The following Motions and Documents were considered by the GFC Committee on the Learning Environment at its Wednesday, May 07, 2014 meeting:

Agenda Title: **Proposed Revisions to the Terms of Reference for the GFC Committee on the Learning Environment (CLE)**

CARRIED MOTION: THAT the GFC Committee on the Learning Environment (CLE) recommend to the GFC Executive Committee proposed revisions to GFC CLE's Terms of Reference, as set forth in Attachment 1, to take effect upon final approval.
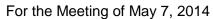
Final Recommended Item: 4

Agenda Title: **Electronic Universal Student Ratings of Instruction (eUSRI) System – Proposed Revisions to Section 111.3 (Teaching and Learning and Teaching Evaluation/Universal Student Ratings of Instruction) of the GFC Policy Manual**

CARRIED MOTION: THAT the GFC Committee on the Learning Environment recommend to GFC Executive Committee proposed revisions to Section 111.3 (Teaching and Learning and Teaching Evaluation/Universal Student Ratings of Instruction) of the GFC Policy Manual, as submitted by the Acting Vice-Provost and Associate Vice-President (Information Technology) and set forth in Attachment 1 (as amended), to take effect upon final approval.

Final Recommended Amended Item: 5

OUTLINE OF ISSUE

Agenda Title: **Proposed Revisions to the Terms of Reference for the GFC Committee on the Learning Environment (CLE)**

Motion: THAT the GFC Committee on the Learning Environment (CLE) recommend to the GFC Executive Committee proposed revisions to GFC CLE's Terms of Reference, as set forth in Attachment 1, to take effect upon final approval.

Item

Action Requested	☐Approval ☒Recommendation ☐Discussion/Advice ☐Information
Proposed by	Bill Connor, Vice-Provost (Academic) and Chair, GFC Committee on the Learning Environment (CLE); Gerald Beasley, Vice-Provost and Chief Librarian (and Member, GFC CLE); and Garry Bodnar, Secretary to General Faculties Council (GFC) (and Coordinator, GFC CLE)
Presenters	Bill Connor, Vice-Provost (Academic) and Chair, GFC CLE; Kathleen DeLong, Associate University Librarian, University Libraries; and Garry Bodnar, Secretary to GFC (and Coordinator, GFC CLE)
Subject	Proposed Revisions to the Terms of Reference of the GFC Committee on the Learning Environment (CLE)

Details

Responsibility	General Faculties Council
The Purpose of the Proposal is (please be specific)	To revise the Terms of Reference for GFC CLE to clearly and formally acknowledge the important role Learning Services units play within the academy and in the fulfillment of the University's Academic Plan; to modify the Committee's composition to provide for more realistic replenishment of this body and to reflect the University's current staff categories; and to accommodate a series of minor/editorial changes to ensure the currency of these Terms.
The Impact of the Proposal is	See 'Purpose'.
Replaces/Revises (eg, policies, resolutions)	Revises the Terms of Reference of GFC CLE.
Timeline/Implementation Date	Upon final approval.
Estimated Cost	N/A
Sources of Funding	N/A
Notes	N/A

Alignment/Compliance

Alignment with Guiding Documents	*Dare to Discover* - Values: '[E]xcellence in teaching that promotes learning, outstanding research and creative activity that fuel discovery and advance knowledge, and enlightened service that builds citizenship; […] integrity, fairness, and principles of ethical conduct built on the foundation of academic freedom, open inquiry, and the pursuit of truth; Transformative Organization and Support: "Promote administrative effectiveness and good governance by improving communication among units, enhancing collaboration, implementing transformative ideas, and revising organizational structures."
Compliance with Legislation, Policy and/or Procedure	1. ***Post-Secondary Learning Act*** (***PSLA***): The *PSLA* gives GFC responsibility, subject to the authority of the Board of Governors, over

Relevant to the Proposal (please <u>quote</u> legislation and include identifying section numbers)	academic affairs (Section 26(1)).
	
	2. **General Faculties Council Terms of Reference (Section 3./Mandate of the Committee):**
	
	  "**Powers Retained by General Faculties Council**
	  All powers and responsibilities under Section 26 of the *PSLA* not expressly delegated now or in the future shall be retained by General Faculties Council. (GFC 02 DEC 1966)
	
	  The issues which remain with GFC or which would be referred by a Standing Committee to GFC would generally be in the nature of the following: […]
	  • alterations to the mandate, terms of reference, composition, or structure of a Standing Committee[.] […]"
	
	3. **GFC Executive Committee Terms of Reference (Section 3./Mandate of the Committee)**: "To act as the executive body of General Faculties Council and, in general, carry out the functions delegated to it by General Faculties Council. (GFC 08 SEP 1966) (GFC 12 FEB 1996)
	
	[…]
	
	  5. **Agendas of General Faculties Council**
	  GFC has delegated to the Executive Committee the authority to decide which items are placed on a GFC Agenda, and the order in which those agenda items appear on each GFC agenda. […]
	
	  With respect to recommendations from other bodies and other GFC committees, […] the role of the Executive Committee shall be to examine and debate the substance of reports or recommendations and to decide if an item is ready to be forwarded to the full governing body. The Executive Committee may decide to refer a proposal back to the originating body, to refer the proposal to another body or individual for study or review, or to take other action in order to ready a proposal for consideration by General Faculties Council. When the GFC Executive Committee forwards a proposal to GFC, it shall make a recommendation that GFC endorse; endorse with suggested amendments; not endorse; or forward the proposal with no comment.
	
	  […]"
	
	(<u>Note</u>: The current **Terms of Reference for the GFC Committee on the Learning Environment (CLE)** are set out in the left-hand column of Attachment 1.)

Routing (Include meeting dates)

Consultative Route (parties who have seen the proposal and in what capacity)	University Governance – February and March, 2014; Vice-Provost (Academic Programs and Instruction) and Chair, GFC Committee on the Learning Environment – February and March, 2014; Vice-Provost and Chief Librarian – February and March, 2014; Vice-President (Academic), Graduate Students' Association – March,

	2014; GFC Committee on the Learning Environment (for discussion) – April 2, 2014
Approval Route (Governance) (including meeting dates)	GFC Committee on the Learning Environment (for recommendation) – May 7, 2014; GFC Executive Committee (for recommendation to GFC) – June 16, 2014; General Faculties Council (for final approval) – Fall, 2014 (date to be determined)
Final Approver	See 'Approval Route'

Attachments:

1. Attachment 1 (pages 1 – 4) - Proposed Revised GFC Committee on the Learning Environment (CLE) Terms of Reference

Prepared by: Garry Bodnar, Secretary to GFC (and Coordinator, GFC Committee on the Learning Environment), garry.bodnar@ualberta.ca, 2-4733

GFC Committee on the Learning Environment (CLE) Terms of Reference

1. Authority

The *Post-Secondary Learning Act* (*PSLA*), Section 26(1), gives General Faculties Council (GFC) responsibility, subject to the authority of the Board of Governors, over "academic affairs." GFC has thus established a Committee on the Learning Environment (CLE), as set out below.

The complete wording of the section(s) of the *PSLA*, as referred to above, and any other related sections, should be checked in any instance where formal jurisdiction or delegation needs to be determined.

2. Composition of the Committee

Note: All members of the Committee on the Learning Environment will be voting members (EXEC 04 DEC 2006)

Ex Officio
Chair – Provost and Vice-President (Academic) ~~(or Delegate)~~
Vice-President (Research) ~~(or Delegate)~~
Vice-President (Academic), Students' Union
~~President~~, GSA ~~(or Delegate)~~
Vice-Provost ~~&~~ Chief Librarian
Vice-Provost and Associate Vice-President ~~of~~ Information Technology ~~(or designate)~~ (EXEC 04 DEC 2006)
Director, Centre for Teaching and Learning
Vice-Provost and University Registrar

Elected by General Faculties Council
Four staff representatives (Category A1.0)*, elected by GFC, at least one of whom must sit on GFC

[Changes as noted.]

Chair – Provost and Vice-President (Academic)
Vice-President (Research)

Vice-President (Academic), GSA
Vice-Provost <u>and</u> Chief Librarian
Vice-Provost and Associate Vice-President (<u>Information Technology</u>)

One support staff representative (Category B1.0)*, elected by GFC

[Remove B1.0 and replace with S1.0 and S2.0]
One support staff representative (Category S1.0 or S2.0), elected by GFC

One undergraduate student at-large
One graduate student at-large

Appointed Members
One Chair, selected by Chairs' Council (EXEC 04 DEC 2006)
One Dean, selected by Deans' Council (EXEC 08 SEP 2008)
Two Associate Deans or Associate Chairs, Teaching and Learning (or equivalent) appointed by the Co-Chair of GFC CLE in consultation with the Chair of the GFC Nominating Committee (EXEC 06 JUN 2011)

[…] appointed by the Chair of GFC CLE in consultation with […].

One staff representative (Category A1.0)*, cross-representative from the GFC Academic Planning Committee (APC) appointed by the Chair of GFC APC

[Remove. Deemed unnecessary, given the transparency of GFC standing committee materials.]

One staff representative (Category A1.0*), cross-representative from the GFC Academic Standards Committee (ASC) appointed by the Chair of GFC ASC (EXEC 04 DEC 2006)

[Remove. Deemed unnecessary, given the transparency of GFC standing committee materials.]

One staff representative (Category A1.0*), cross-representative from the GFC Facilities Development Committee (FDC) appointed by the Chair of GFC FDC (EXEC 04 DEC 2006)

[Remove. Deemed unnecessary, given the transparency of GFC standing committee materials.]

One staff representative (Category A1.0*) who holds a major teaching award (internal or external award, i.e. Rutherford, Vargo Chair, 3M, etc.) appointed by the Co-Chair of GFC CLE in consultation with the Chair of the GFC Nominating Committee (EXEC 04 DEC 2006) (EXEC 06 JUN 2011)

[…] external award, eg, Rutherford, Vargo Chair, 3M, etc) appointed by the Chair of GFC CLE in consultation with […].

[Add the citation behind the asterisk:] * See "UAPPOL Recruitment Policy (Appendix A) Definition and Categories of Academic Staff and Colleagues and (Appendix B) Definitions and Categories of Support Staff" for definitions of these categories of staff members.

3. Mandate of the Committee

[Changes as noted.]

The Committee on the Learning Environment is a standing committee of the General Faculties Council that promotes an optimal learning environment in alignment with guiding documents of the University of Alberta. (EXEC 04 DEC 2006)

The Committee on the Learning Environment is responsible for making recommendations concerning policy matters and action matters with respect to the following:

a) To review and monitor the implementation of the University Academic Plan with regard to teaching and learning.

b) To review and, as necessary, recommend to the GFC Academic Planning Committee ~~and~~ GFC Executive Committee ~~as relates to the development and implementation of~~ policies on teaching, learning, teaching evaluation, and recognition for teaching that promote the University Academic Plan.

~~c)~~ To develop policies that promote ongoing assessment of teaching ~~and~~ learning through all Faculties and units.
~~d)~~ To nurture the development of innovative and creative teaching practices.
~~e)~~ To encourage the sharing and discussion of evidence about effective teaching ~~and~~ learning.
~~f)~~ To promote critical reflection on the impact of broad societal changes in teaching ~~and~~ learning.
~~g)~~ To promote projects with relevant internal and external bodies that offer unique teaching and learning opportunities that would benefit the university community.
~~h)~~ To consider any matter deemed by the GFC Committee on the

a) To review and monitor the implementation of the University's Academic Plan with regard to teaching and <u>an optimal</u> learning <u>environment</u>.
b) To review and, as necessary, recommend to the GFC Academic Planning Committee <u>or the</u> GFC Executive Committee policies on teaching, learning, teaching evaluation, and recognition for teaching that promote the University<u>'s</u> Academic Plan.

[New subsection (c).]
<u>c) To review and, as necessary, recommend to the GFC Academic Planning Committee or the GFC Executive Committee policies developed by the Learning Services units to promote the University's Academic Plan.</u>

<u>d</u>) To develop policies that promote ongoing assessment of teaching<u>,</u> learning<u>, and learning services</u> through all Faculties and units.
<u>e</u>) To nurture the development of innovative and creative <u>learning services and</u> teaching practices.
<u>f</u>) To encourage the sharing and discussion of evidence about effective teaching<u>,</u> learning<u>, and learning services</u>.
<u>g</u>) To promote critical reflection on the impact of broad societal changes in teaching<u>,</u> learning<u>, and the learning environment</u>.
<u>h</u>) To promote projects with relevant internal and external bodies that offer unique teaching and learning opportunities that would benefit the university community.
<u>i</u>) To consider any matter deemed by the GFC Committee on the

3

Learning Environment to be within the purview of its general responsibility.

~~Notwithstanding anything to the contrary in the terms of reference above, the General Faculties Council has delegated to the Committee on the Learning Environment the following powers and authority:~~

~~To recommend to the GFC Academic Planning Committee and to the GFC Executive Committee broad policy directions for excellence in teaching and learning. (EXEC 04 DEC 2006)~~

4. Committee Procedures

See General Terms of Reference.

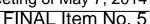**5. Additional Reporting Requirements**

None.

R:\GO04 General Faculties Council - General\PRO\TER\CLE\Committee-on-the-Learning-Environment.doc

Learning Environment to be within the purview of its general responsibility.

[Removed. It is a given that GFC provides this authority to GFC CLE, as GFC approves the Terms of Reference for this and other GFC Standing Committees.]

[Removed. This is redundant. See Section 3 (Mandate of the Committee) for comparable language.]

[No further changes.]

UNIVERSITY OF ALBERTA

GFC Committee on the Learning Environment
For the Meeting of May 7, 2014
FINAL Item No. 5

OUTLINE OF ISSUE

Agenda Title: Electronic Universal Student Ratings of Instruction (eUSRI) System – Proposed Revisions to Section 111.3 (Teaching and Learning and Teaching Evaluation/Universal Student Ratings of Instruction) of the GFC Policy Manual

Motion: THAT the GFC Committee on the Learning Environment recommend to GFC Executive Committee proposed revisions to Section 111.3 (Teaching and Learning and Teaching Evaluation/Universal Student Ratings of Instr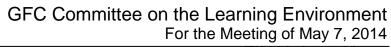uction) of the GFC Policy Manual, as submitted by the Acting Vice-Provost and Associate Vice-President (Information Technology) and set forth in Attachment 1 (as amended), to take effect upon final approval.

Item

Action Requested	☐Approval ☒Recommendation ☐Discussion/Advice ☐Information
Proposed by	Provost and Vice-President (Academic)
Presenters	Mike MacGregor, Acting Vice-Provost and Associate Vice-President (Information Technology); Scott Delinger, Information Technology Strategic Initiatives Officer, Office of the Provost and Vice-President (Academic)
Subject	Electronic delivery of the Universal Student Ratings of Instruction (USRI) and proposed changes to Section 111.3 of the GFC Policy Manual to accommodate such delivery

Details

Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is (please be specific)	To introduce the use of electronic delivery of the Universal Student Ratings of Instruction *via* proposed changes to GFC Policy Manual Section 111.3.
The Impact of the Proposal is	Upon approval, the eUSRI system will be the only method by which the USRI evaluation tool is delivered.
Replaces/Revises (eg, policies, resolutions)	GFC Policy Manual Section 111.3.
Timeline/Implementation Date	Upon final approval.
Estimated Cost	N/A
Sources of Funding	N/A
Notes	At its February 1, 2012 meeting, GFC CLE considered, at the request of the then-Vice Provost and Associate Vice-President (Information Technology), Jonathan Schaeffer, the possibility of moving course/teaching evaluations online. Following discussion at that meeting, members approved the following Motion: "THAT the GFC Committee on the Learning Environment agree to form immediately a working group responsible for providing a series of recommendations with regard to the possible implementation of on-line course and teaching evaluations, with the working group so struck to be supported by the Office of the Vice-Provost and Associate Vice-President (Information Technology) and with the working group's recommendations to be considered in the first instance by the GFC Committee on the Learning Environment."
	In the interceding two years, a series of pilot projects regarding the deployment of eUSRI were conducted by the Office of the Vice-Provost

GFC Committee on the Learning Environment
For the Meeting of May 7, 2014
FINAL Item No. 5

	and Associate Vice-President (Information Technology), and regular updates on this initiative were provided to GFC CLE by the Vice-Provost's representative on this committee.

Alignment/Compliance

Alignment with Guiding Documents	*Dare to Discover* and *Dare to Deliver*
Compliance with Legislation, Policy and/or Procedure Relevant to the Proposal (please <u>quote</u> legislation and include identifying section numbers)	1. **The *Post-Secondary Learning Act* (*PSLA*)**, Section 26(1), gives General Faculties Council (GFC) responsibility, subject to the authority of the Board of Governors, over "academic affairs." GFC has thus established, amongst other standing committees, a Committee on the Learning Environment (CLE) and an Executive Committee. 2. **GFC Committee on the Learning Environment (CLE) Terms of Reference**: Section 3 (*Mandate of the Committee*): "The Committee on the Learning Environment is a standing committee of the General Faculties Council that promotes an optimal learning environment in alignment with guiding documents of the University of Alberta. The Committee on the Learning Environment is responsible for making recommendations concerning policy matters and action matters with respect to the following: […] b) To review and, as necessary, recommend to the GFC Academic Planning Committee and GFC Executive Committee as relates to the development and implementation of policies on teaching, learning, teaching evaluation, and recognition for teaching that promote the University Academic Plan. c) To develop policies that promote ongoing assessment of teaching and learning through all Faculties and units. d) To nurture the development of innovative and creative teaching practices. e) To encourage the sharing and discussion of evidence about effective teaching and learning. […] h) To consider any matter deemed by the GFC Committee on the Learning Environment to be within the purview of its general responsibility. Notwithstanding anything to the contrary in the terms of reference above, the General Faculties Council has delegated to the Committee on the Learning Environment the following powers and authority: To recommend to the GFC Academic Planning Committee and to the GFC Executive Committee broad policy directions for excellence in teaching and learning." 3. **GFC Executive Committee Terms of Reference (Section 3./Mandate of the Committee)**: "To act as the executive body of General Faculties Council and, in general, carry out the functions delegated to it by General Faculties Council. (GFC 08 SEP 1966) (GFC 12 FEB 1996)

GFC Committee on the Learning Environment
For the Meeting of May 7, 2014
FINAL Item No. 5

	[…] 5. **Agendas of General Faculties Council** GFC has delegated to the Executive Committee the authority to decide which items are placed on a GFC Agenda, and the order in which those agenda items appear on each GFC agenda. […] With respect to recommendations from other bodies and other GFC committees, […] the role of the Executive Committee shall be to examine and debate the substance of reports or recommendations and to decide if an item is ready to be forwarded to the full governing body. The Executive Committee may decide to refer a proposal back to the originating body, to refer the proposal to another body or individual for study or review, or to take other action in order to ready a proposal for consideration by General Faculties Council. When the GFC Executive Committee forwards a proposal to GFC, it shall make a recommendation that GFC endorse; endorse with suggested amendments; not endorse; or forward the proposal with no comment. […]"

Routing (Include meeting dates)

Consultative Route (parties who have seen the proposal and in what capacity)	Discussion: GFC Committee on the Learning Environment; Vice-Provosts' Council; Deans' Council; Students' Union; Graduate Students' Association; Association of Academic Staff of the University of Alberta (AASUA)
Approval Route (Governance) (including meeting dates)	GFC Committee on the Learning Environment (for recommendation) – May 7, 2014; GFC Executive Committee (for recommendation to GFC) – May 20, 2014; General Faculties Council (for final approval, if recommended to Council by the GFC Executive Committee) – Fall, 2014 (date to be determined)
Final Approver	General Faculties Council

Attachments (each to be numbered 1 - <>):

1. Attachment 1 (pages 1 – 7): Electronic Universal Student Ratings of Instruction (eUSRI) System – Proposed Revisions to Section 111.3 (Teaching and Learning and Teaching Evaluation/Universal Student Ratings of Instruction) of the GFC Policy Manual (Comparative Table)

Prepared by: Kathleen Brough, Portfolio Initiatives Manager, Office of the Provost and Vice-President (Academic), kathleen.brough@ualberta.ca

GFC Policy Manual Section 111.3
Proposed Changes

Current Text	Proposed Changes
111.3 Universal Student Ratings of Instruction In recognition of the University's commitment to teaching, the General Faculties Council endorses a system of Universal Student Ratings of Instruction. This system, however, is only one part of the multi-faceted approach described in Section 111.2. (GFC 09 JUN 1995) (GFC 24 NOV 1997) (EXEC 29 MAR 1999) The Universal Student Ratings of Instruction are designed to provide a minimal university-wide base of information on student ratings to the parties listed in this Section. With this purpose in mind, the General Faculties Council adopts the following policies: (GFC 24 NOV 1997)	111.3 Universal Student Ratings of Instruction In recognition of the University's commitment to teaching, the General Faculties Council endorses a system of Universal Student Ratings of Instruction. This system, however, is only one part of the multi-faceted approach described in Section 111.2. (GFC 09 JUN 1995) (GFC 24 NOV 1997) (EXEC 29 MAR 1999) The Universal Student Ratings of Instruction are administered electronically via a system known as the eUSRI system. The Universal Student Ratings of Instruction are designed to provide a minimal university-wide base of information on student ratings to the parties listed in this Section. With this purpose in mind, the General Faculties Council adopts the following policies: (GFC 24 NOV 1997)
A. All Faculties shall ensure that evaluation of all instructors and courses shall take place each time a course is offered. The term 'instructors' is meant to include tenured professors, tenure-track professors, sessional instructors, clinical instructors, field supervisors and graduate teaching assistants with responsibilities for courses. The term 'course' is meant to include undergraduate and graduate courses, laboratory courses, non-degree courses, seminars, clinical supervision courses, and reading or directed study courses. With the exceptions noted in Section 111.3.B, the assessment shall include the Universal Student Ratings of Instruction as set out below.	A. All Faculties will ensure that evaluation of all instructors and courses will take place each time a course is offered. The term 'instructors' is meant to include tenured professors, tenure-track professors, sessional instructors, clinical instructors, field supervisors and graduate teaching assistants with responsibilities for courses. The term 'course' is meant to include undergraduate and graduate courses, laboratory courses, non-degree courses, seminars, clinical supervision courses, and reading or directed study courses. With the exceptions noted in Section 111.3.B, the assessment will include the Universal Student Ratings of Instruction as set out below.
B. The Universal Student Ratings of Instruction shall be modified in the following circumstances: i. courses with between four and nine registered students shall use a department or Faculty developed questionnaire with non-scored questions, such as: a) comments on the quality of this course; b) suggestions for improving this course; c) comments on the quality of instruction in this	B. The Universal Student Ratings of Instruction will be modified in the following circumstances: i. courses with between four and nine registered students will use a department or Faculty developed questionnaire, which may be administered via the eUSRI system, with non-scored questions, such as: a) comments on the quality of this course; b) suggestions for improving this course; c) comments on the quality of instruction in this

course; d) suggestions for improving the instruction in this course. (EXEC 29 MAR 1999) ii. courses with multiple instructors ~~shall~~ use a modified Universal Student Ratings of Instruction questionnaire that will include one set of course-related questions for the entire course and one set of instructor-related questions for each instructor who has taught the equivalent of twenty percent or more of the course. If no instructor is responsible for at least twenty percent of the course, only course-related questions should be used on the questionnaire. (EXEC 29 MAR 1999) iii. in courses with fewer than four registered students or courses such as alternate delivery style courses, the Chair, Director or Dean ~~shall~~ arrange for an alternate method of obtaining student feedback. Such methods could include student course or program exit interviews with the Chair, Director or Dean; or ~~other appropriate means.~~ (EXEC 29 MAR 1999)	course; d) suggestions for improving the instruction in this course. (EXEC 29 MAR 1999) ii. courses with multiple instructors <u>will</u> use a modified Universal Student Ratings of Instruction questionnaire that will include one set of course-related questions for the entire course and one set of instructor-related questions for each instructor who has taught the equivalent of twenty percent or more of the course. If no instructor is responsible for at least twenty percent of the course, only course-related questions should be used on the questionnaire. (EXEC 29 MAR 1999) iii. in courses with fewer than four registered students or courses such as alternate delivery style courses, the Chair, Director or Dean <u>will</u> arrange for an alternate method of obtaining student feedback. Such methods could include student course or program exit interviews with the Chair, Director or Dean; or <u>a department or Faculty developed questionnaire, which may be administered via the eUSRI system, with non-scored questions as described in point i. above.</u> (EXEC 29 MAR 1999)
C. The Universal Student Ratings of Instruction ~~shall~~ take the form of a questionnaire. The following statement of purpose ~~shall~~ be included at the beginning of the questionnaire: The University of Alberta would appreciate your careful completion of this questionnaire. The results help instructors and departments or faculties to initiate constructive change in curriculum and instruction. In addition, the results are one important factor in decisions affecting the career of your instructor. The numerical summaries for the ten questions listed below are available through the Students' Union and the Graduate Students' Association. ~~To protect the anonymity of students, their responses written comments will be typed where the Chair, Director or Dean deems it advisable.~~ Students who are concerned about the anonymity of their responses should submit their typewritten comments within ~~five working days of the assessment done in class~~ to the Chair, Director or Dean, making sure to note the course number, section and name of the instructor. (GFC 24 NOV 1997)	C. The Universal Student Ratings of Instruction <u>will</u> take the form of a questionnaire. The following statement of purpose <u>will</u> be included at the beginning of the questionnaire: The University of Alberta would appreciate your careful completion of this questionnaire. The results help instructors and departments or faculties to initiate constructive change in curriculum and instruction. In addition, the results are one important factor in decisions affecting the career of your instructor. The numerical summaries for the ten questions listed below are available through the Students' Union and the Graduate Students' Association. <u>The eUSRI system will be accessible only by CCID and students' anonymity will be protected.</u> Students who are concerned about the anonymity of their responses should submit their typewritten comments within <u>the period for which eUSRI is available</u> to the Chair, Director or Dean, making sure to note the course number, section and name of the instructor. (GFC 24 NOV 1997)

Questions about this questionnaire should be addressed to your Chair, Director or Dean.	Questions about this questionnaire should be addressed to your Chair, Director or Dean.
D. The anonymity of student responses to the Universal Student Ratings of Instruction is of fundamental importance in maintaining student confidentiality and encouraging the free expression of views. Under normal circumstances, the anonymity of students ~~shall~~ be protected. Universal Student Ratings of Instruction offer an avenue of feedback, including feedback critical of instructors. It is understood that it is a normal feature of criticism that it may be regarded as offensive and/or unjustified, and that such characteristics would not justify a departure from the normal rules pertaining to confidentiality and anonymity. (GFC 28 FEB 2000)

However, the University has a parallel duty to protect the safety (physical or mental) of members of the University community. If a Department Chair has concerns for the safety of faculty, staff or students, arising from statements that are part of a Universal Student Rating of Instruction, the Chair ~~shall~~ consult with the Dean of the Faculty. If the Dean believes that there is a valid concern for safety, he or she may recommend to the Provost and Vice-President (Academic) that the identity of the author of the statements be sought out and disclosed to the appropriate University officials. At any time during this process, the Chair or Dean may invoke the Protocol for Urgent Cases of Disruptive, Threatening or Violent Conduct (Section 91.3, GFC Policy Manual). (GFC 28 FEB 2000)

On receiving such a request from a Dean, the Provost and Vice-President (Academic) will follow the terms of the Protocol for Urgent Cases of Disruptive, Threatening or violent conduct in determining whether there is

i. reasonable cause to believe that the safety or security (including significant psychological harm) of persons may be threatened and

ii. that under existing University policies, the statements are grounds for disciplinary action and hence whether confidentiality of USRI should be breached and the provisions in Section 91.3.2 and/or 91.3.3 of the Protocol invoked. (GFC 28 FEB 2000) | D. The anonymity of student responses to the Universal Student Ratings of Instruction is of fundamental importance in maintaining student confidentiality and encouraging the free expression of views. Under normal circumstances, the anonymity of students <u>will</u> be protected. Universal Student Ratings of Instruction offer an avenue of feedback, including feedback critical of instructors. It is understood that it is a normal feature of criticism that it may be regarded as offensive and/or unjustified, and that such characteristics would not justify a departure from the normal rules pertaining to confidentiality and anonymity. (GFC 28 FEB 2000)

However, the University has a parallel duty to protect the safety (physical or mental) of members of the University community. If a Department Chair has concerns for the safety of faculty, staff or students, arising from statements that are part of a Universal Student Rating of Instruction, the Chair <u>will</u> consult with the Dean of the Faculty. If the Dean believes that there is a valid concern for safety, he or she may recommend to the Provost and Vice-President (Academic) that the identity of the author of the statements be sought out and disclosed to the appropriate University officials. At any time during this process, the Chair or Dean may invoke the Protocol for Urgent Cases of Disruptive, Threatening or Violent Conduct (Section 91.3, GFC Policy Manual). (GFC 28 FEB 2000)

On receiving such a request from a Dean, the Provost and Vice-President (Academic) will follow the terms of the Protocol for Urgent Cases of Disruptive, Threatening or violent conduct in determining whether there is

i. reasonable cause to believe that the safety or security (including significant psychological harm) of persons may be threatened and

ii. that under existing University policies, the statements are grounds for disciplinary action and hence whether confidentiality of USRI should be breached and the provisions in Section 91.3.2 and/or 91.3.3 of the Protocol invoked. (GFC 28 FEB 2000) |

If the identity of the author is disclosed, the Provost and Vice-President (Academic) ~~shall~~ notify the author of the statements. The Provost and Vice-President (Academic) ~~shall~~ also notify any individuals mentioned in the statements. (GFC 28 FEB 2000)	If the identity of the author is disclosed, the Provost and Vice-President (Academic) <u>will</u> notify the author of the statements. The Provost and Vice-President (Academic) <u>will</u> also notify any individuals mentioned in the statements. (GFC 28 FEB 2000)
E. The Universal Student Ratings of Instruction questionnaire ~~shall~~ use the rating scale Strongly Disagree, Disagree, Neutral, Agree, Strongly Agree (EXEC 29 MAR 1999) to gather responses to the following questions: 1. The goals and objectives of the course were clear. 2. In-class time was used effectively. 3. I am motivated to learn more about these subject areas. 4. I increased my knowledge of the subject areas in this course. 5. Overall the quality of the course content was excellent. 6. The instructor spoke clearly. 7. The instructor was well prepared. 8. The instructor treated the students with respect. 9. The instructor provided constructive feedback throughout this course. 10. Overall, this instructor was excellent. (EXEC 29 MAR 1999) These constitute the ten required Universal Student Ratings of Instruction questions. Instructors, departments, and faculties are encouraged to supplement the set of universal questions. The questionnaire ~~shall allow space for~~ comments.	E. The Universal Student Ratings of Instruction questionnaire <u>will</u> use the rating scale Strongly Disagree, Disagree, Neutral, Agree, Strongly Agree (EXEC 29 MAR 1999) to gather responses to the following questions: 1. The goals and objectives of the course were clear. 2. In-class time was used effectively. 3. I am motivated to learn more about these subject areas. 4. I increased my knowledge of the subject areas in this course. 5. Overall the quality of the course content was excellent. 6. The instructor spoke clearly. 7. The instructor was well prepared. 8. The instructor treated the students with respect. 9. The instructor provided constructive feedback throughout this course. 10. Overall, this instructor was excellent. (EXEC 29 MAR 1999) These constitute the ten required Universal Student Ratings of Instruction questions. Instructors, departments, and faculties are encouraged to supplement the set of universal questions. The questionnaire <u>will</u> <u>include an opportunity to provide</u> comments.
F. Certain policies are necessary in order to ensure that the Universal Student Ratings of Instruction Questionnaire is administered in as consistent a fashion as possible. These are: i. ~~The~~ Universal Student Ratings of Instruction ~~questions and additional instructor, department or Faculty selected questions shall normally be rated in the same class period~~. ii. ~~Questionnaires shall be administered and completed at the beginning of the class period.~~ iii. ~~Universal Student Ratings of Instruction shall~~	F. Certain policies are necessary in order to ensure that the Universal Student Ratings of Instruction Questionnaire is administered in as consistent a fashion as possible. These are: i. <u>Access to the electronic</u> Universal Student Ratings of Instruction <u>will normally be available from the day after the withdrawal deadline until the last day of classes. Note that an instructor may choose to allow class time for completion of the questionnaires. In these cases, the instructor will not be present in the room during the time allotted for completion of the questionnaire. Departments or Faculties will create policies to ensure that other individuals (e.g. other</u>

~~normally be administered toward the end of the course but not during the last week of classes.~~ ~~iv. The instructor shall not distribute the questionnaires; shall not be present in the room when the questionnaires are being completed; and shall not collect the questionnaires. Departments or Faculties shall create policies to ensure that other individuals (eg, other instructors, students within the class, teaching assistants) are available to administer the questionnaires.~~	instructors, students within the class, teaching assistants) are available to be present in the room during the time allotted for completion of the questionnaire. Also in these cases, online access for completion of the questionnaires will still be available for the period described above.
~~v. The questionnaires shall be taken directly from the class by the person responsible for administration of the questionnaire to the Chair, Director or delegate (or, in the case of non-departmentalized Faculties, to the Dean or delegate).~~ The Chair or delegate ~~shall~~ ~~then transmit the questionnaires for optical scanning and~~ be responsible for transmission of ~~scanned~~ results and comments to the instructor under the conditions set out in Section G.	ii. The Chair or delegate <u>will</u> be responsible for transmission of results and comments to the instructor under the conditions set out in Section G.
G. The numerical summaries for the ten Universal Student Ratings of Instruction questions ~~shall~~ be reported to the instructor, the Chair, Director or Dean and students. i. the number of students responding in each category; ii. the median score to one decimal point for the question; and iii. numerical values from Tukey's boxplot statistics will be provided to describe the distribution of scores in the Faculty/Department: a. lower cut-off for outlier scores b. lower hinge (25th percentile) c. median d. upper hinge (75th percentile) e. it is expected that the upper cut-off will always be 5.0 and, therefore, unnecessary to report. (EXEC 29 MAR 1999) Note: Statistics from Tukey's box-and-whisker plot analysis (John W. Tukey, Exploratory Data Analysis, Addison-Wesley Publishing Company, Inc. 1977) have been selected to describe the distribution of USRI data. These statistics are chosen to achieve two main objectives: (i) summarizing skewed data and (ii) identifying outliers from the general population if they	G. The numerical summaries for the ten Universal Student Ratings of Instruction questions <u>will</u> be reported to the instructor, the Chair, Director or Dean and students. i. the number of students responding in each category; ii. the median score to one decimal point for the question; and iii. numerical values from Tukey's boxplot statistics will be provided to describe the distribution of scores in the Faculty/Department: a. lower cut-off for outlier scores b. lower hinge (25th percentile) c. median d. upper hinge (75th percentile) e. it is expected that the upper cut-off will always be 5.0 and, therefore, unnecessary to report. (EXEC 29 MAR 1999) Note: Statistics from Tukey's box-and-whisker plot analysis (John W. Tukey, Exploratory Data Analysis, Addison-Wesley Publishing Company, Inc. 1977) have been selected to describe the distribution of USRI data. These statistics are chosen to achieve two main objectives: (i) summarizing skewed data and (ii) identifying outliers from the general population if they

exist.	exist.
The median (middle of a ranked set of numbers) is generally preferred rather than the mean in defining the centre of a skewed data set.	The median (middle of a ranked set of numbers) is generally preferred rather than the mean in defining the centre of a skewed data set.
The 25th and 75th percentiles provide information about the spread of individual scores around the median. By definition, half of the scores in a distribution are below the median and 25 percent of the scores are below the 25th percentile. Since this occurs "by definition", these values should not be used to determine whether a particular score is "good" or "bad".	The 25th and 75th percentiles provide information about the spread of individual scores around the median. By definition, half of the scores in a distribution are below the median and 25 percent of the scores are below the 25th percentile. Since this occurs "by definition", these values should not be used to determine whether a particular score is "good" or "bad".
The lower whisker or cut-off, which is 1.5 box lengths below the 25th percentile (box length is the distance from the 25th to the 75th percentile), defines a reasonable limit beyond which any score can be considered an outlier. Outliers are scores that identify ratings of instruction falling outside the usual distribution of the scores for the population being tabulated.	The lower whisker or cut-off, which is 1.5 box lengths below the 25th percentile (box length is the distance from the 25th to the 75th percentile), defines a reasonable limit beyond which any score can be considered an outlier. Outliers are scores that identify ratings of instruction falling outside the usual distribution of the scores for the population being tabulated.
Given the nature of the USRI data, the upper whisker or cut-off (1.5 box lengths above the 75th percentile) will usually be above 5.0, and so need not be reported.	Given the nature of the USRI data, the upper whisker or cut-off (1.5 box lengths above the 75th percentile) will usually be above 5.0, and so need not be reported.
H. i. Access to ~~Printed~~ USRI Data: Parties having access to ~~printed~~ numerical summaries of the ten Universal Student Ratings of Instruction questions and student comments ~~shall~~ be the instructor the Chair, Director or Dean of the unit offering the course; members of Tenure Committees; and members of Faculty Evaluation Committees, including the secretary to the FEC. (EXEC 07 NOV 2011) For questions selected by an instructor, only the instructor ~~shall~~ receive the results. For questions initiated or mandated by a department or Faculty, the results will be reported to the instructor and the Chair, Director or Dean. Normally, instructors ~~shall~~ receive the ~~printed~~ results from the student ratings of instruction within twenty working days after the course is complete and the grade sheet has been signed by the Chair, Director or Dean. (EXEC 29 MAR 1999) (EXEC 07 NOV 2011) ii. Access to Online USRI Data: Online access to the	H. i. Access to USRI Data: Parties having access to numerical summaries of the ten Universal Student Ratings of Instruction questions and student comments <u>will</u> be the instructor the Chair, Director or Dean of the unit offering the course; members of Tenure Committees; and members of Faculty Evaluation Committees, including the secretary to the FEC. (EXEC 07 NOV 2011) For questions selected by an instructor, only the instructor <u>will</u> receive the results. For questions initiated or mandated by a department or Faculty, the results will be reported to the instructor and the Chair, Director or Dean. Normally, instructors <u>will</u> receive the results from the student ratings of instruction within twenty working days after the course is complete and the grade sheet has been signed by the Chair, Director or Dean. (EXEC 29 MAR 1999) (EXEC 07 NOV 2011) ii. Access to Online USRI Data: Online access to the

numerical summaries for the ten Universal Student Ratings of Instruction questions scores for all courses ~~shall~~ be provided to undergraduate and graduate students. Instructors ~~shall~~ have online access to USRI scores for their own courses. Chairs ~~shall~~ have online access to USRI scores for instructors in their departments and Deans ~~shall~~ have online access to USRI scores for instructors in their Faculties. Deans and Chairs may also request access for a designated assistant. (EXEC 07 NOV 2011) The results will not be released online for at least ten days following the provision of the results to the instructor. (EXEC 07 NOV 2011) Access to online USRI data is provided to students only for the purpose of assisting with the selection of courses. Neither the Students' Union nor the Graduate Students' Association ~~shall~~ undertake analysis of USRI data available to members of those organizations. (EXEC 07 NOV 2011)	numerical summaries for the ten Universal Student Ratings of Instruction questions scores for all courses <u>will</u> be provided to undergraduate and graduate students. Instructors <u>will</u> have online access to USRI scores for their own courses. Chairs <u>will</u> have online access to USRI scores for instructors in their departments and Deans <u>will</u> have online access to USRI scores for instructors in their Faculties. Deans and Chairs may also request access for a designated assistant. (EXEC 07 NOV 2011) The results will not be released online for at least ten days following the provision of the results to the instructor. (EXEC 07 NOV 2011) Access to online USRI data is provided to students only for the purpose of assisting with the selection of courses. Neither the Students' Union nor the Graduate Students' Association <u>will</u> undertake analysis of USRI data available to members of those organizations. (EXEC 07 NOV 2011)
I. All results given out to students, Chairs, Directors and Deans ~~shall~~ have the following cautionary preface: Student questionnaires form an important part of evaluating teaching effectiveness but cannot be taken alone as a complete assessment of an instructor or course. Factors other than an instructor's teaching ability may influence ratings. These factors include class size, class level, Faculty, time of class, required versus optional course, grade expectations, student GPA, gender, race, ethnicity, age of both students and instructors. Small differences in evaluation should not be considered meaningful.	I. All results given out to students, Chairs, Directors and Deans <u>will</u> have the following cautionary preface: Student questionnaires form an important part of evaluating teaching effectiveness but cannot be taken alone as a complete assessment of an instructor or course. Factors other than an instructor's teaching ability may influence ratings. These factors include class size, class level, Faculty, time of class, required versus optional course, grade expectations, student GPA, gender, race, ethnicity, age of both students and instructors. Small differences in evaluation should not be considered meaningful. <u>Scores will be interpreted using the rating scale defined in 111.3 (E): 1=Strongly Disagree; 2=Disagree; 3=Neutral; 4=Agree; 5=Strongly Agree. By definition, a score of 4.0 means that students agree that "Overall, the instructor was excellent."</u>
J. Nothing in this section ~~shall~~ prevent instructors from seeking other means of feedback from students during the term.	J. Nothing in this section <u>will</u> prevent instructors from seeking other means of feedback from students during the term.
K. The central administration of the University ~~shall~~ undertake the financing of the ~~universal set of questions~~ in support of the University's commitment to teaching.	K. The central administration of the University <u>will</u> undertake the financing <u>and operation</u> of the <u>eUSRI system</u> in support of the University's commitment to teaching.