Event: APC Meeting  
Date: 13JAN16  
Led by: Steven Dew, Provost and Vice-President (Academic)  
Number attending: 12  
Scribe: Amy Dambrowitz

Summary

<table>
<thead>
<tr>
<th>Themes</th>
<th>- Experiential learning as a mechanism to develop professionalism and a more complete world view</th>
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<td>Thought Provokers</td>
<td>- Development of a teaching-research-experience spectrum as a differentiating feature of the university</td>
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<td>- Need to consider the issues of sustainability, safety and provision for sufficient opportunities when adding the opportunities to programs</td>
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<td>Tension to Drive Positive Change</td>
<td>- Not all students or faculty support experiential learning, particularly if it displaces more traditional academic learning</td>
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<td>Strategies</td>
<td>- Creation of a central office of experiential learning to coordinate these activities across the campus</td>
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Full Notes

ISP was included as an APC discussion item. The focus of the discussion was Experiential Learning. Questions posed to the group were:

- Should this be a priority for the U of A?
- What is experiential learning (definition)?
- How should we document this type of learning?
- How could these activities be funded and facilitated?

Committee Input

Professionalization and Experiential Learning
- Students have indicated that they would like to see professionalization of their degrees. Approaches might include for-credit community service and business-related experiences. The business community is supportive of the concept.
- Programs that are not-for-credit are seen by the students as a barrier to participation.
- Although these are important options, they are not applicable to all programs (including many at the graduate level).
- Practicality/applicability should be incorporated in coursework, not limited to experiential learning
- We will need to determine what level of involvement in practical learning would be sufficient to be for-credit
- These types of experiences should be delayed until later in programs, to allow time to develop knowledge of the fundamentals of the field
- Inviting people from outside academia into the classroom is another approach to provide students with context
- Co-op programs allow students to alternate and integrate both fundamental and experiential learning
- Students and faculty members in some departments/faculties are concerned/cautious about the balance between professionalization and academic learning
- May need to consider discipline-specific definitions of professionalism as they apply to the program of interest
- Proposed definition of professionalism: having a relationship to the world that one will inhabit when they graduate; a knowledge of what the world will need (a more informed world view)
- PhD students do not want to see professionalization devolving to career training

**Central Coordination**
- Any initiative like this would need central supports (financial resources, people, capability) to allow them to be successful at the level of programs or faculties
- A centralized office to support these activities, similar to the Undergraduate Research Office would provide a resource for students to access these opportunities
- This activity is an opportunity for faculties to work together – interdisciplinary programs
- A central office could serve as a clearing house or coordination centre; it could also coordinate funding to support these programs
- Outreach and experiential learning seem to be governmental priorities, but the university will need to consider the issues of sustainability, safety and provision for sufficient opportunities
- These programs will also need promotion

**Experiential Learning as part of the whole**
- We U of A will need to connect teaching, research and experiential learning as integrated parts of a continuum
- Coordinated, high-quality teaching-research-experiential learning would differentiate the university and partially define our role in the education system

**Quality and Learning Outcomes**
- There needs to be consideration of quality measures for these programs
- These types of programs might be an excellent opportunity to build learning outcomes/graduate attributes-driven program design
- You will need to distinguish between learning outcomes and graduate competencies

**Other suggestions**
- Taking action to change the national profile of the university, promotion of the unique features of our multiple campuses, response to the TRC
- Asking external universities to review our draft ISP, as an opportunity to get another perspective