
The following Motions and Documents were considered by the General Faculties Council at its Monday, February 27, 2023 meeting:

Agenda Title: **New Members**

CARRIED MOTION:

TO RECEIVE: The following statutory academic staff members who have been elected/re-elected by their Faculty, to serve on GFC for a term of office beginning immediately and ending June 30, 2025:

Douglas Gingrich, Faculty of Science

FINAL Item 4

Agenda Title: **Proposed Suspension of the Graduate Certificate in Stroke Rehabilitation, Rehabilitation Medicine and FGSR**

CARRIED MOTION:

THAT the General Faculties Council approve the Suspension of the Rehabilitation Medicine Graduate Certificate in Stroke Rehabilitation, to take effect July 1, 2023.

FINAL Item 5

Agenda Title: **Proposed Suspension of the Graduate Certificate in Bridging to Canadian Physical Therapy Practice, Rehabilitation Medicine and FGSR**

CARRIED MOTION:

THAT the General Faculties Council approve the suspension of the Rehabilitation Medicine Graduate Certificate in Bridging to Canadian Physical Therapy Practice, to take effect July 21, 2023.

FINAL Item 6

Agenda Title: **Teaching, Learning and Evaluation Policy Revised Appendix A: Student Perspectives of Teaching (SPOT) Survey**

CARRIED MOTION:

THAT the General Faculties Council approve the proposed revisions to the UAPPOL Appendix A: Student Perspectives of Teaching (SPOT) Survey, as set forth in Attachment 1 to take effect July 1, 2023.

FINAL Item 7



New Members of GFC

MOTION II: TO RECEIVE:

The following statutory academic staff members who have been elected/re-elected by their Faculty, to serve on GFC for a term of office beginning immediately and ending June 30, 2025:

Douglas Gingrich, Faculty of Science

FINAL Item No. 5

Governance Executive Summary
Action Item

Agenda Title	Proposed Suspension of the Graduate Certificate in Stroke Rehabilitation, Rehabilitation Medicine and FGSR
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Motion

THAT the General Faculties Council approve the Suspension of the Rehabilitation Medicine Graduate Certificate in Stroke Rehabilitation, to take effect July 1, 2023.
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Item

Action Requested	Approval X Recommendation
Proposed by	Tammy Hopper, Dean - Rehabilitation Medicine, Faculty of Rehabilitation Medicine
Presenter(s)	Bernadette Martin, Associate Dean - Rehabilitation Medicine Roger Epp, Interim Vice-Provost and Dean, FGSR

Details

Office of Administrative Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is <i>(please be specific)</i>	The proposal is before the committee to approve the suspension of the Graduate Certificate in Stroke Rehabilitation.
Executive Summary <i>(outline the specific item – and remember your audience)</i>	This is a tuition-supported Certificate. Enrollment has been lower than the level required to sustain the program. Transition of the Certificate content and learning activities to a non-credit format is being explored to maintain continuing professional education opportunities for health professionals interested in stroke rehabilitation. The program will be suspended for the next five years: there are 3 students currently enrolled in the program who will complete it this year. No new admission applications were received this year.
Supplementary Notes and context	<This section is for use by University Governance only to outline governance process.>

Engagement and Routing (Include meeting dates)

Consultation and Stakeholder Participation (parties who have seen the proposal and in what capacity) <For information on the protocol see the Governance Resources section Student Participation Protocol >	<u>Those who are actively participating:</u>
	<ul style="list-style-type: none"> All current active students were individually emailed and asked for feedback and provided with the 2022-23 course schedule to plan their program completion.
	<u>Those who have been consulted:</u>
	<ul style="list-style-type: none"> All inactive students who have partially completed the program were individually emailed and provided with information regarding the planned suspension. None choose to return to the program.
	<u>Those who have been informed:</u>
	<ul style="list-style-type: none"> No new admission applications were received for 2022-23.

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Approval Route (Governance) (including meeting dates)	<ul style="list-style-type: none"> ● Graduate Studies Support Team October 3, 2022 ● FRM Faculty Council Oct 26, 2022 ● Policy Review Committee November 10, 2022 ● FGSR Council December 7, 2022 ● GFC Programs Committee December 8, 2022 ● GFC Academic Planning Committee February 1, 2023 ● General Faculties Council February 27, 2023
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Strategic Alignment

Alignment with <i>For the Public Good</i>	<p>21. OBJECTIVE Encourage continuous improvement in administrative, governance, planning, and stewardship systems, procedures, and policies that enable students, faculty, staff, and the institution as a whole to achieve shared strategic goals.</p> <p>22. OBJECTIVE Secure and steward financial resources to sustain, enhance, promote, and facilitate the university's core mission and strategic goals.</p> <p>iii. Ensure responsible and accountable stewardship of the university's resources and demonstrate to government, donors, alumni, and community members the efficient and careful use of public and donor funds.</p>			
Alignment with Core Risk Area	<p>Please note below the specific institutional risk(s) this proposal is addressing.</p> <table border="0" data-bbox="553 1066 1531 1276"> <tr> <td data-bbox="553 1066 1071 1276"> <input checked="" type="checkbox"/> Enrolment Management <input type="checkbox"/> Faculty and Staff <input checked="" type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure </td> <td data-bbox="1071 1066 1531 1276"> <input type="checkbox"/> Relationship with Stakeholders <input type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input type="checkbox"/> Student Success </td> </tr> </table>		<input checked="" type="checkbox"/> Enrolment Management <input type="checkbox"/> Faculty and Staff <input checked="" type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure	<input type="checkbox"/> Relationship with Stakeholders <input type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input type="checkbox"/> Student Success
<input checked="" type="checkbox"/> Enrolment Management <input type="checkbox"/> Faculty and Staff <input checked="" type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure	<input type="checkbox"/> Relationship with Stakeholders <input type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input type="checkbox"/> Student Success			
Legislative Compliance and jurisdiction	<p>Post-Secondary Learning Act UofA Calendar General Faculties Council Faculty of Graduate Studies & Research Faculty of Rehabilitation Medicine</p>			

Attachments

1. Rehab Med SUSPENSION Stroke Rehab Certificate Sep2022

Prepared by: Bernadette Martin, Associate Dean - Rehab Med (berni.martin@ualberta.ca)

Proposal Template: Program Suspension and Extension of Suspension

Use this template for proposals to suspend approved programs or specializations or to propose an extension to a current suspension.

Fill in the section below that is relevant to your proposal:

- Section A: if you are proposing a suspension of a ministry-approved program or specialization;
- Section B: if you are proposing an extension to a suspension previously approved by the ministry which is still in effect for a program or specialization.

Institutions should:

- ensure that submission content is concise. Any additional information may be appended;
- indicate “not applicable” when questions are not relevant to a particular proposal; and
- ensure that applicable supporting documents are attached to the proposal.

Basic Information (all proposals must complete this section)

Institution	University of Alberta
Program Name	Graduate Certificate
Specialization Name	Stroke Rehabilitation
Credential Awarded	Graduate Certificate in Stroke Rehabilitation
Proposed start date of suspension	July 1, 2023
Proposed end date of suspension	June 30, 2028

SECTION A: PROGRAM SUSPENSION

SECTION A: RATIONALE

1. Suspension Rationale

- a. Identify the purpose for the suspension with supporting rationale and evidence (e.g., low student demand, declining labour market demand, institutional capacity, need for program redevelopment, quality assurance review recommendation, etc.).
 - This Graduate Certificate was developed in consultation with the AB Stroke Council and received Ministry Approval in 2010 as a non-funded / tuition supported program. It has been offered by the Faculty of Rehabilitation Medicine (FRM) Continuing Professional Education (CPE) Unit for 11 years. Unfortunately enrollment numbers have never met projected targets and have decreased from an initial cohort of 20 (2011) to 8 (2022) with a relatively low completion rate of ~ 49% overall. This current enrollment level is not financially sustainable. During a formal curriculum review, the Certificate courses were significantly revised and updated based on student and instructor feedback (2018) but that has not led to more applicants or improved the Certificate completion rate. CPE would like to explore a transition of the current

Graduate Certificate to a series of non-credit CPE courses.

b. Document enrolments (by head count) for the most recent 5-year period, including the current academic year if available.

Enrolment	2021-22	2020-21	2019-20	2018-19	2017-18
Total Head count	8	14	16	3	7
● 1 st Year of Study	8	7	10	0	7
● Completed Certificate (3 of 3 courses)	0	7	6	3	0
Reviewer's Comment:					

- a. Indicate when admissions into program/specialization will be or were closed.
- July 1, 2023
- b. Briefly explain how the proposed end date of the suspension was determined.
- The typical five-year suspension period will ensure adequate time for any necessary teach-out.
- c. Provide specific information about which internal governance body approved the suspension, and provide date of approval.
- Graduate Studies Support Team October 3, 2022
 - FRM Faculty Council Oct 26, 2022
 - UA Programs Committee TBD
 - UA Academic Planning Committee (APC) TBD
 - UA General Faculties Council (GFC) TBD
 - UA Board Learning Research Student Experience Committee (BLRSEC) TBD
 - UA Board of Governors TBD
- d. Check the applicable box to specify the longer-term plan.
- To terminate the program.
- To reactivate the program.

SECTION B: ACCESS

<p>a. Identify potential student access considerations and risks to the Alberta Adult Learning System that the suspension of this program could pose (include both (a) information about related programs available to prospective students internally at your institution; and (b) externally at other Alberta institutions).</p> <ul style="list-style-type: none"> • The Faculty of Rehabilitation Medicine (FRM) offers non-credit coursework in the same content area. The FRM Masters of Science in Rehabilitation Science (MScRS) is exploring the possibility of transferring some of the coursework from the Certificate to the MScRS curriculum. There are currently no other graduate certificates in stroke rehabilitation offered in Alberta.
<p>b. If the program or specialization is unique in the province, briefly describe consultation within the Alberta Adult Learning System to investigate feasibility of program/specialization transfer.</p> <ul style="list-style-type: none"> • The Faculty has consulted with professionals and team leads within Alberta Health Services to explore options but the designation as a graduate level certificate and the associated work required has made it challenging to support professionals in enrolling and completing the Certificate, especially while working. The proposed transition to a non-credit format currently under consideration by the CPE unit has been positively received.
<p>c. Briefly describe the consultation process that occurred with students at your institution regarding this programming change.</p> <ul style="list-style-type: none"> • Students enrolled in or considering application were individually emailed with information regarding the plan to suspend the Certificate. They were also informed of the timetable for the Certificate courses over the next year.
<p>d. Briefly describe your institution's plans to assist active students, if any remain, in completing graduation requirements during the suspension period, including information about formal communication and student advising plans.</p> <ul style="list-style-type: none"> • Each student has been contacted by email and informed of the timetable for the Certificate courses over the next year.
<p>e. Briefly describe your institution's plans to accommodate stop-out students, if any have been identified, including information about formal communication plans.</p> <ul style="list-style-type: none"> • All active students have been notified and offered the ability to complete the Certificate within program timelines.
<p>Reviewer's Comment:</p>

SECTION C: IMPACT

<p>a. Identify which stakeholder groups were consulted regarding demand/need for this program:</p> <p><input checked="" type="checkbox"/> Faculty</p> <p><input type="checkbox"/> Regulator and/or accreditation bodies</p>	<p><input checked="" type="checkbox"/> Employers and professional associations</p> <p><input type="checkbox"/> Advisory Committee(s)</p> <p><input checked="" type="checkbox"/> Other (please identify) Survey of Certificate Students</p>
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<p>b. Briefly describe the consultation process conducted with these stakeholders and summarize the feedback received.</p> <ul style="list-style-type: none"> • Discussions were held with clinicians, current Certificate instructors and faculty members who have taught in this content area in other programs. Current students were notified and asked for feedback about a non-credit certificate as an alternative – most were supportive of that change.
<p>c. Identify financial impacts and plans for reallocation of internal resources, particularly staff and classroom and lab space.</p> <ul style="list-style-type: none"> • Given that the Certificate courses have always been offered as distance based / online courses, there are no classroom or lab space considerations. CPE staff support several programs, therefore the suspension of this Certificate will not impact staff members.
<p>Reviewer's Comment:</p>

SECTION B: SUSPENSION EXTENSION

SECTION A: RATIONALE

<p>a. Briefly describe the rationale for original suspension request. (Attach ministry approval letter for the original suspension.)</p> <ul style="list-style-type: none"> • N/A
<p>b. Briefly explain why the extension is needed and include supporting evidence (e.g., active students have not completed graduation requirements).</p> <ul style="list-style-type: none"> • N/A
<p>c. If there are students still in the program, describe how they will be supported to complete graduation requirements while the suspension is in place.</p> <ul style="list-style-type: none"> • N/A
<p>d. Explain how the duration of the suspension extension was determined.</p> <ul style="list-style-type: none"> • N/A
<p>Reviewer's Comment:</p>

SECTION B: OTHER CONSIDERATIONS

<p>Other considerations</p>
<p>a. Are there other factors or considerations the Ministry should take into account when reviewing this proposal?</p> <ul style="list-style-type: none"> • Many professionals are inquiring and enrolling in the easily accessible, non-credit, lower cost micro-credential courses within our Faculty. These tend to fit with the schedule and budget for working professionals. Generally graduate certificates are not required for workplace advancement in this practice area.
<p>Reviewer's Comment:</p>

RECOMMENDATION (FOR DEPARTMENT USE)

Recommendation(s):

Rationale for Recommendation:

Reviewer(s):

Date Completed:

FINAL Item No. 6

Governance Executive Summary
Action Item

Agenda Title	Proposed Suspension of the Graduate Certificate in Bridging to Canadian Physical Therapy Practice, Rehabilitation Medicine and FGSR
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Motion

THAT the General Faculties Council approve the suspension of the Rehabilitation Medicine Graduate Certificate in Bridging to Canadian Physical Therapy Practice, to take effect July 21, 2023.

Item

Action Requested	Approval X Recommendation
Proposed by	Tammy Hopper, Dean - Rehabilitation Medicine Faculty of Rehabilitation Medicine
Presenter(s)	Bernadette Martin, Associate Dean - Rehabilitation Medicine Roger Epp, Interim Vice-Provost and Dean, FGSR

Details

Office of Administrative Responsibility	Provost and Vice-President (Academic)
The Purpose of the Proposal is (<i>please be specific</i>)	The proposal is before the committee to approve the suspension of Graduate Certification in Bridging to Canadian Physical Therapy Practice
Executive Summary (<i>outline the specific item – and remember your audience</i>)	This is a tuition-supported Certificate. Enrollment has been lower than the level required to sustain the program. Transition of the Certificate content and learning activities to a non-credit format is being explored to maintain continuing professional education opportunities for internationally educated physical therapists. There are currently 5 students in this program who will complete the program this academic year.
Supplementary Notes and context	< <i>This section is for use by University Governance only to outline governance process.</i> >

Engagement and Routing (Include meeting dates)

Consultation and Stakeholder Participation (parties who have seen the proposal and in what capacity)	<u>Those who are actively participating:</u> <ul style="list-style-type: none"> All five current students have been informed of the planned suspension and will be able to complete their programs within the 2022-23 academic year.
<For information on the protocol see the Governance	<u>Those who have been consulted:</u> <ul style="list-style-type: none"> There are no inactive students in this program.

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Resources section Student Participation Protocol >	<p><u><i>Those who have been informed:</i></u></p> <ul style="list-style-type: none"> Faculty webpage information has been updated for those inquiring about the program. Inquiries are being responded to on an individual basis.
<p>Approval Route (Governance) (including meeting dates)</p>	<ul style="list-style-type: none"> Graduate Studies Support Team October 3, 2022 FRM Faculty Council Oct 26, 2022 Policy Review Committee November 10, 2022 FGSR Council December 7, 2022 GFC Programs Committee December 8, 2022 GFC Academic Planning Committee February 1, 2023 General Faculties Council February 27, 2023

Strategic Alignment

<p>Alignment with <i>For the Public Good</i></p>	<p>21. OBJECTIVE Encourage continuous improvement in administrative, governance, planning, and stewardship systems, procedures, and policies that enable students, faculty, staff, and the institution as a whole to achieve shared strategic goals.</p> <p>22. OBJECTIVE Secure and steward financial resources to sustain, enhance, promote, and facilitate the university's core mission and strategic goals.</p> <p>iii. Ensure responsible and accountable stewardship of the university's resources and demonstrate to government, donors, alumni, and community members the efficient and careful use of public and donor funds.</p>			
<p>Alignment with Core Risk Area</p>	<p>Please note below the specific institutional risk(s) this proposal is addressing.</p> <table border="0" data-bbox="553 1220 1523 1423"> <tr> <td data-bbox="553 1220 1073 1423"> <input checked="" type="checkbox"/> Enrolment Management <input type="checkbox"/> Faculty and Staff <input checked="" type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure </td> <td data-bbox="1073 1220 1523 1423"> <input type="checkbox"/> Relationship with Stakeholders <input type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input type="checkbox"/> Student Success </td> </tr> </table>		<input checked="" type="checkbox"/> Enrolment Management <input type="checkbox"/> Faculty and Staff <input checked="" type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure	<input type="checkbox"/> Relationship with Stakeholders <input type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input type="checkbox"/> Student Success
<input checked="" type="checkbox"/> Enrolment Management <input type="checkbox"/> Faculty and Staff <input checked="" type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure	<input type="checkbox"/> Relationship with Stakeholders <input type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input type="checkbox"/> Student Success			
<p>Legislative Compliance and jurisdiction</p>	<p>Post-Secondary Learning Act UofA Calendar General Faculties Council Faculty of Graduate Studies & Research Faculty of Rehabilitation Medicine</p>			

Attachments

1. Rehab Med SUSPENSION Bridging to Can PT Practice Grad Certificate Sep2022

Prepared by: Bernadette Martin, Associate Dean - Rehab Med (berni.martin@ualberta.ca)

Proposal Template: Program Suspension and Extension of Suspension

Use this template for proposals to suspend approved programs or specializations or to propose an extension to a current suspension.

Fill in the section below that is relevant to your proposal:

- Section A: if you are proposing a suspension of a ministry-approved program or specialization;
- Section B: if you are proposing an extension to a suspension previously approved by the ministry which is still in effect for a program or specialization.

Institutions should:

- ensure that submission content is concise. Any additional information may be appended;
- indicate “not applicable” when questions are not relevant to a particular proposal; and
- ensure that applicable supporting documents are attached to the proposal.

Basic Information (all proposals must complete this section)

Institution	University of Alberta
Program Name	Graduate Certificate
Specialization Name	Bridging to Canadian Physical Therapy Practice
Credential Awarded	Graduate Certificate
Proposed start date of suspension	July 1, 2023
Proposed end date of suspension	June 30, 2028

SECTION A: PROGRAM SUSPENSION

SECTION A: RATIONALE

1. Suspension Rationale

- a. Identify the purpose for the suspension with supporting rationale and evidence (e.g., low student demand, declining labour market demand, institutional capacity, need for program redevelopment, quality assurance review recommendation, etc.).
- This Graduate Certificate was developed with a Health Canada grant (2013-2015) and received Ministry Approval as a non-funded / tuition supported Graduate Certificate program in 2016. The Certificate has been offered since the 2017-18 academic year. Unfortunately the enrollment numbers have declined consistently each year since the inception of the Certificate and it is not financially sustainable. CPE would like to explore a transition from the current Graduate Certificate to a series of non-credit CPE courses that will continue to support the learning needs of internationally educated Physical Therapists (IEPTs) entering the healthcare workforce in Canada.

b. Document enrolments (by head count) for the most recent 5-year period, including the current academic year if available.

Enrolment	2022-23	2021-22	2020-21	2019-20	2018-19
Total Head count	5	9	9	9	10
● 1 st Year of Study	5	9	9	9	10
● Completed Certificate (5 of 5 courses)	0 TO DATE	6	8	5	7

Reviewer's Comment:

a. Indicate when admissions into program/specialization will be or were closed.

- July 1 2023

b. Briefly explain how the proposed end date of the suspension was determined.

- The typical five-year suspension period will ensure adequate time for any necessary teach-out.

c. Provide specific information about which internal governance body approved the suspension, and provide date of approval.

- Graduate Studies Support Team October 3, 2022
- FRM Faculty Council October 26, 2022
- Policy Review Committee November 10, 2022
- UA Programs Committee TBD
- UA Academic Planning Committee (APC) TBD
- UA General Faculties Council (GFC) TBD
- UA Board Learning Research Student Experience Committee (BLRSEC) TBD
- UA Board of Governors TBD

d. Check the applicable box to specify the longer-term plan. To terminate the program.

To reactivate the program.

SECTION B: ACCESS

a. Identify potential student access considerations and risks to the Alberta Adult Learning System that the suspension of this program could pose (include both (a) information about related programs available to prospective students internally at your institution; and (b) externally at other Alberta institutions).

- The Faculty of Rehabilitation Medicine (FRM) offers non-credit coursework in some of the same content area as is covered within the Certificate. There are currently no other graduate certificates in bridging to Canadian PT practice offered in Alberta.

- b. If the program or specialization is unique in the province, briefly describe consultation within the Alberta Adult Learning System to investigate feasibility of program/specialization transfer.
- The Faculty has consulted with IEPTs, clinicians and the College of Physiotherapist of Alberta. There is ongoing discussion about a more modular series of non-credit courses to meet the learning needs of IEPTs. There is consensus that more accessibility to education and mentorship to successfully bridge is desired.
- c. Briefly describe the consultation process that occurred with students at your institution regarding this programming change.
- Certificate graduates and students currently enrolled have been consulted through email or in discussions with the program director. Those inquiring or considering application for 2023 have been advised that the format will likely be changing and they will be provided with more information when available.

- d. Briefly describe your institution's plans to assist active students, if any remain, in completing graduation requirements during the suspension period, including information about formal communication and student advising plans.
- The current cohort will not see any change and should be able to complete the Certificate in the 1-year timeframe. Typically most students complete this Certificate within a year with their admission cohort and deferral of courses is rare. Offering a course(s) to allow student completion will be scheduled as needed.
- e. Briefly describe your institution's plans to accommodate stop-out students, if any have been identified, including information about formal communication plans.
- There are currently no stop-out students in this Certificate.
- Reviewer's Comment:**

SECTION C: IMPACT

- a. Identify which stakeholder groups were consulted regarding demand/need for this program:
- | | |
|---|--|
| <input checked="" type="checkbox"/> Faculty | <input checked="" type="checkbox"/> Employers and professional associations |
| <input checked="" type="checkbox"/> Regulator and/or accreditation bodies | <input type="checkbox"/> Advisory Committee(s) |
| | <input checked="" type="checkbox"/> Other (please identify) Survey of Certificate Students |
- b. Briefly describe the consultation process conducted with these stakeholders and summarize the feedback received.
- Discussions were held with clinicians, current Certificate instructors and faculty members who have taught in this content area in other programs. Early discussions with the College of PTs of AB have also been held. Generally there is support for a series of courses that can be customized for an individual IEPT and which are less expensive and accessible more often during the calendar year. The graduate certificate level of credential is not considered essential.

- c. Identify financial impacts and plans for reallocation of internal resources, particularly staff and classroom and lab space.
- Given that the Certificate courses have always been offered using a hybrid format with mainly online learning and a few days of weekend in-person lab sessions, and some of the content is offered at affiliated clinical sites, there are no space impacts. As the Certificate instructors are hired on short term contracts, and staff members support several programs, the suspension of this Certificate will not impact staff.

Reviewer's Comment:

SECTION B: SUSPENSION EXTENSION

SECTION A: RATIONALE

- a. Briefly describe the rationale for original suspension request. (Attach ministry approval letter for the original suspension.)

- N/A

- b. Briefly explain why the extension is needed and include supporting evidence (e.g., active students have not completed graduation requirements).

- N/A

- c. If there are students still in the program, describe how they will be supported to complete graduation requirements while the suspension is in place.

- N/A

- d. Explain how the duration of the suspension extension was determined.

- N/A

Reviewer's Comment:

SECTION B: OTHER CONSIDERATIONS

Other considerations

- a. Are there other factors or considerations the Ministry should take into account when reviewing this proposal?

- Many professionals are inquiring and enrolling in the easily accessible, non-credit, lower cost micro-credential courses within our Faculty. These tend to fit with the schedule and budget for working professionals. IEPTs are a unique student population who truly appreciate educational opportunities that can advance their integration into the Canadian workplace. Most IEPTs have limited budgets and are not seeking a graduate certificate credential.

Reviewer's Comment:

RECOMMENDATION (FOR DEPARTMENT USE)

Recommendation(s):

Rationale for Recommendation:

Reviewer(s):

Date Completed:

FINAL Item No. 7
**Governance Executive Summary
Action Item**

Agenda Title	Approval of the Teaching, Learning and Evaluation Policy Revised Appendix A: Student Perspectives of Teaching (SPOT) Survey
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Motion

<p>THAT the General Faculties Council approve the proposed revisions to the UAPPOL Appendix A: Student Perspectives of Teaching (SPOT) Survey, as set forth in Attachment 1 to take effect July 1, 2023.</p>
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Item

Action Requested	<input checked="" type="checkbox"/> Approval <input type="checkbox"/> Recommendation
Proposed by	Kathryn Todd, Deputy Provost (Academic) Karsten Mündel, Acting Vice-Provost (Learning Initiatives)
Presenter(s)	Karsten Mündel, Acting Vice-Provost (Learning Initiatives)

Details

<i>Office of Administrative Responsibility</i>	Office of the Provost and Vice-President (Academic)
<i>The Purpose of the Proposal is (please be specific)</i>	The proposal is before the committee to provide a final version of the revisions to the Appendix A of the Teaching, Learning and Evaluation Policy suite, and seek recommendation of approval of the revised Appendix A: Student Perspectives of Teaching (SPOT) Survey for the University of Alberta.
<i>Executive Summary (outline the specific item – and remember your audience)</i>	<p><u>Background</u> The Teaching, Learning, and Evaluation (TLE) Policy suite was approved March 25, 2022, by the Board of Governors, alongside the rescission of GFC Policy Manual section 111. The Policy suite’s Appendix A is the new home for questions to be used for capturing the input of student perspectives on teaching. Appendix A that is currently in use contains the historical “USRI” questions with slight modifications to the survey tool to reflect the TLE procedure, which includes: the inclusion of the preamble (taken directly from the Policy suite), individual comment fields following each question (as opposed to large “catch all” field at survey’s end), and slight changes to the language of the responses (i.e., instead of “strongly agree” as a choice, the survey reads “I strongly agree”). This survey tool is now referred to as “SPOT” and was adopted by the General Faculties Council effective July 1, 2022.</p> <p><u>Commitment to EDI and Involvement of Institutional Experts</u> Throughout the development of these new questions, feedback gathered through earlier efforts to modify the USRI process was considered; best practice and current research was incorporated; and the work to date of the CLE on the Effective Teaching Framework has been reflected. These questions also incorporate and show sensitivity toward the considerations raised through the overall Policy consultation process. These revised questions intend to minimize the impact of biases that exist within survey evaluation and encourage feedback that is timely, specific and actionable.</p>



	<p>The attached revised Appendix A reflects the new proposed SPOT questions (18 total) (initially developed by the 2021 Working Group set that was further refined by CLE in late 2021) that have followed initial piloting and validation as led by our institutional experts in the Centre for Research in Applied Measurement and Evaluation (CRAME). An update is reflected in the appended Summary Report report prepared by CRAME.</p> <p>These proposed questions represent a significant shift from the historical “USRI” questions, and are built following careful work of the community to reflect the new TLE Policy suite and the Framework for Effective Teaching as referenced in the Teaching, Learning and Evaluation Policy (Section A., pages 2 - 3).</p> <p><u>Pilot and Validation</u> Please see the two reports from CRAME (attachment 2: CRAME SPOT Validation Summary (January 2023); attachment 4: Interim Validation Report) for details about the extensive work done to develop questions and pilot them during 2022.</p> <p><u>Next Steps</u> As confirmed by Dr. John Nychka (Vice-Provost (Learning Initiatives)) at the February 28, 2022, GFC meeting, GFC would be asked to approve the revised Appendix A containing the first new questions for student input.</p> <p>Feedback can be shared at tleinput@ualberta.ca.</p>
<p><i>Supplementary Notes and context</i></p>	<p><u>Comments from the Committee on the Learning Environment (CLE):</u> <i>CLE unanimously recommends that GFC approve these questions after careful thought and discussion were given to the changes. This consensus was reached by CLE members in a series of two Circles offered to them and joined by an Indigenous community member. Through that circle, committee members were able to express concerns and discuss how they were comfortable approving the SPOT questions because student questionnaire was only one mechanism in multifaceted evaluation of teaching and the collective agreement states that evaluation at FEC should not rely on any one approach (A6.03.4.2). Committee members suggested that GFC should take into consideration the role of its standing committee in developing the questions in collaboration with the U of A teaching and learning community over the past five years. Members emphasized that they are committed to continuing to work on the development of a multifaceted evaluation of teaching through the use of additional appendices, to monitor the implementation of questions once approved, and to regularly review the implementation using an innovation and design approach to facilitate favourable outcomes for all stakeholders.</i></p>

Item No. 7

Consultation and Stakeholder Participation (parties who have seen the proposal and in what capacity) <For information on the protocol see the Governance Resources section Student Participation Protocol >	<p><u>Those who are actively participating and who have been consulted:</u></p> <ul style="list-style-type: none"> ● General Faculties Council (GFC) (November 14, 2022) ● GFC Committee on the Learning Environment (CLE) (November 14, 2022) ● College Deans (November 16, 2022) ● College Associate Deans (Education) (November 2022) ● Provost’s Council (November 21, 2022) ● AASUA (December 21, 2022) ● Statutory Deans’ Council (November 30, 2022) ● GFC CLE (November 30, 2022) ● Council of Faculty Associations (CoFA) - UofA Students’ Union) ● Students’ Council - UofA Students’ Union (December 13, 2022) ● Chairs’ Council (January 17, 2023) ● Graduate Students’ Association Board (January 25, 2023) ● GFC CLE (January 25, 2023) ● GFC Council of Student Affairs (COSA) (January 26, 2023) ● GFC (January 30, 2023) ● GFC CLE (February 8, 2023) ● <i>GFC (February 27, 2023)</i>
Approval Route (Governance) (including meeting dates)	<ol style="list-style-type: none"> 1. GFC CLE Action: For Recommendation (February 8, 2023) 2. GFC EXEC Placement on the GFC Agenda (February 13, 2023) 3. GFC Action: For Approval (February 27, 2023)

Strategic Alignment

Alignment with <i>For the Public Good</i>	<p>MISSION: Within a vibrant and supportive learning environment, the University of Alberta discovers, disseminates, and applies new knowledge for the benefit of society through teaching and learning, research and creative activity, community involvement, and partnerships.</p> <p>VALUES: We value excellence in teaching, research, and creative activity that enriches learning experiences, advances knowledge, inspires engaged citizenship, and promotes the public good.</p> <p>For the Public Good EXCEL as individuals, and together, sustain a culture that fosters and champions distinction and distinctiveness in teaching, learning, research, and service.</p>			
Alignment with Core Risk Area	<p>Please note below the specific institutional risk(s) this proposal is addressing.</p> <table border="0" style="width: 100%;"> <tr> <td style="vertical-align: top; width: 50%;"> <input type="checkbox"/> Enrolment Management <input checked="" type="checkbox"/> Faculty and Staff <input type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input checked="" type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure </td> <td style="vertical-align: top; width: 50%;"> <input type="checkbox"/> Relationship with Stakeholders <input checked="" type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input checked="" type="checkbox"/> Student Success </td> </tr> </table>		<input type="checkbox"/> Enrolment Management <input checked="" type="checkbox"/> Faculty and Staff <input type="checkbox"/> Funding and Resource Management <input type="checkbox"/> IT Services, Software and Hardware <input checked="" type="checkbox"/> Leadership and Change <input type="checkbox"/> Physical Infrastructure	<input type="checkbox"/> Relationship with Stakeholders <input checked="" type="checkbox"/> Reputation <input type="checkbox"/> Research Enterprise <input type="checkbox"/> Safety <input checked="" type="checkbox"/> Student Success
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Legislative Compliance and jurisdiction	<p>Cite reference to relevant legislation, policy, and governance committee(s) [title only is required].</p> <p>Post-Secondary Learning Act GFC CLE Terms of Reference</p>			



	UAPPOL Teaching, Learning and Evaluation Policy UAPPOL Student Input to the Evaluation of Teaching and Learning Procedure UAPPOL Appendix A: Student Perspectives of Teaching (SPOT) Survey
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Attachments

1. [UAPPOL Appendix A - SPOT Survey \(January 2023\)](#)
2. [CRAME SPOT Validation Summary \(January 2023\)](#)
3. [UAPPOL Appendix A - SPOT Survey \(July 1, 2022\)](#)
4. [CRAME Interim Validation Report - SPOT \(October 2022\)](#)
5. [Presentation to GFC \(February 27, 2023\)](#)

Background information/relevant reference documents

1. [UAPPOL Teaching, Learning and Evaluation Policy](#) (Section A., pages 2 - 3)
2. [CTL Website: Multifaceted Evaluation of Teaching](#)
3. [Report of the Student Experience of Teaching and Learning Task Force \(September 2021\)](#)
4. [Student Experience of Teaching and Learning Task Force of CLE - History of USRIs at the University of Alberta \(February 2021\)](#)
5. [The Quad: Consider This: USRIs-what are they good for? \(2019\)](#)
6. [Executive Summary: Teaching Evaluation at The University of Alberta - by CTL \(2016\)](#)
7. [Teaching and Learning and Teaching Evaluation and the Use of the Universal Student Ratings of Instruction \(USRI\) as an Evaluative Tool - GFC Outline of Issue \(May 2016\)](#)
8. [University of Alberta's Multifaceted Summative Evaluation of Teaching Symposium \(2015\)](#)
9. [GFC Committee on the Learning Environment \(CLE\) Subcommittee on the Status of Universal Student Ratings of Instruction \(USRIs\) Final Report \(2013\)](#)
10. [Evaluation of Teaching at the University of Alberta: Report of the Sub-Committee of the Committee on the Learning Environment \(CLE\) \(2008\)](#)
11. [GFC USRI Report \(1999\)](#)

Prepared by: Karsten Mündel, Acting Vice-Provost (Learning Initiatives) and Chair of GFC CLE
(kmundel@ualberta.ca)

January 2023

Original Approval Date:

Effective Date:

Teaching, Learning and Evaluation Policy

Appendix A: Student Perspectives of Teaching (SPOT) Survey

Office of Accountability:	Provost and Vice-President (Academic)
Office of Administrative Responsibility:	Provost and Vice-President (Academic)
Approver:	GFC Committee on the Learning Environment

YOUR VOICE MATTERS - For this survey to be as comprehensive as possible, the University of Alberta would appreciate receiving your input. The results are used as one component of a multi-faceted approach to the evaluation of teaching and learning, therefore, they contribute to your instructor's self-reflection and evaluation. They also help initiate change in curriculum and instruction.

CIVILITY AND RESPECT - These are shared norms in our work and learning environment and we encourage a healthy exchange of ideas and perspectives. Feedback should be provided in a manner that reflects our commitment to collegiality and inclusivity, while acknowledging that we all have unique and particular needs within this environment.

BIAS AWARENESS - Please be aware of biases that you may hold and make an effort to resist stereotypes about particular identities and groups of people (related to perceived race, gender, age, religion, ability, sexual orientation, and/or ethnicity of the instructor).

WHAT WE WANT TO HEAR - Please provide specific feedback on your experience in the comment section as appropriate for each question. The most helpful feedback is actionable, thoughtful, and concrete. Focus on your experiences with term work, course resources, and other instructional materials and not on personal characteristics such as the course instructor's appearance or speaking style.

ANONYMITY - The survey will be accessible only by CCID and students' anonymity will be protected. Summary results will be made available to instructors only after grades are finalized. If you are concerned about the anonymity of any typewritten comments, those may be provided directly to the Chair, Director or Dean noting the course number, section and name of the instructor. Please be aware, however, that the University may be required to intervene based upon assessment of potentially threatening or harmful comments.

ABOUT THE RESULTS - The numerical SPOT Report for the standard questions listed below will be available to you as well as the Students' Union and the Graduate Students' Association for the sole purpose of providing information for future course selections.

QUESTIONS - Should be addressed to students@ualberta.ca.

Framework for Effective Teaching Domain: COURSE DESIGN

Design: Course design refers to the organization of lectures, readings, labs, and assignments/exams, etc. that form the overall structure of the course by the primary instructor.

1. I found the course easy to follow.
 - I strongly disagree (SD)
 - I disagree (D)
 - I neither agree nor disagree (N)
 - I agree (A)
 - I strongly agree (SA)Comment (optional): [character max]

2. I found the course requirements clear.
 - I strongly disagree (SD)
 - I disagree (D)
 - I neither agree nor disagree (N)
 - I agree (A)
 - I strongly agree (SA)Comment (optional): [character max]

3. I found the course designed in a way that supported my learning.
 - I strongly disagree (SD)
 - I disagree (D)
 - I neither agree nor disagree (N)
 - I agree (A)
 - I strongly agree (SA)Comment (optional): [character max]

Utility of course resources: Course resources refer to readings, books, labs, handouts, multimedia, digital materials, etc. that are built into the course design.

1. The course resources supported my learning.
 - I strongly disagree (SD)
 - I disagree (D)
 - I neither agree nor disagree (N)
 - I agree (A)
 - I strongly agree (SA)Comment (optional): [character max]

2. The course resources increased my knowledge of the subject.
 - I strongly disagree (SD)
 - I disagree (D)
 - I neither agree nor disagree (N)
 - I agree (A)
 - I strongly agree (SA)Comment (optional): [character max]

3. The course resources helped me prepare for my assignments and exams.
 - I strongly disagree (SD)
 - I disagree (D)
 - I neither agree nor disagree (N)
 - I agree (A)
 - I strongly agree (SA)Comment (optional): [character max]

Graded work: Graded work refers to exams, labs, assignments, projects, and similar work that is marked with a percentage or a letter grade.

1. The graded work was reflective of the course content.

- I strongly disagree (SD)
 - I disagree (D)
 - I neither agree nor disagree (N)
 - I agree (A)
 - I strongly agree (SA)
- Comment (optional): [character max]

2. The graded work allowed me to apply my knowledge from the course.

- I strongly disagree (SD)
 - I disagree (D)
 - I neither agree nor disagree (N)
 - I agree (A)
 - I strongly agree (SA)
- Comment (optional): [character max]

3. The graded work yielded helpful information about my learning.

- I strongly disagree (SD)
- I disagree (D)
- I neither agree nor disagree (N)
- I agree (A)
- I strongly agree (SA)

Framework for Effective Teaching Domain: INSTRUCTIONAL PRACTICES

Course delivery: Course delivery refers to the overall flow of the course including the class time, workload, and number and timing of course assessments, etc.

1. I was able to keep up with the instructor's pacing of course delivery.

- I strongly disagree (SD)
 - I disagree (D)
 - I neither agree nor disagree (N)
 - I agree (A)
 - I strongly agree (SA)
- Comment (optional): [character max]

2. I had enough time to complete my course work.

- I strongly disagree (SD)
 - I disagree (D)
 - I neither agree nor disagree (N)
 - I agree (A)
 - I strongly agree (SA)
- Comment (optional): [character max]

3. I found there were enough assessments to monitor my learning.

- I strongly disagree (SD)
- I disagree (D)
- I neither agree nor disagree (N)
- I agree (A)
- I strongly agree (SA)

Instructional approach: Methods that the instructor puts in place to support your learning during and after class time.

1. My instructor provided examples and illustrations to support my learning.

- I strongly disagree (SD)
 - I disagree (D)
 - I neither agree nor disagree (N)
 - I agree (A)
 - I strongly agree (SA)
- Comment (optional): [character max]

2. My instructor offered alternative explanations to support my learning.

- I strongly disagree (SD)
 - I disagree (D)
 - I neither agree nor disagree (N)
 - I agree (A)
 - I strongly agree (SA)
- Comment (optional): [character max]

3. My instructor provided feedback to support my learning.

- I strongly disagree (SD)
- I disagree (D)
- I neither agree nor disagree (N)
- I agree (A)
- I strongly agree (SA)

Class Climate: Climate is about how you perceive the learning environment as respectful, collegial, and inclusive.

1. My instructor created and maintained a climate of mutual respect.

- I strongly disagree (SD)
 - I disagree (D)
 - I neither agree nor disagree (N)
 - I agree (A)
 - I strongly agree (SA)
- Comment (optional): [character max]

2. I felt a sense of collegiality in this course.

- I strongly disagree (SD)
 - I disagree (D)
 - I neither agree nor disagree (N)
 - I agree (A)
 - I strongly agree (SA)
- Comment (optional): [character max]

3. I felt comfortable to ask questions and share my ideas in this course.

- I strongly disagree (SD)
- I disagree (D)
- I neither agree nor disagree (N)
- I agree (A)
- I strongly agree (SA)

DEFINITIONS

Any definitions listed in the following table apply to this document only with no implied or intended institution-wide use. [▲ Top](#)

Students	All learners including undergraduate and graduate students in full-time and part-time degree programs; students in open studies, fresh start program, transition year; international visiting and exchange and study abroad students; postgraduate medical/dental education students; and PDF trainees.
Instructors	Includes Academic Faculty, Faculty Service Officers, Librarians, Academic Teaching Staff and Excluded Academic Administrators. When their responsibilities include teaching, also includes Academic Colleagues, Postdoctoral Fellows and Graduate Students.

Course	Includes undergraduate and graduate courses, laboratory courses, non-degree courses, seminars, clinical supervision courses, and reading or directed study courses.
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RELATED LINKS

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