

## Office of the VICE-PRESIDENT ACADEMIC

### Imogen Pohl

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### Monthly Report - Month, Year

Contribution Hours:

*Note: This report will serve the purpose of both being used for ULSU accountability, as well as, a monthly report for the Co-Operative Education Program. It may contain more information and insight on each item than is regularly needed of an Executive monthly report to complete the reflection requirement for the Co-Operative Education program.*

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#### A"head" of the Herd

With: Luxie, Shelby Quinn-Ost (Faculty of Education Rep), Joy Anugom (International Student Rep), and Imogen Pohl (VPA)



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### Reports

#### Ahead of the Herd

This was my first time attending Ahead of the Herd (AOTH). I grew up in Grande Prairie Alberta and was unable to drive down for AOTH the year I registered. I spent most of my day at the Fresh Fest table handing out promotional items, telling Future Students and their parents about what Fresh Fest is, and adding them to the mailing list for the event. Additionally, I handed out a few business cards to Future Students who seemed really go get 'em to encourage them to apply for the First Year Representative Position, who will be elected via internal by-election of the ULSU General Assembly in September.

#### Meeting with the Book Store

The Executive Council met with Annette Bright (Bookstore Manager), Kari Tanaka (Assistant Manager), and Rebecca Colbeck (Assistant Manager – Retail Marketing). We discussed Open Educational Resources, the #TextbookBroke Campaign, as well as, the potential of creating two books.

Part of the role of VPA, as mentioned in By-Law 6.3.2, is to "... organize activities of an academic nature". For the Fall Semester, we discussed making a "First Year Survival Guide". This idea is still forming, but the goal of this project would be to get Students and Alumni to submit tips for new students. Additionally, we discussed adding a cookbook section. Another section of the VPA's portfolio is to "promote undergraduate research". A neat way to include this aspect is to investigate into having a student create a meal plan using the recipes received as an Applied Study for credit. It would have to be nutritious and cost affective, so I will need to look into finding a professor to over see the Applied Study and shape it to work for the Student. Other aspects could be added to this Guide such as services on campus, study tips, and more. The Guide be projected to be completed for the 2019/2020 Academic year, should we go through with it.

The other book would be started in the Spring Semester. We are looking to put together a collection of "Ghost Stories" that are written by Students at the university and take place in Lethbridge/The University. The stories to be included would be selected from a panel. From there, sections of the stories would be released and an art contest would take place. Students would be able to submit artwork for each of the stories to include in the book. This would be a neat way to publish both authors and artists at the University. Again, this hasn't been confirmed, but the frame work is being created to start these initiatives if all parties involved agree on it.

#### Meeting with the Accommodated Learning Center

I met with Cayla Clemens (Specialized Support Coordinator) and Megan Paul (Disability Learning Specialist) of the Accommodated Learning Center (ALC) team. We talked about ways to better support Students with disabilities at the University. As a Student who accesses services from the ALC, I noted a few issues regarding disabilities that I have faced in the classroom, as well as, concerns I have received from Students. I am hoping to work with them more in the upcoming months to assist me with finding ways I can support Students who utilize the ALC.

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### Golden Key Honour's Society

Mark Herndon (VP International) of Golden Key International Honour's Society came all the way from Australia to talk to various groups on campus about potentially starting up a chapter on campus. This Society would require a Student to be in the top 15% of GPAs for the Semester (i.e.. Non-Cumulative) to be invited to become a member. One of the things I liked about this Honour's Society is that once you pay your member fees you are a member for life, even if next semester you fall out of the top 15%. I will be meeting with Kathleen Massey (AVP Students) and other services on campus to discuss if we would like to open a chapter here at the University of Lethbridge.

### Pride

For Pride Month the ULSU Executives attended the flag raising at City Hall, as well as, walked with the University of Lethbridge in the Pride Parade. I was hoping to attend the Pride Flag Raising on campus, however I was on vacation that day. The Marshals of this year's Pride Parade were members of the Pronghorns team, so the ULeth Float was at the very front.

With Pride month in mind, while I was reading up on the Constitution, Bylaws, and Policies of the Students' Union, I made a note to put forward during Legislative Review Committee this year a goal to make the entire Operations Manual gender neutral. Changing a few "He or She"s to "They" in our manual seems like a small change, but I believe it will help to further cultivate inclusiveness in the Students' Union.



### Above: Getting Ready to Walk!

From Left to Right: Daan Smit (VP OpFi), Jessica Jones (VPSA), Laura Bryan (Pres), Victoria Schnidler (VPX), and Imogen Pohl (VPA)

### Left: Pride Flag on Campus



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### VPA Initiatives

#### **Academic Speakers Series**

I would like to keep who I am considering a surprise for the time being, so all I will mention is that I am going to be putting forth a budget and motion in the July GA meeting for (hopefully) 3 Speakers. Two would be speaking at Mental Health Weeks (one in November, the other in February) and the other speaker would talk during the Fresh Fest Recognition Dinner. I am hoping to include 1 more to the line up for this year, but I am still searching for someone.

#### **Academic Events**

As mentioned above, I am currently collaborating with the Book Store about creating 2 different styles of book that Students would help to create. Should these get the OK, I will be using them as my Academic Events for the year.

#### **Promoting Undergraduate Research**

An idea I am looking to present at the GA meeting, likely October, is to create a Historian Applied Studies Position in the ULSU. This Student would create a document separate from the Year in Review, with older information in it. I thought it would be neat to do a "Where are They Now" type paper where we contact members of the General Assembly and Executive Council from 20 years ago. The Student would reach out to them and then from there interview any of the old GA members who agree to do so. Additionally, in the document would have a "Where will the ULSU be in 20 Years" and "Where will the University of Lethbridge be in 20 Years?" Section - it would be a neat document to store for future Students of the school.

To promote Undergraduate research, I will be reaching out to different services to see if there are ways to include an Applied Studies Student in their office. That way, the Student receives practical experience in a field they are interested in while also working for Credit.

#### **Grade Appeals, Student Discipline, and Other Student Concerns of an Academic Nature**

I was in contact with students during this month on a variety of topics including Academic Probation, Grade Appeals, and Student Discipline to name a few areas.

Due to confidentiality, I am unable to further elaborate on these meetings.

#### **Mental Health Week (November)**

I was unable to work as much as I wished on Mental Health Week this month. This is because I was sick for just over a week. I have meetings with Student Success in July however to get back on track with the implementation of this event.



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### Meeting and Committee Attendance

DATE	NAME	TYPE	HRS
1	Academic Probation	Student	1
2	Ahead of the Herd	Event	7
4	General Faculties Council	Committee	0.5
5	Associate University Librarian Re-Appointment	Committee	1
6	Bookstore - Annette Bright, Kari Tanaka, and Rebecca Colbeck	Meeting	1
7	ALC - Kayla Clemens and Megan Paul	Meeting	1
8	SSC - Mental Health Week November Planning	Meeting	1
8	AVP Students - Kathleen Massey	Meeting	1
8	Grievance with Faculty Member	Student	1
13	Lunch with Quest Workers	Event	1
18	Grade Appeal	Student	2
18	Incomplete Grade Assignment	Student	1
18	City Hall Pride Flag Raising	Event	1.5
20	Executive Council - EC Meeting	Meeting	1
21	Executive Council - Office Management	Meeting	1
22	Academic Quality Assurance Committee	Committee	1.5
23	Pride Parade	Event	2
<b>TOTAL</b>			<b>17 25.5</b>

*I will be including how many meetings, committees, and events I attended, as well as, how many hours were spent in each of them. I am looking to collect this data for future VPAs to better help them gage what their workload will be like each month.*



THE UNIVERSITY OF LETHBRIDGE  
STUDENTS' UNION

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### **Goal Progression**

#### **Early Alert**

I've included my Independent Study Outline at the end of this report. I haven't begun writing my first report as I had to take sick days towards the end of the month.

I think this Independent Study is a great way to kick off the Early Alert Program. Additionally, I have started meeting with services and individuals on campus to pitch my idea – it has been met with enthusiasm and support every time! I am very excited to formally start my main initiative for the year.



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### Contribution Hours

DATE	IN	OUT	BRK	TOTAL	COMPLETED ITEMS
1	8:30	17:00		1	7.5 Helped a student with great success
2	8:00	0:00		0	8 Ahead of the Herd
<b>WEEK</b>				<b>15.5</b>	
4	8:30	16:30		1	7 GFC
5	8:45	16:30		1	6.75 AUL Re-Appointment Committee
6	8:30	16:30		1	7 Meeting with Bookstore Managers
7	8:30	17:15		1	7.75 Accommodated Learning Center Meeting
8	8:30	15:00		1	5.5 Mental Health Week Planning With Student Success
9	10:00	13:00		0	3 Mental Health Week Planning
<b>WEEK</b>				<b>37</b>	
11	8:30	16:30		1	7
12	8:30	16:30		2	6
13	8:30	13:30		0	5 Lunch with Quest Workers
14	VACATION (1/10 Days)				
15	VACATION (2/10 Days)				
<b>WEEK</b>				<b>18</b>	
18	12:00	19:00		0.5	6.5 Catch Up After Vacation/ Pride Flag Raising
19	8:30	16:30		1	7
20*	11:00	16:30		1	4.5 EC Meeting
21	11:00	16:30		2	3.5 EC Meeting on Office Management
22	11:00	15:00		1.5	2.5 AQAC Committee Meeting
23	11:00	13:30		0	1.5 Pride Parade
<b>WEEK</b>				<b>25.5</b>	
25	SICK (1/5 Days)				
26	SICK (2/5 Days)				
27	SICK (3/5 Days)				
28**	15:00	17:00		0	2 SICK (4/5 Days)
29	SICK (5/5 Days)				
<b>WEEK</b>				<b>2</b>	
<b>MONTH</b>				<b>98</b>	

*\*I showed up late frequently the week before I had to take time off for being sick. I am missing 7.5 hours this month that will need to be made up for next month.*

*\*\* I came in for 2 hours to check emails and answer phone calls I had missed during the week.*

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### Summary

Other than missing a week this month due to illness, I had a productive month. It was an honour to be able to walk with the University in the Pride Parade, I had a lot of great meetings to start my VPA initiatives, and with the creation of my independent study, Early Alert can start taking root.

There will be a lot of catch up required in July to make up for the week I was sick, but I am very excited to start working on the numerous projects I have going.

Thank you for taking the time to read my report. Please contact me at [su.academic@uleth.ca](mailto:su.academic@uleth.ca) or at 403-329-2770 if you have any questions or concerns.

Sincerely,



Imogen Pohl  
Vice-President Academic  
University of Lethbridge Students' Union

**Have You Noticed a Pattern Yet?**  
From Left to Right: Jessica Jones (VPSA),  
Luxie, and Imogen Pohl (VPA)





# IDST 2990: Effectiveness of Early Intervention Systems on Canadian University Campuses

## Rationale

I am looking to create an Early Intervention System at the University of Lethbridge. The purpose of these programs is to catch at risk students and to reach out to them when they are struggling, whether it be an academic or non-academic issue. The goal is to provide the student with the means to access support systems on and off campus, in hopes that doing so will:

1. Give them the skills and means to improve their grades and ability to study/ write examinations so that they are not put on academic probation
2. Improve the mental health and wellbeing of the student
3. And ultimately, prevent the student from having to completely withdraw from the University due to a lack of support.

The purpose of this study is to research these programs at Universities in Canada to see if they have merit. This will include contacting universities to discover their metrics for success. The hope of this study is that if they are found to have an impact on students, that the evidence gathered can be used to promote the introduction of an Early Intervention System here at the University of Lethbridge.

## Course Timeline

This course outline will act as a checklist. The student must complete all parts of a section before progressing to the next. This leaves the timeline open to the student to work through the course at their will, however the final project must be completed by August 31<sup>st</sup> 2018. The Student must submit the report for each section and receive approval to move onto the next section prior to doing so.

## Grading:

Student will meet with or contact the supervisor after each Report is submitted to discuss grading. All Sections 1-4 will have the following grade scheme:

- Content (5 points): To what extent does the content answer the Section question? In extension – is it on task?
  - 1 Point: Less 20% of the content is relevant
  - 2 Points: 20%-39% of the content is relevant
  - 3 Points: 40% - 59% of the content is relevant
  - 4 Points: 60% - 79% of the content is relevant
  - 5 Points: 80% or more of the content is relevant
    - Rationale: Independent Studies can very quickly lose focus of the original research question or rationale. This is to make sure that the study stays true to itself
- Quality (10 points): How much effort or thought was put into the report? Has the student sufficiently and thoroughly completed this section before moving onto the next?
  - On a Scale with 1 point being minimal effort put in, 5 being moderate, and 10 points meaning the student has effectively answered the section question
  - The Student and Supervisor will discuss the report in person and conclude as to which grade the Student will receive with the Supervisor having the final say on the amount of points given.
- Presentation (5 Points): How does the Report look? Is it hard to look at or is it easy to read and extract information from?
  - 1 being poor, 5 being excellent.

The Final Project will have the following grade scheme:

- Content (5 points): To what extent does the Final Projection answer the research question?
  - 1 Point: Less 20% of the content is relevant to answering the question
  - 2 Points: 20%-39% of the content is relevant
  - 3 Points: 40% - 59% of the content is relevant
  - 4 Points: 60% - 79% of the content is relevant
  - 5 Points: 80% or more of the content is relevant
    - Rationale: Independent Studies can very quickly lose focus of the original research question or rationale. This is to make sure that the study stays true to itself
- Quality (20 Points): How much effort or thought was put into the report? Has the student sufficiently and thoroughly completed this section before moving onto the next?
  - On a Scale with 1 point being minimal effort put in, 5 being moderate, and 10 points meaning the student has effectively answered the section question
  - The Student and Supervisor will discuss the report in person and conclude as to which grade the Student will receive with the Supervisor having the final say on the amount of points given
- Presentation (20 Points): How does the Final Project Look? Is it hard to look at or is it easy to read and extract information from?
  - 10 Points max to be awarded for the public speaking competent of the Final Project, 5 for the Visual aspect of the Final Project, and 5 points max towards the Student's ability to answer any questions from the audience. In the event the audience does not have any questions, the Supervisor will ask 2 for grading
  - 1 being poor, 5 being excellent
- Review (10 Points): Student will submit a report separate from the presentation reviewing and reflecting on their study
  - On a Scale with 1 point being minimal effort put in, 5 being moderate, and 10 points meaning the student has effectively explored future implications of their study and self-reviewed their work throughout the course of this study.

## Couse Outline

### Section 1: Which Universities in Canada Use Early Intervention Systems? (20%)

The Student will:

- Research which Universities use Early Intervention Systems
- Narrow this list to universities to study / collect data from

Report: Student will submit a report outlining:

- How many universities currently use these programs
- Why they chose the universities they did to study
- How the Early Intervention program works at each university they have chosen

### Section 2: Establishing Contact with These Universities

The Student will:

- Contact universities on they have chosen
- Request information on how these schools measure the success of the Early Intervention Program at this University
- Ask each university the barriers the have faced or are facing with their program

Report: Student will submit a report outlining:

- Emails sent to and from schools
- Present raw data from each university on the success of their programs

### Section 3: Analysing Data Received

The Student will:

- Analysis the data received from each university – this may require requesting further information (such as enrollment numbers) from the schools Registrar

Report: Student will submit a report outlining:

- A presentation of the analysed data

### Section 4: Creating a (Rough) Program Structure for the University of Lethbridge

The Student will:

- Using the information gathered, create a rough outline and structure for an Early Intervention System suitable to the University of Lethbridge Community

Report: Student will submit a report outlining:

- The program they have created for the University of Lethbridge

### Section 5: FINAL PROJECT

The Student will:

- Compile all information from this Study into a 5 minute presentation suitable to present at a General Faculties Council Meeting

Report: Student will submit a report outlining:

- The Presentation for GFC
- Their concluding thoughts and impressions gained during this Study
- Improvements to make for future Independent Studies the Student Completes
- Where they think this Study fits into the grand scheme of the University of Lethbridge, and what they could do to continue the work in this Study (ie. Further research questions created will completing this study)