STUDENTS' COUNCIL

Tuesday, March 23, 2021
6:00PM
Zoom

We would like to respectfully acknowledge that our University and our Students' Union are located on Treaty 6 Territory. We are grateful to be on Cree, Dene, Saulteaux, Métis, Blackfoot, and Nakota Sioux territory; specifically the ancestral space of the Papaschase Cree. These Nations are our family, friends, faculty, staff, students, and peers. As members of the University of Alberta Students' Union we honour the nation-to-nation treaty relationship. We aspire for our learning, research, teaching, and governance to acknowledge and work towards the decolonization of Indigenous knowledges and traditions.

LATE ADDITIONS (SC-2020-24)

2020-24/1	SPEAKERS BUSINESS
2020-24/1a	Announcements - The next meeting of Students' Council will take place on **Tuesday, April 6, 2021 at 6:00PM** via Zoom.
	Join Zoom Meeting
	https://us02web.zoom.us/j/88199088351?pwd=aXh3NWdNSTgxdUNncm4rWlJYcDhrZz09
	Meeting ID: 881 9908 8351
	Passcode: 075728
2020-24/2	PRESENTATIONS
2020-24/3	EXECUTIVE COMMITTEE REPORT
2020-24/4	BOARD AND COMMITTEE REPORT
2020-24/5	OPEN FORUM
2020-24/6	QUESTION PERIOD
2020-24/7	BOARD AND COMMITTEE BUSINESS
2020-24/7a	**DRAPER/MONTEIRO MOVES TO** approve the First Principles of the Assessment and Grading Policy.
	See SC-2020-24.15
2020-24/7b	**YABUT MOVES TO** discuss the rise of Asian Hate Crimes across North America and within our communities.
	See SC-2020-24.16

2020-24/8   <u>GENERAL ORDERS</u>

2020-24/9   <u>INFORMATION ITEMS</u>

2020-24/9a   Service Excellence Transformation (SET) Consultation Question List.

2020-21 - Council Submissions

UASU Students' Council Agenda Submission

Council Meeting Date   Tuesday, March 23, 2021

Mover   DRAPER

Email   amonteir@ualberta.ca

Action Requested   Approval

Approval

Motion   DRAPER/MONTEIRO MOVE TO approve the First Principles of the Assessment and Grading Policy.

Abstract

First principles of the Assessment and Grading Policy for approval.

Attachments

| pdf | Assessment and Grading Policy - First Princi... |

Political Policy Assessment and Grading 1st Principles

Policy Support Team: David Draper

Policy Facts:

	Old		New
	Old		**New**
1	Student success is realized when students receive both meaningful academic challenge and support that encourages learning in a way that advances their personal growth, knowledge, and practical skills.	1	Student success is realized when students receive both meaningful academic challenge and support that encourages learning in a way that advances their personal growth, knowledge, and practical skills.
2	Grades are extremely important to students for tracking their personal progress in learning and growth.	2	Grades are extremely important to students for tracking their personal progress in learning and growth.
3	Students should be able to understand why they received any grade.	3	Course expectations regarding assignments, grading, and other course-related matters must be communicated clearly in the course syllabus[1], and Upon request, instructors are required to provide the process used to generate the final grade[2].
4	Assessment and grading of undergraduate students' academic performance and learning outcomes are central to the university's core academic mission and the most critical determinant of further academic and future career opportunities pursued by undergraduate students upon graduation.	4	Assessment and grading of undergraduate students' academic performance and learning outcomes are central to the university's core academic mission and the most critical determinant of further academic and future career opportunities pursued by undergraduate students upon graduation.
5	Section 2 of the U of Alberta Policies and Procedures On-line (UAPPOL) Grading Procedure states that course expectations regarding assignments, grading and other course related matters must be communicated clearly in the course syllabus[1].	5	Section 2 of the U of Alberta Policies and Procedures On-line (UAPPOL) Grading Procedure states that course expectations regarding assignments, grading and other course related matters must be communicated clearly in the course syllabus[1].

[1] Evaluation and Grading Policy, UAPPOL
(https://www.ualberta.ca/registrar/media-library/faculty-staff-resources/uappol-insert.pdf)
[2] Evaluation Procedures and Grading System.
https://calendar.ualberta.ca/content.php?catoid=34&navoid=10107&hl=%22evaluation+procedures%22&returnto=search#evaluation_procedures_and_grading_system

6	Section 23.4(2)f of Evaluation Procedures and Grading System of the University of Alberta University Calendar states "Each assessment is linked to the stated course objectives and/or learning outcomes. Students should be provided with the criteria for these assessments early in and, if necessary, throughout the course".	6	Section 23.4(2)f of Evaluation Procedures and Grading System of the University of Alberta University Calendar states "Each assessment is linked to the stated course objectives and/or learning outcomes. Students should be provided with the criteria for these assessments early in and, if necessary, throughout the course".
7	Grading and assessment policies and procedures need to be regularly updated to ensure they are structured to increase student success.	7	Grading and assessment policies and procedures need to be regularly updated to ensure they are structured to increase student success.

8	The importance of complex performance based learning in undergraduate education continues to grow and many courses across faculties and programs incorporate at least some form of such learning to enhance student success.
	    a. Performance Based Evaluations are an approach to teaching and learning that emphasizes students being able to execute a unique skill set as a result of instruction and are given the ability to demonstrate or apply this ability, rather than simply knowing the information[2].
		8	The importance of complex performance based learning in undergraduate education continues to grow and many courses across faculties and programs incorporate at least some form of such learning to enhance student success.
			    a. Performance Based Evaluations are an approach to teaching and learning that emphasizes students being able to execute a unique skill set as a result of instruction and are given the ability to demonstrate or apply this ability, rather than simply knowing the information[2].

9	Holistic rating scales or rubrics are applied (explicitly or implicitly) during evaluation of complex performance based learning. They reflect learning objectives that encompass more than one aspect of performance and cannot be easily broken out into component parts.	9	Holistic rating scales or rubrics are applied (explicitly or implicitly) during evaluation of complex performance based learning. They reflect learning objectives that encompass more than one aspect of performance and cannot be easily broken out into component parts.
10	Use of rubrics helps ensure that the measurement process (the assessment of performance) is free of error, reliable and consistent in producing equitable results for students.	10	Use of rubrics helps ensure that the measurement process (the assessment of performance) is free of error, reliable and consistent in producing equitable results for students.
11	Rubrics can be used to evaluate a wide variety of student assignments, and strong research demonstrates that rubrics improve teaching and learning[3].	11	Rubrics can be used to evaluate a wide variety of student assignments, and strong research demonstrates that rubrics improve teaching and learning[3].

12	There are many academic support services available to students across campus[4].	12	It is important to student success that the rubric for assessments is communicated clearly, as all students deserve to know what they are being assessed on.
		13	There are many academic support services available to students across campus[4].
		14	Some assessment types are disproportionately difficult for select demographics on campus
		15	Many students work on the weekends in order to pay for education, mandatory in person weekend assessments often force students to miss time at their jobs
		16	Synchronous remote assessments disadvantage international students who may be taking the course from a different time zone.

Resources:

1. https://policiesonline.ualberta.ca/PoliciesProcedures/Procedures/Grading-Procedure.pdf
2. https://www.jstor.org/stable/pdf/1176232.pdf?refreqid=excelsior%3Ae355f259e14e68138f98e52a872cc03c
3. https://teaching.uwo.ca/teaching/assessing/grading-rubrics.html
4. https://www.ualberta.ca/current-students/academic-resources

2020-21 - Council Submissions

UASU Students' Council Agenda Submission

Council Meeting Date   Tuesday, March 23, 2021

Mover   Yabut

Email   yabut@ualberta.ca

Action Requested   Discussion

Discussion

Motion   Yabut moves to discuss the rise of Asian Hate Crimes across North America and within our communities.

Abstract

Councillors Nicole de Grano, Julia Villoso & I would like to address the rise of anti-Asian based violence & hate in our communities and across the globe.

Our statement acknowledges the victims, recents events, as well as resources on education, donation and effective allyship.

We understand that this statement could just be put on the agenda as something for others to simply read, however we believe a spoken statement will carry a stronger voice to council.

2020-21 - Council Submissions

UASU Students' Council Agenda Submission

This form is intended to be used by members of Students' Council to submit items for Council meetings.

Council Meeting Date Tuesday, March 23, 2021

Mover Dave Konrad

Email dave.konrad@su.ualberta.ca

Action Requested Information Items

Information Items

Abstract

Service Excellence Transformation (SET) Consultation Question List: I'm providing this in the case that you have not had time to read the interim report.

Attachments

 INFORMATION ITEM 03.23.21 SET Consultati...

**UNIVERSITY OF ALBERTA
STUDENTS' COUNCIL**

Date: 03.23.21
To: Students' Union Council
Re: Service Excellence Transformation (SET) Consultation

Preamble

Here is a list of questions I've drawn from both the SET Interim Report and the presentation we received for the March 23rd Council meeting. I'm providing this in the case that you have not had time to read the interim report! Open to any discussion on these.

Attached is the last page (47) of the interim report, which is a "Student Service Centre Triage Diagram." The following are not attached: Page 37 includes a timeline for the Student Service Centre development and Page 32 includes details on student service autonomy in a discussion about the proposed faculty structure. Page 29 includes a brief overview of service centres.

Questions

I have listed the page number of the content I pulled the question from, before listing the question.

Interim Report

1. 10: SET looks to reduce cost by reducing the procurement of goods and services. Will any of these reductions disproportionately affect students and/or equity-seeking groups?
2. 13: A listed SET objective is to "reduce internal demand for non-essential goods and services." What does reducing internal demand mean, what are these non-essential goods and who is deciding they are non-essential?
3. 19: As SET considers how to maximize utilization of spaces and facilities and minimize costs,
   a. what environmental sustainability initiatives factor into minimizing costs?
   b. How is this transformation being leveraged as an opportunity to create more environmentally sustainable administrative infrastructure?
4. 22: Listed SET design criteria include allocating resources to administrative units in an equitable manner, according to a value-based assessment where highest value units get the most resources. What value criteria will be used to measure allocation? My concern centres around campuses or communities that have been or may become in danger of

underfunding in light of Academic Restructuring (e.g. Native Studies Faculty, Augustana Campus or Campus Saint-Jean).

5. 24: IT consolidation is part of SET: how will this improve support for eClass stability and professors teaching remotely?

6. 30/33: The Continuous Improvement Team is mentioned as a review team that will evaluate the transformation process and administrative unit performances;
   a. is this team a group of full-time employees?
   b. Does the team have a short-term timeline or will it exist indefinitely?
   c. How much will it cost?
   d. How public will their evaluations be?

7. 34: One of SET's human resource principles is to be guided by EDI principles in decision making: can administration ensure that documentation and tangible action on following EDI principles is well-publicized for the university community?

8. 47: Where in the Student Service Centre Triage will students have access to
   a. French-speaking advisors?
   b. Indigenous advisors?
   c. Other culturally-sensitive advisors?
   d. If cost is a barrier to having unique advisors, what other service elements can be given up, as per question 2 on this question sheet, to fund and prioritize culturally-sensitive student advisors?

Presentation

1. 27: UAT's goal includes more Work-Integrated Learning opportunities. How is UAlberta ensuring that opportunities are distributed equitably across all faculties, regardless of current donor concentrations (e.g. Engineering vs. Arts opportunities)?

Other

1. 6: The UAlberta 2019 Workforce Diversity Report indicates that UAlberta staff are least likely to be minority women, compounding with the reality that minority women employed by UAlberta are afraid of being laid off and have observed that they are most likely to be. How will managers determining layoffs be equitable in their release of staff members and directly address this concern that both data and people have raised?

USERS

70% OF INTERACTIONS | 20% | 10%

Users (staff and students) can access services through any channel.

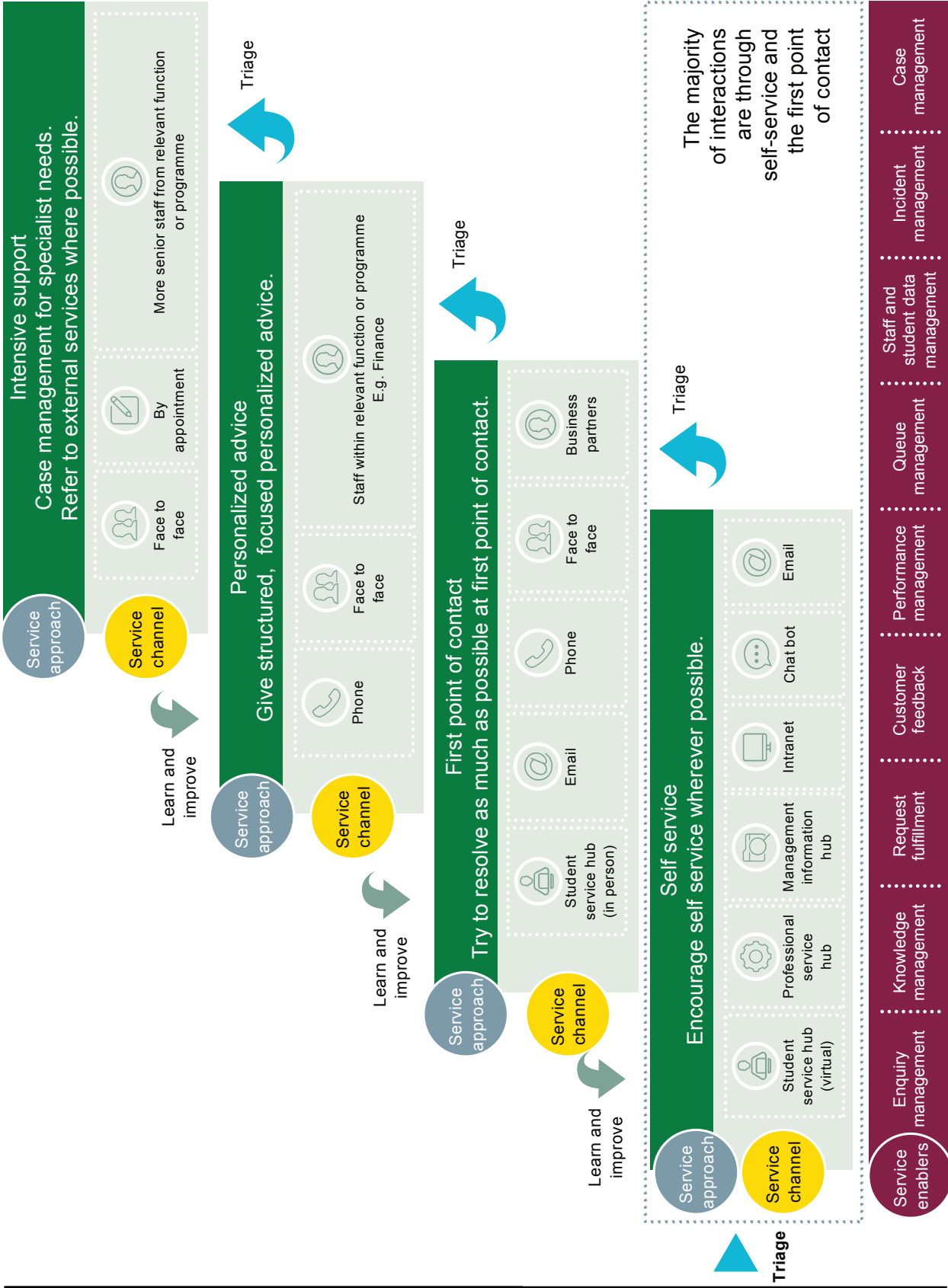More complex enquiries are triaged to more specialized services.

Intensive support
Case management for specialist needs.
Refer to external services where possible.

Service approach

Service channel

Face to face | By appointment | More senior staff from relevant function or programme

Triage

Learn and improve

Personalized advice
Give structured, focused personalized advice.

Service approach

Service channel

Email | Phone | Face to face | Staff within relevant function or programme E.g. Finance

Triage

Learn and improve

First point of contact
Try to resolve as much as possible at first point of contact.

Service approach

Service channel

Student service hub (in person) | Email | Phone | Face to face | Business partners

Triage

Learn and improve

Self service
Encourage self service wherever possible.

Service approach

Service channel

Student service hub (virtual) | Professional service hub | Management information hub | Intranet | Chat bot | Email

Triage

The majority of interactions are through self-service and the first point of contact

Service enablers

Enquiry management | Knowledge management | Request fulfillment | Customer feedback | Performance management | Queue management | Staff and student data management | Incident management | Case management

When a complex enquiry is received, its solution is recorded. The lesson can then be applied at a lower service level.
This means more enquiries can be dealt with at a lower level of service

Staff

Students

Triage