



Wednesday, December 06, 2017  
 2-31 South Academic Building (SAB)  
 2:00 PM - 4:00 PM

**OPENING SESSION**

- |    |  |              |
|----|--|--------------|
| 1. | Approval of the Agenda                                   | Sarah Forgie |
| 2. | Approval of the Open Session Minutes of November 1, 2017 | Sarah Forgie |
| 3. | Comments from the Chair (no documents)                   | Sarah Forgie |

**DISCUSSION ITEMS**

- |    |  |  |
|----|--|--|
| 4. | University of Alberta Museums Annual Report for the Period: July 1, 2016 – June 30, 2017   | Janine Andrews<br>Jocelyn Hall   |
| 5. | Teaching Evaluation<br>- GFC Policy 111: Teaching and Learning and Teaching Evaluation   | Sarah Forgie   |
| 6. | Experiential Learning (no documents)   | Sarah Forgie   |
| 7. | Updates (no documents)<br>A. Centre for Teaching and Learning (CTL)<br>B. Information Technology<br>C. Learning Services<br>D. General Faculties Council (GFC) | Janice Miller-Young<br>Jeff Rawlings<br>Kathleen DeLong<br>Eva Lemaire |
| 8. | Question Period  | Sarah Forgie   |

**INFORMATION REPORTS**

- |     |   |
|-----|---|
| 9.  | Items Approved by the Committee by E-Mail Ballots (non-debatable) -<br>No items to date |
| 10. | Information Items Forwarded to Committee Members Between Meetings - No items to date    |

**CLOSING SESSION**

- |     |  |
|-----|--|
| 11. | Next meeting: February 7, 2018                           |
| 12. | Next General Faculties Council meeting: January 29, 2018 |

**Presenter(s):**

Janine Andrews	Executive Director, Museums and Collections Services
Jocelyn Hall	Chair, University of Alberta Museums Policy and Planning Committee

Documentation was before members unless otherwise noted.

Meeting REGRETS to:  
Prepared by:  
University Governance

Andrea Patrick, 780-492-1937, [apatrick@ualberta.ca](mailto:apatrick@ualberta.ca)  
Meg Brolley, Coordinator, GFC Committee on the Learning Environment  
[www.governance.ualberta.ca](http://www.governance.ualberta.ca)



General Faculties Council  
 Committee on the Learning Environment  
 Open Session Minutes

Wednesday, November 01, 2017  
 2-31 South Academic Building (SAB)  
 2:00 PM - 4:00 PM

**ATTENDEES:**

Sarah Forgie, Chair  
 Samer Adeeb  
 Janice Causgrove Dunn  
 Kathleen DeLong  
 Robert Desjardins  
 Yuuki Ito  
 Firouz Khodayari  
 Eva Lemaire

Janice Miller-Young  
 Norma Rodenburg  
 Shane Scott  
 Andrews Tawiah  
 Jennifer Tupper  
 Stanley Varnhagen  
 Janet Wesselius

**REGRETS:**

Jeff Rawlings  
 Mani Vaidyanathan

**STAFF:**

Meg Brolley

**OPENING SESSION**

1. Approval of the Agenda

Materials before members are contained in the official meeting file.

Motion: Tupper/Scott

THAT the GFC Committee on the Learning Environment approve the Agenda.

**CARRIED**

2. Approval of the Open Session Minutes of September 6, 2017

Materials before members are contained in the official meeting file.

Motion: Lemaire/Causgrove Dunn

THAT the GFC Committee on the Learning Environment approve the Minutes of September 6, 2017.

**CARRIED**

3. Approval of the Open Session Minutes of October 4, 2017

Materials before members are contained in the official meeting file.

Motion: Varnhagen/Miller-Young

THAT the GFC Committee on the Learning Environment approve the Minutes of October 4, 2017.

**CARRIED**

4. Comments from the Chair (no documents)

The Chair noted that Harvey Weingarten, President and CEO of the Higher Education Quality Council of Ontario (HEQCO), and former President of the University of Calgary, would be at the university on November 14 to

speak about learning outcomes. She noted that Dr Weingarten brings a perspective from Ontario where the government has mandated learning outcomes.

Dr Forgie reported on the survey experiential learning continues that looks at cataloguing current opportunities and asking what additional resources would be helpful.

Finally, she reported on a blanket exercise that the Provost's Office had participated in and asked if the committee would be interested in participating in such an event; links to such opportunities would be shared with the committee.

## **DISCUSSION ITEMS**

### 5. Proposed Student Groups Policy Suite

Materials before members are contained in the official meeting file.

*Presenter(s):* André Costopoulos, Vice-Provost and Dean of Students

*Discussion:*

Dean Costopoulos reported that the current procedure was approved when student groups were removed from the Code of Student Behaviour a few years ago and that it has no associated policy. He indicated that proposed policy suite would clarify the relationship between the university and student groups including whether the university wants to have a relationship, the nature of relationship, and how it is regulated. Recognized student groups have the privilege of booking space and using the university logo. Dean Costopoulos emphasized that the proposed policy suite includes obligations on both sides and is primarily concerned with risk to people and property.

The committee discussed the time required for applications for student group events to be approved, that the Students' Union and Graduate Students' Association would be bound by this policy, how situations which contravene the policy or procedures would be handled, and risk to reputation.

### 6. University of Alberta Open Education

*Presenter(s):* Krysta McNutt, OER Project Manager, Centre for Teaching and Learning

Ms McNutt presented an overview of Open Education, defining the term and associated resources, providing perspectives on its use and referring to the University of Alberta OER awards.

She provided an overview on openly licensed education content and licensing and the ability of individuals to put restrictions on how the resource is used by others. Ms McNutt indicated that assigning a license does not change copyright.

Ms McNutt indicated that OER is used to reduce costs to students, increase the quality of teaching materials and opportunities for creative pedagogy, and make educational materials more accessible and discoverable. She noted that students are asking for it and instructors already do it.

She then gave the committee information about the University of Alberta OER Awards which would be announced in mid-November; this grant program would connect faculty with CTL and Libraries, and provide support to instructors.

*Discussion:*

Members discussed the following: would university fund current websites which use OER, some of which are quite complex; concerns that resources are not peer reviewed; creation of new resources rather than using existing resources; OER may not be suitable in all disciplines.

Other issues raised included: content creators as stakeholders and how resources can be changed; accessibility related to device quality/access; importance of information literacy and necessity of critical thinking skills; how to recognize and deal with content mistakes; the potential to use as a class activity to build and improve content; and the efforts made by the bookstore to keep textbook prices as low as possible.

## **EARLY CONSULTATION**

### 7. Experiential Learning (no documents)

*Presenter(s):* Sarah Forgie

The Chair noted that experiential learning is one of the themes in *For the Public Good* and indicated that Norma Nocente and her team from CTL have been engaged to conduct an online survey and interviews to explore what is happening at the university. She indicated that this will be going forward to General Faculties Council for early consultation and asked for the committee's input.

#### *Discussion:*

The committee provided feedback that included: how is experiential learning defined, how is the term used in different contexts, and how they would like to use it; the costs associated with it especially in light of budget reduction discussion; assessing supplementary fees to students to ensure quality experiences (hire staff to supervise and ensure client safety as necessary); how experiential learning experiences can be compared between classes and programs; whether labs and design courses were considered to be experiential learning.

Other comments included: reflection on why we do it, what we learned, and what was the educational benefit; the need for continuing professional development for instructors; how to improve current experiences; evaluation of what is done well; and co-curricular opportunities.

## **DISCUSSION ITEMS**

### 8. Updates (no documents)

#### A. Centre for Teaching and Learning (CTL)

Dr Miller Young provided an update on the learning outcomes resources guide on how to write and use learning outcomes, and how to use them in evaluation.

#### B. Information Technology – no update

No update

#### C. Learning Services

Dr DeLong reported that the Cameron Library was now open 24 hours and the safety and security of both staff and students was being considered very seriously. She further noted that a staff member was hired to work with CTL on OER.

#### D. General Faculties Council (GFC)

Dr Lemaire noted that GFC approved at its last meeting: the CLE recommendations on USRIs, the first of the GFC committee terms of reference from ad hoc recommendations; changes of wording in the University Calendar to Aboriginal identity from Aboriginal ancestry.

9. Question Period

The Chair noted that a small working group would be formed to look at recommendations, work plan, and next steps related to the report on USRIs.

**INFORMATION REPORTS**

10. Items Approved by the Committee by E-Mail Ballots (non-debatable)

There were no items.

11. Information Items Forwarded to Committee Members Between Meetings

There were no items.

**CLOSING SESSION**

The meeting was adjourned at 4:00 pm

**OUTLINE OF ISSUE**  
**Advice, Discussion, Information Item**

Agenda Title: **University of Alberta Museums Annual Report for the Period:  
July 1, 2016 – June 30, 2017**

**Item**

Proposed by	Janine Andrews, Executive Director, Museums and Collections Services, and Jocelyn Hall, Chair, University of Alberta Museums Policy and Planning Committee
Presenter	Janine Andrews, Executive Director, Museums and Collections Services, and Jocelyn Hall, Chair, University of Alberta Museums Policy and Planning Committee

**Details**

Responsibility	Provost and Vice-President (Academic)
The Purpose of the item is (please be specific)	To file an annual report, as requested, with General Faculties Council.
Timeline/Implementation Date	This Annual Report covers a reporting period of July 1, 2016 – June 30, 2017
Supplementary Notes and context	N/A

**Engagement and Routing** (Include meeting dates)

Participation: (parties who have seen the proposal and in what capacity)  <For further information see the link posted on the <a href="#">Governance Toolkit section Student Participation Protocol</a> >	<u><b>Those who have been informed:</b></u> <ul style="list-style-type: none"> <li>Interim Vice-Provost (Learning Services) (as non-voting member of the Policy and Planning Committee)</li> </ul>
	<u><b>Those who have been consulted:</b></u> <ul style="list-style-type: none"> <li>University of Alberta Museums Policy and Planning Committee (November 22, 2017) for review and approval.</li> </ul>
	<u><b>Those who are actively participating:</b></u> <ul style="list-style-type: none"> <li>N/A</li> </ul>

**Alignment/Compliance**

Alignment with Guiding Documents	<p><b><i>For the Public Good</i></b></p> <p>EXCEL as individuals, and together, sustain a culture that fosters and champions distinction and distinctiveness in teaching, learning, research, and service.</p> <p>Objective 13: Enable University of Alberta researchers to succeed and excel.</p> <p><i>Strategy iv.</i> Secure and sustain funding for the continuous evolution and operation of research facilities and resources (e.g., libraries, labs, Research Services Office, museums and collections, performance spaces, fine arts facilities, and U of A Press) to meet the changing needs of our broad-based research community.</p>
Compliance with Legislation, Policy and/or Procedure Relevant to the Proposal (please quote legislation and include identifying section)	<p>1. <b><i>Post-Secondary Learning Act (PSLA)</i></b>: GFC has responsibility, subject to the authority of the Board of Governors, over academic affairs. (Section 26(1)) GFC has thus established policies governing University Museums Collections, as set out in University of Alberta Policies and Procedures On-Line (UAPPOL).</p>

numbers)	<p>2. <b>GFC Policy:</b> The University of Alberta Museums Annual Report is one of several reports from non-GFC committees/entities requested to provide an annual report to GFC.</p> <p>3. <b>GFC Committee on the Learning Environment</b> “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.”</p> <p>4. <b>GFC Terms of Reference (GFC Procedures (GFC Agendas) (Reports)):</b> “Reports not requiring action by GFC will be discussed by the Executive Committee (with committee chairs in attendance) and placed on the GFC agenda for information. If a GFC member has a question about a report, or feels that the report should be discussed by GFC, the GFC member should notify the Secretary to GFC, in writing, two business days or more before GFC meets so that the committee chair can be invited to attend. Such reports will be discussed as the last of the standing items.” (Section 4.a.)</p> <p>Annual reports are made available to GFC online (GFC, February 24, 2003, Minute 14).</p>
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Attachments

1. University of Alberta Museums Annual Report 2016 - 2017 (page(s) 1 - 14)

*Prepared by:* Jill Horbay, Communications and Marketing Coordinator, Museums and Collections Services, [horbay@ualberta.ca](mailto:horbay@ualberta.ca), 780.492.3802



**museums**  
UNIVERSITY OF ALBERTA

**ANNUAL REPORT**

July 1, 2016 to June 30, 2017



**UNIVERSITY OF ALBERTA MUSEUMS ANNUAL REPORT**

*including the report of the University of Alberta Museums  
Policy and Planning Committee*



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# Introduction

## UNIVERSITY OF ALBERTA MUSEUMS STRATEGIC PLAN

In response to the University of Alberta's Institutional Strategic Plan *For the Public Good* which was approved in June 2016, the University of Alberta Museums created a unit strategic plan titled: *University of Alberta Museums and Collections Strategic Plan 2017–2021 Contributing to the Public Good*. This plan will help with tasks for the University of Alberta Museums for the upcoming years (2017–2021).

The plan aligns with the University of Alberta Institutional Strategic Plan's goals — Excel, Experience, Engage, and Sustain.

The 2016/2017 Annual Report of the University of Alberta Museums, and those moving forward, will reflect the goals, strategies, activities, and progress towards achieving the goals of the *University of Alberta Museums and Collections Strategic Plan 2017–2021 Contributing to the Public Good*.

## UNIVERSITY OF ALBERTA MUSEUMS POLICY AND PLANNING COMMITTEE

The University of Alberta Museums Policy and Planning Committee met on October 6, 2016, February 28, 2017 and April 13, 2017.

The following items were discussed formally at the Policy and Planning Committee meetings during the reporting period.

- The University of Alberta Museums' curator re-designation began in this reporting period as per the *Museums and Collections Policy*. Curator designations are typically a five-year term.
- The Committee voted to approve the deaccession of six meteorite specimens (pieces of the Allende meteorite) in order to use these specimens to trade for other meteorite specimens that were not represented in the Meteorite Collection.
- A Member of the Legislative Assembly (MLA) of Alberta from Medicine Hat, the Right Honourable Robert Wanner, brought forward a request from one of his constituents regarding the reburial of remains of three individuals held at the University of Alberta. At this time, preliminary discussions regarding this request are on-going.
- The process of making "friendly edits" regarding the *Museums and Collections Policy* and related UAPPOL procedures is complete.
- The University of Alberta Museums strategic plan, *Contributing to the Public Good*, was reviewed and commented on at two committee meetings and updates were provided on its distribution to other University of Alberta Museums stakeholders.

## GOAL 1

# Excel

University of Alberta Museums and Collections excel at contributing to a University of Alberta sustainable culture that fosters and champions distinction in teaching, learning, research and service.

**Strategy – Academic Alignment:** Align UA Museums and Collections with established and emerging areas of signature research and teaching to ensure museum programs are prioritized to meet University of Alberta needs.

### Progress

- The curator review and re-designation process was 70 per cent complete at the end of the reporting period and one new curator was added to the network.

**Strategy – Training to Excel:** Proactively train Curators, professors, staff and students to excel at integrating UA Museums collections into teaching, learning and research activities.

### Progress

- Plans for progress in 2017/18.

**Strategy – Facilities Review:** Plan and advocate for multi-purpose museum accessible facilities that support strategic research and teaching areas across disciplines and programs.

### Progress

The University of Alberta Museums has worked over the last year to provide action and assistance with facility issues. The following are just some of the facility updates the University of Alberta Museums worked on this reporting period:

- A significant portion of the Laboratory for Vertebrate Paleontology's collection, including fossil fishes, reptiles, and mammals, moved to a new storage location in the Centennial Centre for Interdisciplinary Science. This was done to ensure proper environmental conditions were being met for the long-term conservation of the collection.

- A storage reorganization project for the University of Alberta Art Collection stored at University Terrace began in June 2017 and will continue. The project will involve an inventory of the collection, digitization of works of art, and creation of accessible storage for art placement candidates.
- There was a significant incident in the Vascular Plant Herbarium involving a burst pipe. Although there was minimal short-term damage to the collection, the heat and humidity caused by the burst pipe could have long-term consequences for the collection. As a result, this incident brought awareness to Risk Management and they will strike an ad-hoc committee with the University of Alberta Museums to work on future facility issues that could have an impact on collections.



- A sculpture from the University of Alberta Art Collection on display in the Fine Arts Building was damaged when someone attempted to move it without authorization. Conservation was attempted on the work of art, but the damage was irreparable. As a result, the work of art will be deaccessioned.

### FAST FACT

In this reporting period, **4,203 new media records** have been added to the **University of Alberta Art Collection's database** (new media records include images and any miscellaneous documents).

**Strategy – Innovate Online Catalogue Access:** Innovate online catalogue access to advance priority research and teaching areas (e.g., Biodiversity Interfaces).

#### Progress

- Beta website launched for Natural Science collection database search interface in June 2017.
- University of Alberta Museums set-up and trained 10 new account users (for example: students, researchers, etc.) on Mimsy XG – the collections management system used by the University of Alberta Museums.

**Strategy – Respectful Acquisitions>Returns:** UA Museum collections are respectfully acquired, managed and returned (if appropriate) within our diverse cultural and scientific obligations, relationships and priorities with our communities.

#### Progress

- The University of Alberta Museums Executive Director presented to the University of Alberta Advancement Officers in order to demonstrate the role the University of Alberta Museums unit plays in respectful acquisition of museum objects. As a result of this presentation, there have been eight follow-up sessions with Advancement Officers to discuss our procedures.
- Two community amateur entomology collectors donated their collections of spiders and moths, respectively, to the E.H. Strickland Entomological Museum. This totalled over 64,000 combined specimens and an appraisal value of over \$295,000. The University of Alberta Museums worked with the Advancement office and the E.H. Strickland Entomological Museum to bring these acquisitions into the collection.
- The Clothing and Textiles Collections had 15 new acquisitions in 2016/2017 which totalled 43 objects added to the collection.
- The University of Alberta Art Collection had 16 new acquisitions in 2016/2017 which totalled approximately 160 objects added to the collection.



## GOAL 2

# Experience

### FAST FACT

A volunteer in the Fossil Hominid Collection completed large portions of species re-designations that has gone undone for a number of years.



University of Alberta Museums and Collections are integral to the learning experience at all stages of life through the development of inspiring opportunities that nurture talents, expand knowledge and skills, and enable individual success.

**Strategy - Volunteer Program:** UA Museums and Collections Volunteer Program is an integral part of the University of Alberta learning and development experience and the priorities of the UA Museums and Collections.

#### Progress

- The University of Alberta Museums Volunteer Pilot Program concluded in June 2017. There were 14 volunteers recruited for positions within six University of Alberta Museums collections. The University of Alberta Museums received 63 applications - 42 of which were University of Alberta students (undergraduate, graduate and post-doctoral) and 21 were members of the community (retired, alumni, seeking employment, etc.).
- Of the volunteers engaged in the pilot program survey, 100 per cent reported an increase in database skills and would recommend the program to peers.

**Strategy – Student Internship Program:** UA Museums and Collections Student Internship Program is a meaningful, paid program and aspirational learning experience that is accessible to all students and is sustained as a dynamic complement to the UA Museums and Collections strategic priorities.

#### Progress

- The University of Alberta Museums hired one student intern in summer of 2016 (Taylor Berry, Biological Sciences, Environmental Studies) – she is currently employed with the Royal Alberta Museum.
- The University of Alberta Museums has one intern for the summer of 2017 (Jean Middleton, Archaeology, History) who will be attending the University of Aberdeen in Scotland in Fall 2017 to begin her masters in museum studies.
- A review of the internship program and process will begin and will be reported on in the next annual report.

**Strategy – Use of UA Museums collections and exposure to UA Museum and Collections practices is an integral component to student learning at the University of Alberta.**

#### Progress

- Plans for progress in 2017/18.

## GOAL 3

# Engage

### FAST FACT

Over 234,000 views occurred on the University of Alberta Museums webpage from 43,000 users — 33.8 per cent were returning visitor and 66.2 per cent were new.

University of Alberta Museums and Collections are fully accessible and engage individuals and communities by creating reciprocal, mutually beneficial learning experiences, research projects and collaborations.

**Strategy – Focused Communications Tools:** UA Museums and Collections collection tools (e.g., website; social media; print media; presentations) are focused and built to effectively engage our priority communities

#### Progress

- A first draft of the University of Alberta Museums Digital Strategy has been completed. It will contribute to the communication plan of the unit.
- The University of Alberta Museums launched a new WordPress blog and has collected baseline data.

**Strategy – Public Programs:** Facilitate and promote public research and aspirational information experiences through innovative and meaningful access to UA Museums and Collections on and off campus.

#### Progress

- The University of Alberta Museums produced a total of eight exhibitions in the University of Alberta Museums Galleries at Enterprise Square within the last reporting period - five were produced by the University of Alberta Museums and three exhibitions were created through various community partnerships (Dressing Global Bodies Symposium, Government of Alberta Historic Resources Management Branch and the Consulate-General of the People's Republic of China).
- During this reporting period the University of Alberta Museums also concluded their time at Enterprise Square. The Office of the Provost approved one-time funding for the 2016/17 budget year to allow the University of Alberta Museums Galleries at Enterprise Square to

wind down its operations and meet existing commitments to artists, exhibits, and programs. That funding ended with the fiscal year on March 31, 2017.

- The University of Alberta Museums is currently without a public exhibition space.
- The University of Alberta Museums completed seven expeditions on the web-based crowdsourcing platform Notes from Nature based out of University of California Berkley. These expeditions saw 6,390 specimens from the E.H. Strickland Entomological Museum with collection information transcribed by citizen scientists from all around the world.
- The E.H. Strickland Entomological Museum and the University of Alberta Museums completed a hallway exhibition outside the collection space in the Biological Sciences building. This exhibition features stories from the collection on bumblebees, ground beetles and a brief history of the microscope.

**Strategy – Public Art Program:** UA Museums and Collections Public Art Program is an inspiring learning program offered across all campuses for the public good.

#### Progress

- A recently acquired art donation from a former University of Alberta Chancellor, Ralph Young, to the University of Alberta Art Collection was installed in the newly constructed Peter Lougheed Leadership College in time for the building's opening.
- Thirty-four works of public art were installed in eight strategic areas around the University of Alberta campus some of which include:
  - Quad (1)
  - Faculty of Extension (6)
  - Campus Tower (9)
  - Arts and Convocation Hall (13)



**Strategy – Relationship Building & Recognition:**

Build strategic, meaningful reciprocal relationships and collaborations with our UA Museums and Collections communities.

**Progress**

- One curator and one volunteer were honoured at the annual University of Alberta Museums Celebration in March 2017.  
**Curator:** Felix Sperling, E.H. Strickland Entomological Museum  
**Volunteer:** Donald MacFarlane, Volunteer, Laboratory for Vertebrate Paleontology
- The University of Alberta Museums Hall of Fame is currently housed at Enterprise Square in the former University of Alberta Museums Galleries at Enterprise Square. Discussions to relocate the Hall of Fame to a location on campus are currently on-going.

## GOAL 4

# Sustain

University of Alberta Museums and Collections people and their work are sustained and enhanced by attracting and stewarding the resources we need to deliver excellence to the benefit of all.

**Strategy – Best Practice/ Policy Compliance:** Implement continuous improvement in UA Museums and Collections practice and adherence to UA Museums and Collections policies campus-wide through training, communication, collaboration and best practice.

### Progress

- Internal operating procedures have been revised and completed for 13 procedures – which support UAPPOL. Some of these procedures include: Appraisals, Export Permits, and Deaccession.
- An Integrated Pest Management program was implemented in 11 at-risk collections (eg. Clothing and Textiles Collection, University of Alberta Museum of Zoology, etc). This project, funded by the Alberta Museum Association and the University of Alberta Museums, incorporated sustainable prevention, monitoring, and response processes for long-term preservation.
- A location tracking pilot program was implemented in two University of Alberta Museums collections (University of Alberta Art Collection and Meteorite Collection). Over 35 per cent of the University of Alberta Art Collection was completed. A combined 4,137 objects in the University of Alberta Art Collection and Meteorite Collection were barcoded.



**Strategy – External Resource Building:** Secure and steward financial and other resources to support the UA Museums and Collections goals and strategies.

### Progress

The University of Alberta Museums was able to secure the following grants for activities that occurred within this reporting period:

- Museum Assistance Program (MAP) Grant (Department of Canadian Heritage) – location tracking project (\$50,000)
- Alberta Museums Association Institutional Grant – pest management project (\$10,499)
- Alberta Museums Association Professional Development Grant – Attendance of two University of Alberta Museums employees at the Museums and the Web conference in Cleveland, Ohio in April 2017 (\$2,000)

## APPENDICES

# A

## POLICY AND PLANNING COMMITTEE MEMBERSHIP 2016/17

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### Chair

Jocelyn Hall

*Curator, Vascular Plant Herbarium and  
Chair, Curators Committee  
Department of Biological Sciences*

### Ex Officio (voting)

Janine Andrews

*Executive Director, University  
of Alberta Museums*

### Ex Officio (non-voting) 2016/2017

Gerald Beasley

*Vice-Provost, Learning Services*

### General Faculties Council (elected)

Roger Epp

*Director, UAlberta North*

Kisha Supernant

*Associate Professor, Department of  
Anthropology*

### Curators Committee (elected)

Michael Caldwell

*Curator, Higher Vertebrates  
Department of Biological Sciences*

Jim Corrigan

*Curator, University of Alberta  
Art Collection  
University of Alberta Museums*

Andrew Derocher

*Curator, Mammalogy/UAMZ  
Department of Biological Sciences*

Murry Gingras

*Curator, Trace Fossil Collection  
Department of Biological Sciences*

### Undergraduate Student Representative (voting)

Taylor Wright

### Graduate Students' Association Representative (elected)

Scott Wilson

*Department of Biological Sciences*

### Committee Secretariat (non-voting)

Frannie Blondheim

*Associate Director, University of  
Alberta Museums (Issues Management)*

Christina Marocco

*Admin Team Lead, University  
of Alberta Museums (Meeting  
Coordination)*

## B

## DIRECTORY OF REGISTERED COLLECTIONS OF THE UNIVERSITY OF ALBERTA MUSEUMS

## FACULTY OF ARTS

**Department of Anthropology**

Bryan/Gruhn Archaeology Collection  
*Curator: Pamela Willoughby*

Bryan/Gruhn Ethnographic  
 Collection  
*Curator: Pamela Mayne Correia*

Fossil Hominid Cast Collection  
*Curator: Pamela Mayne Correia*

Osteology Collection  
*Curator: Pamela Mayne Correia*

Zooarchaeology Reference  
 Collection  
*Curator: Robert Losey*

**Department of History and Classics**

W.G. Hardy Collection of  
 Ancient Near Eastern and  
 Classical Antiquities  
*Curator: Jeremy Rossiter*

**Department of Music**

Canadian Centre for  
 Ethnomusicology  
*Curator: Michael Frishkof*

**Kule Folklore Centre**

Bohdan Medwidsky Ukrainian  
 Folklore Archives  
*Curator: Maryna Chernyavska*

FACULTY OF AGRICULTURAL, LIFE  
AND ENVIRONMENTAL SCIENCES**University of Alberta  
Botanic Garden**

University of Alberta Botanic  
 Garden Herbarium  
*Curator: René Belland*

**Department of Human Ecology**

Clothing and Textiles Collection  
*Curator: Anne Bissonnette*

**Department of Renewable  
Resources**

Renewable Resources  
 Natural History Collection  
*Curator: John Acorn*

Soil Science Collection  
*Curator: Scott Chang*

FACULTY OF MEDICINE  
& DENTISTRY**Department of Laboratory  
Medicine and Pathology**

Pathology Gross Teaching Collection  
*Curator: David Rayner*

**School of Dentistry**

Dentistry Museum Collection  
*Curator: Loren Kline*

## FACULTY OF SCIENCE

**Department of Biological Sciences**

Cryptogamic Herbarium  
*Curator: Catherine La Farge-England*

Vascular Plant Herbarium  
*Curator: Jocelyn Hall*

Paleobotanical Collection  
*Curator: Eva Koppelhus*

E.H. Strickland  
 Entomological Museum  
*Curator: Felix Sperling*

Freshwater Invertebrate Collection  
*Curator: Heather Proctor*

Jim van Es Marine Invertebrate  
 and Malacology Collection  
*Curator: Richard Palmer*

**Museum of Zoology**

*Curator: Cindy Paszkowski  
 (Amphibian and Reptile Collection  
 / Ornithology Collection)*

*Curator: Alison Murray  
 (Ichthyology Collection)  
 Curator: Andrew Derocher  
 (Mammalogy Collection)*

Parasite Collection  
*Curator: Vacant*

**Laboratory for Vertebrate  
Paleontology**

*Curator: Michael Caldwell  
 (Higher Vertebrates)*

*Curator: Philip Currie  
 (Dinosaur Collection)*

*Curator: Alison Murray  
 (Fossil Fishes Collection)*

*Curator: Corwin Sullivan  
 (Philip J. Currie Dinosaur Museum)*

## APPENDICES

# B

### Department of Earth and Atmospheric Sciences

Drill Core Collection

*Curator: John-Paul Zonneveld*

Invertebrate Paleontology Collection

*Curator: Lindsey Leighton*

Meteorite Collection

*Curator: Christopher Herd*

Mineralogy and Petrology Collection

*Curator: Tom Chacko*

Trace Fossil Collection

*Curator: Murray Gingras*

### MUSEUMS AND COLLECTION SERVICES

University of Alberta Art Collection

*Curator: Jim Corrigan*

Mactaggart Art Collection

*Curator: Vacant*

# C

## MUSEUMS AND COLLECTIONS SERVICES STAFF



**Janine Andrews**  
*Executive Director*

**Emily Beliveau**  
*Collections Management  
Advisor (Humanities)*

**Frannie Blondheim**  
*Associate Director*

**Jennifer Bowser**  
*Collections Management  
Advisor (Registration /  
Preventive Conservation)*

**Bryan Brunet**  
*Collections Management  
Advisor (Natural Sciences)  
(until July 2017)*

## APPENDICES

# C

## MUSEUMS AND COLLECTIONS SERVICES STAFF

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### Jim Corrigan

*Curator, University of Alberta  
Art Collection (passed away  
March 2017)*

### Matthew Hills

*Assistant Curator, University  
of Alberta Art Collection*

### Jill Horbay

*Communications and Marketing  
Coordinator*

### Tom Hunter

*Collections Assistant, University of  
Alberta Art Collection*

### Denis La France

*Senior Systems Administrator*

### Christina Marocco

*Administrative Team Lead*

### Julie-Anne Peddle

*Administrative Assistant (started  
September 2016)*

### Riva Symko

*Gallery Lead, University of Alberta  
Museums Galleries at Enterprise (until  
January 2017)*

### Jim Whittome

*Museums Collections Management  
(until September 2016)*

## MUSEUMS AND COLLECTIONS SERVICES TEMPORARY STAFF

### Lacey Huculak

*Volunteer Coordinator  
(until July 2017)*

### Jean Middleton

*Intern (Summer 2017)*

### Alexis Miller

*Social Media and Communication  
Assistant (until December 2016)*

### Julia Rudko

*Collections Assistant (Location  
Tracking Project) (until May 2017)*

### Sarah Spotowski

*Curatorial Assistant, University of  
Alberta Art Collection*

### Jessica Tofflemire

*Collections Assistant (Pest  
Management Integration) (until April  
2017)*

# D

## FRIENDS

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## FRIENDS OF THE UNIVERSITY OF ALBERTA MUSEUMS BOARD OF DIRECTORS 2016/17

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**OUTLINE OF ISSUE**  
**Discussion Item**

Agenda Title: Teaching Evaluation – GFC Policy 111: Teaching and Learning and Teaching Evaluation

**Item**

Proposed by	Sarah Forgie, Chair, GFC Committee on the Learning Environment
Presenter	Sarah Forgie, Chair, GFC Committee on the Learning Environment

**Details**

Responsibility	Provost and Vice-President (Academic)
The Purpose of the item is (please be specific)	To have a high level discussion on GFC Policy 111 to provide input on the relevancy of the components and to inform the policy development process which will return to the committee for discussion at a subsequent meeting.
Timeline/Implementation Date	N/A
Supplementary Notes and context	On October 30, 2017, General Faculties Council (GFC) endorsed the recommendations of CLE related to Teaching and Learning and Teaching Evaluation and the Use of the Universal Student Ratings of Instruction (USRI) as an Evaluation Tool. Recommendation 3 called for the examination of GFC Policy 111.

**Engagement and Routing** (Include meeting dates)

Participation: (parties who have seen the proposal and in what capacity)	For early consultation with GFC Committee on the Learning Environment. Consultation pathway to be determined.
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**Alignment/Compliance**

Alignment with Guiding Documents	<i>For the Public Good</i> GOAL: <b>EXCEL</b> as individuals, and together, sustain a culture that fosters and champions distinction and distinctiveness in teaching, learning, research, and service. OBJECTIVE 14: Inspire, model, and support excellence in teaching and learning. Strategy iii: Provide robust supports, tools, and training to develop and assess teaching quality, using qualitative and quantitative criteria that are fair, equitable, and meaningful across disciplines.
Compliance with Legislation, Policy and/or Procedure Relevant to the Proposal (please quote legislation and include identifying section numbers)	1. <b>Post-Secondary Learning Act (PSLA)</b> : The PSLA gives GFC responsibility, subject to the authority of the Board of Governors, over academic affairs (Section 26(1)).  4. <b>GFC Committee on the Learning Environment (CLE) Terms of Reference (3.Mandate of the Committee)</b> : “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.”
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Attachments (each to be numbered 1 - <>)

1. Attachment 1: GFC Policy 111: Teaching and Learning and Teaching Evaluation

*Prepared by: Meg Brolley, GFC Secretary, meg.brolley@ualberta.ca*

# GFC Policy Manual

## 111. Teaching and Learning and Teaching Evaluation

**Note from the University Secretariat:** The *Post-Secondary Learning Act* gives General Faculties Council (GFC) responsibility, subject to the authority of the Board of Governors, over "academic affairs" (section 26(1)). GFC has thus established a Teaching and Learning and Teaching Evaluation policy as set out below.

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

### 111.1 Teaching and Learning

#### Preamble

A university has at its heart two goals: the creation of knowledge, and the dissemination and preservation of knowledge. Research -- the creation of knowledge through exploration and discovery -- represents in its broadest sense the learning component of university life. The dissemination and preservation of that knowledge is the teaching component. Within a university, what is taught and how it is taught depends upon research, and the impact of research depends upon its communication. This interdependence and integration of research and teaching is what distinguishes a university from other educational institutions. Although the balance between these activities may vary, all members of the university, whether scholars or students, are learners who extend the range of their knowledge through exploration and discovery, and they are teachers who communicate that knowledge to others. (EXEC 01 MAY 2000) (GFC 29 MAY 2000)

The context of teaching and learning at the University of Alberta

The University of Alberta is a large research-intensive university. Research and teaching, and the important bond between them, are central to our mission, and they are carried out in a multitude of disciplines. This context has significant implications for any discussion of support for teaching and learning. (EXEC 01 MAY 2000) (GFC 29 MAY 2000)

As a research-intensive institution, the University of Alberta emphasizes the seamless relationship of scholarly activities. More than simply recognizing that what we teach flows from the work of scholars, we are convinced that post-secondary and graduate curriculum development and delivery are best accomplished by dedicated researcher-teachers and scholar-teachers. We are committed to providing the best and most appropriate environments for student-instructor and student-student interaction. (EXEC 01 MAY 2000) (GFC 29 MAY 2000)

Within this context, graduate students serve a multifaceted role during their studies: as students, teachers, researchers, mentors and grant or scholarship holders. The need to strike an appropriate balance among their responsibilities gives graduate students a unique perspective in the university community, especially with respect to teaching. (EXEC 14 JAN 2002) (GFC 28 JAN 2002)

The University of Alberta is committed to developing the teaching expertise of graduate students. The involvement of graduate students in the educational process is a vital and important resource for education and they make a significant contribution to the University's mandate. The University recognizes the importance of the teaching of its graduate students, in terms of participation in curriculum design and course development, didactic teaching, laboratory instruction, class discussions, the provision of ongoing feedback, the preparation and assessment of assignments and examinations and the evaluation of courses and instruction. (EXEC 14 JAN 2002) (GFC 28 JAN 2002)

The University of Alberta is a multiversity. A wide range of disciplines is professed, various research models followed, and numerous types of teaching are required within its walls. There is no one teaching model, no one answer to serve all disciplines. Development of new teaching models should emphasize appropriate use, should be derived from within the discipline concerned and the final arbiter should always be academic excellence.(EXEC 01 MAY 2000) (GFC 29 MAY 2000)

### **The principles of good teaching/learning**

Our primary teaching roles are to educate students to the baccalaureate level, and to educate and mentor graduate students and post-doctoral scholars. The University of Alberta is also an intellectual resource for the general and professional community, and we make our faculty and courses available to that community.(EXEC 01 MAY 2000) (GFC 29 MAY 2000)

Most major University of Alberta documents of recent years discuss teaching from two points of view: strong affirmation of the University's commitment to the importance and centrality of good teaching, and varying approaches to quality assurance in teaching. These two themes are consistent throughout the corpus of the staff agreement, strategic planning documents, reports of student and faculty surveys, and official documents of various faculties. Interestingly enough, between these two poles of, on the one hand, asserting the importance of excellent teaching in the University and, on the other, explicating a range of questions, opinions and policies about how to ensure teaching excellence, there is a large and evident gap which only becomes clearly visible when the documents are scanned as a group: nowhere, in any document, is there a clear and complete statement of what constitutes excellent teaching. It is taken for granted that we all know.(EXEC 01 MAY 2000) (GFC 29 MAY 2000)

The principles of good teaching that underlie all successful learning are applicable to all fields of study whether the arts or the sciences, whether pure or applied. They apply equally for all modes of instruction whether didactic or self directed approaches are used and whether a blackboard and chalk, hands-on demonstration or the most sophisticated technologies support instruction. They apply for all students whether undergraduate or graduate, whether on-campus or at a distance. Four such principles are intrinsic to effective teaching and learning.(EXEC 01 MAY 2000) (GFC 29 MAY 2000)

I. The teacher is a scholar who has, and can share with the student, a rich knowledge of the discipline and its place in the larger intellectual community. In his 1990 book *Scholarship Reconsidered*, Ernest Boyer characterizes four sorts of scholarship: teaching, integration, application and discovery. The scholarship of teaching means a professor is widely read, intellectually engaged, and has the ability to transmit, transform and extend knowledge. The scholarship of integration means that a professor can interpret and draw together insights within and between disciplines and fit those insights into larger intellectual patterns. The scholarship of application enriches teaching and intellectual understanding through the very act of application. The scholarship of discovery, which includes creative work in the visual, literary and performing arts, may engage the professor and student together in increasing the stock of human knowledge and adding to the intellectual climate of the institution. The sort of intellectual engagement implied by these scholarships is essential to good university teaching. It leads the student well beyond the acquisition of a body of knowledge and into the domain of active learning, curiosity, and insight.(EXEC 01 MAY 2000) (GFC 29 MAY 2000)

Moreover, teachers actively reflect upon, measure and innovate in their teaching practice. Teaching is both an art and a science. As an art, it progresses through critical review, study of masters, public documentation and celebration and continuous innovation. Like other sciences, teaching advances through development of theory, careful measurement and research design, continuing reflection and peer review and replication of findings.(EXEC 01 MAY 2000) (GFC 29 MAY 2000)

II. The teacher engages the mind of the student. This is perhaps the most difficult of the principles of teaching/learning to characterize. What is it that engages the student's mind with the topic, the instructor, and the process of learning?

Is it the passion of the instructor for the field of study, and his/her evident enjoyment in sharing it with the student? Is it the stimulus of curiosity cleverly awakened? Is it the glimpse through the mind of the scholar/teacher of the importance of the topic of study to that wider intellectual community? Is it the sense of accomplishment -- of the self empowered --gained by responding successfully to and beyond a teacher's expectations? However it happens, it is rooted in the relationship between the teacher and the student, and it is essential to effective learning. (EXEC 01 MAY 2000) (GFC 29 MAY 2000)

III. The teacher respects the student and the student respects the teacher. We expect students will respect their teachers; it is surely a given. As teachers, we try to earn that respect by the way we conduct ourselves. But it is just as important, and perhaps not as much of a given, that teachers should respect their students. We must respect the state of their knowledge when they come to us. We must respect their goals for their study with us, even as we try to widen them. We must respect the circumstances of their lives -- work, other courses, family responsibilities. We must respect the fact they learn in different ways, at different rates, and eventually, to different levels. We must respect their ideas, their aspirations, their beliefs. We must make it evident we respect and value them as individuals if we are to be successful in engaging their minds.(EXEC 01 MAY 2000) (GFC 29 MAY 2000)

IV. The teacher ensures a good climate for learning. A good climate for learning starts with the institutional provision for the basic physical comfort of good lighting, heating, and ventilation, and the assurance all students can hear and see what they need to hear and see. It extends to such other organizational matters as having learning materials available on time, as needed, and without frustration; schedules announced and kept; appropriate assessment, and efficient and effective feedback. But above and beyond these matters, a good climate for learning is a climate in which the student is at ease with the teacher and with others in the class, and can risk questions and ideas safe in the knowledge that they will be welcomed, respected, and answered. In such a climate, the student can feel like a contributor rather than a consumer. In such a climate, engagement of the mind and intellectual growth can occur. (EXEC 01 MAY 2000) (GFC 29 MAY 2000)

### **What must students bring to the University teaching and learning environment?**

To fully participate in and benefit from the teaching and learning programs at the University of Alberta, entering students are expected to arrive with a set of attitudes and skills that prepares them for academic study. These will be expanded and grow through participation in University community.(EXEC 01 MAY 2000) (GFC 29 MAY 2000)

These attributes/skills include:

- motivation to participate in an active learning community that challenges and stimulates intellectual, scholarly, personal and interpersonal growth
- a willingness to take a major responsibility for one's own learning
- curiosity about the discipline of specialization and the integration of specialized knowledge with other disciplines and in society
- tolerance and appreciation for diversity and multiple viewpoints
- a sense of responsibility and respect for self and other members of the university community
- oral and written competency in English or French, mathematical and reasoning skills, competent use of appropriate information and communication technologies
- respect and adherence to the ethical standards of scholarship including abhorrence of plagiarism, false representation and cheating (EXEC 01 MAY 2000) (GFC 29 MAY 2000)

What outcomes should be expected from a program of undergraduate study at the University of Alberta?

Generic outcomes include:

- critical thinking skills
- communication skills including oral, written and group work skills
- the ability to learn independently
- the motivation and ability to use personal, creative and entrepreneurial talents
- an informed understanding of and a desire to participate in the intellectual, cultural, social and political life of local, national and global communities

**Specialized outcomes include:**

- the ability to synthesize the core content in a disciplinary or professional field of study
- knowledge of some of the "big questions" in the field
- the skills to effectively find, synthesize and apply information in the relevant literature
- knowledge of and the ability to use the investigative and observational methods of the field
- interest in and an excitement for some aspect of the specialized field of study
- understanding of the relevance and application of the specialized field of study to every day life. (EXEC 01 MAY 2000) (GFC 29 MAY 2000)

If we are successful in helping students develop these attributes and skills we will have both disseminated and preserved the products of our scholarship and prepared them to apply the knowledge of their field in employment or to extend that knowledge through professional programs, graduate studies or continuing education. (EXEC 01 MAY 2000) (GFC 29 MAY 2000)

### **111.2 Teaching Evaluation**

1. Evaluation of teaching at the University of Alberta serves two purposes:

- a. Summative - Evaluation provides a review and overview of an instructor's teaching that is an essential element in promotion and tenure decisions. In its summative form, teaching evaluation forms a basis for rewarding excellence, as well as the basis for withholding reward. (GFC 24 NOV 1997)
- b. Formative - Evaluation provides helpful feedback to teachers by identifying teaching strengths and weaknesses and, in so doing, giving guidance for the improvement or refinement of teaching skills. (GFC 24 NOV 1997)

2. Evaluation of teaching shall be multifaceted. Multifaceted evaluation shall include the Universal Student Ratings of Instruction set out in Section 111.3 and other methods of assessing teaching designed within the individual Faculties to respond to the particular conditions of that Faculty. Such assessments shall include one or more of the following: input from administrators, peers, self, undergraduate and graduate students, and alumni. (GFC 09 JUN 1995) (GFC 24 NOV 1997)

3. Recognizing that the evaluation of teaching at the University shall be multifaceted, Faculty Evaluation Committee (FEC) decisions concerning tenure, promotion or unsatisfactory teaching performance must be based on more than one indicator of the adequacy of teaching. (GFC 24 NOV 1997)

4. Assessment of teaching involving input from administrators, peers, self, alumni, or undergraduate and graduate students in addition to the Universal Student Ratings of Instruction should occur annually prior to tenure. For continuing faculty (ie, Categories A1.1, A1.5 and A1.6), such assessment will occur at least triennially. (GFC 24 NOV 1997)

5. The University shall continue to support University Teaching Services in its education programming which is focused on the development and improvement of teaching and learning and its efforts to enhance research in university teaching. (GFC 28 APR 1980) (GFC 26 SEP 1988) (GFC 12 OCT 1993) (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. (GFC 22 SEP 2014)

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 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 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) (GFC 22 SEP 2014)

ii. courses with multiple instructors will 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 will 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 a department or Faculty developed questionnaire, which may be administered via the eUSRI system, with non-scored questions as described in point i. above. (EXEC 29 MAR 1999) (GFC 22 SEP 2014)

C. The Universal Student Ratings of Instruction will take the form of a questionnaire. The following statement of purpose will 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.

The eUSRI system will be accessible only by CCID and students' anonymity will be protected. Students who are concerned about the anonymity of their responses should submit their typewritten comments within the period for which eUSRI is available to the Chair, Director or Dean, making sure to note the course number, section and name of the instructor. (GFC 24 NOV 1997) (GFC 22 SEP 2014)

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 will 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 will 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) will notify the author of the statements. The Provost and Vice-President (Academic) will also notify any individuals mentioned in the statements. (GFC 28 FEB 2000)

E. The Universal Student Ratings of Instruction questionnaire will 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 will include an opportunity to provide comments. (GFC 22 SEP 2014)

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. Access to the electronic Universal Student Ratings of Instruction 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 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. (GFC 22 SEP 2014)

ii. The Chair or delegate will be responsible for transmission of results and comments to the instructor under the conditions set out in Section G. (GFC 22 SEP 2014)

G. The numerical summaries for the ten Universal Student Ratings of Instruction questions will 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.

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 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.

H.

i. Access to USRI Data: Parties having access to numerical summaries of the ten Universal Student Ratings of Instruction questions and student comments will 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) (GFC 22 SEP 2014)

For questions selected by an instructor, only the instructor will 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 will 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 will be provided to undergraduate and graduate students. Instructors will have online access to USRI scores for their own courses. Chairs will have online access to USRI scores for instructors in their departments and Deans will 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 will 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 will 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. 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." (GFC 22 SEP 2014)

J. Nothing in this section will prevent instructors from seeking other means of feedback from students during the term.

K. The central administration of the University will undertake the financing and operation of the eUSRI system in support of the University's commitment to teaching. (GFC 22 SEP 2014)

#### **111.4 Graduate Student Teaching Awards**

At its meeting of May 3, 2010, the GFC Executive Committee approved, under delegated authority from General Faculties Council (GFC), proposed revisions to the Awards for Teaching Excellence Policy (in UAPPOL); the proposed (new) Graduate Student Teaching Award Procedure (in UAPPOL); and the concurrent rescission of Section 111.4 (Graduate Student Teaching Awards) of the GFC Policy Manual, all to take effect upon final approval.

- Graduate Student Teaching Award Procedure

