An ARUCC National Study of Academic Calendar Scheduling Practices

A focus on Canadian ARUCC member institutions

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Project Leadership

Leadership for the project was provided by an ARUCC Project Working Group comprised of the following individuals:

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ARUCC

The Association of Registrars of the Universities of Canada was created in 1964 in response to the professional needs of student administrative services personnel in universities. In 1974 the Association's name was changed to the Association of Registrars of the Universities and Colleges of Canada to reflect the increasing role of the colleges in this professional field and in the activities of the Association.

Today ARUCC has 182 member institutions from all regions of Canada. Personnel involved in ARUCC representing the universities, community colleges and CEGEPs include registrars, admission directors, student records managers, student services managers, student financial aid and student placement officers. ARUCC is an Associate Member of the Association of Universities and Colleges of Canada (AUCC) and of the Canadian Council for the Advancement of Education (CASE). ARUCC is a regional association of the American Association of Collegiate Registrars and Admissions Officers (AACRAO).

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Executive Summary

The attached report provides a summary of the research findings for an ARUCC Academic Calendar Study conducted in the spring of 2011. The focus of the original research and this report is to provide an initial overview of sessional date scheduling practices in use at postsecondary institutions across Canada. The objectives of the report include identifying benchmark practices to assist registrarial and academic professionals with developing institutional level policies and practices, recommending areas for future research and identifying initial emerging trends.

Seventy-seven (77) institutions out of a pool of 142 ARUCC member institutions responded to the survey, which represents a 54% response rate. Respondents provided information across the spectrum of scheduling considerations. Examples included identifying institutional approaches to academic scheduling, the length of teaching days and contact hours, and the practices related to breaks, exams, tuition deposits, and so forth. Appendix A contains the original survey instrument used for this study.

Probably not surprisingly, the final conclusion from the research indicates the traditional academic calendaring model is the predominant scheduling approach in Canada. It is characterized by two terms running from September to December and January to April respectively. Also apparent is the finding that individual institutions may be using different scheduling approaches at the same time (unless constrained by external factors such as government legislation). There also appears to be a growing need to provide customized scheduling support for non-traditional teaching. Other emerging trends in evidence suggest a growing focus on summer as a time to hold additional classes, an increase in the prevalence of fall breaks, and greater consideration for student needs in addition to academic needs when developing academic calendars. There also appears to be a growing focus on accountability and maximizing efficiencies; hence, the interest in increasing the amount of offerings throughout the entire year including summer. Defining ‘credits’ and exploring alternate measurement approaches appear to

be emerging conversations that are impacting institutional level academic calendaring policies and practices. With respect to the survey itself, the findings suggest there is a need to develop a scheduling lexicon to facilitate future research efforts.

In summary, the research provides a helpful and initial benchmark for sessional date scheduling to inform further study and postsecondary academic calendaring practices in Canada.

Introduction

This report summarizes the findings from a Canada-wide survey of sessional date scheduling practices within the post-secondary sector. The research questions were shaped to elicit information on the current practices surrounding the scheduling of academic dates and the academic calendar models in use across Canada. In particular, the questions focused on identifying the scheduling practices and characteristics of the overall term structure along with probing specifics such as approval authority, course withdrawal dates, tuition payment deadlines and alternative term structures (e.g. summer, inter-session and overlapping terms). The survey and this subsequent report represent an initial foray into understanding general scheduling practices in Canada as a means to establish a baseline understanding. It is understood that future surveys will likely occur; therefore, suggestions for future exploration are provided.

The target audience was registrars of member institutions of the Association of Registrars of the Universities and Colleges of Canada (ARUCC). At the time of the survey, ARUCC had 142 member institutions representing a cross-section of Canadian institutions from all provinces and territories. Seventy-seven (77) institutions responded to the survey, which represents a response rate of 54%. The participation rate indicates that matters surrounding the scheduling of academic dates strike a chord with administrators at the post-secondary level, validating the importance of this kind of research for ARUCC.

The report summarizes current practice findings in accordance with the following sections:

- Profile of institutions that participated in the study
- Academic sessional information
- Additional scheduling considerations

Secondly, the report seeks to provide a benchmark against which future studies and practices can be compared in order to encourage reporting on emerging trends and best practices for those who are involved in the process of setting academic dates at post-secondary institutions across Canada. Implicit in the benchmarking process will be signalling the need to establish a survey lexicon of academic scheduling terminology. It is not expected that such a lexicon would be adapted by each institution, but rather allow for a common understanding of reports and surveys about academic calendar options if studies on this matter continue. In addition, the hope is to encourage registrarial practitioners to review and assess other scheduling options particularly those that support varied learning delivery models including competency-based learning.

Recommendations are made throughout the report on refinements and areas of inquiry that could be pursued in future surveys.

The final conclusion from the research indicates the traditional academic calendaring model is the predominant form in Canada. It is characterized by two terms running from September to December and January to April respectively. Current practices are evident and provide a useful benchmark for academic and administrative practitioners. Examples are provided in the report. There also appear to be a number of emerging trends which further research will help to confirm. A growing focus on summer, an increase in fall breaks, and greater consideration for student needs are evident. While the value of tying academic scheduling to academic principles is routinely apparent, less obvious is the tie to student considerations. Given the importance of retention to institutions, it is likely this will continue to evolve. The research provides a helpful and initial baseline to inform further study of academic calendaring in Canada.

Background and Context

From the results, it initially appeared to be a fairly simple task to summarize the findings, identify practices and report on indicators for successful approaches either in Canada or in other jurisdictions. Despite what appears to be a keen interest at Canadian institutions to share information on the matter there appears to have been very little written about this topic in Canada. The dearth of material on the subject is not necessarily obvious because anyone who has been involved in the process of setting academic dates can attest to how seriously the exercise is taken. As an illustration, when asked, "What committee or person has final authority to approve sessional/academic dates at your institution?" 76% (50) responded that it was the highest academic governing body (Table 1). The remaining 25% (16) noted positions such as the Provost or Registrar maintained approval authority; however, most added that the academic dates had to be forwarded to the highest governing academic body or its executive for either information or additional approval.

Table 1: Decision authority for sessional dates

	Percentage	Count
Registrar	14%	9
Academic Provost	2%	1
Highest academic governing body (e.g. Senate, General Faculties Council, Academic Council)	76%	50
Secretary General	0%	0
Other	9%	6
Total responses		**66**

Although there has not been extensive research of Canadian academic calendaring practices, there is a long established commitment to maintaining teaching days and educational contact hours. This appears to historically result from a commitment to ensuring a defined number of credit hours are met prior to awarding a credential, an approach that aligns in part with the practice informing the secondary sector referred to as the "Carnegie Unit"

(Carnegie Foundation for the Advancement of Teaching, 2012).[1] For more than a century in North America, the structure of secondary and higher education seems to have been influenced by this concept although the "Carnegie Unit" is not the term used at the postsecondary level. Often, although not always, government funding is informed by evidence of registration in courses and/or programs which are often based on a defined number of credit hours. Institutional policies appear to entrench this concept, particularly at the undergraduate level. As an undergraduate example, course credits are often one of the criteria used to inform student enrolment calculations in the post-secondary sector nationally, provincially and institutionally for purposes such as reporting and funding (Statistics Canada, 2009; BC Ministry of Advanced Education, Innovation and Technology, 2012). At the graduate level, accommodation is typically made to allow institutions to define the full and part-time criteria.

Course credits have had considerable impact on sessional date planning; for example, many postsecondary institutions in Canada tend towards 36 to 39 contact hours per term and a 12 or 13-week term as evidenced by the findings in this survey. Courses with varying credit weights underpin these approaches.

The postsecondary sector appears to be focusing more assertively on alternative delivery models such as blended[2], competency-based education[3],

[1] Carnegie Foundation definition of the Carnegie unit: "The unit was developed in 1906 as a measure of the amount of time a student has studied a subject. For example, a total of 120 hours in one subject—meeting 4 or 5 times a week for 40 to 60 minutes, for 36 to 40 weeks each year—earns the student one "unit" of high school credit. Fourteen units were deemed to constitute the minimum amount of preparation that could be interpreted as "four years of academic or high school preparation." (2012) The Carnegie unit or similar concepts may have influenced development of a similar approach in the postsecondary sector.

[2] 'Blended' learning integrates in-person and online learning, and "fundamentally …[rethinks]…course design to optimize student engagement, and restructuring and ***replacing traditional contact hours***." [Emphasis added] (Collaboration for Online Higher Education and Research, 2011, page 2)

[3] While acknowledging there are different definitions to competency-based education, the following definition from Spady is provided to heighten appreciation for the focus on learning outcomes which involves a fundamental recognition of the 'concept of competency': "…a data-based, adaptive, performance-oriented set of integrated processes that facilitate, measure,

'flipped' classrooms,[4] experiential learning[5] and other methods of assessing the capture of skills and knowledge. These approaches sometimes result in moving away from or, in some way, modifying traditional time-reliant, in-class teaching. Therefore, examining these different models may serve to inform Canadian scheduling practices.

To illustrate the point, Dr. Mendenhall in the Huffington Post Canada defined the core difference between traditional term structure and competency-based education – the former relies on measuring time as evidence of achieved learning, the latter measures learning.

> "The most important characteristic of competency-based education is that it measures learning rather than time. [With competency-based education] Students progress by demonstrating their competence, which means they prove that they have mastered the knowledge and skills (called competencies) required for a particular course, regardless of how long it takes. While more traditional models can and often do measure competency, they are time-based – courses last about four months, and students may advance only after they have put in seat time. …So, while most colleges and universities hold time requirements constant and let learning vary, competency-based learning allows us to hold learning constant and let time vary." (Mendenhall, 2012)

Sessional date planning is an outgrowth of this reliance on measuring time. To ensure the appropriate duration of learning occurs, a term structure must be established; ergo, academic calendars with predefined start and end dates

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record and certify ***within the context of flexible time parameters*** the demonstration of known, explicitly stated and agreed upon learning outcomes …." [Emphasis added] (Spady, 1977, page 10).

[4] 'Flipped' classrooms involve providing pre-recorded lectures which students view at home allowing class time to be reserved for "exercises, projects or discussions" (Educause, 2012, page 1).

[5] 'Experiential' learning is defined as the "…process whereby knowledge is created through the transformation of experience" where the focus is less on outcomes and content (Kolb, 1984, page 38).

result. This predominant approach is being challenged as enrolment increases and capacity and funding decrease.

The growth in undergraduate level enrolment has been significant in the past decade (Association of Universities and Colleges of Canada, 2011, page 6). Funding available on a per student basis has fallen behind the US and is predicted to lose ground in comparison to the UK (Association of Universities and Colleges of Canada, 2008, pages 10-11). There have also been calls both nationally and provincially for enhanced efficiencies in the post-secondary sector given constrained resources. Ontario with the "Drummond Report" is one such example (Commission on the Reform of Ontario's Public Services, 2012, page 239), New Brunswick with its "Be inspired, be ready, be better…" plan is another (Donnelly, 2008).

Space utilization, which is heavily impacted by sessional date planning, plays a considerable role in discussions about efficiencies and has risen as an area of focus for governments and institutions (Drolet, 2012). In the Ontario example provided by the Commission, there is a specific recommendation focused on having universities and colleges "demonstrate increased use of space and consider year-round optimization of existing spaces" and a call to "Compel post-secondary institutions to examine whether they can compress some four-year degrees into three years by continuing throughout the summer." (Commission on the Reform of Ontario's Public Services, 2012, page 256)

One challenge experienced by other jurisdictions when attempting to ensure full utilization is a failure to capture student interest in a summer term. In the *Innovative University*, Christenson and Henderson highlight the example provided by the California system that attempted to restructure the academic calendar and maximize summer intake (2011, pages 256 to 257). They indicate that although one university saw improvements to summer enrolment (University of California), relative summer utilization across the

state declined over 10 years despite otherwise broad efforts. Clarifying current Canadian academic calendaring practices is very timely in light of the above context.

Despite the larger focus on seat time as a measure of student enrolment, academic dates, whether held in common or not at various institutions, appear to be established almost completely at the individual institutional level. The Quebec CEGEP system highlighted in the case example is slightly different than this norm.

The findings provide a baseline for how institutions in Canada establish academic dates, identify the academic calendar models in use and provide comparators against which to assess future changes. Advancing an initial baseline to benchmark change processes represents one of the objectives of this study.

An alternate academic calendar framework

To assist the project, a framework for the survey was partially informed by a US calendar study (Ashford, 2002) carried out under the auspices of the American Association of Collegiate Registrars and Admissions Officers (AACRAO). Table 2 provides a summary of the definitions used in the AACRAO study. The phrase “calendar system” in the ACCRAO study is used to describe the entire sessional date structure; “term”, “session” and “unit” are used interchangeably throughout the ACCRAO report. While research on Canadian sessional date structure and practices is relatively nonexistent, the AACRAO study represents a comprehensive jurisdictional example of the type of research possible. It also provides a useful benchmark against which the Canadian post-secondary education industry can be compared.

Table 2: AACRAO definitions

Calendar system	Characteristics
Early Semester - the "dominant calendar" in the US since the 70s	- Two terms: 15-17 weeks - First term: end of August to mid-December - Second term: second week of January to early or mid-May - possible summer session
4-1-4	- Four-month term plus a one- month short term and a subsequent four-month session - First term: late August to early-September to early December - Second term: a one-month session (typically in January) - Third term: mid-January or early February to May - Possible summer session
Quarter Semester	- Divides the academic year into three units: Fall, Winter and Spring - Each term equals 10-12 weeks (some had up to 15 weeks) - Variations with start and end dates for terms evident: Fall quarter - mid-semester to early October start, ends early-to-mid December; Winter term - early January start, ends second or third week of March; Spring tern – starts end of the Winter term, ends early to mid-June - Possible summer session
Traditional semester	- Two terms of 15-17 weeks - Term one: September to middle of December - Term two: mid-January to early/mid-May - Possible summer session
Trimester	- Calendar year divided into three equal terms, each lasting approximately 11 weeks - First term: early to mid-September to late November/early December - Second term: early to mid-January to late March/early April - Third term: April to June
Non-specified calendar	- Example: rolling entry points throughout the year

(Ashford, 2002, pages 1-2)

The AACRAO study reports 70% of more than 4000 participants used a form of the semester system in 2001 (2001, page 2). Specifically, the Early Semester model was the most prevalent (66%) with the Quarter system second at 15%. The other approaches were used by five percent (5%) or less institutions. The study goes on to report that 385 (9.2%) of the institutions converted to a new calendar system in the 2000-2001 academic year; 48% of this group converted to an Early Semester calendar and seven percent (7%) to a Traditional Semester calendar.

At the time of the AACRAO study, 83% of the community colleges, 71% of the four-year institutions, 59% of professional schools, 52% of the junior colleges, 40% of graduate schools and 17% of trade schools used the Early Semester model. The study concluded that the dominant calendar in 2000-2001 for the more than 4000 study participants was the Early Semester model. This was true regardless of institutional size. The findings in the ARUCC survey suggest a different trend – towards sustaining what AACRAO defines as the "Traditional Model"; however, with shorter weeks evident (i.e. 12 to 13 weeks) although once the exam period is added, the length aligns.[6] More specific details regarding the Canadian findings are contained in the body of this report.

[6] It is important to note that the Canadian 12 – 13 week standard does not include the time needed to conduct exams whereas the American survey included the exam time period.

Case example: Quebec system
(Emami et al, 2013)

Quebec CEGEPs and colleges have a different system for academic calendaring that is mandated by the Ministry of Education, which makes them somewhat unique in Canada (Ministry of Education, 2013). Each year between July 1 and June 30 in the following year, institutions must organize two terms with a minimum of 82 days in each to encompass exams and teaching contact hours. Each institution is also required to ensure 45 contact hours per term per course. The sector typically starts classes in mid- to late August and ends them in December in term one, and late January to mid-May in term two.

In contrast, the Quebec university system exhibits similar characteristics to those found more generally in Canada. Terms are typically 12 or 13 weeks with 39 contact hours per term per course. Normally, classes in term one start after Labour Day and run from September to December. As for term two, classes typically run from January to April but not all start after New Year's Day (some institutions start a week later).

Both sectors rely on time as a measure of learning in that they use a credit system for counting courses (e.g. 1 course equals 1 credit; 1 course equals 6 credits; etc.) and they tend to offer summer terms. All offer a reading week in the winter term and some offer a fall break. Typically, none offer a break during the summer term, as it is much shorter with courses following a more intensive schedule.

While the details are somewhat different between the sectors with the CEGEPs and colleges being subject to very specific government regulations, a traditional term session structure is evident in universities in Quebec. The colleges and CEGEPs appear to be following the early semester approach (using the AACRAO definition in Table 2).

Project Objectives

The project was focused on satisfying the following objectives:

- Identify a beginning understanding of current practices surrounding the establishment of sessional dates at post-secondary institutions including clarify the predominant form of academic calendaring in use in Canada

- Conduct initial primary research focused on sessional dates, an area relatively under-researched in Canada
- Provide a baseline benchmark as a means to inform future research on sessional dates
- Develop the first Canada-wide lens on scheduling practices as a means to assist institutional practitioners and policy makers with developing future enhancements

Project Principles

The ARUCC sessional dates project leadership was intent on ensuring specific principles were adhered to for this initiative.

- Ensuring broad consultation amongst registrarial leadership
  - The study maintained a particular focus on engaging Registrars.
- Emphasizing a national scope
  - ARUCC has representative membership from every province and territory. Using the ARUCC listserv and the supporting regional associations ensured the survey, related communications and this final report were published in both French and English.
- Providing for engagement from the regional registrarial associations
  - All regional registrarial associations across Canada currently support ARUCC. Each was contacted to facilitate participation in this project; their support helped ensure the high response rate. Additionally, the project was supported by a national ARUCC project working group, the ARUCC Research Working Group and the ARUCC executive, a body with national representative membership.
- Contributing to Canadian registrarial research
- Supporting the preservation of institutional autonomy
  - To that end, the report avoids suggesting prescriptive practices.

Taken together, these principles represent commitments on the part of ARUCC to ensure relevant research is routinely conducted in keeping with the national association's constitutional mandate.

Methodology

Data for this project came from an online survey comprised of quantitative and open-ended qualitative questions (see Appendix A) and targeted interviews of registrarial leadership representing select sectors in Canada. An early notice of the intention to send a survey was distributed first to members of the Association of Registrars of the Universities and Colleges of Canada (ARUCC). The bilingual (French/English) survey was emailed to members of ARUCC in March 2011 via the association's listserv and two reminders were sent. Institutions were asked to ensure that only one response per institution was submitted. In addition to the above, each ARUCC regional association was contacted and asked to encourage the participation of its regional members, all of which are typically also ARUCC members. As a result of these efforts, 77 institutions responded to the survey (54% of ARUCC members). Using a pre-notification, an invitation and reminders likely contributed to the higher response rate (Andrews et al, 2003, page 192).

The questions were developed by the ARUCC Project Working Group and subsequently pretested with a pilot group of 10 registrars at select and varied institutions across Canada. The final question set resulted from that beta testing.

This final report was reviewed for clarity and accuracy by the ARUCC Project Working Group, the ARUCC Research Working Group and the ARUCC Executive.

Limitations of the study

Unlike the AACRAO study mentioned previously, a comprehensive data set for academic calendar systems does not exist in Canada, nor does a lexicon of models and terminology beyond teaching weeks and instructional contact hours; therefore, the study relied on information captured primarily from an online survey sent directly to registrars. This approach presented some challenges. For example, the survey questions did not allow for maximum breadth of institutional responses. The questions could not fully capture the practices of the most flexibly structured institutions (such as those that have rolling registration, rather than term-based registration).

One finding that emerged was the different use of terminology. This hampered respondents somewhat even though the survey was initially beta tested with a group of registrars from across Canada representing different types of institutions. As a result, some respondents skipped questions; therefore, in the body of the report, total responses are routinely provided for the individual questions.

It became apparent that the survey data would be enhanced by select sector-specific information and additional research. All the findings illustrate the academic calendaring similarities and subtleties across institutional types and the influence government legislation can have on academic calendaring models chosen (as the Quebec CEGEP example illustrates).

Having noted the above limitations, the results of the survey provide an initial understanding of current practices and serve as a baseline from which future study and trends can be explored and documented.

Research Results: Canadian Sessional Dates Practices

Profile of institutional respondents

Seventy-seven (77) Canadian postsecondary institutions participated in the online survey, which resulted in a response rate of 54%. Seventy-five percent (75%, 58) of the responding institutions' highest level of credential offered was a graduate degree. The full breakdown is provided in Table 3.

Table 3: Participating institutions by most advanced credential offered

	Percentage	Count
Diplomas and certificates	8%	6
3 year degrees	3%	2
4 year degrees	14%	11
Graduate degrees	75%	58
Total responses		**77**

Generally speaking and at the time of the survey, the typical profile for responding institutions included an urban location in one of Ontario, Quebec, Alberta or BC, a student body of less than 20,000 with strong international and out-of-province student enrolment, graduate degrees and language of instruction in English. Having noted this, a caution is appropriate: it is important to set the findings into regional context; hence, the value of the examples and cases featured throughout the report.

The profile of participants is relevant to the discussion of complexity. It is typically assumed that medium to large institutions serving diverse populations in urban communities deal with a more complex sessional date planning reality than smaller institutions. Of course, this depends on many factors including the variety of programs offered, institutional policies, government regulations, funding requirements, the predominant approach to curriculum delivery, space availability and constraints and the types of labour relations influences that may be affecting the scheduling parameters. The larger majority of respondents enrolled under 20,000 students. As such, it does not seem reasonable to conclude that the probable need for more

complex sessional date planning grows with institutional complexity and size. Rather, a more reasonable conclusion would be that all institutions regardless of size are facing scheduling complexities.

Survey highlights

The findings below illustrate the typical profile of the responding institutions that participated in the survey. In addition, case studies are provided in the report to augment the data provided by the online survey. These demonstrate the variety of difference across the various jurisdictions.

- *Seventy-five percent (75%, 59) had their largest campus located in one of Ontario, Quebec, Alberta or British Columbia (see Figure 1 for specific data)*
- *Fifty-three percent (53%, 41) were located in a large urban centre with a population larger than 300,000*
- *Sixty-eight percent (68% ,52) enrolled less than 20,000 students*
- *Sixty percent (60% ,49) enrolled an international student body that represented more than 5% of the overall student population*
- *Sixty-nine percent (69% ,53) enrolled an out-of-province student cohort that exceeded 5% of the overall student body*
- *Seventy-five percent (75% ,58) offered graduate degrees*
- *Eighty-five percent (85%, 68) provided language of instruction in English, 14% (11) offered French, and 1% (1) indicated "other"*

Participating institutions by geographic location

Institutional participation by geographic location for the 77 respondents is outlined in Figure 1: Ontario had the largest number of participants (27), followed by Alberta (13), and British Columbia (11). There were no respondents from Newfoundland and Labrador, Northwest Territories, Nunavut, Prince Edward Island or the Yukon. As a small but relevant contextual note, the survey went to ARUCC members only as a subset of the Canadian postsecondary sector. A total of eight respondents from Quebec appears low and illustrates the importance of looking at regional context. For example, there are not many Quebec CEGEP members in ARUCC. This may account for the low response rate from French speaking institutions as depicted in Figure 2. Conversely, seven of eleven Nova Scotia institutions participated in the survey, which represents a solid participation rate from that region.

Figure 2 indicates 85% (68) of responding institutions' dominant language of instruction at the time of the survey was reported as English with 14% (11) identifying as French and 1% (1) as other. Three of the institutions provided more than one response to this question as they had campuses with languages of instruction different then the main campus. These responses are included; therefore, the total respondents to this question equalled 80.

Figure 1: Geographical location of respondents

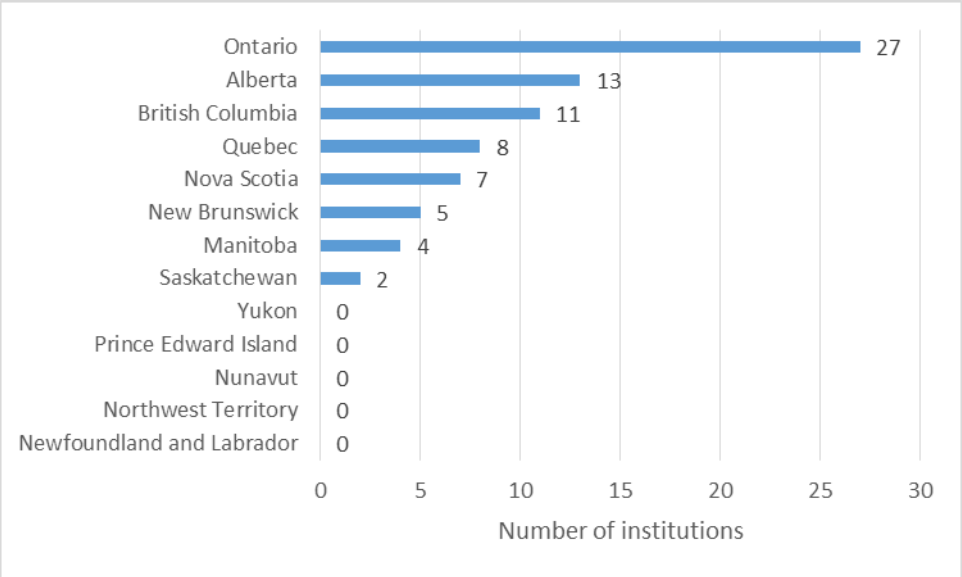
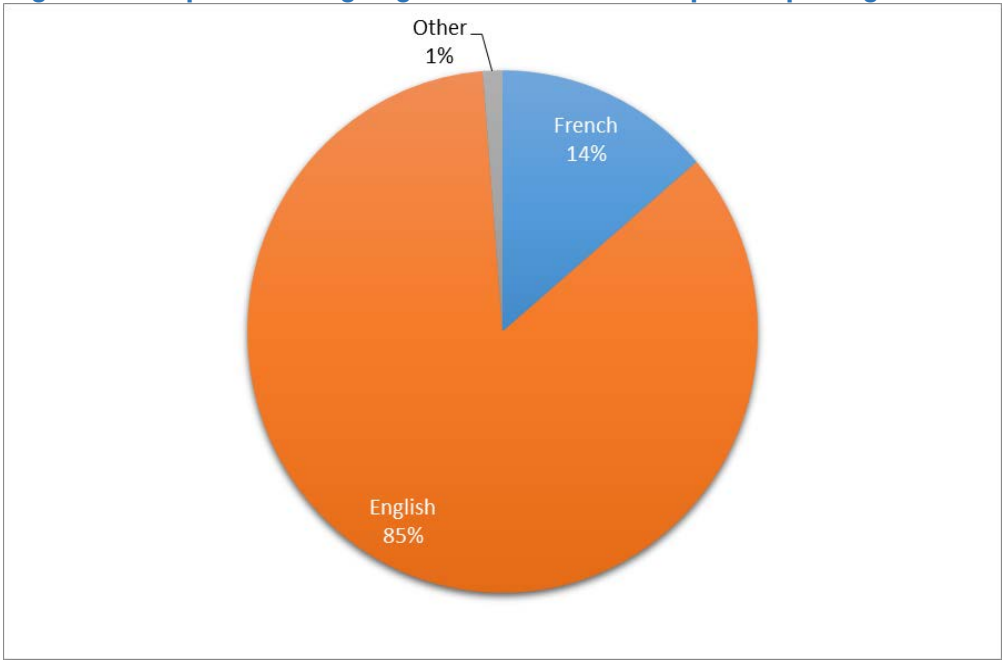


Figure 2: Reported language of instruction at participating institutions



Participating institutions by population density

Fifty-three percent (53%, 41) of the institutions reported having their largest campus located near a large urban centre (over 300,000 population). Twenty-two percent (22%, 17) reported having their largest campus near a medium-sized urban centre (100,000-300,000 population), 14% (11) near a small-sized urban centre and 8% (6) near a rural or small town (less than 30,000 population). Two institutions checked “other”.

Enrolment

Full-time enrolment

Thirty-three percent (33%, 25) or the responding institutions reported student enrolment that equalled or exceeded 20,000 students. Having noted this finding, 68% (52) enrolled student populations of less than 20,000. Specifically, 22% (17) of the institutions reported enrolment of fewer than 5000 students, 21% (16) had enrolment of 10,000 to 14,999 students, 16% (12) enrolled 5,000 – 9,999 students, and 9% (7) reported an enrolment of 15, 000 – 19, 999.

International student enrolment

Of the 77 participating institutions, 40% (31) reported their international student enrolment totaled fewer than or equal to five percent (5%), 31% (24) had 6 to 10 percent, 17% (13) had 11-15% and 12% (12) had greater than 16%.

Out-of-province student enrolment

Thirty-one percent (31%, 24) of the responding institutions reported out-of-province enrolment comprised fewer than or equal to five percent (5%). Twenty-nine percent (29%, 22) indicated the cohort represented 6 to 10% of enrolment, 23% (18) reported 11-21% and 17% (13) reported it exceeded 21% of the overall student population.

Academic Session Information

Statutory holidays

For 41% (27) of the respondents, term start dates were anchored around Labour Day in the fall; most of these (33%, 22) fell after Labour Day as shown in Table 4. The data for the winter term was similar in that half of the respondents anchored the start of term to New Year's Day (Table 5).

Table 4: Term start date – fall term

	Percentage	Count
Before Labour Day?	8%	5
The day after Labour Day?	33%	22
After an orientation period?	36%	24
Other	23%	15
Total responses		***66***

Table 5: Term start date - winter term

	Percentage	Count
First available Monday after New Year's Day	30%	20
First working day after New Year's Day	20%	13
Other	50%	33
Total responses		**66**

The institutions that selected "other" presented an exception to the Labour Day start of term. This tended to be as a result of professional accreditation requirements or because they included exams within the course length. Others in this category reported the start of winter term could range from one day to one week after New Year's Day. By and large, the reported start day typically avoided falling on a Thursday or a Friday.

Semester structures

Table 6 contains the findings regarding term structure. There were three evident semester structures which is not readily apparent from the statistical data in Table 6: one represented a more traditional model which involved either two terms, one term or a mixture of both all of which ran from September to December and January to April; another was a modularized

system (distance education, apprenticeship, executive formats), and a third was a modified modularized approach with rolling start dates. This model appeared to be very flexible.

Table 6: Academic term structures at Canadian institutions

	Percentage	Count
A mix of one-term and two-term classes?	55%	33
All categories represented	22%	13
Only one-term classes?	17%	10
Only two term classes?	3%	2
Other	3%	2
Modularized classes that are less than a term in length (e.g. apprenticeships)	0%	0
Total responses		**60**

Twenty-two percent (13) responded "all of the above" which provides an indicator of the variety evident at any given institution. This also suggests there are a number of institutions that are engaged in modularized classes less than a term in length in addition to providing other term structures; equally evident is the finding that none of the respondents reported offering that particular term structure exclusively. A number of institutions (17) skipped this question; as such, it could be reasonably inferred that the "all of the above" response did not adequately capture the different possibilities at many institutions. As a cautionary note, the findings could also suggest differences in nomenclature are such that select institutional respondents interpreted the categories differently.

A closer look at select systems highlights nuanced similarities and differences to the survey findings and provides a deeper examination. The college sector in Ontario, the previously shared Quebec CEGEP case study and Nova Scotia Community College, which operates province-wide, provide three examples of systems that demonstrate some of the variety in Canada. In many instances and even with obvious differences, the reliance on the traditional

terms running primarily from September to December and January to April is evident. These cases are featured in the report.

With respect to the overall findings, there are examples of institutions and faculties or schools within institutions that employ a one-term structure, each of equal length with one term running from September to December and the other from January to May. Some even extend to a third term in the summer. McGill University is an example of an institution that predominantly uses a mix of one and two-term options within a September to April/May timeframe (Massey, 2013). Royal Roads University is an example of an institution offering a modularized structure with rolling entry points (Dueck, 2013).

More research is recommended particularly in terms of discovering more details about the alternative term structures at Canadian institutions. At minimum, refinement of this question would be helpful. Expanding the list of term options from which respondents could choose and allowing open-ended qualitative commentary about the inherent characteristics would be helpful.

Case example: Ontario colleges
(Curtis, 2013)

The Ontario college sector provides an interesting academic calendaring example. There are 28 colleges and institutes in Ontario. Most run classes year round although some programs at select colleges may run terms of different lengths. Approximately one-third of the schools use an approach referred to as "7-1-7" wherein each term is characterized by seven weeks of instruction and a one-week break followed by seven weeks of instruction. In many cases, the final week in the last seven is reserved for exams; however, some will incorporate exams at other points in the semester. The remaining balance offer 15 weeks of instruction in the fall from September to December with no break, 15 weeks in the winter from January to April with the addition of a one-week mid-semester break and 15 weeks in the summer with no breaks. There are also compressed terms available and some offer courses that span two terms.

In most of the above models, the majority of the teaching typically occurs from September through to December for the fall term and January through to April for the winter term, which is similar to the rest of Canada. Further, institutions tend to schedule the start of classes in each term following Labour Day and New Year's Day. The Ontario colleges also offer significant part-time studies, upgrading and apprenticeship training that follow non-traditional schedules.

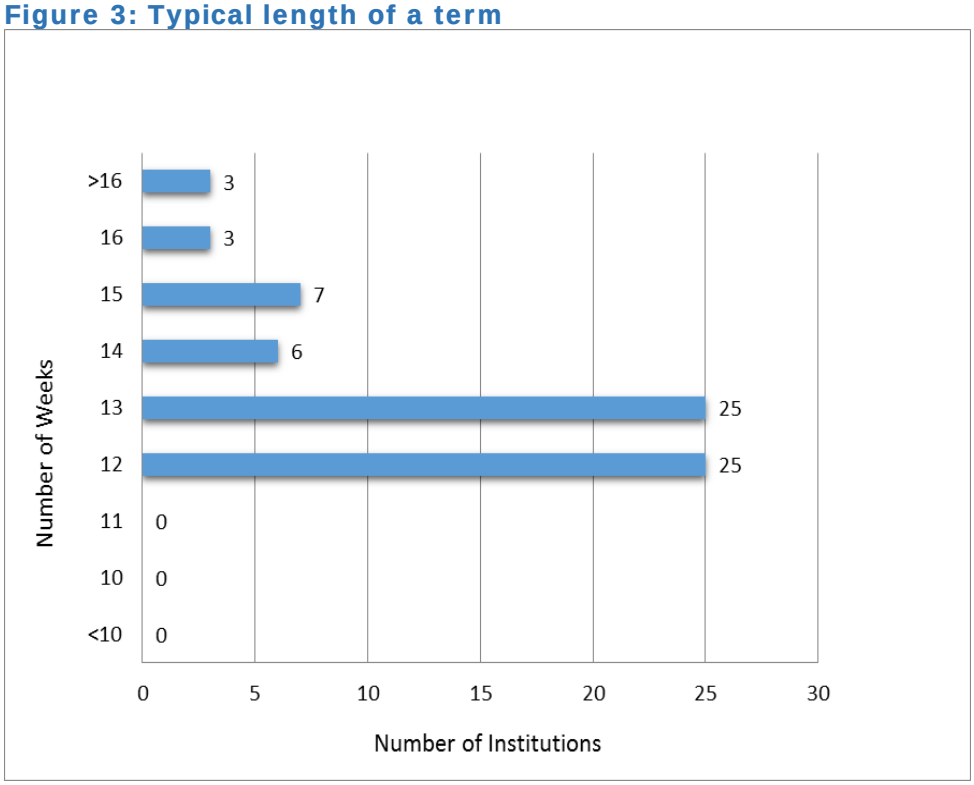
Credit definitions in these cases may also vary for non-traditional courses such as for clinical and co-op placements. The reliance on measuring time in the form of credits is evident in the Ontario college system although colleges may weight courses differently (e.g., one course totalling one credit might equal one hour of teaching per week; similarly, a course taught four hours per week may equal four credits).

Term lengths

The majority, 50% (33), of responding institutions reported term lengths ranging between 12-13 weeks (Figure 3). As a relevant aside, external accrediting bodies can influence lengths of term and, according to the qualitative responses, generally result in extensions occurring. For example, the Canadian Engineering Accreditation Board (CEAB) has very specific criteria for the number of units (termed "association units", each represents 50 minutes of contact time) which is considered the minimum standard for university engineering programs (2012, pages 16 to 20). These requirements can result in extended terms. Field experience and practicum needs (e.g., for education degrees) were also noted as reasons for longer terms. Regardless, the survey findings and the CEAB example highlight the degree to which

institutions in Canada support a standardized, time-based approach to sessional date management. Demonstrating formally in institutional policy and/or practice a minimum of teaching weeks and/or contact hours is not unusual and is indicative of an academic commitment to a measure that signals the delivery of quality education to other institutions.

Figure 3: Typical length of a term



Typically post-secondary institutions offer 120 to 150 days of teaching time per course per academic year; the higher end usually includes final exams in each term. This represents 60 to 75 teaching days per term and a minimum of 12 to 13 teaching weeks. The ARUCC survey findings confirm this reality exists in Canada. Here are a few examples:

- McGill University (2011), 130 teaching days over two terms with 13 weeks and 39 contact hours per term (excluding final exams)
- University of Alberta (2013), 126 teaching days over two terms with 15 weeks (includes exams) per term

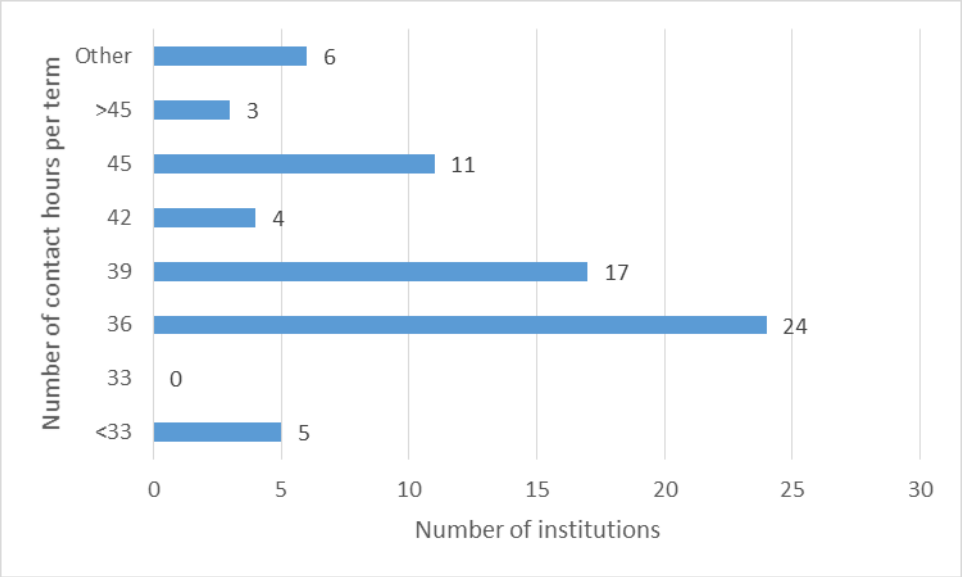
- University of British Columbia (2013), 120 teaching days over two terms

Eastern universities also follow a similar approach. They are featured in this report and provide a deeper look at academic calendaring practices across a sector within a province.

Contact hours

Respondents were asked to indicate the number of contact hours provided to students in each course. In keeping with the above examples, 59% (41 of 70 institutions that responded to this question) reported 36 or 39 contact hours were provided to students in each course (see Figure 4). The number of contact hours supports the 12 to 13 week length of term finding; specifically, this equates to three hours per week of contact time for 12 or 13 weeks. Again, it is evident that time is being used as a proxy for ensuring learning outcomes are being met.

Figure 4: Number of contact hours per term



The reasons cited by the respondents for variation on scheduled contact hours included the following:

- Courses included a tutorial, lab and/or studio component
- An institution used the 'quarter' calendaring system (i.e., three terms) as opposed to the early semester system (two terms)
- Course sessional dates were different for graduate and professional programs
- Field experience and/or practicum course requirements introduced differences
- Provincial legislative requirements (e.g., in Quebec) introduced expectations that led to differences

The CEAB example noted in the previous section is yet another example.

Make-up classes

Table 7 outlines the responses from Canadian institutions for whether or not days lost due to statutory holidays are accommodated. Of the 66 institutions that responded, there was an even split between those that make up classes lost due to statutory holidays and those that do not (41%, 27 equally for "yes" and "no").

Table 7: Does your institution make-up classes lost due to statutory or public holidays?

	Percentage	Count
Yes	41%	27
No	41%	27
Other	18%	12
Total responses		**66**

Summary findings

Taken together, the findings regarding academic calendar structures suggest a degree of alignment exists across Canada. There is a heavy reliance on fairly standard measures of time and related contact hours. Having noted this, divergence from normative approaches is evident as a result of institutional policy changes. For example, McGill University has introduced a retention and student success-focused initiative. It involves a longer break between fall and winter classes, ensuring that its many international and out-

of-province students have time to travel globally before returning for the winter term (Massey, 2013).

Unlike the US, it does not appear that the *Early Semester* calendar has experienced the same ascendancy in Canada. Rather and using the AACRAO definitions, the *Traditional Semester* model is the most prevalent in Canada. It reinforces start dates following Labour Day and New Year's Day. The survey data varies somewhat from trends pointed out in the AACRAO study primarily because it would appear most of the calendaring exceptions at Canadian institutions have been incorporated as special cases in the administration of a traditional semester system. As a result, these appear to be relatively ignored from a systematic structural perspective. This phenomenon is best illustrated by the comment of one institution in this study: "We offer one program on a Quarter system instead of a semester system. It's not related to accreditation - we just do it." This begs the question about the degree to which anomalous term structures are potentially growing in Canada. Further study is needed to probe this point.

One possible reason for the apparent difference with the American institutions could lie in the fact that accredited Canadian institutions are primarily publicly funded,[7] whereas American institutions are both privately and publicly funded leading to potentially greater differentiation and specialization of institutions in the American system. In this sense, it was acknowledged in the AACRAO study that while the predominant calendaring system was the *Early Semester*, its frequency varied widely by type of institution (Ashford, 2001, page 2).

The ARUCC study provides evidence of variation in sessional dates within professional programs; however, since these programs are typically departments or faculties within institutions, the variance tends to be seen as an exception to the institution's calendaring rules. In other words, the predominance of comprehensive as opposed to specialized institutions in the

[7] There are privately funded, accredited institutions with membership in ARUCC.

Canadian context may account for what appears to be a more homogeneous trend in the Canadian institutions. Having noted the above, the next section provides select insights into alternative terms.

Case example: Nova Scotia

The province provides an illustrative example of academic calendaring practices (Paquet, 2013). Nova Scotia has 10 institutions now that the Nova Scotia Agricultural College has merged with Dalhousie University. An over-supply of institutional spaces, declining enrolment and fiscal constraints are significant challenges facing the province. The Nova Scotia "O'Neill Report" provides a thorough framing of the relevant issues driving the debate within the sector (O'Neill, 2010). Massive restructuring including intensive rationalization, outsourcing and enhanced efficiencies are some of the recommendations entrenched in this report.

As a result, institutions are closely examining program mix, differentiation, and alternative learning models. By default, this discourse is shaping conversations about what constitutes a degree, which could impact on debates surrounding traditional course delivery models and related term structures. Concepts such as teaching weeks, credit hours and new modes of learning delivery such as competency-based learning are areas potentially impacted.

Emerging conversations in the east reflect what is happening in the rest of Canada. Fundamental questions are under debate such as what constitutes a degree, is the traditional design and delivery appropriate, what are the learning outcomes and are hybrid options a viable route. Additional reflections on concepts such as credit hours, which rely on time as a measure of learning, are beginning to weave into the discourse.

According to Patsy MacDonald (2013), registrar at Nova Scotia Community College, emergent discourse evident in the province regarding academic calendaring appears to be emphasizing the importance of using summer to enhance capacity, examining the impact of online learning on sessional date structure[8], recognizing the value of breaks in terms (hence, the increase in the use of fall breaks) and contemplating the impact of the expectations resulting from increased use of technology. Student expectations are pressuring the traditional in-class setting and related calendaring to be delivered in a fashion that adds value, does not detract from the learning experience and is responsive to students.

With respect to Nova Scotia, it will be interesting to see how impacted institutions will innovate through the challenges facing the province and what impact that will have on academic calendaring.

[8] For example, online programs at NSCC start and end one week later than the in-person courses (even for the same degree).

Case example: Nova Scotia Community College
(MacDonald, 2013)

The Nova Scotia Community College (NSCC) is somewhat unique in Canada as it delivers programming province-wide through 13 campuses. It is the only college in Nova Scotia and is very similar in nature to the model provided by the New Brunswick Community College, which has 5 Francophone and 6 English campuses in locations across that particular province.

NSCC's academic calendar is very much influenced by the faculty contract. Teachers and researchers at the institution are subject to the same collective agreement as the instructors in the province's "K-12" system (Nova Scotia Teachers Union, 2013). As such, NSCC is required to ensure 195 teaching days per year and attempts to do this through three terms. The school holds a fall and winter term each 15 weeks in length and a spring session of five weeks to achieve the appropriate number of annual teaching days. A 15-week summer session is also offered; however, continuing education and part-time options are delivered primarily during that time period.

For NSCC, classes typically start on the Tuesday following Labour Day and two days after New Year's Day; for the winter term, similarity to the national approach is apparent as starting classes on a Thursday or Friday is typically avoided. The extra days at the start of the winter term are used to focus on "academic recovery" efforts (e.g. working with at-risk students, reviewing grades, etc.).

Usually, 60 contact hours per term per course is the normative standard. Typically, that results in four hours of contact hours per week per course and 24 contact hours per week for six courses. NSCC relies heavily, like the national norm, on measuring learning through time and therefore uses a credit system, which is currently called "units".[9] *The number of units per course differs by program. Further, alternative delivery options such as online courses and competency-based learning (the latter is not typically found at NSCC) fall within the term structure as described. With all of the above, it is clear NSCC follows the national standards for academic calendaring and provides students and faculty with a traditional semester format.*

Following what appears to be a national trend, NSCC implemented a fall break about five years ago. The driver was to respond to the need to support student mental health. It adds a pause to the schedule, which is officially referred to as a "study/professional development day", tied to the Remembrance Day weekend.

The break in the winter is one week in length and is aligned with the elementary and high school March Break. A referendum approximately five years ago was held to reconsider the timing of that break (i.e. to occur earlier in the term); however, the majority of stakeholder constituents consulted voted in favour of the status quo. In the case of students, as NSCC primarily supports mature learners who tend to have families, the financial constraint that would result from a change in winter break timing (i.e. to arrange for child support during March Break) was noted as a primary

[9] NSCC is in the process of moving to use of the term "credit" in place of "unit" to align it with other institutional approaches.

concern. What is interesting here is the growing recognition of the importance of considering student needs when making changes to the academic calendar. NSCC is similar to institutions across Canada, which appear to be increasingly engaging students in the consult process regarding sessional date changes.

With respect to the summer session, there is no break since that is not considered a primary teaching session at NSCC.

Case example: eastern universities – Nova Scotia
(Paquet, 2013)

The eastern universities demonstrate similar trends to the national findings in the ARUCC academic calendar survey. Typically the following characteristics are evident:

- *13 teaching weeks per term plus exams; sometimes this is governed by collective agreements*
- *A minimum of 36 teaching contact hours per course; science-based programs tend to require longer contact hours per term*
- *A traditional term format with classes beginning after Labour Day in September and finishing in December for term one*
- *Classes starting after New Year's Day and finishing in April for term two*

Prior to 2009, the concept of a fall break at universities generally did not exist; however, now a number of schools either offer an extra day attached to the Remembrance Day weekend or are contemplating some form of a fall break. Offering a winter break continues to remain a standard approach as does the practice of making up days at the end of term for classes missed due to holidays. Summer programs, if they exist, are usually compressed in some fashion and do not follow the format of the fall and winter terms.

Alternative term structures

Inter-session terms

Twenty-four percent (24%, 17) of 70 institutional respondents reported offering inter-session terms; 76% (53) responded "no" to this question. Of those that responded "yes", several reported the inter-session term to be one week in length. The rationale provided for the occurrence of this term type indicated some courses are best taught in a concentrated format. Respondents also noted this structure might be necessary when accommodating the pedagogical style of the instructor and/or the unique needs of the program. For example, one program could be targeted to an executive style audience and therefore offers classes on the weekend in a compressed format to accommodate those that are working.

Overlapping terms and breaking between December and January

Sixty-four percent (64%, 45) versus 36% (25) of 70 institutions that responded to this question reported classes were offered in one term and ended in another i.e. courses did not follow the traditional term structure and instead overlapped terms. While this finding seems to suggest the traditional term structure was not followed at Canadian institutions, the qualitative commentary suggested use of this approach was selectively employed at the course level and not universal. For example, some split the affected courses between the two terms and reported using "in progress" or "CTN" (continuing) as a means to report the seeming lack of a grade for the first term portion of the course. In these instances, some institutions reported students were automatically registered in the second term of the course or students were required to formally and separately register in both. One institution had monthly start dates, twelve months per year. This school appeared unique in Canada due to the heavy reliance on overlapping terms and rolling start dates.

Some institutions reported developing modifications within their student information system (SIS) in order to accommodate start and end dates that did not align with traditional term dates. Other institutions reported having systems that allow for the configuration of multiple modules within one term, each with unique start and end dates. Student information system capacity was noted in the qualitative commentary as a challenge negatively impacting these types of situations.

The reported time frame for breaks between the end of the December term and the beginning of the January term was fairly consistent. The largest majority reported having breaks between 10 to 18 days (87%, 54). It seems fairly common to break for the full period between the Christmas holiday and New Year's but it would also seem that institutions add days at either end. Table 6 provides the findings.

Table 6: Length of break between December and January (in days)

	Percentage	Count
<10	7%	4
10-12	31%	19
13-15	27%	17
15-18	29%	18
19-21	5%	3
>21	3%	2
Other (please specify)	7%	4
Total responses		**62**

Summer terms

Ninety-nine percent (99%, 69) of the 77 respondents reported offering a summer term. Many institutions reported different term lengths were delivered in the summer ranging from one to 12 weeks; even a 15-week term was reported. These terms were referred to as "sub-terms" by one institution; others described the delivery as "compressed", "condensed" or "accelerated". Some even spoke of offering upwards of four terms in the summer. It would not be incorrect to conclude that all manner of options are evident in term structure during the summer at Canadian institutions.

Currently and as the findings illustrate, examples exist of Canadian institutions or schools/faculties within institutions running courses throughout the entire year (e.g., York University, University of Waterloo, Simon Fraser University, numerous Quebec institutions, various business schools, etc.); however, the suggested characteristics ("sub-terms", "compressed", etc.) do not appear to imply the trimester model if one uses the AACRAO definition purely. The debate of the merits of one model over the other was beyond the scope of this study; however, additional Canadian data would be helpful to the discourse. Specifically, it would be interesting to analyse the emerging prevalence and characteristics of summer term models more deeply to ascertain the degree to which forms of trimester models may be growing, if at all.[10] In the past, there has been debate and research put forward

[10] As a point of clarification, the ACCRAO definition of a trimester model has the third term running from April to June. This nuance needs to be contemplated in future surveys assuming

outlining the pros and cons of different calendar system models (including the trimester option) from academic colleagues and others both in the US (Mayberry, 2009) and in Canada (Johnson, 2010). In Canada, the trimester model comprised of three 13-week terms spread equally throughout the year was one example of a recent call for change (Johnson, 2010). It remains to be seen where this discourse will lead.

As an important side note, different use of terminology was evident throughout the survey responses making it difficult at times to identify a particular standard. This was particularly true with the responses regarding the summer term. Further, participating institutions sometimes used 'sessions' as distinct from 'terms' or interchanged their meaning. At minimum, there would appear to be a need to develop a survey lexicon to assist future researchers.

Modularized structures

Modularized academic calendaring systems exist at postsecondary institutions in Canada. Typically, the descriptors included words such as 'customized', 'flexible', and 'atypical'. It is not unusual to find these models in executive masters programs; however, Royal Roads University provides a case example of an institution that offers this structure at the undergraduate, masters and doctoral levels (Dueck, 2013).

While approximately 20% to 30% of Royal Roads programs begin in September, it is not unusual to find programs starting and ending at different points throughout the academic year – in fact there are 70 program entry points. As some of these occur on the same date, there are ultimately 30 to 35 start dates in any given year. Royal Roads offers probably one of the few Canadian examples of an institution that predominantly uses what the American AACRAO study coins a "non-specified" calendaring approach.

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the ACCRAO lexicon for academic calendar structures is the platform. Alternatively, the argument could be made to create a Canadian definition of trimester when exploring further.

According to Dueck, the traditional lexicon of “terms,” “sessions,” semester” and concepts such as what defines a “registered student” in a particular “term” do not fit particularly well in a modularized academic calendaring model. While the University traditionally structured transcripts based on a modified use of terms and sessions, it has become too confusing given the many different terms identified on a student transcript. Therefore, Royal Roads is moving to a model wherein it will no longer reference terms and sessions on transcripts; rather, the intention is to be explicit only at the course level and to leave it to the reader to decide whether a term or session model is a necessary overlay. It is becoming important for Royal Roads to move to a simpler model to minimize confusion with students and other organizations. The challenge still remains with regard to government reporting in that the courses do not neatly overlap government mandated reporting deadline dates. Such a situation requires registrars to assign a course to a reporting date even without overlapping between the two occurring, an approach not unusual in Canada for these kinds of accelerated, extended or compressed programs.

At Royal Roads, programs usually start at the beginning of the week – Monday if there is no orientation and Sunday if one exists. According to Dueck, the modularized approach is particularly suited for programs with residential components, when dealing with student target audiences that, for their profession and program, require unique accommodation and when limited space is available for residential components thereby preventing a full start of programs in September.

The modularized approach also appears particularly well suited to programs that rely heavily on alternative, competency-based teaching delivery or for online studies. Program development at Royal Roads makes early and deliberate efforts to establish learning outcomes for programs and their courses, a pedagogical approach that began in 1995 when the institution

opened. The goals are many and include ensuring each student is assessed more than once in any given learning outcome and across numerous courses. This touches on the concepts surrounding contact hours and teaching weeks because students are assessed in part by the degree to which they contribute to their courses through experiential participation and qualitative input. This engagement is considered critical given the intensive, team-based, experiential teaching approach at Royal Roads, which is facilitated by online instruction and virtual collaboration. Ultimately, a grade by the instructor is assigned and this directly informs transcripts. To augment this, Royal Roads applies a credit approach wherein one credit equals approximately 33 hours of “learner effort”; on average, a course is typically worth three credits. This ultimately aligns with approximately three hours of contact time over 12 to 13 weeks of study; however, it is not structured to align with the traditional term model.

Modularized academic calendaring models are identified in the report as a topic requiring further study. Principles to guide this type of academic calendar approach offered by Dueck include the value of transparency with students regarding the obligations they should anticipate for a program they are entering, recognizing that space constraints can result in innovative scheduling practices that move away from traditional approaches, balancing customization with normative, best practice approaches and focusing a great deal of attention on the student needs a program is trying to accommodate. It is his view that modularized scheduling options along with many other factors such as innovative teaching pedagogy are gently and positively causing a “creative and yet disruptive force” in helping institutions to develop approaches that more closely support student success at Canadian institutions.

Additional Scheduling Considerations

Examinations

Figure 5 contains the findings regarding the number of days set aside for the official fall exam schedule. Figure 6 provides the findings for the winter examination period. In both cases, there were 70 respondents and examination periods running from 11-13 days were most common. These time periods are in addition to the 12 to 13 weeks of instructional time. A select few reported not offering unique exam periods; instead, exams occurred during the regular class time.

Figure 5: Number of examination days in the fall

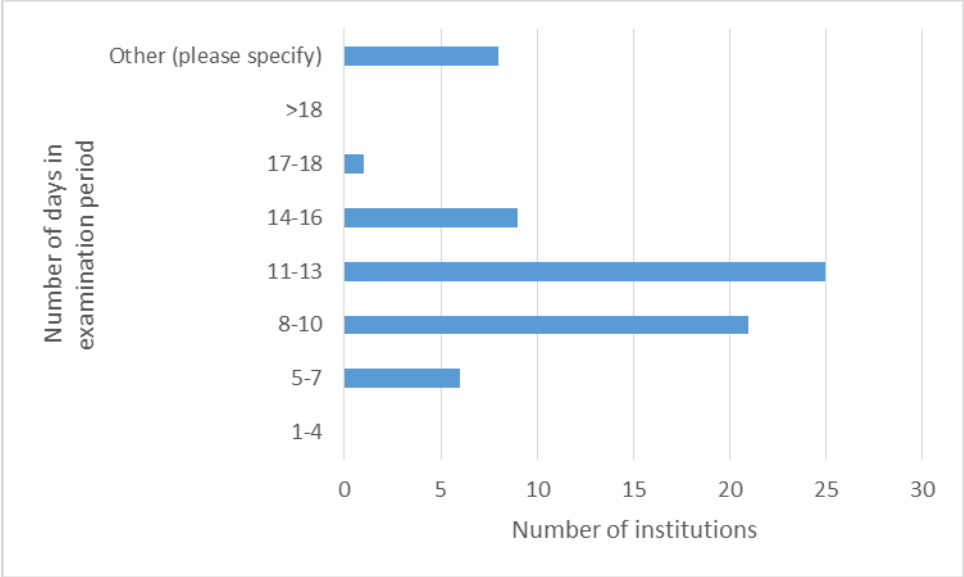
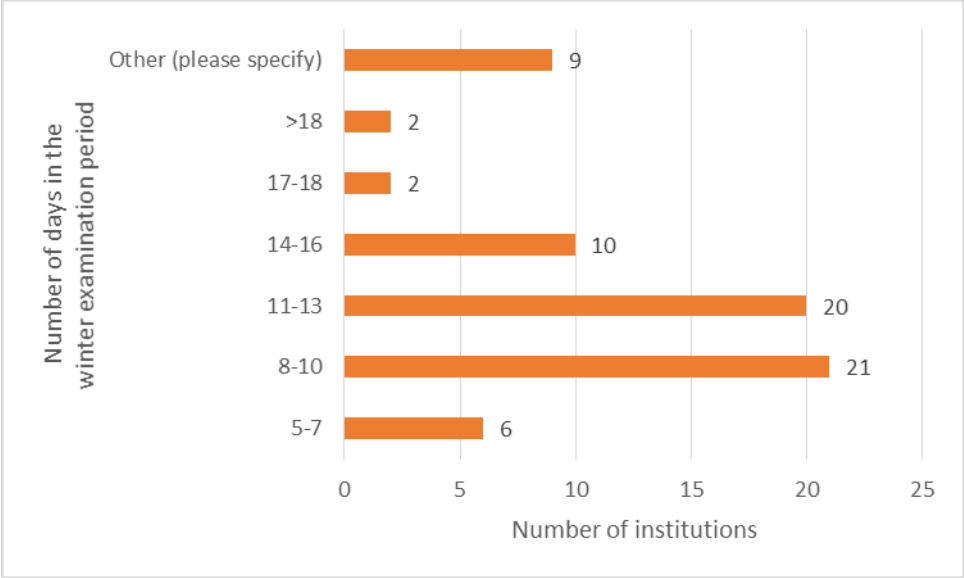


Figure 6: Number of days in the winter examination period



Fall and winter breaks

Fall breaks in the term, although less common, are evident at Canadian schools. Of the 66 institutions that responded, 65% (43) did not offer a fall reading week at the time of the survey; 35% (23) indicated "yes". In terms of length, 22% (5) had a one-day break, 17% (4) offered a two-day break, 13% (3) offered three days and 48% (11) reported offering a one-week break. For those that offered a fall break and that responded to when it was held (16 of the 23 respondents), five held it in the eighth week of term, five held it in association with Canadian Thanksgiving, three held it in the seventh week, one held it the week before midterms (and did not specify when that was) and the remaining two indicated it was held at an alternative time (no details were provided). In the qualitative commentary, it was apparent that some tied the fall break to Remembrance Day. The case study interviews suggested the emergence of fall breaks was a relatively new phenomenon in Canada.

The winter break was much more common with 92% (61) of institutions responding "yes"; 8% (5) responded "no". Ninety-seven percent (97%, 59)

reported a length of one week; 3% (2) reported less than a week. [11] In the next question, 64 respondents identified when the winter break occurred:[12] 45% (29) tied it to Family Day or Louis Riel Day (each admittedly relevant in only some jurisdictions). Seventeen percent (17%, 11) and 16% (10) held it in the seventh and eighth week of term respectively. Eight percent (8%, 5) linked it to the timing for March Break in the secondary schools. The rest (14%, 9) indicated "other" and did not provide details.

The findings suggest institutions tend to link breaks to public or statutory holidays. The probable reason is to ensure balance in the term and to minimize make up days at the end of term. There also appears to be a tendency to establish breaks at the 50% mark in a given term (e.g. seventh or eighth week).

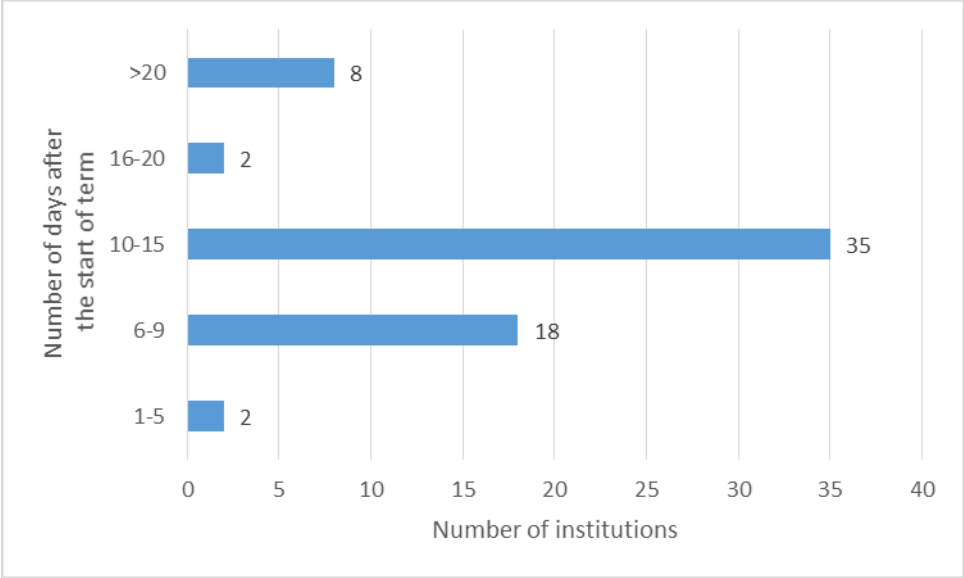
Add/drop date timing

The timing of add/drop dates impacts on sessional dates and academic policy in that it balances the need for students to integrate quickly into the classroom against the importance of ensuring alignment with a student's academic plans and capacities. There is also the separate but related need to ensure alignment with tuition refund dates and institutional government reporting requirements. Balancing these various components is not easy for registrarial and academic leadership.

Of the 66 respondents to the question "How many days after the start of term is the add/drop deadline?" 53% (35) indicated 10 to 15 days. The rest of the findings are in Figure 7. When probed further, 79% (52 of the 66 respondents) indicated the fall add/drop deadline was the same for one-term and full-year courses; 21% (14) responded "no" to this question.

[11] A discrepancy in responses is apparent between those that identified "yes" in the question about offering a winter break (61) and those that subsequently identified the length (61) and the timing of the winter break (64). The discrepancy results from respondents responding to some questions and not others. Future surveys should consider rectifying this.
[12] Ibid.

Figure 7: Add/drop date timing



Weekend classes and exams

As Figures 8 and 9 depict, it would appear that at the time of the survey, it was not typical for Canadian institutions to hold classes on weekends. Of those institutions that did, Saturday was more popular than Sunday with 21% (14) having indicated "yes" to holding classes on Saturday versus 3% (2) indicating "yes" to Sunday. Of the total 66 respondents, 42% (28) indicated "no" to Saturday classes and 82% (54) indicated "no" to Sunday. Table 7 contains the full findings. Reasons cited for not holding classes on these days included the lack of a perceived need (i.e. most instruction could be accommodated from Monday to Friday), faculty collective agreements or institutional policy.

Figure 8: Saturday classes

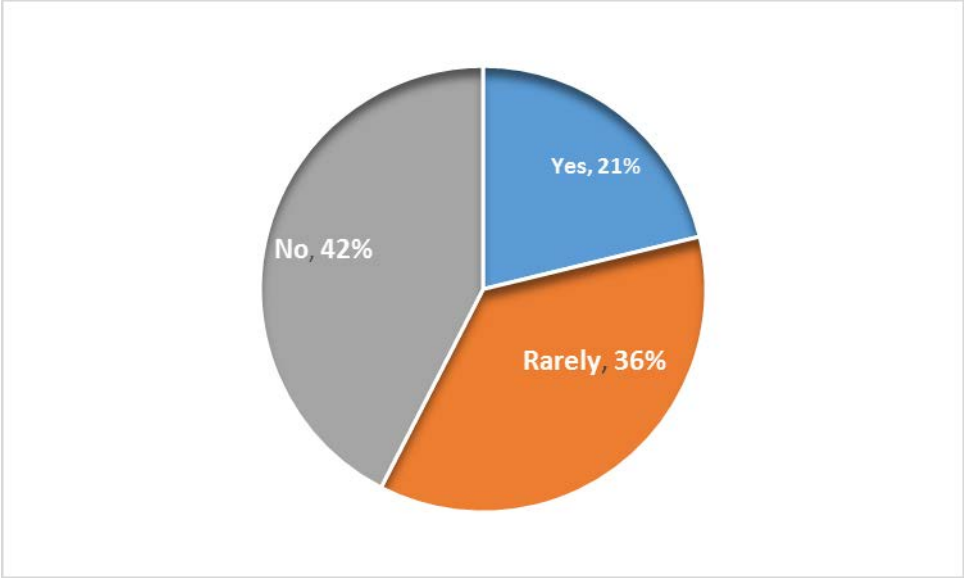


Figure 9: Sunday classes

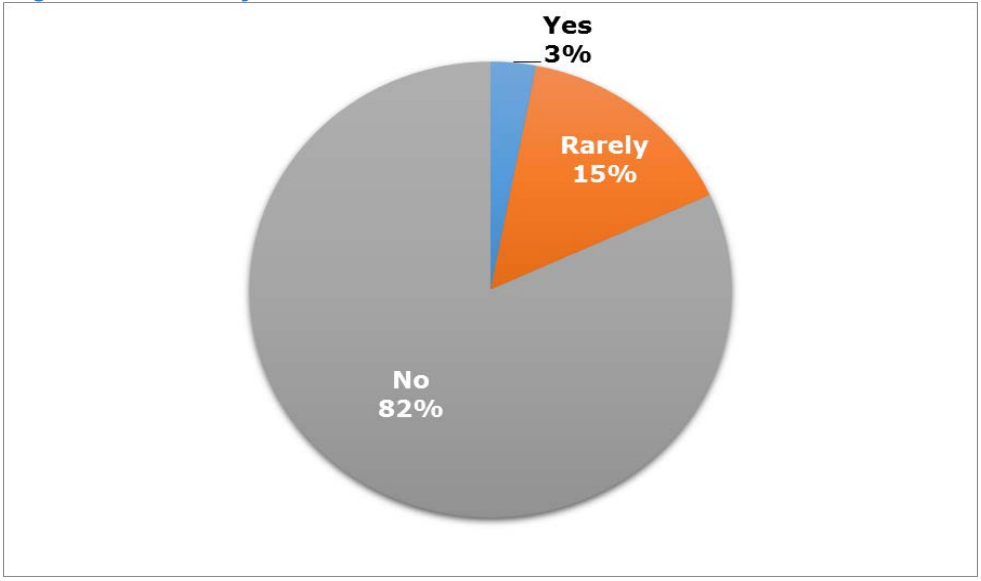


Table 7: Weekend classes

	Saturday		Sunday	
	Percentage	**Count**	**Percentage**	**Count**
Yes	21%	14	3%	2
Rarely	36%	24	15%	10
No	42%	28	82%	54
Total responses		**66**		**66**

Sixty-four percent (64%, 45 out of 70 respondents) reported holding evening exams for daytime classes (see Figure 10 and Table 8). Eighty-three percent (83%, 55 out of 66 respondents in Figure 11) indicated classes were held in the evenings for fulltime students.

Figure 10: Are evening exams held for daytime classes?

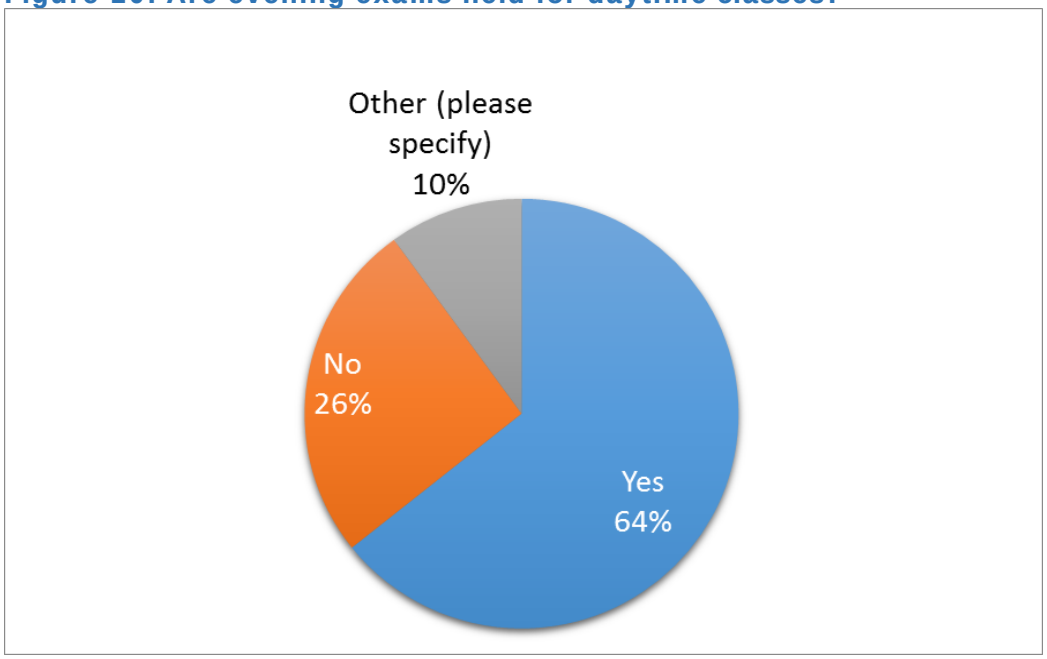
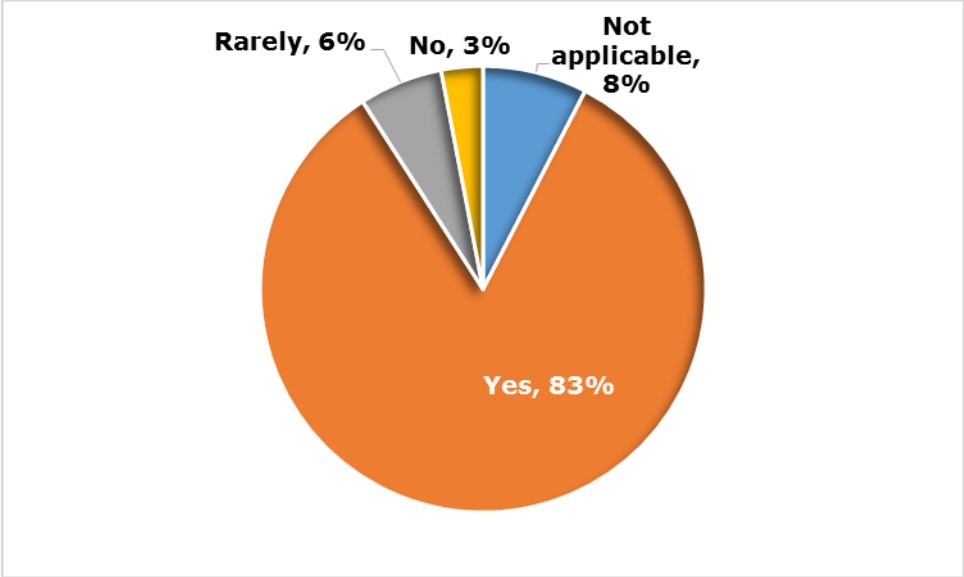


Table 8: Are evening final exams held for daytime classes

	Percentage	Count
Yes	64%	45
No	26%	18
Other (please specify)	10%	7
Total responses		**70**

Figure 11: Classes held in evening for fulltime students



Enrolment

Table 9 provides a summary of findings regarding course registrations for new and continuing students.

For continuing students, 29% (19) of the institutions registered students in May for fall classes; 44% (29) registered them at the same time for winter classes. The same pattern was somewhat evident for new students (30%, 20, were registered in June for fall; 44%, 29, were registered for winter at the same time as for fall). The question about summer registration was not asked and represents an area for future exploration. Fall and winter enrolment appears to occur simultaneously for most of the institutions (29 institutions, 44%, out of 66 respondents). It seems plausible, based on the above findings, to conclude that many of the institutions plan their course offerings and sessional dates at the same time for the fall and winter and, given the timing of course registrations, appear to launch the academic calendar for the entirety of September through to April all at once.

Table 9: Enrolment timing

	Continuing students				New students			
	Fall registration		Winter registration		Fall registration		Winter registrations	
REGISTRATION TIMING	%	Count	%	Count	%	Count	%	Count
Time of fall registration	-	-	**44%**	**29**	-	-	**44%**	**29**
January	2%	1	-	-	-	-	2%	1
February	**26%**	**17**	2%	1	-	-	-	-
March	**14%**	**9**	9%	6	3%	2	2%	1
April	3%	2	3%	2	**17%**	**11**	8%	5
May	**29%**	**19**	2%	1	**21%**	**14**	6%	4
June	**18%**	**12**	9%	6	**30%**	**20**	6%	4
July	-	-	2%	1	**18%**	**12**	3%	2
August	-	-	2%	1	-	-	-	-
September	-	-	-	-	-	-	-	-
October	-	-	6%	4	-	-	6%	4
November	-	-	**18%**	**12**	-	-	**20%**	**13**
December	-	-	5%	3	-	-	5%	3
Other	9%	6	-	-	**11%**	**7**	-	-
Total responses		**66**		**66**		**66**		**66**

Further probing revealed that 53% (35) of the institutions surveyed offered an open enrolment period; 47% (31) did not. Although only 35 institutions indicated open enrolment was available, 40 responded that it typically occurred in August (28%, 11). The general finding from both questions indicated an unrestricted period for enrolment later in the cycle was allowed (i.e., in the month(s) prior to the start in classes). As a small point, in the qualitative commentary it is evident that different institutions define "registration" differently and do not necessarily equate it with "enrolment".

Tuition deadlines

Not surprisingly a plurality of institutions indicated September was the timing for the first tuition payment (42%, 28). Tables 10 and 11 provide the full findings. Eighteen percent (18%, 12) indicated that the add/drop date was the final deadline for tuition payment as well. Fifty percent (50%, 33) indicated payment was required prior to September 30th (Table 11).

Table 10: Timing of first deadline for tuition payment

	Percentage	Count
After enrolment (up to 3 weeks)	3%	2
May	0%	0
June	5%	3
July	5%	3
August	27%	18
September	42%	28
Other	18%	12
Total responses		**66**

Table 11: Timing of final deadline for tuition payment

	Percentage	Count
Before classes begin	15%	10
First day of classes	17%	11
The add/drop deadline, after classes begin	18%	12
September 30	14%	9
After September 30	12%	8
Other (please specify)	24%	16
Total responses		**66**

The above two tables present some interesting reflections. Although the following questions were not probed further in the survey as each was beyond the scope of the project, they could potentially be a focus of future study.

1. What is the rationale for encouraging fee payment so early in the term?
2. What are the implications for student success related considerations (e.g., government financial aid access, student retention)?
3. How does the deadline for fee payment align with tuition refund deadlines?
4. How do the payment protocols align for entry points other than September?

Previous research has already begun to touch on these topics. For example, Felice Martinello (2009) conducted a study of 23 universities using cross-section regression analysis involving data from the Youth in Transition Survey, 1997-2005. The focus of the research was to ascertain the impact of academic regulations (e.g., course withdrawal dates, tuition refund policies and other characteristics) on persistence and degree completion. He concluded with the following finding:

> "…later final withdrawal dates and more generous tuition refunds help students make adjustments (switches) to programs that are more appropriate for them before the start of their second year." (Martinello, 2009, page 16)

Put more pointedly, shorter time to credential completion and higher retention resulted from more generous withdrawal dates and tuition refund policies.

Another group of academic colleagues at Queen's University as part of a commission on mental health identified the relevance of the academic calendar as a potential trigger for stress. Their scheduling related recommendations outlined in the *Student Mental Health and Wellness Framework and Recommendations for a Comprehensive Strategy* emphasize structural changes to the length of a typical term to allow for greater support and transition opportunities for students (Queen's University, 2012, page 16). Further recommendations stress the advantages inherent to a summer term for removing pressure on students. These examples amplify the value of considering the needs of the student when engaging in sessional date planning.

While the ARUCC study included questions about tuition payment and add/drop[13] deadlines, it did not probe to ascertain the underpinning rationales for the existing practices at Canadian institutions. Given that other research has identified a direct link to retention and credential completion, there is an opportunity for future sessional date research to explore these questions further.

[13] Some institutions consider add/drop dates to be course withdrawal dates; others do not and still others allow for additional withdrawals after the add/drop deadline. This again emphasizes the need for a survey lexicon.

Suggestions for Future Research

Suggested areas for refinement and future research are outlined below and include developing a survey lexicon of terms to facilitate data gathering. Further, closer examination is needed of the impact of increased enrolment growth, industry drivers, student success, student mobility and alternative learning models on academic calendaring practices. Trends appear to be emerging; therefore, validating the value of conducting research in this area.

Lexicon of terms

Creating a survey lexicon of terminology to support future academic calendar studies will be important to advance understanding, quality of response and ultimate analysis. The intention of such a lexicon would be to better understand the variety and meaning behind current terminology and its implications for institutions should they choose to adopt a certain academic calendaring approach. As an example, a deeper understanding of what is meant by words such as “sessions”, “terms”, “accelerated”, “fulltime enrolment”, “inter-session” and more would be helpful. At minimum, the nomenclature complexity around academic calendaring evident in the Canadian post-secondary sector challenges analysis and benchmarking.

Growth

Examining the impact of growth more closely in terms of its implications for academic calendaring practices would be helpful. This is particularly relevant since post-secondary institutions are dealing with growing participation rates (AUCC, 2011). It will be important to confirm through future study if, in the opinion of registrarial leadership, pressures like increasing participation are impacting academic calendaring practices and, if so, in what way.

Policies and student success

It would be worthwhile in future surveys to explore the registrarial perspective on the principles and drivers shaping academic calendaring, the decision rationales and the related implications for scheduling policies and practices. Further, there appears to be somewhat of a decoupling between academic calendaring practices and student success research. Given the research suggesting the impact some of these decisions have on retention and persistence, it would be helpful to test some of these assumptions in future surveys. In addition, there is evidence of a growing focus on student success when contemplating academic calendar changes as the Nova Scotia Community College and the Queen's Mental Health examples illustrate. Research questions might seek to find a deeper understanding of successful practices developed to address student stressors. These questions were not included in this initial ARUCC survey and represent an area for future exploration.

Student mobility

Student mobility represents a growing focus across Canada. While the survey asked for data on the number of international and out-of-province students it did not fully address the student transfer market and the related implications for academic calendaring. It would be helpful to probe what efficiencies, if any, are perceived to exist or are actually emerging. It would also be interesting to explore what types of scheduling accommodations are being made to accommodate integrated or feeder pathway programs. Again, additional research may surface successful practice, which will assist academic and administrative staff involved in academic scheduling.

Alternative learning models

In a related vein, the current survey asks about an institution's primary location, but a current trend (and debate) centres on the provision of online, secondary or remote campuses as a solution for alleviating enrolment

pressures and creating efficiencies. Athabasca University is a long-standing example of such an institution. Peter Rickets (Rickets, 2012) in an article in University Affairs stresses some of these points in reference to Ontario universities:

> "Ask anyone who was involved with the creation of the University of Northern British Columbia how much it costs to set up a brand new institution and how many years before the new university is in a position to admit even a single student. By comparison, when establishing a campus of an existing university the provision of all of these administrative and academic support services are incremental, building on the existing infrastructure in which taxpayers have already invested, and the academic degrees and programs of the existing university can be offered immediately…" (Rickets, 2012)

Alternative delivery models such as blended, competency-based, 'flipped' classrooms and experiential learning are likely impacting academic scheduling. While examining the effect of these models on sessional date planning was beyond the scope of this report, the inclusion of the case example provided by Royal Roads University provides an illustrative example of how these models can challenge long-held assumptions. Alternative academic calendaring approaches have significant implications since these hold the promise of providing potential solutions that honour the changing needs of students and faculty. Should academic discourse and policy development consider these types of alternate approaches, there are potentially significant implications for academic calendaring systems. To understand the nature and extent of impact, it would be useful in future research to identify any other institutions that have successfully implemented scheduling options that support these kinds of learning frameworks and to explore the nuances more deeply.

Trends

The findings did suggest the appearance of emerging trends all of which would benefit from further assessment, validation and study. For example, fall study breaks occurring in the middle of the term and between the end of classes and exams are becoming frequent scheduling considerations. Greater involvement of students in the consultation process and a heightened recognition of the impact of academic calendar models on student stress seem to be more evident. There is also a growing interest in leveraging summer to extend the year, support students and maximize efficiencies. Tied to a focus on student success appears to be a growing influence of accountability considerations.

A greater emphasis on learning outcomes and non-traditional learning frameworks is increasing the pressure on administrative staff and institutional systems to create alternate calendaring approaches. There may be a resulting conflict between space and time emerging. For example, an institution that is reliant on web-based courses may have different needs from one that relies heavily on a physical campus with highly structured academic calendaring. The same might be true of an institution that blends learning delivery models. These tensions are all challenging the primary attachment of scheduling to physical space and time as the measure for learning. Defining ‘credits’ and exploring alternate measurement approaches appear to be emerging conversations. It would be interesting to test whether or not these and other trends are truly emerging and to deepen an understanding of the implications for academic calendaring. Potential alternate solutions may also emerge.

Baseline Benchmark Practices

One of the stated objectives of the study was to identify an initial list of potential baseline benchmark practices for academic calendaring. If an institution is predominately using the traditional semester model for academic calendaring, successful and common benchmark practices can be extrapolated from the findings on current practice. Specifically, the findings suggest that institutional registrars might wish to consider the following:

- Developing academic calendaring practices that are guided by core principles and that adhere to academic policy (as well as any relevant labour relations contracts and legislative requirements if applicable)
- Clarifying practices and approval processes that are mindful of academic and, if applicable, professional considerations (e.g. such as accreditation constraints, pedagogy, etc.)
- Considering the impact on students when changing or maintaining the status quo
- Scheduling the appropriate number of teaching days and contact hours for courses (typically, an institutional policy is in place to facilitate this; if not, it is advisable to support the creation of one)
- Promoting professional development for scheduling staff
- Monitoring and assessing evidence and research on an ongoing basis that highlights areas for improvement
- Monitoring successful practice and other jurisdictional approaches as a means to improve campus-level calendaring efforts
- Exploring weekend and evening exams if doing so facilitates achieving student supports, teaching pedagogy, the appropriate meets and exam contact points

Concluding Remarks

The ARUCC survey findings indicate the most common form of academic calendar structure in Canada is the traditional semester format; it is not, however, the only model in use. The traditional Canadian model involves a start date after Labour Day (i.e. in early September) or New Year's Day (in early January), 12 to 13 weeks of instructional time and typically 36 to 39 contact hours per term (typically based on three hours of instructional time per week). Having said this, the case studies featured in the report demonstrate that use of one academic calendaring model for the entirety of Canada is not completely evident or appropriate.

Most institutions at the time of the survey offered a winter break and, for those provinces that are subject to it, ensured the pause is aligned with public holidays. A number of schools paused for a significant period of time between Christmas and New Year's Day as well as before and after these dates. Very few, at the time of the survey, offered a fall break; those that did tended to tie it to holidays and weekends and did not always pause for an entire week.

Examinations were typically a minimum of eight days in length. Exams were held on weekends even for those that typically attended fulltime day studies. Having noted this, at the time of survey, there were few examples of institutions offering classes and exams on weekends.

All of these findings taken together suggest somewhat of a standard for current practice does exist at Canadian institutions. Further, the results provide a baseline benchmark to guide institutional sessional date research and planning.

There are variants to this structure such as terms which overlap other terms, terms offered within a term and modularized structures with rolling entry points. Accreditation also influenced the length of term. Variance appeared to

be the exception rather than the rule although further study on the prevalence and characteristics of these alternative terms would be helpful.

Scheduling practices in place to support competency-based learning, experiential or online instruction were not evident in the survey responses. It is worth noting the survey did not include direct questions regarding these topics as the objective was to begin to identify initial practices and the academic calendaring models evident in Canadian institutions; therefore, future research in this area is needed.

While the evidence suggests sessional date planning is heavily influenced by academic quality standards based on time as a measure of learning, there does not appear to be evidence that scheduling of sessional dates is informed by student success or persistence research. It is worth noting that direct questions regarding this were not included in the questionnaire. However, it is an area requiring future study as further evidence could provide interesting insights about potential successful practice and result in related improvements to sessional date planning.

Participant responses surfaced benchmark practices that appear to be essential to providing high quality academic calendaring. These are outlined in the report and range from providing a balanced and principled academic calendar through to considering the needs of both the academic and student perspectives.

The report ends with a focus on identifying potential topic areas that would benefit from future research. The current findings provide a baseline understanding of Canadian academic calendaring structures, which will be of use to future benchmarking studies. The extent of the American research noted in the report is due in large part to the deep and broad quality of data available to the US researchers. For example, the AACRAO study involved 4,000 participants and the data was gathered by a central agency. A

comparable Canadian data set is not available at this time. This situation limits analysis, benchmarking, and identification of best practice. Recognizing that the number of institutions in Canada is much smaller, the high response rate to the ARUCC academic calendaring study is a positive indicator of the engagement and interest of registrars in this topic.

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Appendix A – The Survey Instrument

Sessional Dates: Comprehensive Survey of Registrarial Practices

1. Survey objectives

ARUCC will create a series of authoritative summary reports of Canadian institutional practices as reported by member institutions with a goal to surface best practices to assist registrarial leadership in senior level policy development on their home campuses.

This survey is directed to Registrars or AVP/Registrars, who may wish to delegate responsibility for responding to another senior leader in their organization. We are seeking feedback from one respondent per institution, please.

The purpose of this first survey is to collect comprehensive information about your institutional practices regarding the setting of sessional dates/academic dates.

Thank you for investing the time to participate in this survey, which will require approximately 40 minutes to complete.

2. Institution description

1. How many full- and part-time students of all types are enrolled at your institution?

- 0 - 4999
- 5000 - 9999
- 10000 - 14999
- 15000 - 19999
- > 20000

2. Most advanced credential offered at your institution:

- Diplomas and certificates
- 3 year degrees
- 4 year degrees
- Graduate degrees (masters and doctorates)

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3. What is the location of the campus with the highest enrolment?

- Alberta
- British Columbia
- Manitoba
- New Brunswick
- Newfoundland and Labrador
- Northwest Territory
- Nova Scotia
- Nunavut
- Ontario
- Prince Edward Island
- Quebec
- Saskatchewan
- Yukon
- Other

Other (please specify)

*4. What is the percentage of international (visa) students enrolled at your institution?

- <5%
- 6-10%
- 11-15%
- 16-18%
- 19-21%
- >21%

*5. What is the percentage of 'out-of-province' students enrolled at your institution (excluding international)?

- <5%
- 6-10%
- 11-15%
- 16-18%
- 19-21%
- >21%

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*6. The main language(s) of instruction at your institution is/are (check all that apply):

- [ ] French
- [ ] English
- [ ] Other

Other (please specify)

7. The largest campus of your institution is located near one of the following:

- ○ A large urban centre (over 300,000 pop)
- ○ Medium-sized urban centre (100,000 to 300,000 pop)
- ○ Small-sized urban centre (30,000-100,000 pop)
- ○ Rural or small town (less than 30,000 pop)
- ○ Other

Other (please specify)

3. Length of classes and terms

*1. Do you offer:

- ○ Only two term classes?
- ○ Only one-term classes?
- ○ A mix of one-term and two-term classes?
- ○ Modularized classes that are less than a term in length (such as apprenticeship which may be 8 weeks in length)
- ○ All of the above
- ○ Other

Other (please specify)

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2. During how many weeks are classes held in each of your fall and winter terms?

- <10
- 10
- 11
- 12
- 13
- 14
- 15
- 16
- >16
- other

Other (please specify)

***3. How many contact hours are scheduled for each course for the majority of programs?**

- <33
- 33
- 36
- 39
- 42
- 45
- >45
- Other

Other (please specify)

4. Do you have different term lengths for any programs (e.g. for accreditation or other reasons)?

- Yes
- No

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5. How does accreditation constrain your term lengths?

- ○ Requires a longer term than other programs
- ○ Requires additional lab time
- ○ Other (please specify)

6. What is the typical length in days of your institution's break between the end of December examinations and beginning of January classes (including weekends)?

- ☐ <10
- ☐ 10-12
- ☐ 13-15
- ☐ 15-18
- ☐ 19-21
- ☐ >21
- ☐ Other (please specify)

7. Does your institution have classes that start in one term and end in the next?

- ○ Yes
- ○ No
- ○ Other (please specify)

4.

1. If your institution allows classes to start and end in different terms, how do you manage this?

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2. Do you offer a summer term(s)?

- Yes
- No

3. Are the Summer academic dates structured differently from your institution's fall and winter terms? Please elaborate.

4. Do you offer an inter-session term (ie a term that begins before another ends)?

- Yes
- No

5. Please describe the rationale for and structure of the inter-session term.

***6. How many days are there in your official fall examination period?**

- 1-4
- 5-7
- 8-10
- 11-13
- 14-16
- 17-18
- >18
- Other (please specify)

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***7. How many days are there in your official winter examination period?**

- 5-7
- 8-10
- 11-13
- 14-16
- 17-18
- >18
- Other (please specify)

***8. Does your institution hold evening final examinations for classes normally scheduled during the day?**

- Yes
- No
- Other (please specify)

5. Managing the term

***1. Do you make up for Mondays or Fridays lost to statutory holidays by adding extra days to the academic/sessional calendar?**

- Yes
- No
- Other (please specify)

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2. Does fall term typically begin

- ○ Before Labour Day?
- ○ The day after Labour Day?
- ○ After an orientation period?
- ○ Other

Other (please specify)

3. What is your institution's earliest possible start date for winter term?

- ○ First available Monday after New Year's Day
- ○ First working day after New Year's Day
- ○ Other

Other (please specify)

4. Do you have a fall reading period?

- ○ Yes
- ○ No

5. If you have a fall reading period, what is the length?

- ○ 1 day
- ○ 2 days
- ○ 3 days
- ○ 1 week
- ○ > 1 week

6. Do you have a spring reading period?

- ○ Yes
- ○ No

7. If you have a spring reading period, what is the length?

- ○ 1 day
- ○ 2 days
- ○ 3 days
- ○ 1 week
- ○ > 1 week

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8. When is (are) your fall reading week(s)/mid term break(s)?

- In the 7th week of the term
- In the 8th week of the term
- Linked to Canadian Thanksgiving
- Linked to the last date to withdraw without academic penalty
- The week before midterms
- Other

Other (please specify)

9. When is (are) your winter/spring reading week(s)/mid term break(s)?

- In the 7th week of the term
- In the 8th week of the term
- Linked to Family Day (relevant in some jurisdictions only)
- Linked to the last date to withdraw without academic penalty
- The week before midterms
- Linked to school board March breaks
- Other

Other (please specify)

*10. In fall and winter terms, how many days after the start of term is the add/drop deadline?

- 1-5
- 6-9
- 10-15
- 16-20
- >20
- Other (please specify)

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*11. Is the fall add/drop deadline the same for one-term and full year courses?

- Yes
- No
- Other (please specify)

12. Do you hold classes on Saturdays?

- Yes
- Rarely
- No

If not, please specify a reason

13. Do you hold classes on Sundays?

- Yes
- Rarely
- No

If not, please specify a reason

*14. Do you hold classes during the evenings for students pursuing full-time degree studies?

- Not applicable
- Yes
- Not applicable
- Rarely
- No
- Not applicable

If not, please specify a reason

Sessional Dates: Comprehensive Survey of Registrarial Practices

***15. Do you hold classes during the evenings for students pursuing full-time undergraduate certificate/diploma studies?**

- Not applicable
- Yes
- Rarely
- No

If not, please specify a reason

***16. When do continuing/returning students begin to register for fall classes?**

- January
- February
- March
- April
- May
- June
- July
- Other

Other (please specify)

Sessional Dates: Comprehensive Survey of Registrarial Practices

*17. When do continuing/returning students begin to register for winter classes?

- At the same time they register for fall classes
- January
- February
- March
- April
- May
- June
- July
- August
- September
- October
- November
- December

*18. When do newly admitted students begin to register for fall classes?

- January
- February
- March
- April
- May
- June
- July
- Other

Other (please specify)

Sessional Dates: Comprehensive Survey of Registrarial Practices

***19. When do newly admitted students begin to register for winter classes?**

- At the same time they register for Fall term classes
- January
- February
- March
- April
- May
- June
- July
- August
- September
- October
- November
- December

***20. Do you have an open enrolment period? This is a time when all course restrictions/filters/access specifications are removed and most students can enrol in courses.**

- Yes
- No

21. If yes, when is the open enrolment period?

- June
- July
- August
- September
- Other

Other (please specify)

Sessional Dates: Comprehensive Survey of Registrarial Practices

*22. What is your first deadline to pay fall tuition?

- After enrolment (up to 3 weeks)
- May
- June
- July
- August
- September
- Other

Other (please specify)

23. What is your final deadline to pay Fall tuition?

- Before classes begin
- First day of classes
- The add/drop deadline, after classes begin
- September 30
- After September 30
- Other (please specify)

*24. What committee or person has final authority to approve sessional/academic dates at your institution?

- Registrar
- Academic Provost
- Highest academic governing body (e.g. Senate, General Faculties Council, Academic Council)
- Secretary General
- Other

Other (please specify)

Sessional Dates: Comprehensive Survey of Registrarial Practices

***25. Given that the intention of this and future surveys is to create authoritative, comprehensive business practice documents, please indicate the maximum amount of time you would be willing to invest to respond to questions on future surveys:**

- 20 minutes
- 30 minutes
- 40 minutes
- 50 minutes
- 60 minutes
- I prefer not to participate in these surveys.

If you prefer not to participate, please specify the reason.

6.

1. Is there anything else you would like to tell us about this topic?

7. Thank you for completing the survey!

We will compile the results and report them to the ARUCC membership soon. Thanks for providing responses for your institution.