Appendix A

The Report of the Provost's Advisory Task Team on Student Engagement

REPORT OF THE PROVOST'S ADVISORY TASK TEAM ON STUDENT ENGAGEMENT

**Prepared for Dr. Carl Amrhein,
Provost and Vice-President (Academic)**

July 2009

UNIVERSITY OF ALBERTA

TABLE OF CONTENTS

1. EXECUTIVE SUMMARY

A. BACKGROUND / OPERATIONS OF THE TASK TEAM

The Provost's Advisory Task Team on SE arose out of a recommendation made by reviewers in the Administrative Unit Review of the Dean of Students portfolio (2008).

B. PREAMBLE: SE AT THE UNIVERSITY OF ALBERTA

SE is a deep involvement of students with professors, other students, alumni, and the broader community, both inside and outside the classroom. The outcomes of engagement are many, but most readily identifiable are the pursuit of truth, involvement in communities both near and far, a sense of belonging and affiliation with the University, as well as self-formation and personal development. A great university must foster these outcomes through the provision of opportunities for academic engagement, social/community involvement, and by promoting health and wellness alongside career and life development. The following statement was considered to define SE within our university community:

> *"By supporting diverse opportunities for student involvement in both the formal and informal aspects of the academic and social worlds of the community, the University of Alberta supports the academic, social, health and wellness, and personal development of students."*

C. PROPOSED MODEL FOR SE

SE is:

- the focus of the U of A community to "the development of the whole student" from a student's initial acceptance through to graduation and the transition to alumni;

- a shared responsibility by the university community within two broad components: academic programs and student life;

- assessed by formal and informal tools. Benchmarks include National Survey on Student Engagement (NSSE) scores, student retention statistics, exit surveys, focus groups, and general surveys; and

- is supported by engagement within the university community, as well as in engagement of faculty, staff and alumni. The ideal is that improvements in all levels of engagement will improve SE.

The University of Alberta student experience can be divided into two primary components:

- **Curricular**, which describes the classroom and academic programming experience, including the management of these records; and

- **Co-Curricular**, which includes the supporting services, activities, and campus facilities that encourage and help facilitate student success around four areas: academic engagement, social/community, health and wellness, and career/life development.

D. ABBREVIATED RECOMMENDATIONS:

I. Priorities and Planning
  i. Expect all academic and non academic departments and units to collaborate with students and to demonstrate how SE is part of their strategic initiatives and operations.

II. Student Life Programs:
  i. Facilitate SE by:
  - Construct a student online portal to facilitate the creation of student; communities and the delivery of information related to student life;

  - Provide forums for student communication and resulting changes ;

  - Develop a co-curricular record to document engagement;

  - Develop and support peer-to-peer SE programming;

  - Support and guide student clubs to building a sense of community;

  - Develop on-campus employment opportunities for students; and

  - Design varied spaces for social interaction on campus.

  ii. Leverage student financial aid and scholarship resources to:
  - Reduce student need for employment during the academic term; and

  - Support financial need to grow study abroad programs.

  iii. Develop programs that enhance the cultural competencies of students, including:
  - Formulate a comprehensive aboriginal SE strategy;

  - Embrace diversity in the student community (cultural, personal and racial differences, gender, sexual identity, and family dynamics); and

  - Develop programs to integrate international students.

  iv. Design SE programming targeted to commuter students.

v. Work to ensure that students studying primarily at the smaller campuses feel connected with the North campus.

vi. Partner with alumni on SE activities when appropriate, including:
- Engage alumni in student life and mentoring; and
- Promote students' pride in and knowledge of U of A achievements.

vii. Develop a sense of community pride in our students.

III. Academic Programs:
i. Promote and celebrate engaged, pedagogically sound teaching and learning starting with selecting enthusiastic professors for students in their first year; and through the program engage the following: international students, non-traditional students, students who commute and life long learners; and

ii. Support all those who teach from Teaching Assistants to Professors through education and the Faculty Evaluation Process.

IV. Evaluating Progress:
i. Ensure that NSSE and other survey tools are actively utilized by faculties and units to guide their SE initiatives and gauge successes.

ii. Expect all personnel to develop outcomes that will address all measures of SE (NSSE, Government of Alberta survey, CANADIAN UNDERGRADUATE SURVEY CONSORTIUM (CUSC)).

2. TASK TEAM MANDATE/TERMS OF REFERENCE

The aim of the Task Team is to provide guidance to the Provost and the University community on confirming the model for SE on campus. To this end it will:

- review the appropriate materials on the recent reports, discussions and recommendations regarding SE;

- provide advice to the Provost on the best model for the University;

- provide proposed timeline and implementation plans for a new model;

- consult broadly including with key stakeholders to ensure the right model is established for the University of Alberta, especially on all matters related to structure and support of the model;

- facilitate communication and cooperation among all offices and organizations that provide services affecting students and administrative and support services;

- provide a final report within four months which shall be made public;

3. BACKGROUND / OPERATIONS OF THE TASK TEAM

The Provost's Advisory Task Team on SE arose out of a recommendation made by external reviewers in the Administrative Unit Review of the Dean of Students portfolio (2008). The mandate of the Task Team was to provide guidance to the Provost and the University community on confirming the model for SE at the University of Alberta.

Prior to the initial meeting of the Task Team, the recommendations from existing reports related to SE were compared, and overlapping recommendations were noted.

Members of the Task Team (both individuals and small sub-committees) investigated specific issues and developed supporting materials, including:

- an analysis of existing University of Alberta taskforces and reports on the subject of SE (Appendix A);

- a brief scan of the G13 Universities to find existing trends and models of SE among the major post-secondary institutions in Canada (Appendix B);

- a working definition of "SE" specific to the University of Alberta

- a list of barriers to SE, their linkages to the academic plan and proposed ways to remove these barriers (Appendix C);

- a description of the student experience in terms of the landscape of services currently offered by the University of Alberta and linked to the cornerstones of the academic plan (Appendix D);

- a refined model focussed as a portal to allow students to access opportunities for engagement in a "Whatsoever things are student" template (Appendix E);

- interviews with all faculties to identify faculty-specific opportunities for engagement (Appendix F);

- a study of the role of the National Survey on SE (NSSE) as it relates to the evaluation of academic and co-curricular components of SE (Appendix G);

- a list of recommendations to be shared with the Provost and the General Faculties Council (GFC) Executive committee designed to ensure that SE becomes a priority for the University of Alberta.

- the development of a campus-wide portal service to develop a single sign-on service that will promote SE (Appendix H); and

- a list of Library services which support SE (Appendix I).

4. PREAMBLE: SE AT THE UNIVERSITY OF ALBERTA

The core academic mission of any university as it relates to students is carried out largely within the classroom according to a formal curriculum. The vision of the University of Alberta, as articulated in Dare to Discover, is to be one of the world's truly great public universities. In part, great universities go beyond the formal curricular mission of a postsecondary institution by offering students enriched opportunities for personal development through engagement.

What is SE? Broadly defined, engagement is a deep involvement of students with professors, other students, alumni, and the broader community, both inside and outside the classroom. The outcomes of engagement are many, but most readily identifiable are the pursuit of truth, involvement in communities both near and far, a sense of belonging and affiliation with the University, as well as self-formation and personal development. A great university, then, must foster these outcomes through the provision of opportunities for academic engagement, social/community involvement, and by promoting health and wellness alongside career and life development.

Some students are primarily interested in attaining an academic credential. However, truly engaged students choose to go beyond the requirements of their particular academic programs. In many ways, great universities and great students are quite alike. By promoting learning opportunities that reach beyond basic curricular requirements, a great university inspires great students to do the same. And great students – engaged students – seize those opportunities, contributing to their campus, their communities and the world in countless ways. Each is a role model for the other.

The Task Team arrived at the following statement to define SE within our university community:

> *"By supporting diverse opportunities for student involvement in both the formal and informal aspects of the academic and social worlds of the community, the University of Alberta supports the academic, social, health and wellness, and personal development of students."*

5. PROPOSED MODEL FOR SE

SE is:

· the focus of the U of A community from a student's initial acceptance through to graduation (where the transition to alumni is facilitated);

· a shared responsibility by the university community within two broad components: academic programs and student life;

· assessed by formal and informal tools. Benchmarks include National Survey on Student Engagement (NSSE) scores, student retention statistics, exit surveys, focus groups, and general surveys; and

· is supported by "university community engagement," "faculty engagement," "staff engagement," and "alumni engagement." The ideal is that improvements in all levels of engagement will improve SE.

The University of Alberta is committed to the development of the whole student. By providing diverse opportunities for student involvement in the University community, both curricular and co-curricular, the University of Alberta supports the academic, social, health and wellness, and personal development of students.

The educational journey of a University of Alberta student begins far sooner than the moment they attend classes and extends much further beyond graduation. The University continues to seek and develop effective ways to help our students successfully transition into, through, and out of their campus experience. We provide services for prospective students and alumni, in recognition of the fact that our students are lifelong members of the University of Alberta community. During our students' presence (physical or distance) on campus, the University supports the development of the whole student and dedicates resources to both academic and student life development.

High School/Pre-University	The U of A Experience *(Curricular and Co-Curricular)*	Alumni/Post-University
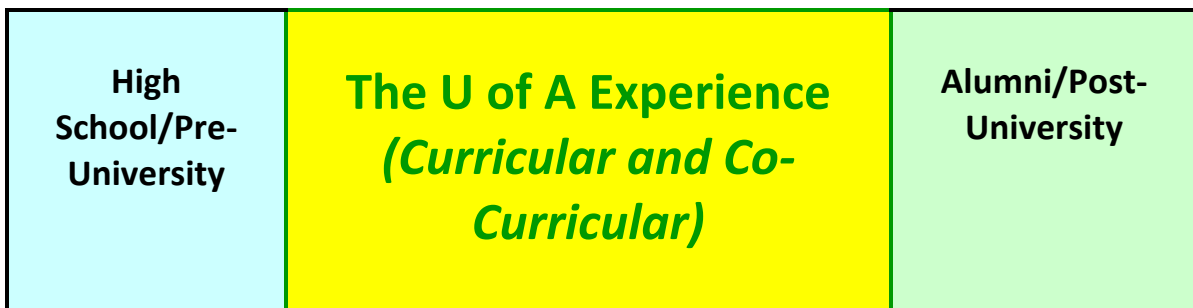
The University of Alberta student experience can be divided into two primary components:

- **Curricular**, which describes the classroom and academic programming experience, including the management of these records; and

- **Co-Curricular**, which includes the supporting services, activities, and campus facilities that encourage and help facilitate student success.

Within the realm of Academic Programs, SE requires that students take an active role in the classroom. Faculty have a responsibility to engage their students. At a formal level, this can take the role of professor-student relationship which can be more formal in a large class setting, or more personal in small groups or cohorts. However, it is primarily evidenced by a faculty member's knowledge, understanding of the students he or she is teaching and ability to integrate teaching with research. Within the classroom, an engaged professor asks questions and creates a learning environment based on trust, respect and ultimately, a space in which student enquiry can be initiated and sustained. Engaged professors value a positive student experience, and see students through to convocation and beyond. They recognize that engagement goes beyond the classroom, and includes students' "life in Edmonton." To successfully engage their students, faculty members need to be engaged themselves. Engaged faculty are likely to be leaders in their discipline, the University and their community. Supporting faculty engagement will require a cultural shift for many faculty members, beginning at their orientation and continuing throughout their career.

Student Life has largely been the focus of this Task Team, and can be further broken down into four major categories:

- **Academic Engagement** describes the types of activities that help to encourage or enhance each student's academic activities. These types of resources can range from academic support services, transition programming, financial assistance, technology and learning support services, and advising services.

- **Social/Community** describes the activities and events that contribute to the social development and community engagement that enhance the quality of the student experience and assist in the development of engaged citizenship. These activities and resources include student groups, learning communities, service-learning, diversity programming, and participation in institutional governance.

- **Health and Wellness** contribute significantly to student success. This categorization refers to the activities, services, and events that contribute to the well-being of our students. Such services and activities under this category includes: fitness and athletics, health services, counselling services, recreational activities, diversity support services, sustainability, and spirituality services.

- **Career/Life Development** refers to the resources available to students to further develop their career and life skills. This category plays an important part in the effective transitioning of students out of the institution. Resources here include,

career services, alumni activities, internships, mentorship, and lifelong learning activities.

SE *"Whatsoever things are student"*				
Curricular Activities	**Co-curricular Activities**			
	Academic Engagement	**Social/ Community**	**Health/ Wellness**	**Career/ Life Development**
	Further details of specific University programming within each category can be found in Appendix E and faculty-specific programming can be found in Appendix F.			

While recognizing that promoting SE is the responsibility of the entire campus community, accountability for SE must be assigned to particular officers of the University in order to ensure that the University achievements are measured and areas needing improvement are addressed. Because the proposed model identifies two primary components for SE, the Task Team recommends the following accountability structure:

	Curricular Programs	**Co-Curricular Programs**
Primary Leadership	Vice-Provost (Academic Programs)	Vice-Provost and Dean of Students
Contributors	Vice-Provost and Dean of Students; Office of the Registrar and Student Awards; Learning Services; UTS; GFC Academic Standards Committee (ASC); GFC Committee on the Learning Environment (CLE); Strategic Analysis; SU; Graduate Students' Association (GSA); UAI	Vice-Provost (Academic Programs); Student Services; Campus Recreation; Residence Life; Office of the Registrar and Student Awards; Learning Services; UAI; SU; GSA; GFC Council on Student Affairs (COSA); University Senate; Alumni Association
Other Stakeholders	Facilities and Operations; Faculties; Academic Information and Communication Technologies (AICT)	

Accountability for Academic Programs and Student Life logically fall to the Vice-Provost (Academic Programs) and the Vice-Provost and Dean of Students respectively. This structure presumes that these two leaders will collaborate to ensure that the curricular and co-curricular initiatives are appropriately integrated so as to maximize SE opportunities.

6. RECOMMENDATIONS

A. PRIORITIES AND PLANNING

I. Make SE an institutional planning priority, and expect all departments and units (including those that do not directly interact with students) to consider how to promote SE as part of their strategic initiatives and operations.

II. Involve students directly in the development and implementation of all SE initiatives.

III. Ensure that the development of social space that is welcoming to both students and faculty is a primary consideration in all space planning exercises.

B. STUDENT LIFE PROGRAMS

I. Facilitate communication and cooperation among all offices and organizations that provide services affecting students and administrative and support services so as to coordinate SE efforts.

II. Construct and refine a student online portal to facilitate the creation of student communities and the delivery of information related to student life (see Appendix H).

III. Demonstrate to students that the University values SE by listening to their ideas and concerns, delivering on issues, and communicating the resulting initiatives.

IV. Develop a co-curricular record to document and encourage SE activities on campus.

V. Whenever practical, develop and support peer-to-peer SE programming as a way to develop student leaders and better engage students who may respond better to programming provided by fellow students.

VI. Cultivate student groups and actively support and guide their activities as a critical method of building a sense of community within the student body.

VII. Develop on-campus employment opportunities for students that facilitate engagement.

VIII. Leverage student financial aid and scholarship resources to:

· Enable students to avoid working excessive hours in employment to pay for their education.

IX. Internationalization

· Facilitate the participation of students facing financial barriers in study abroad programs.

X. Develop programs that enhance the cultural competencies of students, including:

· Constructing and implementing a comprehensive aboriginal SE strategy;

· Demonstrating greater sensitivity to cultural, personal and racial differences, gender, sexual identity, and family dynamics when structuring services and activities;

· Developing programs that better facilitate the integration of international students into the campus community; and

· Providing opportunities for international students to share their culture with Canadian students.

XI. Design SE programming targeted to commuter students.

XII. Foster better relationships and communication between the various U of A campuses, including coordination of cross-campus programs and services, to ensure that students studying primarily at the smaller campuses feel connected with the North campus. Possible initiatives include:

· Celebrating the cultural and language differences among the different campuses; and

· Creating a full inventory of services offered to students as a way to address those that should be made available in French and then where those are best located.

XIII. Ensure that large public spaces such as Quad are readily available for student activities.

XIV. Partner with alumni on SE activities when appropriate, including:

· Expanding and publicizing the database of alumni who want to help students network and/or mentor students; and

· Building on the Centenary successes to promote students' pride in and knowledge of U of A history and achievements.

XV. Develop a sense of community pride in our students:

· Festival of Engagement; and

· SE Enhancement Fund.

C. ACADEMIC PROGRAMS

I. Develop "cornerstone" courses for all first-year students that offer the opportunity to build community, enhance communication, and be truly engaged early in their academic career.

II. Assign enthusiastic teaching staff to teach first year courses.

III. Develop and promote the concept of faculty engagement as an important means to meaningful SE.

IV. Design a pedagogical approach that uses the residence experience to enhance the classroom experience.

V. Ensure that promoting SE in the classroom is an institutional priority by:

· Supporting the integration of research and teaching into courses at all levels;

· Maintaining a focus on being a Teaching and Learning- as well as a Research- Intensive institution through continued central support for Teaching and Learning Enhancement Fund (TLEF), Festival of Teaching, and Teaching Certificate Program;

· Ensuring Faculty Evaluation Committees (FEC) recognize teaching as well as research;

· Enhancing Teaching Assistant training aimed at fostering engagement;

· Expanding academic cohort learning opportunities;

· Re-evaluating program structures to address a perceived lack of flexibility in program and course scheduling;

· Expanding course offerings in Spring/Summer and in evenings to allow students to finish their degree in a timely manner; and,

· Leveraging the expertise of stakeholder units such as University Libraries, UTS, and AICT (See Appendix I).

VI. Provide more effective support for International students, particularly those for whom English is a second language, by:

· Providing intensive writing support;

· Creating opportunities for them to participate in well-facilitated group discussion and group work; and

· Ensuring Graduate Teaching Assistants are comfortable teaching in English, and providing appropriate support when needed.

VII. Ensure that academic program and scholarship criteria facilitate the full participation of non-traditional students, including lifelong learners.

D. EVALUATING PROGRESS

I. Ensure that NSSE and other survey tools are actively utilized by faculties and units to guide their SE initiatives and gauge successes.

II. Share all measures of SE (NSSE, Government of Alberta survey, CUSC) with personnel who have the authority to address the findings, with the expectation that they develop strategies to address areas that require improvement and celebrate areas that demonstrate success.

7. MEMBERS OF THE TASK TEAM

Olive Yonge, Vice-Provost (Academic Programs), Chair
Marion Allen, Associate Dean, Faculty of Graduate Studies and Research (FGSR)
Marc Arnal, Dean, Campus St Jean
Peter Blenis, Associate Dean (Academic), Faculty of Agriculture, Life and Environmental Sciences
Jim Bohun, Office of the Dean of Students
Chloe Chalmers, Alumni Services
Roger Cheng, Chair, Department of Civil and Environmental Engineering (representative from the President's Advisory Committee of Chairs (PACC))
Chelsey Evans, Residence Services
Nancy Hannemann, University of Alberta International
Ric Johnson, GFC Executive Representative (selected by the Provost)
Heike Juergens, University Senate
Gerry Kendal, Vice Provost and Registrar
Brenda Leskiw, Associate Dean (Academic) Faculty of Science
Cheryl Luchkow, Assistant Dean of Students
Janelle Morin, President, Student's Union (2008-2009)
David Newman, Office of the Dean of Students
Susan Peirce, Director, Alumni Council
Frank Robinson, Interim Vice-Provost and Dean of Students
Ben Whynot, President, Graduate Student's Association (2008-2009)
Moin Yahya, Faculty in Residence (Law)
Karen Unger, Task Team Support (Office of the Provost)

8. LIST OF ACRONYMS USED

AICT – Academic Information and Communication Technologies

ALES – Agricultural, Life and Environmental Sciences

APA – American Psychological Association

ASSC – Aboriginal Student Services Centre

ASC – Academic Standards Committee

CaPS – Career and Placement Services

CARNA – College and Association of Registered Nurses of Alberta

CCIS – Centennial Centre for Interdisciplinary Science

CLE – Committee on the Learning Environment

COSA – Council on Student Affairs

CSJ – Campus Saint-Jean

CSL – Community Service-Learning

CUSC – Canadian Undergraduate Survey Consortium

EAL – English as an Additional Language

ECOS – Environmental Coordination Office of Students

EFL – English as a Foreign Language

ELP – English Language Program

ESL – English as a Second Language

ETLC – Engineering Teaching and Learning Complex

FEC – Faculty Evaluation Committee

FGSR – Faculty of Graduate Studies and Research

GFC – General Faculties Council

GSA – Graduate Students' Association

IC – International Centre

InTEL – An INTense English Language experience for international teaching assistants

IPT – Introductory Professional Term

iSMSS – Institute for Sexual Minority Studies and Services

LMS – Learning Management Systems

N-CEL – Network of Community Engaged Learners

NEOS - A central Alberta library consortium

LIST OF ACRONYMS USED (*continued*)

NPB – Non-Profit Board Program

NSSE – National Survey of Student Engagement

MPH – Master of Public Health

PAHC - Physical Activity and Health Complex

PACC – President's Advisory Committee of Chairs

RA – Research Assistant

RTW – Required to Withdraw

SA –Student Association (Rehab Med)

SE – Student Engagement

SEA – Student Extracurricular Activity Program

SFAIC – Student Financial Aid Information Centre

SIHA - Students' International Health Association

SLIS – School of Library and Information Studies

SOS – GFC Academic Standards Committee Subcommittee on Standards

SSDS – Specialized Support and Disability Services

SU – Students' Union

SUB – Students' Union Building

TA – Teaching Assistant

TIE – Truth in Education Program

TLEF – Teaching and Learning Enhancement Fund

TYP – Transition Year Program

T2U – Transition to University

UHC – University Health Centre

U-Pass – University Transit Pass

UTS – University Teaching Services

VPM – Vice-Provosts' Meeting

WAC – Writing Across Curriculum Program

WISEST – Women in Scholarship, Engineering, Science, and Technology

WRS – Writing Studies

9. RECORD OF MEETINGS AND CONSULTATIONS

Task Team Meetings:
September 29, 2008
October 29, 2008
November 19, 2008
December 11, 2008
March 18, 2009
April 9, 2009
June 2, 2009
July 14, 2009

Campus Constituency Consultations
Graduate Student's Association – April 24, 2009
Faculty of Law – April 29, 2009
Faculty of Agricultural, Life and Environmental Sciences (ALES) – April 29, 2009
Faculty of Nursing – April 30, 2009
Faculty of Science – April 30, 2009
Augustana Faculty – May 5, 2009
Faculty of Native Studies – May 5, 2009
Faculty of Arts – May 6, 2009
School of Library and Information Studies – May 6, 2009
Faculty of Pharmacy and Pharmaceutical Sciences – May 6, 2009
Faculty of Engineering – May 7, 2009
Faculty of Medicine and Dentistry – May 7, 2009
Campus Saint-Jean (CSJ) - May 7, 2009
School of Public Health – May 8, 2009
Faculty of Rehabilitation Medicine – May 11, 2009
Students' Union (SU) – May 12, 2009
Faculty of Extension – May 12, 2009
Residence Services – May 15, 2009
Faculty of Business – May 20, 2009
Faculty of Physical Education and Recreation – May 21, 2009
Faculty of Education – June 12, 2009

Additional Consultations:
O. Yonge with President Samarasekera – November 18, 2008
GSA – December 2, 2008
SU – December 18, 2008
Special COSA Meeting – January 6, 2009
CLE – January 7, 2009
Vice-Provosts' Meeting (VPM) Retreat – January 8 and 9, 2009
COSA – January 22, 2009
ASC – February 19, 2009
PACC – March 19, 2009
GFC Academic Standards Committee Subcommittee on Standards (SOS) – April 2, 2009
ASC – April 16, 2009

10. PREVIOUS TASK FORCE REPORTS

- **Senate Task Force on Student Engagement**
  2005 ~ http://www.uofaweb.ualberta.ca/senate//pdfs/TaskForceExecutiveSummary.pdf

- **Graduate Student Experiences at the University of Alberta (CLE)**
  2006 ~ http://www.uofaweb.ualberta.ca/provost/pdfs/GraduateStudentExperiences-Report.pdf

- **The Undergraduate Experience Report (CLE)**
  2005 ~ http://www.ualberta.ca/~univhall/vp/vpa/AcademicPlan/CLEUndergraduateExperience.pdf

- **Cohort Learning Initiative Working Group Discussion Paper**
  2007 ~ http://www.ualberta.ca/~univhall/vp/vpa/AcademicPlan/CohortDiscussion.pdf

- **Integrating Research and Teaching at the University of Alberta (Working Group on Teaching and Research)**
  2004 ~ http://www.uofaweb.ualberta.ca/researchandstudents//pdfs/FinalReportWorkingGroup.pdf

- **Advisory Task Team on the Administration of Graduate Student Services**
  (Report to be posted online once all appropriate committees have reviewed report;
  contact the Office of the Provost and Vice-President (Academic) for further information.)

APPENDICES

APPENDIX A

SENATE TASKFORCE ON STUDENT ENGAGEMENT

1. **Make SE a strategic priority for the University of Alberta.**

   1.1. Ensure that the student experience is a permanent component of the academic and strategic planning process and engage all stakeholders in a common vision and implementation plan.

   1.2. Ensure that the goals of student experience enrichment remain current and meaningful through ongoing participation in surveys such as the NSSE and additional consultation methods, including student focus group sessions.

   1.3. Create academic cohort learning opportunities in a range of faculties in order to personalize the learning environment on a large, research-intensive commuter campus.

   1.4. Support the creation of social cohort groups incorporating membership from different populations to increase understanding and cultural/social sharing in a diverse student body that includes local, rural, international, Aboriginal and special needs populations.

   1.5. Increase information sharing across and among all University of Alberta campuses to improve community relations within the university. Identify and connect individuals across faculties with a special mandate to support SE.

2. **Invest significant resources in expanding opportunities for SE.**

   2.1. Increase social space on campus to enhance the informal learning environment and to improve opportunities for students to interact with other students.

   2.2. Increase space for first and second year students in residences, creating more opportunities for students to live with other students in communities connected to a University of Alberta campus.

   2.3. Hire additional faculty in order to be able to offer more students small enrolment and research-intensive course opportunities. Reduce the student-to-faculty ratio from the current ratio of 23:1 to 15:1 in order to be on par with the best research-intensive public universities in the world and to improve opportunities for students to interact with faculty both inside and outside the classroom.

2.4.   Minimize financial burdens on students in order to reduce the amount of time devoted to part-time employment and to increase the time available to engage with the campus community.

2.5.   Ensure that every student has an opportunity to obtain a significant international learning experience that builds on the University of Alberta's global linkages and reputation. Provide additional financial resources to promote and encourage increased student participation in short-term projects or study terms abroad.

2.6.   Conduct a comprehensive review of Aboriginal SE at the University of Alberta, including transition assistance, access to services and opportunities for community involvement. Expand institutional links to Aboriginal communities to build cross-cultural awareness and understanding at the University of Alberta. Expand access to cultural traditions, Elders, ceremonies, supports, mentors and on-campus social space.

3.   Support prospective students in making informed and strategic choices regarding a university education.

3.1.   Create a compelling vision of the University of Alberta undergraduate student experience and communicate this vision to families, community leaders, alumni and media in order to involve them in educating prospective students about what to expect from university.

3.2.   Invest in our current students as ambassadors for the University. With the assistance of these ambassadors, expand institutional links to rural and urban communities in Alberta, across Canada and around the globe.

3.3.   Revise admissions timelines and review application procedures and registration procedures to position the University of Alberta as an institution of first choice. Timely offers of acceptance influence prospective students' decisions about attendance at the University of Alberta versus competing institutions, and are critical to the success of student arrangements for accommodation and employment.

3.4.   Clarify and respond to expectations on the part of prospective students and their families. Communicate ideas and strategies for university preparation that go well beyond the information on programs of study. Connect prospective students and families with current students and families.

4.   Prioritize the first year at university as a critical opportunity for SE and revitalize the undergraduate experience for all newcomers.

4.1.   Expand and personalize welcome services to students who are new to Edmonton or to the University of Alberta community.

4.2. Create enhanced and personalized transition assistance for both local and international students who are new to the Edmonton and university communities, through the provision of academic support services, library services, student services and opportunities for community involvement.

4.3. Extend orientation sessions over the first term and hold follow-up information sessions throughout the academic year.

4.4. Identify a positive and engaging first year experience as central to effective SE in learning, discovery and citizenship. Incorporate undergraduate research and co-op experiences to help students connect theory to practice, explore different areas of interest and possibly ignite a passion for a particular field of study.

4.5. Support mentorship as instrumental to learning, discovery and citizenship. Create additional opportunities for students, faculty and staff to become mentors both inside and outside the classroom.

4.6. Assign the best instructors to first year classes. Encourage, celebrate and reward best teaching practices. Ensure that instructors without a teaching background receive instruction in teaching techniques, and ensure that instructors build solid oral and written communication skills.

4.7. Conduct an open and transparent university-wide assessment of the faculty evaluation process to balance rewards for best teaching and best research practices.

4.8. Provide professors and student faculty associations with the resources and information to support student success. Improve the profile of counselling and academic guidance services for newcomers.

5. Recognize the unique needs of graduate students in the University of Alberta community.

5.1. Increase dedicated office space and social space for graduate students.

5.2. Raise awareness of current policies on student rights and responsibilities regarding graduate student life, including family support services, medical and dental coverage and advisor-student relationships.

5.3. Celebrate the contributions of graduate students to the undergraduate experience of discovery in the laboratory and the classroom, and acknowledge the formal and informal connections between graduate and undergraduate learning.

5.4. Raise the University of Alberta's national and international profile as a destination of choice for graduate students. Engage those graduate students working in communities outside Edmonton as ambassadors for the University of Alberta.

6. Build student pride in the University of Alberta and create a sense of belonging through celebrations of success, community and alma mater spirit.

6.1. Increase student knowledge of University of Alberta history and traditions.

6.2. Connect students to alumni. Engage students as members of the alumni community from the moment they arrive on campus, and engage all alumni as students with a lifelong affiliation to the University of Alberta.

6.3. Support student-led initiatives to engage peers in the University of Alberta community. Encourage, celebrate and reward student leadership.

GRADUATE STUDENT EXPERIENCES AT THE U OF A (CLE)

1. **Funding**

   1.1.   Lack of adequate funding for graduate work is a recruitment and retention issue. The University needs to consider ways to ensure adequate funding for doctoral graduate students.

   1.2.   The University should develop strategies to balance graduate student funding between well-funded and lesser-funded departments and faculties to promote the overall quality of graduate studies at this institution.

   1.3.   FGSR needs to strategize ways of increasing funding on an annual program basis so that the level of funding for graduate students is comparable with that of other universities.

   1.4.   In offers of admission to potential graduate students it is important for departments/faculties to be clear about how much funding is being offered, the timeframe for funding, and whether there may be future uncertainties in funding and sources of funding. Further, this information should be made available early enough to influence decision-making by students regarding acceptance of offers.

   1.5.   Departments/faculties need to attempt to have funding parity. Graduate students compare their respective funding in departments. Although all of them cannot have the same funding, an attempt should be made to be fair. This means departments should have internal discussions about assumptions, standards and an open process as to who makes funding decisions. For example, the standard of funding to be achieved may be at the current Tri-Council level(s).

2. **Campus Space and Dedicated Graduate Housing**

   2.1.   All departments/faculties should continue to set aside academic and, wherever possible, social space for graduate students. (See also Senate Report 5.1.)

   2.2.   The GSA has set aside graduate student space in the Killam Centre for Graduate Studies. This communal space is in the centre of the University. The GSA and the University should monitor its use for planning purposes regarding possible expansion. (See also Senate Report 5.1.)

   2.3.   Consideration needs to be given to create social spaces where students can socialize, and meet for activities not directly associated with academic work. (See also Senate Report 5.1.)

2.4.   All first year international students should have guaranteed space in residences. For example, East Campus Village could be designated for their use. It would be clearly designated for graduate students.

2.5.   Affordable and appropriate housing for graduate students is an important factor for the attractiveness of this University. The University should make a graduate student residence a priority.

3.   Teaching Assistant (TA) Duties

3.1.   Administrators of graduate programs need to ensure that supervisors understand and enforce policies such as the Time-Use Guidelines, and the contents of the GSA/FGSR collective agreements.

3.2.   Departmental administrators need to publicize a clear process for assigning TAs including who is making the decision, timelines, and what criteria are being used, as well as the appropriate mechanisms for informal and formal student appeals.

3.3.   Departments/faculties should develop incentives to encourage TAs to take the UTS' Programs on Instructional Skills or the UTP for Graduate Students, and work with UTS to develop appropriate discipline-based programs for TA development.

4.   Supervision

4.1.   New professors require education programs involving an orientation to the supervisory process, regular opportunities for further workshops on topics such as ethical behaviour, and access to mentoring. (See also Senate Report 5.2)

4.2.   Supervisors and students should be clear about their roles and about their expectations for each other. These should be discussed early in the relationship and at regular intervals throughout. For some. it may be useful to have a learning contract. Clearly-stated procedures for changing supervisors should be in place.

4.3.   Students should feel safe in the supervisory relationship. They should be made aware of whom to approach if they are having difficulties or concerns.

5.   Community/Communication

5.1.   Departments/faculties should publicize their standards and expectations of graduate students. Some students are expected to publish continuously and others only after they have almost completed their thesis.

5.2.   Departments/faculties should develop opportunities for more experienced students to act as mentors or buddies for new graduate students.

5.3. Departments/faculties should work towards creating communities for their graduate students through research days, similar academic events, social occasions, and graduate student groups.

5.4. Departments/faculties, the University and the GSA should ensure their present procedures do not marginalize the participation of part-time students.

5.5. Departments should recognize and support graduate student involvement in volunteer work, community outreach, and participation in student politics and government.

6. International Student Concerns

6.1. Departments/faculties should work closely with international service providers on campus to ensure all are informed about resources ranging from funding, and language acquisition opportunities to residences.

6.2. International graduate students would benefit from mentoring and activities that would enhance their awareness of their Canadian context. These activities must be designed to fit their needs.

6.3. The University should increase scholarships/bursaries to help recruit international graduate students to fulfill the U of A target of international students being 15% of the total university population.

6.4. The University should consider funding strategies that help to alleviate the impact of the differential fees on international graduate students. Differential fee regulations should be examined.

6.5. There is insufficient disciplinary specific training in English as a Second Language (ESL) and English as an Additional Language (EAL). The University needs to continue to find ways to help, support and mentor international students to be comfortable in Canadian English teaching situations.

6.6. The University needs to ensure all graduate students can work and study in a safe and healthy environment.

7. Health & Wellness

7.1. Graduate students require access to campus-based facilities for childcare support. More spaces should be available for graduate students within the general context of increased child care provision.

7.2. Graduate students require more information about health care and dental coverage. (See also Senate Report 5.2.)

7.3.   Departments/units need to monitor their expectations for graduate student so as to avoid undue requirements which would conflict with completion timelines.

8.   Travel Abroad

8.1.   Funds need to be targeted for graduate student international travel and fund development officers need to work on this goal. In addition, the International Centre, FGSR and the Vice-President (External Relations) need to work together to create opportunities for financial assistance. This might range from increasing the numbers and amounts of present scholarships to exploring programs such as the Smithsonian Summer Internship program where students are financially supported to study in other countries.

THE UNDERGRADUATE EXPERIENCE REPORT

Recommendations

1. **A holistic vision of undergraduate education (both formal and informal aspects) is needed by all stakeholders (i.e., alumni, administrators, professors, instructors, support staff, students, satellite campuses, transfer colleges, high school guidance counselors, etc.). (See also Senate Task Force 1.1.)**

    1.1.   An over-arching and holistic vision of how all the formal and informal aspects of education fit together needs to be created by the campus community and communicated to incoming students and other stakeholders. The classroom should be the hub of education; not the locus.

    1.2.   The University should acknowledge and provide additional support at an institutional level for extracurricular activities that reinforce the informal aspects of education. Faculties in particular should consider giving support to discipline-specific activities.

2. **Students need to be engaged in, and provided with, a supportive campus environment.**

    2.1.   The University, as an institutional priority, should further explore the potential benefits of Student Relationship Management, and Student Self Service software, including assessing costs and investigating the possibility of implementation.

    2.2.   Information about where students should go for help needs to be clearly and easily available. This could include providing a functional list of common problems or kinds of help one might want, and identifying the appropriate service(s) to go to for each.

    2.3.   Large faculties need to address their "disconnect" from students. Class sizes and/or amount of support for tutorials, should be addressed as part of this review. (See also Senate Task Force 1.3 and 2.3.)

    2.4.   The University needs to foster a culture as an institution that seeking extra help is okay and even a good thing. More encouragement of students to use remedial services by instructors and more active referrals to such services should be considered. (See also Senate Task Force 4.5.)

    2.5.   The timing of the general first year Orientation to start on Labour Day, which is not a normal day of operations on Campus, is an issue that should be addressed. Not having staff around to greet students may reinforce in them the feeling that they are just numbers. Alternative options should be assessed.

2.6. Students should receive information and guidance early on (before arriving on Campus, and then reinforced in their first few days at University), regarding what to expect from a university education, how it differs from high school or other post-secondary education, and what their responsibilities are in attaining the best possible education. (See also Senate Task Force 3.4.)

3. The University community needs to play a more supportive role for undergraduate students, including improving and creating a culture that values the undergraduate experience as a core institutional value.

3.1. Instructors and support staff need to be more aware of the support services and extracurricular activities that exist on campus and should encourage and, in some cases, actively refer students to them. (See also Senate Task Force 4.8.)

3.2. An overall culture in the University that values the undergraduate experience as a core institutional value is needed. Creation and improvement of such a culture throughout the institution requires leadership from a champion(s) at the highest level in the University.

3.3. A multi-faceted approach is needed to assess and evaluate teaching skills of professors and instructors and to identify if skill development is needed. While student evaluations may be part of this, they should not be the only tool. (See also Senate Task Force 4.7.) Instructors also need to be given the flexibility so that they can access skills enhancement. Good teaching skills should be celebrated and rewarded to encourage instructors to focus on teaching.

3.4. Students need to be given a clear expectation of what they can expect from a university education. As part of this, professors and instructors should clearly outline to students on the first day of class what the course will cover, its intended outcomes, and what their expectations are for the students in terms of assignments and learning.

3.5. A comprehensive communication program is needed to reach prospective students and to clearly share with them what they can expect in their university experience. (See also Senate Task Force 3.1.)

4. Identification of, and support for, a coordinated approach for timing of skills development is needed.

4.1. There should be a closer link between a degree program's objectives and its curriculum. In particular, curricula should make sure that courses build on each other over the four years of a degree to develop the skills students need to have at graduation.

4.2. Specific core courses should ensure that students gain the basic skills and competencies they need to succeed in their degree program early on in the program. In most cases, this would be in the first year.

4.3. Services that help students to develop basic skills should be highlighted by instructors, and students who need help should be actively encouraged to use these services. (See also Senate Task Force 4.8.)

5. Appropriate performance measures are needed in the strategic business plan to track implementation of any recommendations.

5.1. Performance measures and appropriate evaluation tools and techniques need to be identified for all recommendations that are implemented. This involves identifying benchmark data, which may be available from such sources as the Student Union Survey (2004) and the NSSE survey (2004). (See also Senate Task Force 1.2.)

6. The results of the various ongoing studies related to the undergraduate experience need to be brought together and priorities identified relative to what key actions should be implemented. (See also Senate Task Force 1.5.)

6.1. Convene a workshop/retreat of members of the various committees involved in initiatives related to the undergraduate experience to compare results, synthesize input, and identify priority key actions that should be taken to improve the experience. This could also include identification of implementation requirements, such as resource implications and performance measures.

COHORT LEARNING INITIATIVE WORKING GROUP DISCUSSION PAPER

In order to meet our institutional goals, a campus-wide focus on SE is needed to raise the quality of the first-year experience.

1. <u>All students</u> should be encouraged to join one or more cohort groups and <u>all</u> students should have the opportunity to have a common cohort academic experience early in their academic program.

2. <u>That one third</u> of first-year students participate in a structured or semi-structured academic cohort program within the next five years (note: some already are).

3. <u>Central coordination and support</u> is needed to entice Faculties to explore alternatives, launch programs, and measure outcomes.

4. <u>Education</u> regarding the benefits of cohort engagement for prospective students, current students, recruiters and student services staff, and faculty is needed to raise awareness and interest in potential programs.

5. <u>Professional development</u> programs need to be developed for all levels of cohort leadership.

6. <u>The University should partner with Faculties</u> to bring about substantial cultural change so that engagement with peers is seen as an important graduate attribute.

7. <u>At risk students</u>, including Required to Withdraw (RTW) students, can be targeted to increase retention and success. Transfer students can also be included in most cohorts.

8. <u>Space and IT allocation</u> decisions should plan for increased group student activity.

9. <u>Diversity</u> should be encouraged, keeping in mind that a number of models should be promoted and encouraged due to the varied structural, disciplinary, and resource realities of U of A undergraduate programs.,.

10. <u>Existing cohorts</u> should be encouraged, promoted, and valued.

11. <u>Evaluation</u> of program success should include comparators that take into account the situation before new models are implemented, other student populations, and other University studies.

12. <u>University-wide buy-in</u> is needed through commitment, long-term investment, and appeal to prospective funders including government.

Appendix B

Brief Scan of G13 Universities

University	Reports	Strategies	People
UBC		Annual Student Engagement Workshop http://web.ubc.ca/okanagan/ctl/support/engagement.html	
University of Calgary	Enhancing Undergraduate Learners' Experience in a Research University http://www.ucalgary.ca/provost/files/provost/eule-report.pdf		NSSE Action Team http://www.ucalgary.ca/nsse/nsseteam
Dalhousie	Student Services Annual Report – Vol. 1 Student Engagement and Enrolment Management http://studentservices.dal.ca/Files/DalhousieStudentServ.pdf	Student Engagement Model – A Model for Support Student Success (Powerpoint Presentation) http://academicadvising.studentservices.dal.ca/Files/Bonnie_Neuman_model_supporting_student.pdf	Vice-President (Student Services) Executive Director, Student Wellness
McGill	Final Report of the Principal's Task Force on Student Life and Learning (2006) http://www.mcgill.ca/files/principal/Executive-Summary.pdf Response to the recommendations of the Principal's Task Force on Student Life and Learning http://www.mcgill.ca/studentlife/	Principal's Task Force on Student Life and Learning http://www.mcgill.ca/principal/focus/ Working Groups of this Task Force http://www.mcgill.ca/principal/focus/background/	
McMaster		Parent newsletter – link on Student Affairs website http://studentaffairs.mcmaster.ca/	Student Affairs – Associate Vice-President (Student Affairs) and Dean of Students http://studentaffairs.mcmaster.ca/mission_goals.htm
University of Ottawa		Enriched University Experience (on the website of the Office of the Provost) http://www.uottawa.ca/vr-etudes-academic/en/educational_enrichment.html	Student Academic Success Service http://www.sass.uottawa.ca/welcome.php

Queen's	Strategic Priorities 2008 – Strategic Plan http://www.queensu.ca/studentaffairs/index/strategicplanfinalaug07.pdf	Workshop – Changes in Student Learning Behaviours http://www.queensu.ca/alumni/programs/quaa/business/boards/reports/StrategicPriorities2008.pdf	Associate Vice-Principal and Dean (Student Affairs) http://www.queensu.ca/vpac/ContactUs/AVPStudent.html
University of Toronto	Excerpts from *Stepping Up* – Enabling Teaching and Learning and the Student Experience http://www.provost.utoronto.ca/Assets/assets/enablingtl1.pdf Performance indicators for Governance http://www.provost.utoronto.ca/public/reports/performanceindicators/2005pi/pbpo/b1sec.htm	Centre for Urban Schooling – Redefining Student Engagement Symposium (Ontario Institute for Studies in Education) http://cus.oise.utoronto.ca/Redefining_Student_Engagement.html	Council on Student Experience – Terms of Reference http://www.provost.utoronto.ca/Assets/assets/termsref.pdf
Waterloo		The Power of Ideas conference http://powerofideas.uwaterloo.ca/auth/welcome	Centre for Teaching Excellence – Teaching Based Research Group http://www.cte.uwaterloo.ca/research/TBRG/teachingbrochure.pdf
University of Western Ontario		Student Engagement and Cultures of Self-Discovery (Powerpoint Presentation) http://www.uwo.ca/tsc/pdf/2008course/StudentEngagement.pdf Activities for Large Classes http://www.adm.uwaterloo.ca/infotrac/tips/activitiesforlargeclasses.pdf	Student Engagement – Teaching Support Centre http://www.uwo.ca/tsc/student%20engagement.htm
University of Victoria	Strategic Plan – Academic Programs http://web.uvic.ca/strategicplan/quality.html	Guide to support Student Success (by Director – Learning and Teaching) http://www.ltc.uvic.ca/servicesprograms/courses/documents/TERC_Student07OUT.pdf	

APPENDIX C

CURRENT BARRIERS TO SE

Description of Issue	What Exists Already?	How can we fix the issue?	Dare to Discover:
Financial: rising tuition, residence, service fees, general cost of living are all significant factors that limit engagement with the campus community because most students must work to make ends meet. As well, there are financial barriers to participation in opportunities to Study Abroad. Differential fees are another financial barrier. Also, rural students may be less likely to take on debt to attend University.	- bursary programs - awards/scholarships (including Alumni awards) - student loan program - campus employment via Peer Health educators, CaPS, co-op programs, Off Campus Work Permit Program - Work Study Program – facilitating on campus employment for international students - Education Abroad Program: Approximately 800 students abroad for credit work in 2008-09; some U of A Tuition Awards are available to waive the tuition and fees for one term exchanges (Approx 100 available). - Endowed Awards: Less than 50 U of A awards available annually - U of A soft funded awards for special initiatives. Approx 20 annually. - Gov't of Alberta: Travel grants of $750 for students on group programs. Approx 40 annually. - Alumni continuing education including Debt-Management Seminars, Investment Seminars, and Home-Buying Seminars	- collect data (survey) to address the extent of the problem (or extrapolate from CaPS survey) - more campus employment for students - explore the possibility of more scholarships and tuition awards through the Education Abroad program - adjust the fee assessment protocol for students who study abroad on exchanges - revisit the differential fee issue - more fundraising/development aimed at student bursaries/ scholarships - create more needs-based scholarships - ensure international students receive very specific financial information re: all costs (tuition plus all fees)	Connecting Communities: - The first step engaging students in a "mutually beneficial life-long relationship with the University of Alberta." - "Improve affordability by enhancing bursaries and scholarships" - "Foster partnerships with business and industry ... for supporting talented people through employment and internship opportunities." Transformative Organization and Support: "Provide[s] … merit-based financial assistance" to students. Dare to Deliver Incubating Scholarship - "provide attractive multi-year funding

Description of Issue	What Exists Already?	How can we fix the issue?	Dare to Discover:
			packages - "… prestigious institutional-level fellowship program through which external scholars rotate" - "Build U of A think tanks that span Departments and Faculties to support faculty, postdoctoral fellows, and undergraduate/graduate students who want to work together to explore new ideas or form pre-grant application research teams"
Housing: limited availability of affordable housing on or near campus forces students to live further away. The need to commute to campus reduces the time available to participate fully in the campus community. Residence is a locus of engagement and should be viewed as such. However, a problem with large residences is that they don't facilitate community.	- Residence - Fraternities - housing guarantees (for specific groups of students – international students/award winners)	- building new residences/acquiring new buildings (ex. Newton Place) - provide more on-line opportunities for students to engage with the university (i.e. Bear's Den), develop a portal - online housing registry - broaden variety of residence types (Lister is not the best model – smaller residence communities provide for greater engagement) - financial incentives - design pedagogical approach that uses the residence experience to enhance the classroom experience	Dare to Deliver Community Engagement - "Improve access to the U of A for rural, Aboriginal, non-traditional students through partnerships with colleges across Alberta and the North.

Description of Issue	What Exists Already?	How can we fix the issue?	Dare to Discover:
		- consider working with nearby communities to expand in-home suite availability (as recently approved by city)-a committee to promote/address concerns? - give first year students and newcomers priority for residence space	
Cultural/Diversity: as a way to meet the needs of the diverse student population, the university needs to demonstrate greater sensitivity to cultural, personal and racial differences, gender, sexual identity, and family dynamics when structuring services and activities. As well, fostering of better relationships and communication among the various U of A campuses with coordination of cross-campus programs and services is key to ensuring students studying primarily at the smaller campuses feel connected with the North campus. Cultural and language differences among the campuses should be respected and celebrated. There are specific cultural barriers to students of Aboriginal background. International Students – transition required to new culture and associated adjustments – and is establishing a new community required to achieve academic and social engagement.	- The Council on Aboriginal Initiatives - Newly hired manager to help coordinate Aboriginal students - Cohort and Theme Floors in Residence give students the opportunity to interact and live with others in their program of study or with those that share a common interest (i.e. CSJ floor, ALES cohort, Science Cohort, CSL/Volunteering Floor, Health and Wellness Floor, Bilingual Floor, etc.) - Arts Chinese Foreign Affairs University Cohort Floor - International House Residence - very large range of student groups (cultural, faith-based, etc.) - diverse services (ASSC, International Centre (IC), iSSMS, etc.) - Safe Disclosure and Human Rights - Orientation services, 1-1 orientations, large group orientations (Transitions) Peer Program, On-going workshops - Some attempt to deliver programs across campuses – i.e. International Week keynote address is webcast to Augustana; photo contest winners	- Aboriginal Residence - make full inventory of services offered to students as a way to address those that should be made available in French and then where those are best located - need comprehensive aboriginal SE strategy (coordinate what we already do and identify what is needed – i.e. including elders, ceremonies, supports, mentors) - expansion of support for student groups - training for faculty and staff to enhance cultural competencies - curriculum and extra curricular programs that enhance cultural competencies of students	Learning, Discovery and Citizenship: - Contributes to the student experience by "develop[ing] the intellect and the imagination. - "Engage students through mentorship and peer-based activities ..." - "... initiatives that foster mutual understanding, global peace and prosperity." - "Engage with, serve, and draw strength from the diversity of our external communities, in particular Aboriginal, Franco-Albertan, multicultural, rural and northern communities." Dare to Deliver Community Engagement -"... international community service

Description of Issue	What Exists Already?	How can we fix the issue?	Dare to Discover:
	exhibited at Enterprise Square - Global Education Program includes programming with Aboriginal content; includes a workshop on how to make student groups more welcoming to newcomers from an intercultural approach and learning strategies for valuing the diversity in their groups - Alumni Cultural events including art exhibits and musical and theatrical performances produced by or featuring students and/or alumni		learning ..." - "Support new academic programs with a global perspective." -"Hire and support Aboriginal recruiters." -"... improving our cultural sensitivity and cultural literacy." -"...knowing exactly how to cultivate a nourishing environment in the face of complexity can be elusive." -"... encourage and reward interdisciplinary research ..."
Language: students with ESL challenges are not well served by the size of first year English courses (they require more intensive intervention in the writing process than can be accommodated in a class of 40 students) or by large class sizes in general. Students need more support in facilitating group projects in order to maximize the benefits of working with students from other language backgrounds.	- Language circles in Residence (I-House in particular) - WRS 101 (capped at 20 students; 15 for ESL students) - Writing Centres - Effective Writing Resources - Faculty of Extension - ESL programs - virtual language labs on Moodle - InTEL (an INTense English Language experience for international teaching assistants). The program was initially funded through TLEF and has since then	- more informal opportunities, both in and outside of classrooms, for ESL students to communicate with English as a Foreign Language (EFL) students or for ESL students from different language backgrounds to work together - smaller, more manageable ESL program (current class is time intensive) - TLEF focus on engagement and peer-assisted learning pilot programs (for example the Bio Sci Supplemental Instruction – Peer-assisted Learning Program)) - expansion of the number of sections of	Dare to Deliver Community Engagement -"Ensure sufficient resources for ESL/EAL for international students."

Description of Issue	What Exists Already?	How can we fix the issue?	Dare to Discover:
	been funded by Science. It involves bringing graduate students to campus at the beginning of August for a one month session to help them work on both language and cultural issues/challenges.) - writing workshops for grad students being offered through the Writing Across Curriculum (WAC) program - English conversation clubs at International Centre - Bridges – speakers program - Informal opportunities to practice English language skills such as volunteering for International Week, living at International House, etc.	WRS 101 - more Writing Centre Coaches with training to work with ESL students - expansion of workshops available through the writing centre - more effective use of services in Extension - central support for the InTEL model	
Class Size: Opportunities for engagement in a classroom environment are governed by many factors. For example, large class size (particularly in first and second year classes), limited development opportunities for instructors, and curriculum design (i.e. few opportunities for small group discussion and collaborative work) all contribute to a lack of engagement. Students have as a primary purpose their academics and so if we are not actively pursuing engaging leaning activities in their academic program we are going to have limited success engaging them. Consultation with International student services suggests one of the big barriers to	- cohort programs -small seminar and lab sections of many large first and second year classes - Clicker technology - central TLEF to support innovations in teaching and engagement - faculty-specific TLEFs (i.e. Faculty of Science, others) - Festival of Teaching – dissemination of innovative ideas about SE - Celebration of Teaching and Learning -new Post Graduate Credit Certificate Program in Teaching and Learning in Higher Education (UTS)	- maintain a focus on being a Teaching and Learning- as well as a Research-Intensive institution through continued central support for TLEF, Festival of Teaching, Teaching Certificate Program, etc. - FEC must value teaching as well as research or we risk perpetuating the student perception that we are simply paying lipservice to our commitment to enhance the undergraduate experience - hire more professors - more support for TAs (enhanced TA training aimed at fostering engagement) - incentives for excellent profs to teach 1st and 2nd year courses - restructure curriculum to allow more	Dare to Deliver Discovery Learning -"Hire more professors." -"Cultivate learning communities through cohort initiatives that allow a common group of students to move together through their required courses, …"

Description of Issue	What Exists Already?	How can we fix the issue?	Dare to Discover:
academic engagement of newly arrived international students with their classmates is the lack of opportunity to participate in well facilitated group discussion and group work.		student:prof and student:student interaction - structured accessibility of profs to their students (online environment, i.e. through Learning Management Systems (LMS), adhering to office hours, etc.) - Increase number of grad students as a way to provide more TAs to support written assignments and group work - expand academic cohort learning - review curriculum to ensure first year students are participating in engaging academic learning - UTS seminars to provide additional skills to instructors – i.e. facilitation to increase engagement of international students	
Lack of flexibility in programming and course scheduling presents a barrier to those students with work and family responsibilities. Although intake directly from high school is still a significant feature of new admissions, the U of A commitment to Campus Alberta and life-long learning initiatives is changing the nature of the U of A student body. Despite this, program structure, class scheduling and scholarship eligibility criteria remain targeted to the high school applicants.	- GFC changed scholarship eligibility to partially address this issue (students can be eligible once they have completed the equivalent of a full normal course load of 30 credits) - course load requirements have been reduced in some Honours/Specialization programs in Science - adjustments to regulations exist for students registered with SSDS, etc.	- re-evaluate program structures - explore possibilities of some online courses or other alternate deliveries (intensive weekend courses) - expand course offerings in Spring/Summer and in evenings to allow students to finish in < 4 years	Dare to Deliver Discovery Learning -"Support and expand Community Service Learning (CSL) and co-op/internship programs, especially those with an international, rural, remote or Northern component." -"... mandate will be to actively promote the integration of teaching, learning, research and use of technology."

Description of Issue	What Exists Already?	How can we fix the issue?	Dare to Discover:
			Community Engagement -"Increase the number, attractiveness and affordability of genuine joint programs, semesters abroad, bilateral exchange programs, international community service learning, internship opportunities ..."
Inflexible learning spaces: student:student and student:professor interactions are difficult and limited by the fixed seat lecture room format.	- small lab and seminar experiences as an integral part of course design - Learning Commons in Cameron Library - newly designated small group learning spaces for students in Medicine/Dentistry programs - new more flexible (but large) learning spaces are under construction in the new Centennial Centre for Interdisciplinary Science (CCIS) - The new Edmonton Clinic has been designed to foster interdisciplinary and collaborative learning models	- reduce student/prof ratios by reducing class size - all new building designs should include features that foster more student:student and student:prof interactions both inside and outside of class - classroom design	Dare to Deliver Discovery Learning -" The Telus Centre, repurposed as an academic building, will house the Teaching-Learning Institute, which will have an academic governance structure whose mandate will be to actively promote the integration of teaching, learning, research and use of technology." Building the Transformative Organization -"Make excellent use of our space. Ensure that facilities encourage transformations in the ways we think, teach and

Description of Issue	What Exists Already?	How can we fix the issue?	Dare to Discover:
			interact; …"
Social space availability: space for informal student gatherings is limited, with some buildings/areas of campus being better served than others. As well, not all social spaces are within easy access to snacks and beverages. The processes and costs associated with booking university space for extracurricular activities is also a barrier for students. Larger social spaces (i.e. Quad) are sometimes unavailable for social activities because of disruption of academic activities (competing interests)	- Students' Union Building (SUB) has already been renovated to increase social and work space - Cameron library renovation - Engineering Teaching and Learning Complex (ETLC) – new spaces are well used - International Centre has social space - GSA has new quarters, but still limited space for grad students only	- PAHC Centre (Health and Wellness) - New spaces coming in CCIS and Edmonton Clinic - Re-evaluate food services (related to engagement and wellness) - Work with U architect to ensure all new building plans include designated social spaces - Open up a dialog of how public space on campus is used (deal with issue of competing academic and social priorities/interests)	Dare to Deliver Community Engagement - "Begin work to build or designate an Aboriginal gathering place.
Overstretched support services: it is often difficult for students to get timely access to academic or wellness support. Currently, there are 2-3 year waits for U of A daycare.	- Faculty in Residence Program (students report this program as being highly beneficial to their academic success) - Faculty Advising Hours in Residence (Currently ALES and Science hold academic advising hours in Lister once a month) - Faculty of Education retains a registered psychologist to provide in-house counselling services to their students - SSDS exists for disability services - E-advising in Science (Ask an Advisor), Advisory Podcasts under development,	- Re-evaluate which services are made available and target resources better - more $$ to counselling services to expand the # of counsellors - tap into Alumni as mentors - expand $ to SSDS to better support growing #'s of students registered with SSDS -24 hour student help line for crisis or direction to services - more $$ for departments needing to accommodate students (i.e. specialized lab/field equipment for use by disabled	Transformative Organization and Support -"Establish high standards of service based on best practices to achieve and maintain good stewardship of financial resources and capital assets." Dare to Deliver Building the Transformative

Description of Issue	What Exists Already?	How can we fix the issue?	Dare to Discover:
	Science Student Life Advisor (close liaison with residence), Science Mentorship program - Faculties sharing space (space to write exams) -U of A recently entered a contract with a private daycare provider to ensure that more spaces are available and to reduce waiting times (6 month maximum has been guaranteed)	students, etc.)	Organization -"Build capacity among support staff. Provide staff with sufficient training for flexible and reliable information technology systems."
Communication: the "silo effect" that exists on campus means that services overlap instead of working together as partners. Despite the attempts to communicate services, many individuals on campus (including students, staff, professors, Alumni, etc.) do not know about the support services available at the U of A. Students are not only unaware of support services, but also of the opportunities available to them (including financial services, opportunities to study abroad, etc.).	- Weekly electronic newsletter sent to international students – includes highlights of student services - 2 list serves in FGSR to inform students of professional development opportunities -Faculty-specific electronic newsletters and websites	- Create one general SE /Development Office on campus that would house representatives from all major student services departments/units (Residence Life, Registrars office, Awards, faculty reps, etc.) and be responsible for the main SE portal - Link to remote campuses – more services have to be made available to remote campuses - Include SE goals in the University's Academic Plan and Strategic Initiatives to keep them top-of-mind - identify and connect individuals across faculties with a special mandate to support SE - Collaborate in identifying and reaching out to at risk students – identifying these students at appropriate points (i.e. withdraw deadlines) and targeting messaging to them.	Transformative Organization and Support - "Promote administrative effectiveness and good governance by improving communication among units, enhancing collaboration, implementing transformative ideas, and revising organizational structures." Dare to Deliver Community Engagement - "Create cohesiveness across our five campuses." Building the Transformative Organization

Description of Issue	What Exists Already?	How can we fix the issue?	Dare to Discover:
			- "Improve information exchange on key University initiatives and decisions."
Alumni interactions: how to maximize interactions between alumni and students and to build alma mater pride, belonging and support.	- Student and young alumni coordinator in Alumni Affairs office provides courses, events, travel, etc. geared to this group - Alumni council plans to create a central on-campus Alumni Center which could include student social and meeting space (funding is needed) - on-line mentoring program (small uptake to date) - Alumni involvement in presenting to students (such as community service learning) - mentorship programs, coordinated by CaPS with assistance from the Office of Alumni Affairs, through career interviews, professional practicum, internship placements and networking opportunities with professional associations (i.e. Engineering – events/prizes/awards sponsored by a variety of professional associations) - new alumni committee on volunteerism this year to increase alumni involvement with University staff and students - e-trail, a quarterly e-newsletter featuring a story about an inspirational	- Expand, publicize and increase use of database of Alumni who want to help students network and/or mentor students through career counselling, etc. - Involve Alumni Council and Alumni Affairs Office when there are opportunities for interactions—"ask them" - encourage alumni lifelong connections with campus through alumni center, and other engagement and volunteer opportunities - build on Centenary success to promote students' pride in and knowledge of U of A history/achievements - Continue to use e-trail resource to promote events as well as those put on by Faculties and other departments and hope participation trend will continue on an upward trajectory - Look at new and inexpensive ways to promote students programs and services. One such way is by increasing communication between student service providers and sharing our communication tools with Faculties and other departments (Sharepoint, e-tracks, e-trail, the Alumni	Learning, Discovery and Citizenship: - Engages students through mentorship, as outlined in *Dare to Discover*, under the heading. - Inspires students with examples of individuals who have chosen to "contribute to the further development of our society." - Fulfills the mandate of "Engag[ing] students through … peer-based activities such as … social events" and helps to "create an exceptional … university experience for students through … extra-curricular offerings." Connecting Communities: - By connecting students

Description of Issue	What Exists Already?	How can we fix the issue?	Dare to Discover:
	student or alumnus who is using his or her degree to contribute to the global community - Study Breaks – the Alumni Association welcomes students back to campus with Hot Chocolate in the Quad in January, and invites students to participate in an Easter Egg Hunt on campus in April - Free online community, where U of A alumni and students can message, post photos, set up interest groups, and look up old classmates. New features to be added include alumni event listings, faculty pages and a CaPS-run online career centre - Affinity partner benefits including discounts on home, auto and medical insurance and a credit card that contributes to scholarship programs	Association website, New Trail and the Alumni Association group on facebook)	with alumni in the corporate and not-for-profit sectors, we create "employment and internship opportunities for our students." - Provides students with the means to maintain a "life-long relationship to the University of Alberta" and its alumni around the world. Transformative Organization and Support: - "Provide[s] … merit-based financial assistance" to students. Dare to Deliver Community Engagement - "… publicize our successes where equity goals have been met." Building the Transformative Organization - "Celebrate significant achievements in order to develop an academic environment so rewarding that it becomes a significant

Description of Issue	What Exists Already?	How can we fix the issue?	Dare to Discover:
			tool for retaining the very best faculty, staff and students."
Lack of Community/Pride: Students often don't feel a connection to the University of Alberta and may or may not feel a connection to their home faculty (especially in large faculties)	- low cost U of A Bookstore spiritwear sales in residence (Welcome week hoodie sales) - lunch with the President or Deans - FGSR Outreach Program (graduate students serving as ambassadors to the broader educational community) - Alumni contests, including the annual Convocation Poetry Contests, which asks students to reinterpret a phrase that has become a part of the University's history, such as "whatsoever things are true," or "Dare to Discover." - Alumni sponsorship of events, organized by students for students, including Transitions Breakfast for International Students, Week of Welcome and the GSA Awards Night - program/departmental/faculty student associations - support for student groups/clubs - student newsletters - Alumni volunteer opportunities including 'Build Days' with Habitat for Humanity	- members of the university administration (President/Provost/Deans-Directors) must build relationships with student leaders and then recognize, value and celebrate their contributions - student leaders should be tapped as a resource to engage the broader student community - at the start of each Fall term, Deans should send out welcome message to all students in their faculty - each faculty or unit should have a regular student newsletter and should provide students with a venue to give feedback - students should be encouraged to play more active roles on campus (this might be achieved through greater support for student associations as a way to ensure students have active and meaningful roles at every level of academic and student life) - after fostering program/departmental/faculty pride and sense of community, foster broader engagement by using the subgroup leaders to represent the smaller groups at the university level (start local, go global approach)	Connecting Communities: - "Promote[s] community pride" and presents an opportunity for "ongoing dialogue and discussion." Learning, Discovery and Citizenship: - "Engage[s] students through … peer-based activities … and social events." - "Inspire[s] students … to engage in activities that develop leadership, foster social and moral responsibility, and contribute to the further development of our society." - "Inspire students, faculty, and staff alike to engage in activities that develop leadership, foster social and moral responsibility, and contribute to the further development of our society and its institutions."

Description of Issue	What Exists Already?	How can we fix the issue?	Dare to Discover:
			Transformative Organization and Support - "Build, enhance, and maintain classrooms, laboratories, libraries, and museums as well as athletic, social and residential facilities to provide a transformative university experience."
Barriers to Graduate Students: many of the barriers listed above also affect engagement at the level of Graduate Students. Language issues are a big component of the barrier grad students face. Some Graduate supervisors isolate the students in the lab as a way to maximize research productivity.	- InTEL - Writing Centre – graduate student-specific workshops - targeted services for graduate students (i.e. within Effective Writing Resources. The OmbudService, Academic Support Centre)	- expand InTEL with central funding to all departments - more funding for graduate students to attend local, national, international meetings - train more grad students to be writing centre coaches - raise awareness of policies re grad students' rights/responsibilities, and of available services - increase office space for grad students	Transformative Organization and Support Provide needs-based and merit-based financial assistance to increase affordability for all students and offer competitive fellowships to attract outstanding graduate students." Dare to Deliver Discovery Learning - "… in which smaller groups of advanced students have the opportunity to integrate and apply the concepts they have acquired over

Description of Issue	What Exists Already?	How can we fix the issue?	Dare to Discover:
			the years."

APPENDIX D

ALIGNMENT OF CURRENT U OF A CO-CURRICULAR ACTIVITIES WITH DARE TO DISCOVER

		Whatsoever Things are Student *(minus Academic Programs)*			
Cornerstone	**Initiatives**	**Academic Engagement**	**Social / Community**	**Health and Well-Being**	**Career/Life Development**
Talented People	Attract outstanding students from Alberta, Canada and the world.	- Student recruitment - International students - University orientation			
	Create a dynamic, discovery-based learning environment by aiming for a mix of undergraduate and graduate students typical of leading public research universities.	- integration of teaching and research			
	Improve access for rural, Aboriginal, and non-traditional students through partnerships with colleges and by linkages with high schools across the province and improve affordability by enhancing bursaries and scholarships.	- Aboriginal students - Transition Year Program (TYP) - transition programs - scholarships and awards - emergency funding and bursaries - Academic Support Centre - Math and Applied Sciences Centre			- student advising
	Enhance the global perspective and intercultural climate at the University by celebrating and drawing upon the diversity within it.	- international activities - exchange programs - internship programs	- international week - international house		
Learning, Discovery and Citizenship	Create an exceptional and life-changing university experience for students through curricular and extra-curricular offerings that integrate learning, discovery, and citizenship to develop the intellect and the imagination, educate leaders, and enhance a global	- first year experience - Transition to University (T2U) program	- learning cohorts - Augustana Student and Residence Services - Residence Services - Student Extracurricular Activity (SEA) Program		

	perspective.				
	Engage students through mentorship and peer-based activities such as clubs, athletics, and social events to inspire high achievement, improve retention, and enhance graduation rates.		- ~ 350 student clubs - fraternities, sororities	- Campus Recreation - varsity teams - intramural sports	
	Inspire students, faculty, and staff alike to engage in activities that develop leadership, foster social and moral responsibility, and contribute to the further development of our society and its institutions.	- sustainability initiative - community service learning	- SU and GSA leadership - student clubs (some) - Passport programs - Co-curricular transcripts - varsity teams - intramural sports		
Connecting Communities	Engage alumni in a mutually beneficial life-long relationship with the University of Alberta, enlisting their support to achieve the University's vision and to assist us in connecting to communities around the world.				- build alumni link with undergrad and grad students
	Build strong partnerships with the capital region, the cities of Edmonton and Camrose, other urban and rural Alberta communities, and all levels of government in order to fulfill our responsibility as Alberta's university, a leader on the national stage with global connections.		- Women in Scholarship, Engineering, Science, and Technology (WISEST) programs - summer camps		
	Foster partnerships with business and industry to advance mutual goals for supporting talented people through employment and internship opportunities for our students and access to life-long learning, identifying research challenges, and translating and disseminating our research outcomes.	- practicums - co-op program			- CaPS: Your U of A Career Centre
	Enhance relationships with other	- international programs			

	nations to create learning opportunities for students and research collaborations to address global challenges and initiatives that foster mutual understanding, global peace, and prosperity.	- study abroad			
	Promote community pride and participation in the University through its physical and intellectual openness and opportunities for ongoing dialogue and discussion.		- varsity teams - U of A open house - club/group initiatives		- home coming weekend
Transformative Organization and Support	Provide needs-based and merit-based financial assistance to increase affordability for all students and offer competitive fellowships to attract outstanding graduate students.	- scholarships - bursaries and emergency funding			
	Establish high standards of service based on best practices to achieve and maintain good stewardship of financial resources and capital assets.	- creation of the Office of Safe Disclosure - realignment of human rights - library access and services - convocation and ceremonies - student Ombudservice	- University Transit Pass (U-Pass)	- University Health Centre (UHC) - Sexual Assault Centre - Specialized Support and Disability Services (SSDS) - UHC Student Counseling Services	

The University of Alberta is committed to the development of the whole student. By supporting diverse opportunities for student involvement in both the formal and informal aspects of the academic and social worlds of the community, the University of Alberta supports the academic, social, health and wellness, and personal development of students.

High School/Pre-University	The U of A Experience Curricular and Co-Curricular	Alumni/Post-University

University of Alberta students begin their educational journey far sooner than the moment they attend classes on all of our campuses and extends much further beyond the time they leave. The University continues to seek and develop effective ways to help our students successfully transition in, through, and out of the experience. Additionally, we provide prospective student services and alumni services, as our students are lifelong members of the University of Alberta community. During our students' presence (physical or distance) on campus, the University recognizes the importance in developing the whole student and dedicates resources to both academic and student life development.

High School/Pre-University	Curricular	Alumni/Post-University
	Co-Curricular	

The University of Alberta student experience can be divided into two components. Curricular, which describes the classroom and the academic programming experience, including the management of these records and co-curricular, which includes the supporting services, activities, and campus facilities that encourage and help facilitate student success. The latter has been the focus of the Provosts' Advisory Taskforce on SE. The co-curricular components can be further broken down into 4 major categories: Academic Engagement, Social/Community, Health and Wellness, and Career/Life Development. These functional categories allow us to organize and focus our SE initiatives outside of Academic Programs. The following will describe each of these categories:

Curricular
Co-Curricular
Academic Engagement
Social / Community
Health and Wellness
Career/Life Development

ACADEMIC ENGAGEMENT

Academic Engagement describes the types of activities that help to encourage or enhance each student's academic activities. These types of resources can range from academic support services, transition programming, financial assistance, technology and learning support services, and advising services.

Services that fall under this category include:

Academic Support Services

- Academic Support Centre
- Math and Applied Sciences Centre
- Writing Centre
- Fresh Start Program

Transition Programming

- Recruitment and Liaison
- Centre for Student Development
  - Orientation
  - Vitamin A
- T2U
- TYP
- Convocation

- · International Student Services
- · Aboriginal Student Services Centre (ASSC)

Financial Assistance

- · Student Financial Aid Information Centre (SFAIC)
- · University Bursaries and Emergency Funding
- · Student Awards

Technology and Learning Support Services

- · University Libraries
- · AICT
- · SSDS

Advising Services

- · Student OmbudService
- · InfoLink: Academic Guidance Centre
- · Student Access Centre
- · Truth in Education (TIE) Program

Learning Communities

- · Cohort programs
- · Study Abroad

Service-Learning

- · Community Service-Learning (CSL) Program
- · Non-Profit Board (NPB) Program
- · Network of Community Engaged Learners (N-CEL)

Internships

- · Faculty/Department-specific

Lifelong Learning

- · UTS (see Appendix J)
- · Faculty of Extension
- · E Learning, AICT

SOCIAL/COMMUNITY

Social/Community describes the activities and events that contribute to the social development and community engagement that enhance the quality of the student experience and assist in the development of engaged citizenship. These activities and resources include, student groups, learning communities, service-learning, diversity programming, and participation in institutional governance.

Services that fall under this category include:

Student Groups

- · Student Group Services
    - · Faculty/Department Associations
    - · Fraternities/Sororities
    - · Over 300 registered student groups

Diversity Programming

- · ASSC
- · International Student Services
- · Institute for Sexual Minority Studies and Services (iSMSS)
- · SSDS

Institutional Governance

- · SU
- · GSA
- · GFC (and it's sub-committees)

Services that fall under this category include:

Fitness and Athletics

- · Intra-University Athletics
- · Fitness and Lifestyle Centre
- · Van Vliet Centre
- · Campus Recreation

Health Services

· UHC

· Graduate Student Health and Dental Plan

· Undergraduate Student Health and Dental Plan

Counselling Services

· UHC Student Counselling Services

· Student Distress Centre

· Sexual Assault Centre

Recreational Activities

· Campus Recreation

· Student Group Services

Diversity Support Services

· ASSC

· International Student Services

· iSMSS

· SSDS

Sustainability

· Office of Sustainability

· Environmental Coordination Office of Students (ECOS)

Spirituality Services

· Chaplain's Association

Career Services

· CaPS: Your U of A Career Centre

· NPB Program

Alumni Activities

· Alumni Relations

Mentorship

· CaPS: Your U of A Career Centre

APPENDIX F

FACULTY-SPECIFIC SE ACTIVITIES

In addition to the central services and activities, each Faculty, School, and Department plays an important role in SE. The following campus units have been surveyed in April 2009 on their SE activities:

Faculty of ALES

Faculty of Arts

Augustana Faculty/Campus

School of Business

CSJ

Faculty of Education

Faculty of Engineering

Faculty of Extension

Faculty of Law

School of Library and Information Studies

Faculty of Medicine and Dentistry

Faculty of Native Studies

Faculty of Nursing

Faculty of Pharmacy and Pharmaceutical Sciences

Faculty of Physical Education and Recreation

School of Public Health

Faculty of Rehabilitation Medicine

Residence Services

Faculty of Science

SU

GSA

The information collected from these units provides a starting point in our understanding of SE activities throughout the University. On-going discussions, surveys, and inventories will be required to maintain and further develop this document.

The following details outline the information on a sample of current activities collected from the units mentioned above:

FACULTY OF ALES

Academic Engagement	Social/Community	Health and Wellness	Career/Life Development
· ALES Week · Student workshops (proposals, speaking, writing, etc.) · Academic Advising (local and residences) · Public events in capstone courses · Cohorts (linked to residences) · Academic skills coaching (for students in marginal standing) · Encourage clubs to host academic events · Orientation events	· Student clubs and Faculty Association · Faculty/student Liaison Coordinator (student position) · Peer mentorship program · Bar None · Office space for student clubs · Program-specific social events · Faculty/Staff/Student social and sporting events (i.e., bonspiel, dodgeball, etc.) · Orientation events · Program-related fraternities · Cohorts · Student involvement in Faculty governance	· Forums and workshops · Nutrition month (speakers. Events) · Student advising · Strong relationship with ECOS	· Student advising · Mentorship/career advising · Partnership with CaPS: Your U of A Career Centre · Interview preparation for Pre-veterinarian students · Communication skills course (ALES 204) · Program-specific career forums · Mentorship/networking events

FACULTY OF ARTS

Academic Engagement	Social/Community	Health and Wellness	Career/Life Development
· Orientation programming · Restructured Undergraduate Student Services to make it more student-focused · Academic advisors · Study Abroad (i.e., Cortona) · Roger R. Smith Undergraduate Research Awards · St. Joseph's College academic cohort · Academically focused student groups · Scholarships/bursaries · CSL Program	· Orientation programming · CSL Program · Student involvement in Faculty governance · Cohort programs · Leadership awards · Lunch with the Dean · Breakfast express (town hall) · Welcome Week, Part in the Arts Quad	· Orientation programming · Student advising	· HUB Career Centre · Career Development Officer · Newsletter · Partnership with CaPS: Your U of A Career Centre · Alumni profiles · Arts Career Fair · Career Development Conference (hosted by student association) · Internship opportunities

AUGUSTANA FACULTY/CAMPUS

Academic Engagement	Social/Community	Health and Wellness	Career/Life Development
· New Student Conference · Learning and Beyond · Campus Writing Centre · First year residence requirement · 2 annual academic theme	· New Student Conference · First year residence requirement · CSL · Approx. 50 off-campus activities	· Campus green committee (events include From Field to Fork) · Food committee · Campus recreation	· Resume writing · Student advising · Job search tips · Professional organizations hosting networking events

Academic Engagement	Social/Community	Health and Wellness	Career/Life Development
weeks	· Food Committee	programming	
· Academic advisors	· International student event with Dean	· Safety and Security Awareness	
· Academic Support Centre workshops	· Aboriginal Students Office	· Self-care Awareness	
· Study Abroad	· Community BBQ	· Student advising	
· Student research days	· Student associations and clubs		
· CSL	· International flag raising ceremony		

SCHOOL OF BUSINESS

Academic Engagement	Social/Community	Health and Wellness	Career/Life Development
· Academic Advisors	· Student Clubs	· Student advising	· Business Career Services
· Scholarships through Student Awards	· Cohort Cup	· Newsletter	· Co-op program
· Speakers (includes grad students)	· Student Exchanges		· Career advising
· Case Competitions	· Dialogues with Senior Admin		· Work with CaPS for workshops
· Cohort with 6 classes	· Student social space		· Employer talks
· Student exchanges	· Convocation banquet (organized by student association)		· Host dinners
· Study space			· Alumni magazine

CSJ

Academic Engagement	Social/Community	Health and Wellness	Career/Life Development
· Orientation · Students as recruiters to high schools · Bursary / scholarship · Mandatory listserv · Required academic plan · Workshops on learning skills · Symposium on academic work · Study abroad	· 14 clubs · Student involvement in governance · Convocation banquet · Dine with Dean at RSJ · Meet the Dean lunches · CSJ ring ceremony for convocation · Gifts · Yearly themes	· Cafeteria · Hiring a sustainability student position · Student advising · Fitness centre · Campus rec · Stress management workshops · Psychologist	· Alumni life · CaPS · Messaging board

FACULTY OF EDUCATION

Academic Engagement	Social/Community	Health and Wellness	Career/Life Development
· Orientation · Students as recruiters to high schools · Academic advisors · Orientation before each phase of program (Introductory Professional Term (IPT), Field Experience, etc.)	· Education Students' Association · Large student lounge (4th floor) · Student participation on committees (i.e., sustainability)	· Registered Psychologist on staff	· CaPS workshops · Education Students' Association manages volunteer and job inventories · Field experience · Professional teachers seconded to Faculty to hold workshops on their experiences

FACULTY OF ENGINEERING

Academic Engagement	Social/Community	Health and Wellness	Career/Life Development
· Co-op program · Engineering 100 and 101 · Cohorts · Discover E Camps · Academic advising	· Student groups · Space for student groups · First year BBQ · Orientation (Dean delivers talk) · Discover E Camps · GEER TV · GEER week run by students	· Student advising · Staff encouraged in counseling training	· Engineering Employment Centre · Networking opportunities with business leaders · National competitions · Discover E Camps

FACULTY OF EXTENSION

Academic Engagement	Social/Community	Health and Wellness	Career/Life Development
· SU orientation – English Language Program (ELP) · Homestay program · ELP showcase day · Collect data for recruitment · Program/course advising · Part-time bursaries · Mail out information · Program info sessions	· Home stay program · Field trips for students (ELP) · Clothes trading · Put on plays/year end · Awards night gala · Convocation ceremony · ELP has social activities · Graduation scholarships	· Stress management	· Professional development (PD) courses · Career changes · Job postings through programs

FACULTY OF LAW

Academic Engagement	Social/Community	Health and Wellness	Career/Life Development
· Peer coaching program · Exam prep course · Faculty advisor · Orientation · Clubs Fair · International opportunities · Indigenous Academic Services · Mooting program · Exam writing course	· Law student ambassador program · Convocation event · Indigenous Academic Services · Faculty advisor program	· Clubs fair · Indigenous Academic Services · Orientation · Student advising	· Orientation / special cohorts · Career development officer · Placements for articling · Judge shadowing program

SCHOOL OF LIBRARY AND INFORMATION STUDIES

Academic Engagement	Social/Community	Health and Wellness	Career/Life Development
· Scholarships manages by school · Grad student funding · Workshops on awards · Support in developing packages · Close advising · Info sessions about course offerings · PD day	· Welcome evening reception · Library & Information studies Students Association · Alumni Association · Student lounge · Research Assistant (RA) offices · Computer lab /	· Orientation · Student advising	· Practicum not mandatory · Networking through welcome event · Partners week · PD Day · CaPS involvement

Academic Engagement	Social/Community	Health and Wellness	Career/Life Development
	study space		
	· Representation on student council		
	· Partners week reception		
	· Year end party		
	· Faculty liaison to offices		

Faculty of Medicine and Dentistry

Academic Engagement	Social/Community	Health and Wellness	Career/Life Development
· Mandatory meetings with advisors – number per year	· Student wellbeing committee	· Student wellbeing committee	· Career committee
· Orientation	· Class reps	· Mandatory student advising meetings 2 times per year for all first-year students	· Residency fair
· Office of student affairs	· Discipline rep meetings		· Career in Medicine workshops
· Emergency bursaries and student loans	· Speakers on specific issues	· Physician and family support	· Career development coordinator
· Faculty bursaries & scholarships	· Tea & cookies with Dean		· Career week(s)
· Brainspan	· Convocation breakfast		· Student interest groups
	· Gold honor society		· Seminars
	· Winter concert		· Peer feedback for matching
	· Med Night		· MD ambassador Program

FACULTY OF NATIVE STUDIES

Academic Engagement	Social/Community	Health and Wellness	Career/Life Development
· Speaker series · Academic advising	· Tea and bannock social (twice/year) · Annual tea with Dean · Faculty-coordinated lectures · Student association	· Student advising	· Developing an internship program · Career discussions with alumni volunteers

FACULTY OF NURSING

Academic Engagement	Social/Community	Health and Wellness	Career/Life Development
· Student recruitment position · Student leaver surveys · T2U for after-degree students · Faculty level writing task · Online tutorial for writing American Psychological Association (APA) in Nursing · Student resources site · Library orientations · Research days · Teaching day	· Graduate convocation reception · Supporting SU events · Spring mixer · Pin ceremony · Cohorts	· Flu immunization · Service / learning project · Hospital room in Festival of Trees · Students' International Health Association (SIHA) support · Boyle McCauley	· Alumni events · Alberta Health Services presentations & career fair · CARNA info · Summer work experience (need to apply) · Grad students involved with UTS

FACULTY OF PHARMACY AND PHARMACEUTICAL SCIENCES

Academic Engagement	Social/Community	Health and Wellness	Career/Life Development
· Academic advising · Community engagement required in curriculum · Peer educators · Student advisory committee for practicum · Exchange programs	· Student association · Blue and Gold Ball (also awards ceremony) · Peer educators · Convocation banquet · Student advisory committee for practicum · Exchange programs	· Heart health fair · Student advising	· Students on professional associations · Career night · Professional recruitment night · Industry sponsored networking

FACULTY OF PHYSICAL EDUCATION AND RECREATION

Academic Engagement	Social/Community	Health and Wellness	Career/Life Development
· Academic advising · Orientation (rookie camp) · Integrated student services office · Peer tutoring program	· Space planning · Orientation (rookie camp) · Physical Education and Recreation Council of Students · Welcome BBQ · Convocation brunch · Integrated student services office	· Recreation facilities · Campus recreation · Student advising · Opportunities for wellness and fitness activities	· Steadward Centre and Glen Sather clinic provide employment and volunteer opportunities · Summer camps · Career forums (with CaPS) · Practicum

SCHOOL OF PUBLIC HEALTH

Academic Engagement	Social/Community	Health and Wellness	Career/Life Development
· Combined orientation · Research office · Teaching methods retreat · Dept awards · Mentorship form supervisors · List serves · Global health program · School wide research day & alternate years cross Alberta · Emergency funding · Lunch & learn	· Organized events · Dept specific student associations · Lunches with Dean · Brown bag lunches with Dept Chairs · List serves · Convocation lunch · Awards presentation · Student representative on every student related committee	· Wellness committee · Student advising · List serves	· Wine and Cheese for alumni with Dean · Course-based Master of Public Health (MPH) required practicum · Post CaPS notices · Career advising

FACULTY OF REHABILITATION MEDICINE

Academic Engagement	Social/Community	Health and Wellness	Career/Life Development
· Academic advisors · Lunch with advisors at orientation · Orientation · Handbooks · First fund · Interviews as a	· Rehab Med Student association (SA) · SA's organized own graduations · Convocation lunch · Students in governance	· Advising · Safety committee · Orientation	· Clinical · Handbook · PT lunch hosted by professional association · Linking with professional associations

Academic Engagement	Social/Community	Health and Wellness	Career/Life Development
recruitment tool · Research days	· IT support for students · Wireless access		· Pizza night with professional organizations

RESIDENCE SERVICES

Academic Engagement	Social/Community	Health and Wellness	Career/Life Development
· Faculty in residence · Cohort programs · Speaker series · Debate opportunities · Cultural awareness opportunities · Orientation · Academic tip workshops · Bulletin boards and notices · Library tours · Follow-up with students at academic risk	· Community standards · Diversity awareness events · Community-service learning · Speaker series · Regular social events (i.e., dodgeball, BBQ, etc.) · Conflict resolution · Community building activities · Gold star programs · Community organized trips/events	· Student advising · Peer nutrition/health in residences · Health and wellness awareness activities · Stress management · Alcohol awareness programming · Fitness activities · Community garden	· Workshops in partnership with CaPS · Internship programs · Student staff and volunteer opportunities

FACULTY OF SCIENCE

Academic Engagement	Social/Community	Health and Wellness	Career/Life Development
· Build-Your-Own Degree program · Science 100 – to high school students · Cohort program · Mentor program · Residence science programmer · Faculty advising in Lister Centre · Science floor in residences · Academic Support Centre seminar for students · Monthly newsletter · Brainspan	· Student Life Advisor · Mentor program · Cohort program · Residence science programmer · Science floor in residences · Student bulletin board · Meet the Dean – monthly · Coffee days	· Student bulletin board · Student advising	· Student bulletin board · Interview strategies workshop · CaPS · Alumni magazine

GSA

Academic Engagement	Social/Community	Health and Wellness	Career/Life Development
· Opportunities for University Governance · Subsidize workshops for Academic Support Centre · Lecture grants · AICT workshops · Award recognition for	· Fall, Winter, Universal, Department Orientations · Social Events · Event Space · Community Engagement	· Athletic Events · Child Care Subsidy · Health & Dental plan	· Subsidize CaPS workshops · PD & Travel grants · Represent TA & RAs in bargaining

Academic Engagement	Social/Community	Health and Wellness	Career/Life Development
scholars	Awards · Housing Registry · Funding through student group funding		

SU

Academic Engagement	Social/Community	Health and Wellness	Career/Life Development
· Orientation · Participate in academic governance · Academic Guidance Centre · First Year Initiative · ECOS library · SFAIC/Access Fund · Food Bank · Handbook · Used Text Book SUBtitles · Vitamin A · Volunteer opportunity in Student Distress Centre · Student OmbudService	· Student's Council · SU Governance & Advocacy · Social space for student groups · SU kids Christmas party · Student Life programming · Anti Freeze · Week of Welcome · InfoLink & UPass distribution · Student Groups · Safewalk	· Exam survival kits · Stress week · Alcohol awareness · Student Distress Centre · Campus Food Bank · Access Fund · ECOS · Infolink · L'Express /food services	· From backpack to briefcase · Volunteer training · Leadership summit · Student & post-graduate position opportunities · CCR · Vitamin A /Passport

APPENDIX G

NSSE

The NSSE is aimed at gathering information about higher education quality on a national basis, using a specially-developed survey of good practices in undergraduate education. The NSSE was conceived in early 1998 and supported by a grant from The Pew Charitable Trusts. The NSSE conducted a pilot in 1999 that involved more than 75 selected colleges and universities.

BACKGROUND

The NSSE is designed to query undergraduates directly about their educational experiences. An extensive research literature relates particular classroom activities and specific faculty and peer practices to high-quality undergraduate student outcomes. As such, the NSSE goes beyond "fixing the rankings." Instead, it offers an alternative tool for gathering information with a wide range of uses and provides an important occasion to re-frame both local and national conversations about a quality postsecondary learning experience. In particular, three possible uses for the data are now envisioned. First, results are expected to be useful to institutions themselves in improving undergraduate education. Second, results should be helpful to a range of external stakeholders of higher education, including accrediting bodies and state oversight agencies. Third, if the results from the NSSE project were made public, they might prove interesting to the media, including news magazines and college guides. Between the two extremes of institutionally-owned data and publicly-reported data incorporated into the university rankings of the mass circulation magazines, lie many other potential uses for the data.

THE 5 BENCHMARKS OF EFFECTIVE EDUCATIONAL PRACTICE

The benchmarks are based on 42 key questions from the NSSE survey that capture many vital aspects of the student experience. These student behaviours and institutional features are some of the more powerful contributors to learning and personal development.

1. Level of Academic Challenge

Challenging intellectual and creative work is central to student learning and collegiate quality. Colleges and universities promote high levels of student achievement by emphasizing the importance of academic effort and setting high expectations for student performance.

Activities and conditions:

- Time spent preparing for class (studying, reading, writing, rehearsing, and other activities related to your academic program)

- Worked harder than you thought you could to meet an instructor's standards or expectations

- Number of assigned textbooks, books, or book length packs of course readings

- Number of written papers or reports of 20 pages or more

- Number of written papers or reports between 5 and 19 pages

- Number of written papers or reports fewer than 5 pages

- Coursework emphasizes: Analyzing the basic elements of an idea, experience, or theory

- Coursework emphasizes: Synthesizing and organizing ideas, information, or experiences

- Coursework emphasizes: Making judgments about the value of information, arguments, or methods

- Coursework emphasizes: Applying theories or concepts to practical problems or in new situations

- Campus environment emphasizes spending significant amounts of time studying and on academic work

2. Active and Collaborative Learning

Students learn more when they are intensely involved in their education and are asked to think about and apply what they are learning in different settings.

- Collaborating with others in solving problems or mastering difficult material prepares students to deal with the messy, unscripted problems they will encounter daily during and after college.

Activities:

- Asked questions in class or contributed to class discussions

- Made a class presentation

- Worked with other students on projects during class

- Worked with classmates outside of class to prepare class assignments

- Tutored or taught other students

- Participated in a community-based project as part of a regular course

- Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)

3. Faculty Interaction

Students see first-hand how experts think about and solve practical problems by interacting with faculty members inside and outside the classroom. As a result, their teachers become role models, mentors, and guides for continuous, life-long learning.

Activities:

- Discussed grades or assignments with an instructor

- Talked about career plans with a faculty member or advisor

- Discussed ideas from your readings or classes with faculty members outside of class

- Worked with faculty members on activities other than coursework (committees, orientation, studentlife activities, etc.)

- Received prompt written or oral feedback from faculty on your academic performance

- Worked with a faculty member on a research project

4.   Supportive Campus Environment

Students perform better and are more satisfied at colleges that are committed to their success and cultivate positive working and social relations among different groups on campus.

Conditions:

- Campus environment provides support you need to help you succeed academically

- Campus environment helps you cope with your non-academic responsibilities (work, family, etc.)

- Campus environment provides the support you need to thrive socially

- Quality of relationships with other students

- Quality of relationships with faculty members

- Quality of relationships with administrative personnel and offices

5.   Enriching Educational Experiences

Complementary learning opportunities inside and outside the classroom augment the academic program. Experiencing diversity teaches students valuable things about themselves and other cultures.

Used appropriately, technology facilitates learning and promotes collaboration between peers and instructors. Internships, community service, and senior capstone courses provide students with opportunities to synthesize, integrate, and apply their knowledge. Such experiences make learning more meaningful and, ultimately, more useful because what students know becomes a part of who they are.

Activities and conditions:

- Talking with students with different religious beliefs, political opinions, or values

- Talking with students of a different race or ethnicity

- An institutional climate that encourages contact among students from different economic, social, and racial or ethnic backgrounds

- Using electronic technology to discuss or complete assignments

Participating in:

- Internships or field experiences

- Community service or volunteer work

- Foreign language coursework

- Study abroad

- Independent study or self-assigned major

- Culminating senior experience

- Co-curricular activities

- Learning communities

WHAT IS THE U OF A DOING?

The University of Alberta has participated in the NSSE in 2004, 2006 and 2008. The NSSE organisation distributes the survey (the survey is web-based), collects and analyses the data, as well as disseminate the results back to the U of A. The survey targets a sample of first year and fourth year students, and is administered every second year. This year is the first year that the U of A has distributed the NSSE results to the participating faculties. While no action is required of the faculties, most are considering ways they may improve their faculty's SE. The NSSE Director and Associate Director were also brought to U of A to discuss ways to help improve SE.

An overview of the results of NSSE at the U of A can be found at:
http://www.uofaweb.ualberta.ca/strategic/nav02.cfm?nav02=59806&nav01=18115

NSSE WORK PLAN FOR 2009-2010

Initiatives	Timeline	Outcomes and Responsibility
1. Survey Associate Deans to determine what they have initiated because of their NSSE scores. For example, Augustana is hosting a retreat. Heather Kanuka and Carl Betke will be attending as consultants. 2. Using the survey results, design a workshop for effective practices. 3. Purpose of the workshop is to share what each faculty perceives to be their strengths based on their NSSE scores and to describe the strategies they use.	1. Invitations will go out in July and the workshop will be held the third or fourth week in September.	1. UTS 2. We are a large campus and doing many things right. We need to share our strategies with each other. Students transverse faculties but faculty do not have this opportunity

Initiatives	Timeline	Outcomes and Responsibility
1. We need to know what we mean by engaged learning. Will bring in Dr. Tony Chambers, U of T who researchers this area and is a Canadian expert on NSSE.	November, 2009	1. UTS 2. Establish foundational knowledge. Dare to Deliver has a pillar: Discovery Learning. Dr. Chambers will assist us in understanding the umbrella concept of engagement.
2. Contact Penn State. They have a system in place that appears to be effective. They are part of the World Network of Universities. We may decide to bring them to campus.	July 2009	Vice Provost NSSE is used world wide (China is considering using NSSE) and we should know how our international partners are using NSSE esp. if we want to have joint programs.
3. Symposium on learning spaces. Use the same format as was used for evaluation. Three sessions: administrators, staff and students	January to February 2010	UTS Learning spaces has been identified by CLE as an important topic. The symposium series will assist with engaging a wider community. All groups need to be heard.

APPENDIX H

As a key recommendation from the Provost's Advisory Task Team on SE, the development of a campus-wide portal service was initiated in the summer of 2009 as a collaborative effort between the Vice-Provost and Dean of Students and the Vice-Provost and Associate Vice-President (Information Technology). The purpose of the portal is to develop a single sign-on service that will promote SE. An identified key characteristic for SE is to have students aware of the opportunities and services that exist for them. This service will highlight these opportunities in a format that better suits individual needs rather than the needs of the administrative provider.

BACKGROUND

Various campus constituents have been consulted on the idea of a portal service, generating a great deal of support and enthusiasm for the program. Stakeholders include: Faculties, departments, student service units, central administrative units, SU, GSA, and several governance committees. The Vice-Provost and Associate Vice-President (Information Technology) conducted a survey of portal technologies that would meet the needs of our constituents and fit within the technological framework of the institution. *UPortal* has been recommended as the ideal platform for the following reasons:

1. Has the basic characteristics of a website

   · Public interface

   · Targets a particular audience

   · Content focused

   · Provides specific content

   · Allows for authentication

   · Web-based with both public and private interfaces

   · Common access point for single sign-on architecture and multiple user roles

   · Interface customization – personalization

   · Provides access to broad sources of information

   · Authentication can pull user information through its source

2. Has 4 major capabilities

   · Aggregation

   · Customization/Personalization

- · Access control

- · Consistent user experience

3. Has the following features

- · Usable based on open-standards for internet usage

- · Secure authentication

- · Powerful and flexible user group management

- · Scalable for up to 1 million users

4. Is currently being used in the following institutions (sampling)

- · University of Wisconsin

- · University of British Columbia

- · Athabasca University

- · Brooklyn College

- · Yale University

- · Southern Utah University

CURRENT FOCUS

Currently, we are in the process of developing a management structure, time line, and budget for the portal program. The following tentative timeline has been established:

Phase 1*: Student Consultations*   *September – October2009*
- · Student governments
- · Focus groups
- · Surveys

Phase 2*: Portal Development*   *November 2009 – January 2010*

Phase 3*: User Testing*   *January – March 2010*

Phase 4*: Implementation*   *March 2010*
- · Marketing to newly admitted students
- · Marketing to current students

Phase 5*: Marketing*   *September 2010*

Phase 6*: Evaluation*   *On-going*
- · Evaluation program built into system

APPENDIX I
LIBRARY SERVICES WHICH SUPPORT SE

COLLECTIONS

Access

The library provides comprehensive collections that support the curriculums of each academic department and areas of research. Effective and efficient access to the collections is a priority of the library system. Students can access our robust electronic collections from any place they can connect to the Internet. Distance students are not at a disadvantage as we have services that ensure physical materials can be delivered to a student's home. Commuter and part-time students are well-served with our extensive service hours, self-serve technologies, and request services to meet their unique schedules.

Collaboration

Working collaboratively with our NEOS partners, the Library provides access to our collections and the collections of 17 other libraries. U of A Libraries membership in The Alberta Library provides students with access to the collections of public and academic libraries across Alberta. Our unique partnership with Edmonton Public Library (EPL) provides an EPL branch on campus. This innovative service facilitates access to recreational reading materials and serves as an example of services designed in support of the "whole student." Future joint programs with EPL will only enhance available services and deepen connections to the community and the city.

SERVICES

Help Services

The library system staffs a service desk in each library where students can obtain library use assistance, reference and information services, and technology support to access collections and complete course work whenever the library is open. Help is not limited to physical locations, however, as students can access the expertise of library staff via phone, email, or chat during all library service hours.

Students can make individual appointments with the librarian assigned to their departmental subject area to receive one-to-one instruction in the access and use of collections, a service of particular interest to upper level undergraduates and students working on information-intensive projects such as honours papers and the development of thesis topics.

The library also has a few models in place where librarians either work directly in a department (Health Science model) or in "Librarian-in-Residence" models where the librarian assigned to the department subject area holds weekly office hours for faculty and student consultations in department space (in place in Departments in the Faculty of Engineering and Faculty of Science).

Expertise in Information Discovery and Use

Providing appropriate and responsive information literacy instruction is an important mandate of the library. Information literacy is the set of abilities requiring individuals to recognize when information is needed and have the ability to locate, evaluate, and use it effectively. The expertise of our librarians could be leveraged in the delivery of "cornerstone" courses by integrating their skills and knowledge in the initial curriculum discussion as in the model piloted in the Science 100 program. Beyond the first-year experience and cornerstone courses, librarians partner with faculty members to provide in-class, and online in eClass, instruction that is grounded in Information Literacy Competency Standards on the access and use of the U of A collections and the discovery and evaluation of information available in other collections and via the Internet.

LIBRARY AS PLACE

Facilities that appeal to Students

The library facilities are designed to provide access to locally housed collections but also provide research and study space. Students can work individually in quiet spaces or collaboratively in group study areas and in bookable group rooms.

Libraries provide access to computers where students can access library collections and services and use software to write papers and work on course projects. Specialized multimedia, printing, scanning and other computing resources are available in some campus libraries.

Long-term planning for renewal of library spaces focuses on providing enhanced "Commons" facilities in libraries across campus. The opportunity exists to partner with other campus student-support services, such as the Centre for Writers, by housing them in library buildings and designing shared spaces to best meet student academic and social/community needs. The Library continues to investigate ways of working with student groups to provide space and equipment for their initiatives and is especially keen to investigate the programming use potential of our newly renovated Cameron Library main floor which was designed to promote this dual functionality.

Availability

The main campus libraries are open seven days per week, including all holidays, and closed only during the Christmas break. We maintain service hours that include evenings to ensure there are well-trained staff available to help students when they are doing their academic work.

During Fall/Winter term, Cameron library provides 24-hour access Sundays through Thursdays and has a Study Hall open until 2:00 a.m. year round. Other campus libraries provide 24-hour access to study halls during peak periods such as exam time.

Welcome and Orientation Services

In conjunction with The Week of Welcome, the Library has initiating a more robust "Welcome" program for September 2009. Events are designed to engage students early in the term, making them aware of the ongoing support programs and services the library offers. We provide both scheduled and drop-in workshops throughout the year to assist students in developing efficient ways to seek and organize information in their academic work.

The Library participates in the International Centre's Orientation programs and in the English for Academic Purposes training program with Faculty of Extension. In addition, liaison librarians assigned to schools, departments and faculties ensure international graduate students have the library support needed to successfully manage their informational requirements.

Even prior to becoming a University of Alberta student, the Library offers programs to orientate and attract prospective high school students. Each spring, many prospective students tour the campus. Library staff provide a general orientation, pointing out the advantages and conveniences of our library system. The Library has recently submitted a proposal to the new initiative, The "Wired" Campus Alberta, for development of a 'speakers session' featuring the University of Alberta Library system to high school students across the province.

PROFESSIONAL PRACTICE

Libraries Consistently Seek Feedback from Students

The Library conducts annual student satisfaction surveys (LibQual and Counting Opinions) and plans and develops new services based on feedback received. Usability assessments are routinely conducted with students to guide the development of our web site and web-based services.

U of A Librarians are engaged in service-based research projects that enhance the knowledge of our discipline and serve as the evidence-based foundation of our commitment to continuous evaluation and improvement of services.

Expertise with technology and organizing information

The Library has expertise in utilizing technology to organize and provide access to information and is well-placed to provide development assistance in the proposed student online portal.

Engagement with distinct populations

The library is one of the first campus units to participate in the Aboriginal Cultural and Traditional Knowledge Program. The awareness of the First Nation's people and their world view that is fostered will facilitate better understanding and appreciation of culture and customs and enable library staff to serve students better, model appropriate behaviors and gain insight into developing appropriate services.

Engagement with the Profession

Students are routinely hired to work in the library in a variety of positions where they learn about and play an active part in a variety of different collections and service support roles.

Our School of Library and Information Studies (SLIS) Collaborative program provides work experience and mentoring to students in the MLIS program in the School of Library and Information Studies. We are nationally recognized for our Academic Library Internship program that provides opportunity and support for new MLIS graduates to develop as librarians in their first professional position.

With the wide range of information organization, IT-development, and organizational management work that goes on in the library, there is additional opportunity to investigate the potential for student co-op placement in the library.

UNIVERSITY teaching services

Peer Consulting and Mentoring

Teaching Enhancement Series

New Professor Orientation

Excellence in Teaching Profiles

Innovative Learning Spaces

Online Series

Faculty Resources

Teaching and Learning Symposium

Student Engagement

Evaluating Teaching

Classroom Assessment Techniques

Global Education and Citizenship

Taste of Technology

Integrating Teaching and Research

UTS Evaluations

Communications Plan

Post Graduation Certificate

Engagement NSSE

Name Change & Transition into Teaching Centre

Teaching · Learning · Technology

LEGEND

Ripe

Emerging

Beginning

ACADEMIC PLAN

Dare to Discover　*Dare to Deliver*

ENGAGEMENT