University	67
Université Laval	67
Dalhousie University	62
Median	62
Average	62.1

**FALL READING WEEK TASK FORCE
MEMBERSHIP:**

SU President, Rory Tighe
SU Vice President (Academic), Emerson Csorba
GSA President or delegate, Roy Coulthard
Vice-Provost and Dean of Students or delegate, Dr. Frank Robinson
Vice-Provost and University Registrar or delegate, Gerry Kendal
General Faculties Council Academic Standards Committee Representative, Dr. Brenda Leskiw
General Faculties Council Representative, Dr. Alex Clark
Associate Registrar Records, Ada Schmude

Green and Gold Week Potential Programming

Feedback from University Student Services, Students' Union Student Services, International Student Services, Residence Life, and UofA Athletics

CAPS

Submitted by: Joan Schiebelbein

Engaging Careers

This program would include career exploration workshops (with hands-on activities) for students who are in the early stages of career exploration; a 'living library' (students meet one on one with a professional in a career field of interest) in the CAPS centre for one or more days; and job shadow opportunities. We've held Job Shadow Week during Reading Week for the past two years and both times we had many more students that job shadow than hosts so it would be great to run the same program in the fall.

(<http://www.caps.ualberta.ca/en/lookingforwork/Services/CareerExplorationActivities/UofAJobShadowWeek.aspx>)

Work Search 101

This program could include workshops/presentations on work search strategies, resume and cover letter writing and job interviews. We would also run a series of rapid resume reviews and have a speed dating-type event involving HR professionals. Another element of this program could include an evening focused on developing a professional image, which could include a fashion show that focuses on how to dress and look professional on a limited budget.

Summer Research Already?

A session regarding summer research opportunities could be offered through the Undergraduate Research Initiative. A series of presentations by U of A staff about the summer research opportunities they have available for students (e.g. NSERC, Roger Smith Awards). URI would also deliver presentations on our own funding streams as well as on topics such as how to approach a professor to ask about summer research opportunities.

*Also, if the SU held their Undergraduate Research Symposium in mid-November again, URI could run programming during the Fall Co-Curricular Week to help students prepare for the Symposium or, if the Symposium was held during the Fall Co-Curricular Week, URI could offer programming to add to the Symposium. In addition to presentation on related topics, we could run a Researcher in Residence (drop-in) program.

Golden Bears and Pandas Athletics

Submitted by: Vang Ioannides

Legacy Game

Free Admission and Tuition Giveaway

Dependant on the schedule, but could feature home basketball, volleyball and/or hockey games.

International Student Services

Submitted by: Kumarie Achaibar-Morrison

Launching Life in Canada as a Student

An interactive exploration and discussion of expectations, issues of identity, cultural adjustment, and career pathway to settlement considerations for international students.

Building Proficiency in English: Lifelong Learning

This session is intended to highlight strategies for developing English language proficiency. It will include discussion about research on the relationship between language exposure and fluency, participants will hear student success stories and develop an action plan for self-directed language building activities.

Intercultural Communication Competencies

This session's objectives include: exploring cross-cultural differences, identifying value systems, highlighting Canadian perspectives, and introducing intercultural tips. Participants will discuss what culture is, the value of diversity and possible communication strategies. Five contrasting values and communication styles will be presented to participants.

Key Concepts for Being a Student in a New Academic Culture

The transition to university can be a struggle for any first year student. International students, however, will face unique challenges adapting to the new learning environment, as the depth of the cultural shift needed for students to adjust successfully to the new environment is significant. Integral to student success is discussion and resources that clarify academic differences including learning styles, participation, collaboration, independence, plagiarism, critical thinking, writing clarity, and structured/non-structured learning. This session will aim to introduce the above areas and provide resources.

Mental Health Centre

Submitted by: Kim Maertz

Information Session

Information on what kinds of issues the Mental Health Centre works with, what services they offer, and how students can access the service.

Student Self-Care/ Mindfulness Meditation

We will introduce self-care strategies and teach students mindfulness skills.

How to Become a MHC Client

A tongue and cheek presentation on how to make some choices that could lead to emotional distress and ultimately be referred to the MHC for treatment.

Office of Student Judicial Affairs

Submitted by: Deb Eerkes

Cautionary Tales from the Discipline Officer (Or How to Stay Out of Trouble)

This session would bring real cases (identifying details removed) from the Discipline Officer for discussion about how the students got to the stage where they were charged under the Code of Student Behaviour. We will then turn to case studies for discussion on how the students in the cases can change direction and avoid trouble.

10 Ways to Avoid Plagiarism

This session provides a series of strategies for writing papers without plagiarism, using real examples of how students have unintentionally plagiarized. Students in the session are provided an opportunity to share their own strategies for avoiding plagiarism as well.

Residence Life

Submitted by: Yvonne Kuster

How to Deal With Issues with Roommates/Floors

This session could discuss conflict management when dealing with issues on floors or with roommates.

Personal Development

Functional how-to's such as cooking and laundry, religious awareness, making the best of travel experiences (e.g. with governmental funding), managing parents (e.g. first year generations), balancing time between academics, volunteering, co-curricular involvement (e.g. rowing club, knitting club), and work. The session could also go over how to handle group projects, how to break down assigned group work, and how to approach professors.

Sexual Assault Centre

Submitted by: Leanne Wruck

When Sex is Not Sex

The session would allow students to learn about the difference between sex and sexual assault and explore how, within our media and pop culture, the line between the two is often blurred as sex paired with violence has become normative. Students would learn to

deconstruct the myths about sexual assault would explore ways we can all work toward preventing sexual violence.

Student Success Centre

Submitted by: Wendy Doughty

Presentation by the Student Success Centre

Difficult Conversations

This session would discuss how to talk about sensitive topics with friends, roommates, and parents about relationships, living arrangements, academic achievements, financial issues, etc.

Presentations by SSDS

Strategy Support

Shifting from disability to ability. Learn what resources are available to you to support your success.

Exam Accommodations

Find out who is eligible for exam accommodation, what the process is, and how you can access such support.

Accessibility @ the UofA

What you need to know about accessibility.

Adaptive Technologies @ the UofA

What every student should know about adaptive technologies available at the UofA.

Presentation by MASC

Math and Applied Sciences Centre Information Session

Learn how to choose services to support your academic success. This session will be of interest to students in mathematics, sciences, and engineering (both on-campus resources and off-campus resources). The session would include a discussion about potential pitfalls, especially in off-campus resources.

Presentation by Writing Resources

Getting it Write

Knowing What You Need: learn about resources that can help you to develop your writing skills.

Presentation by Learning Resources

10 Important Things You Need to Know About Learning at University

What's different between high school and university? Do you have the cognitive strategies to succeed?

Presentation by UBEF

Making Great Financial Choices While Still a Student

The session would explore how to live with the resources available to you.

Collaborative Efforts

Effective Use of Technology in Communication

This session would outline how to professionally communicate in online environments, and the basics to common Microsoft/Apple/Adobe products that would assist students in preparing presentations, poster sessions, preparing their resumes, communicating with other students, professors, and employers. Various University Student Services could facilitate the session.

Understanding Your Grades

How are grades calculated? What does it mean when marks are “placed on the curve”? Can I dispute a grade? What will grades affect my academic program and future education and/or career. Answers to these questions and more will be provided in this session potentially facilitated by the Student Success Centre and Faculty representatives.

Sustain SU

Submitted by: Stefanie Drozda

Sustainability 101

An hour-long workshop designed for students and student groups. Trained Sustain SU staff and volunteers will facilitate the workshop. It addresses current issues regarding sustainability, exploring the economic, social and environmental aspects, and opens a discourse among participants on their perspectives of these issues. Participants will be actively engaged to discover their opinion and be challenged to open their minds to other views. Ultimately the goal of the workshop is to inform students about relevant sustainability issues and encourage them to come up with practical and tangible solutions that they themselves can undertake, both in their personal lives and on campus.

University Pharmacy

Submitted by: Mary Vetsch

Information Session

An information session on the University Pharmacy and what services are available, which might touch on smoking cessation, effective sleep habits, asthma, immunizations, and/or birth control.

Mental Health as Seen in the ACHA-NCHA II

13 December 2011

Prepared by: Jessica Zvonkovic, UPIO – 13 December 2011

**Introduction**

The ACHA-NCHA II assists health services by collecting data regarding student's perceptions, habits, and behaviors in relation to health. In Spring 2011, an ACHA-NCHA II survey was conducted with 1,600 University of Alberta respondents¹. An overview of the results that pertain to mental health is outlined below. Data from the 2011 Reference Group Executive Summary² surveying 105,781 students from 129 institutions across the United States and Canada is also found below.

	Total Number of Respondents	Percentage of Total Surveyed who Responded
U of A Data	1,600 ³	32.0%
Reference Group Data	105,781	28.5%

Academic Impacts

Question Asked	Total Percentage UofA	Total Percentage Reference Group
<i>"Have any of the following negatively impacted your academic performance by either lowering your grade on an exam, important project, the course, caused you to drop a course, or significantly disrupt thesis, dissertation, research, or practicum work"</i>		
Stress	33.9%	25.7%
Anxiety	25.0%	19.1%
Sleep Difficulties	23.3%	19.4%
Depression	13.8%	11.9%

¹ "University of Alberta Executive Summary; ACHA-NCHA II" American College Health Association, Spring 2011.

² "Reference Group Executive Summary; ACHA-NCHA II" American College Health Association, Spring 2011.

³ Surveys were sent to a sample of UofA students who were enrolled in at least one course. Students on exchange or taking distance learning were not included in the survey.

Mental Health

Question Asked	Total Percentage UofA	Total Percentage Reference Group
<i>Have you in the past twelve months...</i>		
Felt overwhelmed by the things you needed to accomplish	87.5%	86.3%
Felt exhausted (not due to physical exertion)	87.1%	81.6%
Felt very sad	65.6%	61.1%
Felt very lonely	61.7%	57.3%
Felt overwhelming anxiety	52.1%	50.6%
Felt things were hopeless	51.3%	45.1%
Felt overwhelming anger	40.7%	37.1%
Felt so depressed it was difficult to function	34.4%	31.1%
Seriously considered suicide	6.8%	6.4%
Intentionally cut, burned, bruised, or otherwise injured yourself	4.8%	5.2%
Attempted Suicide	1.2%	1.1%

Question Asked	Total Percentage UofA	Total Percentage Reference Group
<i>Within the past twelve months have you been diagnosed or treated by a professional for the following...</i>		
Anxiety	8.1%	11.6%
Depression	8.2%	10.7%
Both Depression and Anxiety	4.9%	6.9%

Attachment 7/Appendix E - ACHA-NCHA II Results Comparison

Question Asked	Total Percentage UofA	Total Percentage Reference Group
<i>Within the last 12 months have any of the following been very traumatic or very difficult to handle?</i>		
Academics	55.0%	45.1%
Finances	33.2%	34.1%
Intimate relationships	31.3%	32.2%
Career-related issues	29.6%	25.3%
Family problems	24.8%	26.9%
Sleep difficulties	24.7%	25.4%
Other social relationships	23.4%	24.6%
Personal appearance	21.8%	21.8%
<i>Students reporting two issues</i>	15.3%	13.4%
<i>Students reporting three or more issues</i>	50.3%	47.7%

Question Asked	Total Percentage UofA	Total Percentage Reference Group
<i>Within the last 12 months, how would you rate the overall level of stress experienced?</i>		
No stress	0.9%	1.6%
Less than average stress	8.2%	7.6%
Average stress	33.8%	37.8%
More than average stress	45.9%	42.8%
Tremendous stress	11.2%	10.3%

U15 Orientation Dates¹

9 February 2013

Prepared by: Samantha Joseph, UPIO



Institution	2012 Orientation Date(s)	2012 Start of Classes
University of Alberta	Monday, September 3-Tuesday, September 4	Wednesday, September 5
University of Alberta – Proposed	Monday, September 3	Tuesday, September 4
University of British Columbia	Tuesday, September 4 ²	Tuesday, September 4
University of Calgary	Tuesday, September 4-Friday, September 7	Monday, September 10
University of Saskatchewan	Tuesday, September 4-Wednesday, September 5	Thursday, September 6
University of Manitoba	Tuesday, September 4-Wednesday, September 5	Thursday, September 6
University of Western Ontario	Monday, September 3-Wednesday, September 5	Thursday, September 6
University of Waterloo	Monday, September 3-Friday, September 7	Monday, September 10
McMaster University	Saturday, September 1- Wednesday, September 5	Thursday, September 6
University of Toronto	Wednesday, September 5-Friday, September 7	Monday, September 10
Queen's University	Sunday, September 2- Wednesday, September 5	Monday, September 10
University of Ottawa	Tuesday, September 4	Wednesday, September 5
Dalhousie University	Sunday, September 2- Wednesday, September 5	Thursday, September 6

¹ Québec schools have been omitted as the 2012/13 academic calendars were uniquely affected by the spring 2012 student strikes.

² Imagine UBC is the one-day orientation and transition program coordinated by faculties, student organizations and student services for undergraduate students held on Tuesday, September 4. Daylong orientation programming replaces the majority of undergraduate classes except those that commence at 5:00 PM and meet once per week.



December 13, 2011

Rory Tighe
President
University of Alberta Students' Union
2-900 SUB

Dear Mr. Tighe:

Re: Proposed Green and Gold Week

Thank you for the update on the progress being made to implement a "Fall Reading Week." This is a very important initiative for students, especially for first year international students.

The University of Alberta recruits excellent students from around the world and has solid services in place to welcome international student to campus and help get them settled and established in Edmonton. For many of these students, particularly undergraduate students away from home for the first time, the transition to the University of Alberta is a significant undertaking.

Students can be challenged by any one of the following:

- Adapting to a new learning environment – the culture in our classrooms, the expectations of continuous assessment and our interactive teaching style are new to many students.
- Living and studying in English. If English is not the students first language, the time to complete readings and polish assignments often takes more time for these students.
- Living independently from parents brings opportunity for personal growth but can bring added stress for students not used to making decisions and taking responsibilities for all aspects of daily life.
- Developing new social networks. The pressure to succeed academically doesn't always allow students time to develop their peer networks which are helpful in the long term to their success.


Many students begin their first term full of excitement, taking on a full course load, fully expecting to succeed. As the first mid-term results come back many realize they have taken on more than they can manage and some lack the skills and support networks to bring things back on track. A mid-term break in the first term would be a perfect opportunity for students to have time to focus on developing the study skills they need, to work on the assignments that are due and to evaluate the decisions they need to make about the current academic term.

I would also suggest that the Fall Term deadline for withdrawing from courses would be placed at the end of the Fall Term break. This will enable students to use the week to invest in the course work required for success and to make good decisions about continuing in courses in which they might be struggling.

I appreciate that there are many changes to the University of Alberta calendar that might be required to find space for this mid-term break. I endorse the proposal that the Fall Term would still start after the Labour Day weekend. International students are already pressed to obtain their study permits, arrive in Edmonton and settle before classes start in September, making the start of term any earlier would only make things more difficult for new students.

I look forward to further updates on your progress and fully expect UAI to contribute to the content of workshops and activities that will be developed to assist students in taking full advantage of the benefits a Fall Term break will bring.

Sincerely,

A handwritten signature in black ink, appearing to read "Britta Baron". The signature is written in a cursive, flowing style.

Britta Baron
Vice Provost and Associate Vice President International

Appendix 10 – Letter of Support from the GSA and the PDFA

October 31st, 2013

To: Petros Kusmu, Students' Union President 2013-2014

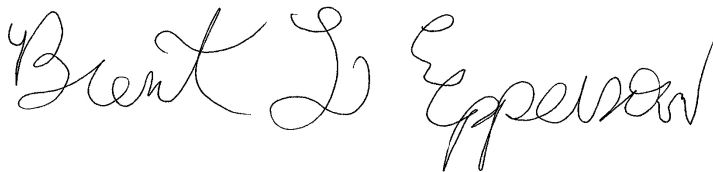
Re: Joint-letter of Support in Establishing a Fall Reading Week

Dear President Kusmu:

On behalf of the Graduate Students' Association (GSA) and the Postdoctoral Fellows Association (PDFA), we endorse the Students' Union's proposal for a nine-day Fall Reading Week break concurrent with Remembrance Day in November. We believe that this break will benefit the entire campus community.

We look forward to this proposal being supported by members of the General Faculties Council (GFC) Executive Committee, GFC and approved by the Acting Provost.

Signed,



Brent Epperson, *Graduate Students' Association President*



Ravi Gaikwad, *Postdoctoral Fellows Association President*