



A Special Meeting of the Senate of the University of Victoria is scheduled for Thursday, June 6, 2024 at 10:00 a.m. via Zoom.

AGENDA as reviewed by the Senate Committee on Agenda and Governance.

- 1. APPROVAL OF THE AGENDA** **ACTION**

- 2. MINUTES** **ACTION**
 - a. May 3, 2024 (SEN-JUN 6/24-1)

Motion: That the minutes of the open session of the meeting of the Senate held on May 3, 2024 be approved and that the approved minutes be circulated in the usual way.

- 3. BUSINESS ARISING FROM THE MINUTES**

- 4. REMARKS FROM THE CHAIR**
 - a. President's Report **INFORMATION**

- 5. CORRESPONDENCE**

- 6. PROPOSALS AND REPORTS FROM SENATE COMMITTEES**
 - a. Senate Committee on Academic Standards – Yasmine Kandil, Chair
 - i. Consultation on the Proposed Revisions to the Academic Integrity Policy for the Undergraduate and Graduate Academic Calendars (SEN-JUN 6/24-2) **ACTION**

b. Senate Committee on Agenda and Governance – Kevin Hall, Chair

- i. Appointments to the 2024/2025 Senate Standing Committees
(SEN-JUN 6/24-3)

ACTION

Motion: That Senate approve the appointment to the 2024/2025 Senate standing committees for the terms indicated in the attached document.

c. Senate Committee on Awards – Maureen Ryan, Chair

- i. New and Revised Awards (SEN-JUN 6/24-4)

ACTION

Motion: That Senate approve, and recommend to the Board of Governors that it also approve, the new and revised awards set out in the attached document:

- BME Elevate Award (New)
- CPA Education Foundation Diversity Award (New)
- CPA Education Foundation Inclusion Award (New)
- Florence Women’s Scholarship* (New)
- Marg Eastman Undergraduate Award in Nursing (New)

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d. Senate Committee on Learning and Teaching – Alexandra D’Arcy, Chair

- i. Recommendations for Revisions to the Course Experience Survey (SEN-JUN 6/24-5)

ACTION

Motion: That Senate approve the revisions to the Course Experience Survey questions effective September 2024.

e. Ad-hoc Senate Committee on Academic Health Programming
- Helga Hallgrímsdóttir, Chair

- i. Committee closeout report (SEN-JUN 6/24-6)

ACTION

7. PROPOSALS AND REPORTS FROM FACULTIES

8. PROPOSALS AND REPORTS FROM THE VICE-PRESIDENT ACADEMIC AND PROVOST

- a. Office of the Vice-President Academic and Provost Update **INFORMATION**
- b. Academic Accommodation and Access for Students with Disabilities (AC1205) Policy Renewal **(SEN-JUN 6/24-7)** **ACTION**

Motion: That Senate approve the revisions to the policy on Academic Accommodation and Access for Students with Disabilities (AC1205) effective September 1, 2024.

9. OTHER BUSINESS

10. ADJOURNMENT



Meeting of Senate
May 3, 2024

MINUTES

A meeting of the Senate of the University of Victoria was held on May 3, 2024 at 3:30 p.m. via Zoom.

Kevin Hall called the meeting to order and offered a territorial acknowledgement.

1. APPROVAL OF THE AGENDA

Motion: (C. Harding/J. Salinas)
That the agenda be approved as circulated.

CARRIED

2. MINUTES

a. April 5, 2024

Motion: (C. Anyaegbunam/L. Kalynchuk)
That the minutes of the open session of the meeting of the Senate held on April 3, 2024 be approved and that the approved minutes be circulated in the usual way.

CARRIED

3. BUSINESS ARISING FROM THE MINUTES

There was none.

4. REMARKS FROM THE CHAIR

a. President's Report

K. Hall spoke about the demonstration that has turned into an encampment on the university quad. He confirmed that the university supports the right to freedom of expression but that these campus activities are expected to stay within the parameters of university policies and laws. K. Hall noted to Senators, as academic leaders, that issues like this are complex and will come with factors that are not always observable or apparent. He continued to affirm that the university remains open to dialogue, as always, and that he has asked for a calm and thoughtful approach to the situation. In addition, K. Hall reported that work is being done to minimize disruption of university operations, which is primarily the reason today's Senate meeting has moved online. He reported that Campus Security was working closely with municipal authorities and others involved, including those within the encampment, to monitor and manage the safety of these spaces and our community.

K. Hall asked Senators for their patience and understanding as the university navigates a complex situation. There were no questions.

5. CORRESPONDENCE

a. Office of the Ombudsperson

i. 2023 Annual Report & Recommendations

Angus Shaw, Ombudsperson, introduced himself to members of Senate. He spoke about the purpose of the ombudsperson office and reviewed the recommendations outlined in the annual report.

A member of Senate noted their experience raising accessibility issues with the report and thanked A. Shaw for being receptive. A. Shaw responded to Senators' questions on the recommendations within the report regarding the need for decision-makers to consider the diversity of student issues and the understanding that cases cannot be solved with a one-size-fits-all process.

b. Campus Planning Committee

i. Semi-annual Report to Senate on Campus Development

Elizabeth Croft, Vice-President Academic and Provost and Co-chair of the Campus Planning Committee, introduced the report.

Mike Wilson, Director of Campus Planning, gave members of the Senate an overview of each item in the report and thanked everyone for their patience regarding the numerous disruptions on Ring Road. There were no questions.

6. PROPOSALS AND REPORTS FROM SENATE COMMITTEES

a. Senate Committee on Academic Standards

i. Removal of the minimum C+ requirement in the Political Science Major program

Yasmine Kandil, Chair of the Senate on Academic Standards, introduced the proposal. There were no questions.

Motion: (Y. Kandil/S. Minshall)

That Senate approve the removal of the minimum C+ requirement in the Political Science Major program.

CARRIED

ii. Revisions to the requirements for the Greek and Roman Studies Honours Program and Greek and Latin Language and Literature Honours Program

Y. Kandil introduced the proposal. There were no questions.

Motion: (Y. Kandil/J. Salinas)

That Senate approve the proposed revisions to the Greek and Roman Studies Honours Program, and the Greek and Latin Language and Literature Honours Program effective September 2024.

CARRIED

iii. Recognition of Completion of a Credit Bearing Micro-Certificate

Y. Kandil introduced the proposal. There were no questions.

Motion: (Y. Kandil/J. Clarke)

That Senate approve the proposed process to recognize completion of credit-bearing micro-certificates, and that students who complete a credit micro-certificate be provided with a certificate of completion.

CARRIED

b. Senate Committee on Agenda and Governance

i. Appointments to the 2024/2025 Senate Standing Committees

Phalguni Mukhopadhyaya, Chair of the Senate Committee on Agenda and Governance Nominations Subcommittee, introduced the listing of appointments. There were no questions.

Motion: (P. Mukhopadhyaya/R. Gupta)

That Senate approve the appointment to the 2024/2025 Senate standing committees for the terms indicated in the attached document.

CARRIED

ii. Appointment to the Campus Planning Committee

P. Mukhopadhyaya introduced the appointment. There were no questions.

Motion: (P. Mukhopadhyaya/E. Croft)

That Senate approve the appointment of Chris Bone, Faculty of Social Sciences, to the Campus Planning Committee for a 3-year term beginning June 1, 2024, and ending May 31, 2027.

c. Senate Committee on Appeals

i. 2023/2024 Annual Report

Janna Promislow, Chair of the Senate Committee on Appeals, presented the report. There were no questions.

d. Senate Committee on Awards

i. New and Revised Awards

Maureen Ryan, Chair of the Senate Committee on Awards, introduced the new and revised awards. There were no questions.

Motion: (H. Brown/R. Gupta)

That Senate approve, and recommend to the Board of Governors that it also approve, the new and revised awards set out in the attached document:

- Afghan Women in Engineering and Computer Science Entrance Scholarship (New)
- Cecilia Tatti Tutcho Graduate Scholarship in Indigenous Language Revitalization (Revised)
- Chaney Award* (Revised)
- Christopher E. Wilks Memorial Bursary* (Revised)
- Courage to Persevere Award (New)
- Dianne Bourne Memorial Bursary* (Revised)
- Dr. Elmar B.F. Brosterhus Scholarship* (New)
- Dr. Robert Michael Peet Graduate Scholarship (Revised)
- Faculty of Education Emergency Bursary (Revised)
- Faculty of Humanities Emergency Bursary (New)
- Faculty of Social Sciences Emergency Bursary (New)
- Federation of Asian Canadian Lawyers (British Columbia) Society Award (New)
- Heidi Gowans-Perschau Scholarship* (New)
- Janina Wetselaar Award in Nursing (New)
- Joyce Green and James Johnson Scholarship* (Revised)
- Karen Midori Kobayashi Memorial Scholarship* (New)
- Level Up Award presented by Codename Entertainment* (Revised)
- Thomas Chester Men's and Women's Rowing Award (Revised)
- Thomas Wirral Cup Men's and Women's Rowing Award (New)
- W.E. Cowie Innovation Award* (Revised)
- William C. Mearns Award in Business* (Revised)
- William C. Mearns Award in Engineering* (Revised)
- Women in Economics Graduate Scholarship* (Revised)

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CARRIED

e. Senate Committee on Curriculum

i. 2024/2025 Cycle 2 Curriculum Submissions

The curriculum submissions were introduced by Gary MacGillivray, Vice-Chair of the Senate Committee on Curriculum, on behalf of the chair. There were no questions.

Motion: (M. Laidlaw/C. Eagle)

That Senate approve the curriculum changes recommended by the Faculties and the Senate Committee on Curriculum for inclusion in the September 2024 academic calendars.

CARRIED

Motion: (E. Croft/J. Salem)

That Senate authorize the Chair of the Senate Committee on Curriculum to make small changes and additions that would otherwise unnecessarily delay the submission of items for the academic calendar.

CARRIED

f. Senate Committee on Learning and Teaching

i. 2023/2024 Annual Report

On behalf of the Chair, Travis Martin presented the annual report. There were no questions.

ii. Consultation – Recommendations for Revisions to the Course Experience Survey

T. Martin introduced the proposal, noting that the committee was seeking feedback from Senate members at this time. He outlined the recommended changes to the Course Experience Survey (CES).

A Senate member asked, given the potential of gender and race bias from student comments, if instructors could turn off the qualitative comments themselves rather than this be an action upon discussion at the department or faculty level. T. Martin replied that the subcommittee had discussed this topic, and it was determined that workload was a significant contributing factor, as turning off the qualitative questions was a manual process. T. Martin noted he would take this feedback back to the committee for a deeper discussion.

A further question was asked about response rates and whether there had been discussion at the subcommittee on offering positive incentives to increase rates. Ada Saab, Associate University Secretary, noted that several issues were identified during the student consultations, one being that students were unsure how CES was used, which is why the subcommittee recommends a website to explain the survey to students. She reported that many students also cited the need to complete the survey during a time not packed with assignments and exams which is why the committee is recommending the two clear days between the end of classes and the beginning of final exams. She asked Senators for their suggestions regarding student incentives. One Senator noted the practice at UBC of withholding grades until the survey is completed. Another Senator suggested that instructors could provide extra credit for students who complete their survey.

Finally, a Senator remarked on how Faculties across campus used the survey scores differently and asked how this could be standardized. Elizabeth Croft, Vice President Academic and Provost, explained that the current use of CES is at the discretion of each Faculty. Another Senator added that any changes to this structure would be a matter for discussion with the Faculty Association.

g. Senate Committee on Libraries

i. 2023/2024 Annual Report

On behalf of the Chair, Simon Minshall presented the annual report. There were no questions.

h. Senate Committee on Planning

i. 2023/2024 Annual Report

Elizabeth Adjin-Tettey, Chair of the Senate Committee on Planning, presented the annual report. There were no questions.

ii. Proposal to extend the Approved Centre Status for the Institute on Aging and Lifelong Health (IALH)

E. Adjin-Tettey introduced the proposal. There were no questions.

Motion: (A. Mallidou/C. Harding)

That Senate approve the proposal to extend the Approved Centre Status for the Institute on Aging and Lifelong Health (IALH) for twenty months from November 1, 2024 to June 30, 2026, as described in the memo dated March 20, 2024.

CARRIED

i. Senate Committee on University Budget

i. 2023/2024 Annual Report

On behalf of the Chair, Jen Baggs presented the annual report. There were no questions.

j. Ad-hoc Senate Committee on Academic Health Programming

i. Faculty of Health proposals for Psychology and Counselling Psychology

Helga Hallgrímsdóttir, Deputy Provost, introduced the proposal and noted the considerable care and commitment between the committee and the units to find the right solution. She outlined the changes proposed for the Department of Psychology and Counselling Psychology. There were no questions.

Motion: (S. Minshall/L. Kalynchuk)

That Senate approve, and recommend to the Board of Governors that it also approve,:

1. That the Clinical Psychology graduate program offered by the Department of Psychology become part of the Faculty of Health effective May 1, 2025.
2. The Department of Psychology will exist as one department with programs in two faculties, the Faculty of Social Sciences and the Faculty of Health.
3. Persons holding academic appointments in the Department of Psychology who are part of the Clinical Psychology graduate program on May 1, 2025 shall hold an appointment in the Faculty of Health.
4. That all courses approved for offering in the Clinical Psychology graduate program continue to be approved for offering in the Faculty of Health.

5. The governance and programmatic oversight of the Clinical Psychology graduate program currently undertaken by the Faculty of Graduate Studies will continue.

CARRIED

Motion: (C. Harding/V. Andreotti)

That Senate approve, and recommend to the Board of Governors that it also approve,:

1. That the Counselling Psychology graduate program become part of the Faculty of Health effective May 1, 2025.
2. Persons holding academic appointments in this program on May 1, 2025 shall hold the same appointment in the Faculty of Health.
3. That all courses (undergraduate and graduate) approved for offering in the Counselling Psychology graduate program continue to be approved for offering in the Faculty of Health.
4. The governance and programmatic oversight of the Counselling Psychology graduate program currently undertaken by the Faculty of Graduate Studies will continue.

CARRIED

7. PROPOSALS AND REPORTS FROM FACULTIES

a. Faculty of Engineering and Computer Science

i. Potential Transnational Education opportunity for a Bachelor of Engineering in Biomedical Technology

Mina Hoorfar, Dean of the Faculty of Engineering and Computer Science, presented a potential transnational educational (TNE) opportunity for the faculty. She provided an overview of the biomedical engineering field, the potential job market for graduates, the primary partnership focus, the program focus areas, and the initiative's aspirations.

M. Hoorfar responded to Senate members' questions and concerns about the need for additional consultations and the importance of maintaining the quality of the program.

Mohsen Akbari, Department of Mechanical Engineering, confirmed that the university would develop and deliver the curriculum. K. Hall reminded Senators that TNE was common in other countries and that the university's curriculum is subject to BC provincial standards.

In response to a question about whether Faculty in the partnering country are members of the UVic Faculty Association, K. Hall explained that instructors in the partnering country would be subject to their country's laws, including those of labour, health, and safety.

E. Adjin-Tetty, Associate Vice-President Academic Programs, explained that each program and partner agreement would differ. She noted that as partnerships are formed, the Senate will be asked to approve each separately. Similar to programs already on our campus, these programs would be subject to periodic reviews.

8. PROPOSALS AND REPORTS FROM THE VICE-PRESIDENT ACADEMIC AND PROVOST

a. Office of the Vice-President Academic and Provost Update

E. Croft thanked those who attended the previous night's REACH Awards ceremony, which honoured outstanding Faculty, instructors, partners, and students for their research, teaching, and advocacy work.

She reported that the search for the inaugural Dean of the Faculty of Health was now underway and noted that all Faculty, staff, and students would have opportunities to engage in the process.

Finally, E. Croft announced the annual Let's Talk Teaching conference on Generative AI, hosted by the Division of Learning and Teaching Support and Innovation. The conference is planned for June 7, 2024.

Noting their inability to attend, a Senator asked about the upcoming Town Hall meeting and the level of transparency regarding the budget cuts. E. Croft noted that the Town Hall was in person but also available via Zoom. The discussion would also be recorded for subsequent availability. She added she was happy to receive questions and that updates would continue to be posted on the university's website.

K. Hall congratulated those who received a REACH award, noting that these accomplishments distinguish our university from other institutions.

A member of Senate asked about the current situation on campus and the actions by the university to ensure safety. K. Hall responded that an update was posted on the website. As noted in his report at the start of the meeting, the university is navigating the safety of the campus calmly and thoughtfully. He assured members that while Senate was not the place for this discussion, the Executive was actively working on the issue and thanked everyone for their patience while the university dealt with a complex situation.

b. 2023-2024 Interim Summary on Non-Academic Misconduct Allegations and Resolutions

Jim Dunsdon, Associate Vice-President Student Affairs, introduced the interim report, noting that there will be a shift to a fall annual reporting to better align with the academic year schedule. He briefly spoke on the increase in trends outlined in the report.

c. Report on the Pilot for Centrally Scheduled Midterm Examination Period

Wendy Taylor, Acting Registrar, introduced the report. She thanked those who participated in the pilot and took the time to participate in the survey.

W. Taylor provided members of Senate with an overview of the three key issues concerning the implementation timeline, the lack of advanced notice to students and instructors, and scheduling challenges. She reported that valuable lessons were learned and that time was needed to reflect on the feedback. W. Taylor added that any future proposal would be submitted to the Senate Committee on Academic Standards and Senate.

A member of Senate asked if there had been any academic issues reported by students who did not feel they were adequately accommodated. W. Taylor explained that the survey questions pertained only to the pilot, and while follow-up on student success was not done, she acknowledged it should be.

Another Senate member appreciated the report's level of detail and commitment to examine the issues and lessons learned.

A Senate member expressed concern about how universal design was implemented during the pilot and asked if the decision to provide 1.5 extended time was no longer utilized. E. Adjin-Tetty responded that many colleagues continue to utilize universal design, noting that each exam needs to be looked at carefully and individually.

A Senator said they were glad to see more thought given to a future proposal and suggested that guidance should be taken from other institutions.

d. Consultation – Academic Accommodation and Access for Students with Disabilities (AC1205) Policy Renewal

H. Hallgrímsdóttir introduced the item for consultation, noting that a version had previously been recommended to Senate a few years ago; however, through additional research, changes to the BC Accessibility Act, and experiences observed at institutions, the document presented was renewed once again. H. Hallgrímsdóttir added that consultations were still ongoing and that while a final version would be presented to Senate for approval in June, she acknowledged that the policy would not be perfect. She committed to ensure there were more frequent updates for revision in the future.

Joel Lynn, Executive Director of Student Development and Success, explained that while revisions to the policy were normally red-lined, the extent of changes made these processes less accessible. Instead, the proposal included a table which outlined the big themes and changes.

Members of Senate provided feedback on needed clarity regarding accessibility design guidance for instructors. Senators also expressed concerns regarding timelines and resources. A Senator noted that Associate Deans, Chairs, and instructors work six to eight months in advance to set assignments and pedagogical course options.

In response to a question about the change to remove the policy's procedures, J. Lynn explained the change was made for practical reasons and to better align with the policy on University Policies and Procedures. This removal would allow for the ability to update items more fluidly. He noted that the Senate would remain the approving authority for the policy.

9. OTHER BUSINESS

a. Annual report to Senate on UVic-approved research centre approvals, renewals and closures

F. Hof presented the annual report. He highlighted the funding activities for the year. There were no questions.

b. 2023/2024 Emeriti

A. Saab presented the list of emeriti to members of Senate. There were no questions.

c. Elections Update

A. Saab presented the update to members of Senate. There were no questions.

d. Resignations of Senate members

A. Saab notified Senate that two members from the Faculty of Education had recently resigned and that a second call for nominations had been sent to the Faculty for nominations. K. Hall thanked Monica Prendergast and Sandra Hundza for their service on Senate.

There being no other business, the meeting was adjourned at 5:44 p.m.

Draft

Name	In Attendance	Regrets		Position
Adjin-Tetty, Elizabeth	X		Associate Vice-President Academic Programs	By Invitation
Aikau, Hokulani	X		Faculty of Human and Social Development	Elected by the Faculty
Andersen, Carrie		X	University Secretary	Secretary of Senate
Andreotti, Vanessa	X		Dean, Faculty of Education	Ex officio
Anyaeibunam, Chekwube	X		Student Senator	Elected from the student societies
Bengtson, Jonathan		X	University Librarian	Ex officio
Bhappu, Anita		X	Dean, Peter B. Gustavson School of Business	Ex officio
Brown, Hannah	X		Student Senator	Elected from the student societies
Buller, Marion	X		Chancellor	Ex officio
Campbell, Erin	X		Faculty of Fine Arts	Elected by the faculty members
Clarke, Jo-Anne	X		Dean, Division of Continuing Studies	Ex officio
Croft, Elizabeth	X		Vice-President Academic and Provost	Ex officio
Curran, Deborah		X	Faculty of Law	Elected by the Faculty
Diether, Kelly			Convocation Senator	Elected by the convocation
Dunsdon, Jim	X		Associate Vice-President Student Affairs	By Invitation
Eagle, Chris	X		Faculty of Science	Elected by the faculty members
Empringham, Kyle		X	Student Senator	Elected from the student societies
Fyfe, Benjamin			Student Senator	Elected from the student societies
Gaudet, Loren	X		Faculty of Humanities	Elected by the Faculty
Gupta, Rishi	X		Faculty of Engineering and Computer Science	Elected by the Faculty
Hall, Kevin	X		President and Vice-Chancellor	Chair of Senate
Hallgrimsdottir, Helga	X		Deputy Provost	By invitation
Hancock, Rob			Faculty of Social Sciences	Elected by the Faculty
Harder, Lois	X		Dean, Faculty of Social Sciences	Ex officio
Harding, Catherine	X		Faulty of Fine Arts	Elected by the Faculty
Harris, Moronke			Student Senator	Elected from the student societies
Hicks, Robin		X	Dean, Faculty of Graduate Studies	Ex officio
Hier, Sean			Faculty of Social Sciences	Elected by the faculty members
Holdaway, Anais			Convocation Senator	Elected by the convocation
Hoorfar, Mina	X		Dean, Faculty of Engineering and Computer Science	Ex officio
Hope Tucker, Nathaniel			Student Senator	Elected from the student societies
Huang, Li-Shih			Faculty of Humanities	Elected by the faculty members
Humphreys, Sara	X		Faculty of Humanities	Elected by the faculty members
Hundza, Sandra	X		Faculty of Education	Elected by the Faculty
Jeffery, Donna	X		Faculty of Human and Social Development	Elected by the faculty members
Kalynchuk, Lisa	X		Vice-President Research and Innovation	Ex officio
Kandil, Yasmine	X		Faculty of Fine Arts	Elected by the faculty members
Kelly, Erin	X		Faculty of Humanities	Elected by the faculty members
Kennedy, Cole	X		Student Senator	Elected from the student societies
Koch, Matthew	X		Continuing Sessional	Elected by the Continuing Sessionals
Kodar, Freya		X	Dean, Faculty of Law	Ex officio
Laidlaw, Mark	X		Faculty of Science	Elected by the Faculty
Lee, Kelvin			Student Senator	Elected from the student societies
Lepp, Annalee	X		Dean, Faculty of Humanities	Ex officio
Lindgren, Allana		X	Dean, Faculty of Fine Arts	Ex officio
Loock, Peter	X		Dean, Faculty of Science	Ex officio
Mallidou, Anastasia	X		Faculty of Human and Social Development	Elected by the faculty members
Marks, Lynne	X		Faculty of Humanities	Elected by the Faculty
Martin, Travis	X		Faculty of Science	Elected by the Faculty
McGinnis, Martha	X		Faculty of Graduate Studies	Elected by the Faculty
Minshall, Simon	X		Faculty of Human and Social Development	Elected by the Faculty
Mukhopadhyaya, Phalguni	X		Faculty of Engineering and Computer Science	Elected by the faculty members
Nair, Sudhir		X	Peter B. Gustavson School of Business	Elected by the Faculty
Newcombe, Andrew	X		Faculty of Law	Elected by the Faculty
Pavlik, Sophie			Student Senator	Elected from the student societies
Prendergast, Monica	X		Faculty of Education	Elected by the Faculty
Prince, Michael			A/Dean, Faculty of Human and Social Development	Ex officio
Rose-Redwood, CindyAnn	X		Faculty of Socia Sciences	Elected by the Faculty
Saab, Ada	X		Associate University Secretary	By Invitation
Salem, Joseph	X		Faculty of Fine Arts	Elected by the Faculty
Salinas, Justin	X		Student Senator	Elected from the student societies
Sirois Ennis, Daniela	X		Student Senator	Elected from the student societies
Smith, Brock	X		Peter B. Gustavson School of Business	Elected by the Faculty
Stinson, Danu	X		Faculty of Graduate Studies	Elected by the Faculty
Struchtrup, Henning		X	Faculty of Engineering and Computer Science	Elected by the Faculty
Sukhdeo, Nathaniel	X		Student Senator	Elected from the student societies
Taylor, Wendy	X		Acting Registrar	By Invitation
Voss, Graham		X	Faculty of Social Sciences	Elected by the faculty members
Wang, Alivia	X		Convocation Senator	Elected by the convocation
Wang, Emily			Student Senator	Elected from the student societies
Wilson, Lara		X	Professional Librarian	Elected by the Professional Librarians
Wright, Bruce		X	Head, Division of Medical Sciences	Additional Member
Zhou, Lina	X		Faculty of Engineering and Computer Science	Elected by the faculty members

MEMBERSHIP OF THE SENATE OF THE UNIVERSITY OF VICTORIA

Effective April 5, 2024EX OFFICIO MEMBERS - University Act: Section 35 (2) (a-f)

Chancellor: Marion Buller (31/12/24)
 President and Vice-Chancellor: Kevin Hall, Chair
 Vice-President Academic and Provost: Elizabeth Croft
 Vice-President Research and Innovation: Lisa Kalynchuk
 Dean of Peter B. Gustavson School of Business: Anita Bhappu
 Dean of Education: Vanessa Andreotti
 Dean of Engineering: Mina Hoorfar
 Dean of Continuing Studies: JoAnne Clarke
 Dean of Fine Arts: Allana Lindgren
 Dean of Graduate Studies: Robin Hicks (Vice-Chair)
 Dean of Humanities: Annalee Lepp
 Acting Dean of HSD: Michael Prince
 Dean of Law: Freya Kodar
 Dean of Science: Peter Loock
 Dean of Social Sciences: Lois Harder
 University Librarian: Jonathan Bengtson

MEMBERS ELECTED BY THE FACULTIES

- Section 35 (2) (g)

BUSI: Sudhir Nair (30/6/25)
 Brock Smith (30/6/24)
 EDUC: Sandra Hundza (30/6/25)
 Monica Prendergast (30/6/26)
 ENGR : Rishi Gupta (30/6/25)
 Henning Struchtrup (30/6/26)
 FINE: Catherine Harding (30/6/25)
 Joseph Salem (30/6/24)
 GRAD: Martha McGinnis (30/6/26)
 Danu Stinson (30/6/25)
 HSD: Hokulani Aikau (30/6/24)
 Simon Minshall (30/6/25)
 HUMS: Loren Gaudet (30/6/25)
 Lynne Marks (30/6/24)
 LAW: Deborah Curran (30/6/25)
 Andrew Newcombe (30/6/26)
 SCIE: Mark Laidlaw (30/6/26)
 Travis Martin (30/6/26)
 SOSC: Rob Hancock (30/6/24)
 CindyAnn Rose-Redwood (30/6/26)

MEMBERS ELECTED BY THE FACULTY MEMBERS

- Sections 35 (2) (g)

Erin Campbell (FINE) (30/6/26)
 Chris Eagle (SCIE) (30/6/26)
 Sean Hier (SOSC) (30/6/24)
 Sara Humphreys (HUM) (30/6/26)
 Li-Shih Huang (HUM) (30/6/24)
 Donna Jeffery (HSD) (30/6/24)
 Yasmine Kandil (FINE) (30/6/26)
 Erin Kelly (HUM) (30/6/24)

MEMBERS ELECTED BY THE FACULTYMEMBERS (continued)

Anastasia Mallidou (HSD) (30/6/26)
 Phalguni Mukhopadhyaya (ENGR) (30/6/25)
 Graham Voss (SOSC) (30/6/24)
 Lina Zhou (ENGR) (30/6/26)

MEMBERS ELECTED FROM THE STUDENTSOCIETIES – Section 35 (2) (h)

Chekwube Anyaegbunam (GRAD) (30/6/24)
 Hannah Brown (GRAD) “
 Kyle Empringham (GRAD) “
 Benjamin Fyfe (BUSI) “
 Moronke Harris (GRAD) “
 Nathaniel Hope Tucker (SOSC) “
 Cole Kennedy (GRAD) “
 Kelvin Lee (ENGR) “
 Sophie Pavlik (SCIE) “
 Justin Salinas (HUMS) “
 Daniela Sirois Ennis (SOSC) “
 Nathaniel Sukhdeo (LAW) “
 Emily Wang (LAW) “
 Vacancy (EDUC) “
 Vacancy (FINE) “
 Vacancy (HSD) “

MEMBERS ELECTED BY THE CONVOCATION

– Section 35 (2) (i)

Kelly Diether (30/06/24)
 Anaïs Holdaway (30/06/24)
 Alivia Wang (30/06/24)
 Vacancy (30/06/24)

ADDITIONAL MEMBERS - Section 35 (2) (k)

Head, Division of Medical Sciences: Bruce Wright
 Member elected by the Professional Librarians:
 Lara Wilson (30/06/24)
 Continuing Sessional: Matthew Koch (30/06/26)

SECRETARY OF SENATE - Section 64 (2)

University Secretary: Carrie Andersen

BY INVITATION - Seated with specified speaking rights

Deputy Provost: Helga Hallgrímsdóttir
 Assoc. VP Student Affairs: Jim Dunsdon
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Date: May 22, 2024

To: Senate

From: Senate Committee on Academic Standards

Re: **Consultation on the Proposed Revisions to the Academic Integrity Policy for the Undergraduate and Graduate Academic Calendars**

For the past two years, a sub-committee of the Senate Committee on Academic Standards has undertaken the task to consult with the university community to revise the Policy on Academic Integrity. This memo outlines the work that was accomplished and the proposed revision to the policy for undergraduate and graduate academic calendars. The Senate Committee on Academic Standards is seeking feedback from Senate members on the attached revisions proposed.

Background:

In August 2021, a sub-committee was formed to begin consultation across campus to review, revise and update the Policy on Academic Integrity. During the process of research, examination and discussion with a large variety of campus groups, the subcommittee determined that the existing [undergraduate](#) and [graduate](#) Policy on Academic Integrity, last revised February 2017 (Appendix A), was no longer reflective of current issues and a revision could present an opportunity to consider a move to a remedial approach to first-time violations, greater education opportunities, and a reflection of the policy as part of a larger academic integrity framework, in particular the rise in the use of artificial intelligence.

Since this time, the subcommittee has undertaken a comprehensive consultation process to identify challenges and opportunities, collect feedback, and draft a revised regulation that better addresses current issues in academic integrity while ensuring that this improved policy, and accompanying recommendation for student education and unit support, is balanced with the responsibility of instructors who play an important part in the academic standards of their courses. The comprehensive consultation undertaken across campus with both students and instructors (Appendix B) demonstrated there were a variety of issues to address in terms of the culture surrounding academic integrity at UVic.

Extensive consultation with student groups, instructors, administrators and Senate standing committees identified several challenges and concerns with the existing regulation. In general, these concerns were related to issues surrounding artificial intelligence, transparency, process equity, confidentiality, and remediation through education. The subcommittee received widespread feedback from students, instructors, and administration about the importance of a revised policy that centers student retention and success by introducing a way in which instructors could address lower-stakes errors of judgement or poor scholarship with opportunities for learning before more severe penalties are assigned.

In addition, the subcommittee was informed of the position of the office of the Vice-President Academic & Provost office on artificial intelligence and the need for students to be allowed to utilize such software when clearly permitted by the instructor as an academic source with articulated parameters.



Finally, the subcommittee undertook further consultation with various post-secondary institutions and a national academic integrity list-serve to better understand the policy support at comparable institutions.

Based on the feedback collected and further consultations with the campus community, the subcommittee has drafted a proposed regulation for the undergraduate and graduate calendars along with a set of recommendations for future consideration.

Scope of Work:

The subcommittee considered all aspects of the academic integrity process, including the various forms of academic integrity which span from admission through registration, graduation and after a student has left the university. Upon consultation with the Provost's office, the subcommittee decided to separate the issue of a university-wide position of support in the form of an Academic Integrity Coordinator from this initial consideration in order to focus on the updated policy and the principles upon which these revisions will be made, rather than on aspects related to administrative positions. Nevertheless, an Academic Integrity Coordinator to oversee the university's academic integrity process remains a key recommendation from the committee for future consideration.

In general, the subcommittee's work has been focused on the following areas:

- the creation of a more student-centered academic integrity process which balances education and opportunities for remediation with the requirement to maintain academic integrity standards;
- the development of a set of parameters for which instructors retain the responsibility to apply a limited set of academic integrity penalties and the opportunity for conversation regarding poor scholarship with students;
- the reduction of difficult-to-understand language and clarification of the grounds for the application of penalties and process for appeal;
- the alignment of this revision process with the Academic Concessions regulation and the Provost's recent notice regarding artificial intelligence.

Proposed Revisions:

The proposed regulation is attached to this memo. Given the extensive revisions to the existing policy and the fact that very little of the previous version is included in the proposed document, the subcommittee did not produce a regulation with tracked changes. For clarity, an additional table of contents has been included which will not be incorporated into the proposed calendar regulation but is included here for easier examination.

Realizing that this proposal represents a substantial revision to the current policy, a few items are highlighted here for particular attention.

- inclusion of an academic integrity advisor in each unit, positioned according to each unit's needs, in order to act as a consistent source of education, support and communication for instructors
- insertion of Academic Fraud in addition to Academic Dishonesty as a part of a case of academic integrity. Academic fraud will capture instances where applicants, students, or other individuals may have produced fraudulent documentation not related to a specific course but nonetheless violates the university's principles on academic integrity
- expanded abilities for instructors to address academic integrity issues in order to ensure students can learn from poor scholarship or a lesser incidents of a violation of academic integrity

- requirement in all cases for students to take the Integrity Matters Brightspace modules at the start of their first term of their studies at the University of Victoria (to be completed before registration into a student's second year of study)
- development of a remediation stage for students who violate the policy but not to the degree that would result in a formal reprimand
- development of a transparent reporting process which incorporates timelines, documentation, and a student response
- recognition of the different procedures required to deal with graduate students with respect to violations of academic integrity as it applies to Candidacy, Dissertation, Theses, and Projects

Each of the changes above has come as a result of extensive consultation and feedback over the past two years with a variety of members from the campus community including Associate Deans (Undergraduate) Academic, Chairs and Directors, Deans' Council, Teaching Assistants and Sessional Instructors, individual departments, First Year Instructor's Working Group, undergraduate and graduate student groups, Student Affairs (Centre for Accessible Learning, International Centre for Students, Office of Student Life, Office of the Registrar and Enrolment Management), various Faculty Advising offices, the Ombudsperson, the Office of Indigenous Academic and Community Engagement, the Division of Learning and Teaching Support and Innovation, Academic and Technical Writing Program, Privacy Office, Equity and Human Rights office, the Senate Committee on Learning and Teaching, and the Senate Committee on Appeals.

Respectfully submitted,

2023/2024 Senate Committee on Academic Standards

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Policy on Academic Integrity

Academic integrity requires a commitment to honesty, trust, fairness, respect, courage and responsibility. The University of Victoria recognizes that its students, faculty members and staff form an intellectual community and thus expects all university community members to adhere to these ethical values in all learning, teaching, research and service activities. Any action that contravenes this standard, including misrepresentation, falsification or deception, undermines the intention and worth of scholarly work and violates fundamental academic rights. This policy ensures that the university's standards are upheld fairly and transparently.

Nothing in this policy is intended to prohibit students from developing their academic skills through exchanging ideas and using resources the university makes available to support learning (e.g. [The Centre for Academic Communication](#)). Students who are in doubt as to what constitutes a violation of academic integrity in a particular instance should consult their course instructor or graduate supervisor.

Students are expected to be aware of their responsibilities toward academic integrity. To ensure they have this foundational knowledge, all students must complete the Academic Integrity Modules at the start of their first term at the University of Victoria; this course must be completed before the first day of classes. As such, students are responsible for ensuring they are familiar with the generally accepted standards and requirements of academic integrity (e.g. as published in the university academic calendars). Ignorance of these standards will not excuse an individual from consequences, including penalties, for academic dishonesty and/or fraud.

Students are also responsible for their work's entire content and form and for understanding the conventions of academic integrity in the discipline where their work is being submitted. Instructors are responsible for informing their students at the beginning of each term if there are additional specific criteria for academic honesty that pertain to a class or course (e.g., the format for acknowledging the thoughts and writings of authors acceptable to the underlying discipline, the acceptable level of group work, use of an editor or tutoring service, and/or online resources).

Every academic unit should have at least one Academic Integrity Advisor who assists Instructors and Chairs/Directors with the proper handling of academic dishonesty cases.

Scope and Jurisdiction

This policy covers student academic dishonesty and academic fraud in university-related scholarly activities, including activities involving the University of Victoria alumni when the matters occurred before graduation and were unknown at the time of graduation. This policy also applies to academic fraud in which individuals (past or present students or non-students) misrepresent credentials concerning the scholarly work at the University of Victoria. The forms of academic dishonesty and fraud set out in this policy include attempts to engage in dishonesty or fraud and aiding and abetting dishonesty or fraud. Ignorance of these standards will not excuse an individual from consequences, including penalties, for academic dishonesty and/or fraud.

Student Responsibility

- All students must complete the Academic Integrity Modules at the start of their first term at the University of Victoria. UVic expects students to complete this course regarding academic integrity and understand its content before the first day of classes; students are then

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expected to adhere to the principles of academic integrity presented within the Academic Integrity Modules

- Students are responsible for understanding the principles of academic integrity as they apply in the discipline in which their work is being submitted and/or as indicated by the course instructor or graduate supervisor
- Any action that contravenes the standard of academic integrity is prohibited, including any act of dishonesty, falsification, misrepresentation, or deception in one's academic work
- All forms of academic dishonesty that occur within or as part of a course are prohibited. See "Academic Dishonesty" for examples
- It is a violation to help others or attempt to help others engage in any forms of academic dishonesty or fraud
- All forms of academic fraud beyond a specific course are prohibited. See "Academic Fraud" for examples
- Both undergraduate and graduate students are covered under this policy. However, graduate students should also pay particular attention to the section relating to violations relating to graduate student final projects, theses, candidacy or dissertations

Definitions

In this policy:

"Academic Advantage" is defined as a situation that may result in a student gaining an unearned or unfair benefit in their academic matters, such as their academic work, academic records, or academic progress.

"Academic Dishonesty" is defined as an act or omission that occurs within or as part of a course and contravenes the standard of academic integrity.

"Academic Integrity" is defined as the set of values on which good academic work relies: honesty, trust, fairness, respect, responsibility and courage. Academic integrity includes a commitment not to engage in or tolerate acts of falsification, misrepresentation, or deception. Such acts violate the fundamental ethical principles of the university community and compromise the worth of work completed by others.

"Academic Integrity Advisor" is defined as a member of a department who is a source of education, support and communication for their colleagues.

"Academic Integrity Incident Report" is defined as the process by which the Registrar, Instructors, Chairs/Directors and Deans report academic dishonesty and fraud.

"Academic Integrity Modules" is defined as a self-paced course that addresses the university's expectations concerning academic integrity. These modules will be periodically updated.

"Academic Fraud" is defined as behaviour unrelated to a specific course that contravenes the standard of academic integrity.

"Chair/Director" is defined as including the Chair or Director of a unit or, in the case of non-departmentalized faculties, the Dean (or designate).

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“Dean” is defined as the Dean (or designate) of the Faculty in which the course is offered. In the Faculties of Humanities, Science and Social Sciences, the Dean’s designate may be the Associate Dean Academic Advising. In the case of graduate students, the Dean is defined as the Dean of Graduate Studies (or designate).

“Disciplinary Academic Probation” is defined as the penalty applied for multiple, subsequent instances academic integrity violations which is recorded on a student’s transcript.

“Disciplinary Academic Suspension” is defined as an instance of a serious academic integrity violation (normally a culmination of three or more instances) which result in a student’s permanent suspension from the university.

“Instructor” is defined to include course instructors, faculty members, sessional instructors and graduate supervisors. Teaching Assistants are responsible for reporting academic dishonesty to the main course instructor.

“Notice of an Academic Integrity Violation” is defined as the formal, written reprimand to the student regarding an academic integrity violation due to academic dishonesty or academic fraud. A copy of this notice is placed in the student’s university file in the Office of the Registrar and Enrolment Management.

“Office of Student Life” is defined as the office within the Division of Student Affairs which investigates and responds to student non-academic conduct matters and collaborates with university offices and student groups to offer preventative and educational programming intended to support the well-being and development of UVic students.

“Registrar” is defined as the Registrar (or designate) of the [Office of the Registrar and Enrolment Management](#), (OREM) which, for the purpose of this policy, supports university admission, course registration, transfer credit application, program change requests, record management, graduation confirmation, transcript and degree verification.

“Student” is defined to include any of the following: a person who has applied for admission or re-admission to the university; an undergraduate or graduate student who is registered in one or more courses in the current term and is eligible to continue; an undergraduate or graduate student who is not registered in the current term but is eligible to enroll at the university; a Visiting, Exchange, or Audit student who has been admitted to the university for the purposes of taking courses or to take part in an approved research term; a person enrolled at the university in a non-credit program or course; a former undergraduate or graduate student; or an alumnus of the university.

“University Community” is defined to include all students and employees of the university and all people who have a status at the university mandated by legislation or other university policies, including research assistants, post-doctoral fellows, members of Senate and the Board of Governors, volunteers, visiting and emeritus faculty and visiting researchers.

“Work” is defined as including the following: written material, laboratory work, computer work, computer code, assignments, research materials, research results, musical or artworks, oral reports, audiovisual or recorded presentations, lesson plans and material in any medium submitted to an instructor for grading purposes.

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Academic Integrity Violations

Violations of Academic Integrity include Academic Fraud and Academic Dishonesty. Any action that contravenes the standard of academic integrity, as outlined in the policy, is prohibited and may result in disciplinary measures. In determining whether academic dishonesty or fraud has occurred, it is not necessary to show that a student has achieved an improper academic advantage or benefit.

Examples of academic dishonesty and fraud are listed below to illustrate the types of behaviours that will be subject to university action and that might lead to intervention or discipline by the university.

The list of examples is not exhaustive, and any conduct a student knows or ought reasonably to know to be a violation is subject to this policy.

Academic Fraud

Falsification, Misrepresentation, Fraud, or Misuse are all considered Academic Fraud, the dominant purpose of which is academic advantage, including:

- forging, misusing, or altering any university document or record
- engaging in misrepresentation that may create an incorrect perception of the student's academic position or credentials
- obtaining any textbooks, study aids, equipment, materials, or services by fraudulent means
- submitting a manufactured, forged, altered, or converted document, including a forged or altered medical certificate, death certificate, or travel document to a university official, which the student knows, or ought reasonably to have known, to be altered for the purposes of admission, re-registration, letters of permission and/or transfer
- impersonating an instructor, student, or any other member of the academic community
- engaging in any action which disadvantages, or unfairly advantages, the access of a student to course enrolment or course materials

It is a violation to help others or to attempt to help others engage in any of the conduct described above.

Academic Dishonesty

Actions that are prohibited and occur within or as part of a course constitute Academic Dishonesty. These include, but are not limited to, the following:

- Engaging in misrepresentation, including falsifying documents, to gain a benefit or advantage in a course (e.g. establishing entitlement to accommodations on protected grounds, such as a disability) or the Request for Academic Concessions Process (e.g. the submission of a forged or altered medical certificate or death certificate)
- Engaging in any action intended to disadvantage a student in a course, including destroying, stealing, or concealing academic resources
- Stealing, destroying, or altering the academic work of another individual
- Unauthorized or inappropriate use of artificial intelligence tools for exams or submitted work
- Unauthorized or inappropriate use or possession of electronic devices (e.g. phones, computers, calculators and other forms of technology) in coursework, assignments, or examinations

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- Unauthorized sharing or selling of materials developed by instructors, such as instructional resources, examinations, assignments, or other course materials

The following are examples of Academic Dishonesty:

Plagiarism

A student commits plagiarism when they engage in actions that include but are not limited to the following:

- submit the work of another person or a content generator in whole or in part as the student's original work
- give inadequate attribution to an author or creator whose work is incorporated into the student's work, including failing to indicate clearly (through accepted practices within the discipline and/or as stated by the course instructor, such as footnotes, internal references and the crediting of all verbatim passages through indentations of longer passages or the use of quotation marks) the inclusion of other people's work
- paraphrase material from a source without sufficient acknowledgment as described above

The University reserves the right to use software applications to help detect plagiarism in essays, term papers and other work.

Unauthorized use of an editor or content generator

An editor is an individual or service, other than the instructor or supervisory committee member, who manipulates, revises, corrects or alters a student's written or non-written work.

The use of an editor, whether paid or unpaid, is prohibited unless the instructor grants explicit written authorization. The instructor should specify the extent of editing that is being authorized.

Review by fellow students and tutoring that does not include editing are normally permitted. In addition to consulting with their instructors, students may seek review and feedback on their work that prompts them to evaluate the work and make changes themselves. Students are encouraged to access university-authorized academic support services for help with academic writing and communication, math and statistics assistance, and physics support.

Multiple submissions without prior permission

Multiple submission is the resubmission of work by a student that has been used in an identical or similar form to fulfill any academic requirement at UVic or another institution. Students who do so without prior permission from their instructor are subject to penalty.

Falsification of materials subject to academic evaluation

Falsifying materials subject to academic evaluation includes, but is not limited to:

- fraudulently manipulating laboratory processes, electronic data or research data to achieve desired results
- using work prepared in whole or in part by someone else (e.g., online tutors, commercially prepared essays, or generative artificial intelligence) and submitting it as one's own
- citing a source from which material was not obtained
- using a quoted reference from a non-original source while implying reference to the original source
- submitting false records, information or data, in writing or orally

Cheating on work, tests and examinations

Cheating includes, but is not limited to:

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- copying the answers or other work of another person
- sharing information or answers when working on take-home assignments, tests or examinations except where the instructor has authorized collaboration
- having, in an examination or testing environment, any materials or equipment other than those authorized by the examiners
- accessing unauthorized information while working on take-home assignments, tests or examinations
- impersonating a student in an examination or test and/or being assigned the results of such impersonation
- accessing or attempting to access examinations or tests before it is permitted to do so
- concealing and/or accessing information pertaining to the examination within the examination environment, including hallways and washrooms adjacent to the examination room, against the regulations governing administration of university examinations ([undergraduate](#) and [graduate](#))

Students found communicating with one another in any way or having unauthorized books, papers, notes or electronic devices in their possession during a test or examination will be considered to be in violation of this policy.

Course materials and intellectual property

In agreement with the [Intellectual Property Policy](#), course materials include lecture notes, individual course websites, examinations, and other copyrightable materials intended for use only by the students registered in a course. Instructors own the intellectual property in their course materials.

Course materials and the intellectual property contained therein are intended to benefit students enrolled in a course in a particular term in which the course is being taught and enhance a student's educational experience. Sharing course materials with persons not enrolled in the course in that term without the intellectual property owner's permission constitutes a violation of intellectual property rights. Students must not share course materials with persons not enrolled in a course in that term without the express permission of the intellectual property owner (e.g., sharing hard copies of course materials, sharing course materials in an online format, including posting to an online commercial or non-commercial repository).

Express permission of the intellectual property owner is also required before sharing course materials from completed courses with students taking the same or similar courses in subsequent terms/years. In many cases, Instructors might be willing to allow the distribution of certain materials. However, disseminating course materials without express permission may constitute a violation of intellectual property rights.

Aiding others

It is a violation to help others or attempt to help others to engage in any of the conduct described above.

Procedures for Alleged Academic Integrity Violations

Procedures for determining the nature of alleged violations involve primarily the course instructor and the Chair or Director of a department or school. In cases of Academic Fraud, the Registrar is also involved. Procedures for determining an appropriate penalty also involve Deans, the Vice-President Academic and Provost (or designate) and, in the most severe cases, the President.

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It is not necessary to show that a student has achieved an improper academic advantage or benefit to determine whether academic dishonesty or fraud has occurred.

The University will adhere to principles of procedural fairness and natural justice. The appropriate standard for a decision in this process is proof that, more likely than not, a violation of academic integrity has occurred. All allegations of academic dishonesty or academic fraud will provide students with an opportunity to respond in a timely manner to the allegations.

When the University imposes a penalty on a student for academic dishonesty or academic fraud, the student may appeal to either the Senate Committee on Admission, Re-registration and Transfer Appeals (SCARTA) or the Senate Committee on Appeals, depending on the nature of the academic integrity violation.

A support person may accompany a student at any meeting concerning disciplinary matters under these procedures. Students are encouraged to consult the University Ombudsperson, the Office of Student Life and other offices (for example, the International Centre for Students) as appropriate for advice and support in clarification of the policy, penalties and process during the investigation of an alleged violation.

In deciding upon the appropriate penalty to be imposed for an act of academic dishonesty or academic fraud, consideration must be given to the following factors:

- the extent of the academic dishonesty or academic fraud
- whether the academic dishonesty or academic fraud was deliberate
- the importance of the work in question as a component of the course or program
- whether the act in question is an isolated incident or part of repeated acts of academic dishonesty, academic fraud and/or [non-academic misconduct](#)
- any other mitigating or aggravating circumstances.

Allegations

Determining procedures for cases of alleged falsification, misrepresentation, fraud, or misuse follow:

If the Registrar decides that the dominant purpose of the alleged falsification, misrepresentation, fraud, or misuse was academic advantage not related to a specific course, it will be dealt with as a case of Alleged Academic Fraud (see [Procedures for Academic Fraud](#)).

If an Instructor has reasonable grounds to believe that a student has engaged in falsification, misrepresentation, fraud, or misuse, as listed above under Academic Integrity Violations, the Instructor must confer with the Chair or Director of the Instructor's Department to decide whether the dominant purpose of the alleged fraud was academic advantage. If it is determined that the dominant purpose of the alleged falsification, misrepresentation, fraud, or misuse was academic advantage within or as part of a course, it will be dealt with as a case of Alleged Academic Dishonesty (see [Procedures for Academic Dishonesty](#)).

The Instructor, Chair/Director, or Registrar may seek support from various university offices in investigating more complex cases of academic dishonesty or academic fraud.

Procedures for Academic Fraud

Responsibilities of the Registrar

The Registrar is responsible to determine if there are reasonable grounds to believe that a student has:

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- a. engaged in falsification, misrepresentation, fraud, or misuse, that may create an incorrect perception of a student's academic position or credentials; or
- b. helped, or attempted to help, another student engage in academic fraud; or
- c. shared intellectual property in the form of course materials or course content (including materials that are not part of an assignment or examination) without the express permission of the intellectual property owner.

Upon awareness of the issue, the Registrar must provide formal, written notification to the applicant or student outlining the specific allegations. The student then has ten business days to respond.

After reviewing the facts of the alleged violation, if the Registrar finds it is more likely than not that a student has engaged in academic fraud, the Registrar may impose one or more of the following penalties as applied to the specific allegation identified:

- a. issue a formal, written reprimand to the student and place a copy of the reprimand on the student's academic record
- b. deny or cancel an application for admission
- c. rescind an offer of admission and place a ban on any new applications for at least one term
- d. cancel current registration
- e. deny transfer credit from institutions where attendance was not disclosed
- f. place the student on disciplinary academic probation with a notation on the student's transcript

The Registrar may delegate any of the Registrar's responsibilities under this section to an Associate Registrar or other appropriate administrator within the unit, excluding the imposition of penalties; in such cases, the delegate would provide a recommendation, with rationale, to the Registrar on appropriate penalties.

If the Registrar believes that an academic penalty should be imposed on a registered student, the Registrar will forward a Notice of Alleged Violation report of the incident to the Dean of the student's Faculty with a copy to the student.

If the Registrar takes any of the actions listed above (a through f), the student must be notified in writing; that is, a formal Notice of an Academic Integrity Violation will be generated, and a copy will be placed on the student's record. The University will retain a record of the action taken. In the event of any further reports of academic fraud or dishonesty, the record may be used to determine the action for the subsequent academic integrity violations.

There are no time limits regarding allegations involving academic fraud.

Responsibilities of the Student

If a student is alleged to have engaged in academic fraud, the Registrar must provide formal, written notification to the applicant or student outlining the specific allegations and then give the student ten business days to respond.

If the Registrar assigns a penalty, the student will be notified in writing via a formal Notice of an Academic Integrity Violation, and a copy will be placed on the student's record. A student may appeal the allegation within ten business days of the date of the written notice. Registered students may consult with the Ombudsperson or others as appropriate for advice and support.

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Procedures for Academic Dishonesty

In situations where a determination is made that a student has committed an academic integrity violation, in addition to the penalty assigned, the student will be required to undertake the Academic Integrity Modules. Ignorance of these academic integrity standards will not excuse a student from consequences, including penalties, for violations of academic integrity.

Responsibilities of the Instructor

When an instructor becomes aware that a student may have engaged in academic dishonesty in their course (other than allegations involving graduate dissertations, theses, or final projects), the Instructor must notify the student in writing, normally within five business days, outlining the nature of the concern and inviting the student to discuss the matter. The students may bring support if desired.

There is no statute of limitation on breaches of the academic integrity policy. If a student cannot be reached or fails to respond to a notice of allegation put forward by an instructor or Chair/Director, the ruling on the incident and penalties issued will take place with the student *in absentia*.

In addition to referring to this policy's procedures for determining the nature of alleged violations, Instructors should consult with their unit's Academic Integrity Advisor for advice on individual cases and implementation of these procedures.

If an Instructor is not available to handle the case, the Chair/Director of the department/unit will take over the role of the Instructor. If the Chair/Director of the department/unit is the course Instructor, an Associate Chair/Director or other appropriate academic administrator within the department must take over the role of the Chair/Director.

If an Instructor finds that more likely than not a student has engaged in academic dishonesty, the Instructor will impose one or more of the following penalties depending on the severity of the academic integrity violation, :

- a. give the student a warning and assign the student to retake the Academic Integrity Modules
- b. require the student to redo the work, or to do supplementary work
- c. assign a grade deduction penalty for the work
- d. assign a grade of "0" for the work

If an Instructor determines that an act of academic dishonesty warrants a penalty beyond the above penalties, the Instructor may refer the case to the Chair/Director.

The Instructor must submit an Academic Incident Report regarding the nature of the dishonesty or fraud and the decision. This report should be filed within five business days of meeting with the student. The Instructor must advise the student that the university will retain the report and that, in the event of any additional reports of academic dishonesty, the report may be used to determine a penalty for the subsequent academic dishonesty. The submission of an Academic Incident Report will also result in a notification to the student, the Chair/Director of the Department and the Office of the Registrar and Enrolment Management.

The Academic Incident Report is confidential to the student's record and is not shared with any parties other than those listed above for the purposes of an academic integrity decision.

Responsibilities of the Chair/Director

Once an Academic Incident Report is filed, if the Chair/Director of the department/unit receives information from the Office of the Registrar and Enrolment Management that a student has been involved in more than one case of academic dishonesty or fraud, or believes that the academic

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dishonesty deserves a penalty more severe than that imposed by the Instructor, the Chair/Director may impose a different penalty. In addition to referring to this policy's procedures for determining the nature of alleged violations, Chairs or Directors may consult with their unit's Academic Integrity Advisor for advice on individual cases and proper implementation of these procedures.

If a different penalty is to be assigned, the Chair/Director must give the student an opportunity to discuss the matter. Normally notification of the assignment of a different penalty should be provided to the student within ten business days. After reviewing the facts of the case and any previous case(s), if the Chair/Director finds that a student has, more likely than not, engaged in academic dishonesty, the Chair/Director may impose one or more of the following penalties:

- a. issue a formal, written reprimand (Notice of an Academic Integrity Violation) to the student and place a copy of the reprimand on the student's record
- b. assign a grade less severe than "FD" (failed – academic dishonesty) for the course, including a grade of "F"
- c. assign a grade of "FD" (failed – academic dishonesty) for the course

The Chair/Director will normally update the initial Academic Incident Report with the assigned penalty within five business days of meeting with the student. The report must be sent to the student for a response and the finalized report must be copied to the Instructor and the Office of the Registrar and Enrolment Management. The Chair/Director must advise the student that the University will retain the report and that, in the event of any further reports of academic dishonesty, the report may be used to determine a penalty for the subsequent academic dishonesty.

The Chair/Director may delegate any of the Chair or Director's responsibilities under this section to an Associate Chair/Director or other appropriate administrator within the department, excluding the imposition of penalties; in such cases, the delegate would provide a recommendation, with rationale, to the Chair/Director on appropriate penalties.

If the Office of the Registrar and Enrolment Management informs the Chair/Director that the student has two or more previous findings of violation of this policy, or the Chair/Director believes that the academic dishonesty deserves a penalty beyond that provided for under "Responsibilities of the Chair/Director" above, the Chair/Director will refer the case to the Dean with a recommendation.

Responsibilities of the Student

If a student is alleged to have engaged in academic dishonesty in their course, an Instructor will notify the student outlining the nature of the concern through a Notice of an Academic Integrity Violation, normally within five business days of the discovery of the suspected violation. The student should respond to this notice of the allegation within ten business days. If the student refuses or fails to respond or participate in any stage of the process of managing an academic dishonesty case, the Instructor, Chair/Director, or Dean will proceed without them.

It is important for the student to carefully read both their written Notice of an Academic Integrity Violation and the Policy on Academic Integrity to understand the nature of the suspected violation. Before attending a meeting with the Instructor, Chair/Director, or Dean, the student should gather all relevant documents, source materials, lecture notes and course syllabus, which may be necessary for the conversation. Normally, a decision may not be re-opened unless there is new material that could not have been reasonably presented at the original meeting and would have reasonably affected the outcome.

Consultation with appropriate campus experts for guidance, such as the Ombudsperson and the Office of Student Life, is encouraged. In addition, a student may bring an individual for support

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and/or advice to a meeting regarding a suspected academic integrity violation provided that the discussion takes place primarily between the Instructor, Chair/Director, or Dean and the student.

Following this meeting, and within ten business days, the student will receive an Academic Incident Report stating the determination of the suspected violation and information about the possible penalty if there is a positive finding. The student should respond to the Academic Incident Report in the space provided. A student may also attach a letter in response to the Academic Incident Report. This report, along with any supporting documentation, is confidential and will be kept on file with the Office of the Registrar and Enrolment Management.

Where the Office of the Registrar and Enrolment Management determines that there has been a previous violation of the Academic Integrity Policy, the initially assigned penalty may be increased and the student may be asked to attend a further meeting with the Chair/Director of the department/school or Dean of the faculty.

After any instance of a determined Academic Integrity violation, the student must once again complete the Academic Integrity Modules.

Referral to the Dean

Where there have been more than two prior violations and the Chair/Director has determined that, more likely than not, the violation occurred, the Chair/Director shall forward the case to the Dean of the student's Faculty. In situations where the student is registered in a course offered by a faculty other than the faculty that houses the student's major degree program, the case will be forwarded to the Dean responsible for the course. The Chair/Director may submit a recommendation to the Dean with respect to a proposed penalty.

The Dean must give the student an opportunity to discuss the matter. A student may consult with the Ombudsperson, the Office of Student Life or others as appropriate for advice and support. After reviewing the facts of the case and any previous case(s), if the Dean finds it is more likely than not that a student has engaged in academic dishonesty, the Dean may impose one or more of the following penalties:

- a. issue a formal reprimand to the student
- b. assign a grade less severe than "FD" (failed – academic dishonesty, 0%) for the course, including a grade of "F"
- c. assign a grade of "FD" (failed – academic dishonesty, 0%) for the course. Students are not permitted to request an Academic Concession or drop a course in which a grade of "FD" (failed – academic dishonesty, 0%) has been assigned

The Dean must submit an Academic Incident Report regarding the nature of the academic dishonesty and the determined penalty decision in a timely manner. The report must be sent to the student for a response and the finalized report will be copied to the Office of the Registrar and Enrolment Management. The University will retain the report and, in the event of any further reports of academic dishonesty, the report may be used to determine additional penalties

Penalties for Academic Integrity Violations

Penalties for violations relating to graduate dissertations, theses or final projects are different from those for other violations.

Plagiarism

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Single or multiple instances of inadequate attribution of sources should result in a failing grade for the work.

A largely or fully plagiarized piece of work should result in a grade of “FD” (failed – academic dishonesty, 0%) for the course.

Unauthorized use of an editor or content generator

Unauthorized use of an editor or content generator should result in a failing grade for the work.

In situations where an unauthorized editor or unauthorized content generator is used to extensively edit work that results in a student submitting work that could be considered that of another person, penalties for plagiarism may apply.

Multiple submissions without prior permission

If a substantial part of a piece of work submitted for one course is essentially the same as part or all of a piece of work submitted for another course, this multiple submission should result in a failing grade for the assignment in one of the courses (normally for whichever had the later submission date and/or higher weighting).

If the same piece of work is submitted for two courses, this should result in a grade of “FD” (failed – academic dishonesty, 0%) for one of the courses. The penalty normally will be imposed in the second (i.e., later) course in which the work was submitted.

Falsifying materials subject to academic evaluation

If a substantial part of a piece of work is based on false materials, this should result in a failing grade for the work.

If an entire piece of work is based on false materials (e.g., submitting a commercially prepared essay as one’s own work), this should result in a grade of “FD” (failed – academic dishonesty, 0%) for the course.

Sharing of course materials and intellectual property violations

If a student uploads and/or shares the intellectual property of course materials or course content without the express permission of the intellectual property owner, it will result in a failing grade for the work shared if this work is part of an assignment or examination. (See [Procedures for Academic Fraud](#))

Cheating on exams

Any instance of impersonation of a student during an exam should result in a grade of “FD” (failed – academic dishonesty, 0%) for the course for the student being impersonated and disciplinary academic probation for the impersonator (if they are a student).

Isolated instances of copying the work of another student during an exam should result in a grade of zero for the exam.

Systematic copying of the work of another student (or any other person with access to the exam questions) should result in a grade of “FD” (failed – academic dishonesty, 0%) for the course.

Any instance of bringing unauthorized equipment or material into an exam should result in a grade of zero for the exam.

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Sharing information or answers for take-home assignments and tests when this is clearly prohibited in written instructions should result in a grade of zero for the assignment when such sharing covers a minor part of the work and a grade of “FD” (failed – academic dishonesty, 0%) for the course when such sharing covers a substantial part of the work.

Collaborative work

In cases in which an Instructor has provided clear written instructions prohibiting certain kinds of collaboration on group projects (e.g., students may share research but must write up the results individually), instances of prohibited collaboration on a substantial part of the work should result in a failing grade for the work, while instances of prohibited collaboration on the bulk of the work should result in a grade of “FD” (failed – academic dishonesty, 0%) for the course.

In situations where collaborative work is allowed, only the student or students who commit the violation are subject to penalty.

Violations relating to graduate student final projects, theses, candidacy or dissertations

There is a greater expectation of responsibility toward academic integrity for graduate students undertaking study in pursuit of an advanced degree. All graduate students are expected to be aware of their responsibilities toward academic integrity and must complete the Academic Integrity Modules prior to beginning their graduate program. Ignorance of these standards will not excuse a student from consequences, including penalties, for violations of academic integrity. As disciplinary standards for documenting sources, sharing research or working collaboratively may vary, graduate students should talk to their supervisors to ensure there is an understanding of expectations.

Violations relating to final projects, theses or dissertations

Instances of plagiarism (including inadequate attribution of sources or the use of previously submitted assignments without permission of the supervisory committee), falsification of materials or unauthorized use of an editor or content generator that affect a major part (such as a chapter) of the graduate student’s final project, thesis, or dissertation should result in the graduate student being placed on disciplinary academic probation with a permanent notation on their transcript, as well as being required to rewrite the affected section of the final project, thesis, or dissertation. While the determination of the nature of the offence will be made by the Chair/Director, this penalty can only be imposed by the Vice-President Academic and Provost (or designate), upon recommendation of the Dean.

Instances of plagiarism, falsification of materials or unauthorized use of an editor or content generator that substantially undermine the originality of the graduate student’s final project, thesis, or dissertation so as to fundamentally compromise any claims to new knowledge creation or the new application of knowledge should result in the student’s permanent suspension. While the determination of the nature of the offence will be made by the Chair/Director, this penalty can only be imposed by the President, upon recommendation of the Dean.

The penalties for violations relating to graduate dissertations, theses or final projects may apply where a violation occurs in submitted drafts, as well as in the final version of a dissertation, thesis or final project.

Violations relating to doctoral candidacy examinations

Instances of plagiarism (including inadequate attribution of sources), falsification of materials, cheating or unauthorized use of an editor or content generator in any element of a candidacy examination should result in failure of that element of the examination.

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- Students who have failed a first attempt at any element of candidacy in this way and whose program allows for two attempts at candidacy are normally eligible to make a second attempt but will be placed on disciplinary academic probation with a temporary notation on their transcript that will be removed on graduation.
- Students who have failed a first attempt at any element of candidacy in this way and whose program allows for only one attempt at candidacy OR students whose second attempt at an element of candidacy is failed for an academic integrity violation will normally be withdrawn from their program by the Dean. While the determination of the nature of the offence will be made by the Chair/Director, any penalty can only be imposed by the Dean.
 - The candidacy will be assigned a grade of “FD” (failed – academic dishonesty, 0%). Students are not permitted to request an Academic Concession or drop a course in which a grade of “FD” (failed – academic dishonesty, 0%) has been assigned.

Particularly unusual or serious violations

In the case of a first-time violation that is particularly unusual or serious (e.g. actions that create reputational risk for the university such as the falsification of research results), the Instructor may refer the case to the Chair/Director of the Department of the course in which the alleged violation occurred with a recommendation for a penalty more severe than those normally imposed for a first violation where appropriate.

Penalties for multiple academic integrity violations

Penalties for academic integrity violations beyond the first violation increase in severity. As students must complete the Academic Integrity Modules at the start of their first term at the University of Victoria, it is expected that students will be responsible for ensuring they are familiar with the generally accepted standards and requirements of academic integrity (e.g. as published in the University Academic Calendar). Ignorance of these standards will not excuse a student from consequences, including penalties, for academic dishonesty.

Instructors are responsible to inform their students at the beginning of each term if there are additional specific criteria for academic honesty beyond those generally required at the University of Victoria that pertain to a class or course (e.g. the format for acknowledging the thoughts and writings of authors acceptable to the underlying discipline and the acceptable level of group work, use of an editor or tutoring service and/or online resources).

Disciplinary Academic Probation and Suspension

Any instance of any of the violations described above committed by a student who has already committed two violations, especially if either of the violations merited a grade of “FD” (failed – academic dishonesty, 0%) for the course, should result in the student being placed on disciplinary academic probation.

Disciplinary academic probation will be recorded on the student's transcript. The decision to place a student on disciplinary academic probation with a notation on the student's transcript that is removed upon graduation can only be made by the Dean.

In situations where a student commits three or more academic integrity violations, the student may be placed on disciplinary academic probation with a permanent notation on the student's transcript. The decision to place a student on disciplinary academic probation with a permanent transcript notation can only be made by the Vice-President Academic and Provost (or designate), upon recommendation of the Dean. In making this decision, the Vice-President Academic and Provost will

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consider factors such as the nature of the major violations and whether there has been an interval between violations such that remediation could have taken place.

If a student on disciplinary academic probation with a permanent notation commits another violation, this should result in the student's permanent suspension. This decision can only be taken by the President, on the recommendation of the Dean.

In situations where a graduate student who has been placed on disciplinary academic probation with a permanent notation after a second offence commits a third offence, the student should be subject to permanent suspension. This decision can only be taken by the President, on the recommendation of the Dean.

Academic Dishonesty Penalty Chart The following chart explains the normal progression of penalties for a student who commits multiple academic integrity violations over time. Particularly egregious violations may not follow this progression and may be deemed grievous enough to warrant escalation beyond the expected next step.

Entrance to UVic	1 st violation	A student who has been found to have committed a 2 nd violation	A student who has been found to have committed a 3 rd violation	A student who has been found to have committed a 4 th violation
	<u>Major Violation</u> (Chair/Director) May result in the following penalties: <ul style="list-style-type: none"> • formal reprimand • grade F or FD for the course 	Disciplinary Academic Probation with a temporary notation (removed upon graduation) (Dean of the course)	Disciplinary Academic Probation with a permanent notation (Provost, on recommendation of the Dean)	Permanent Disciplinary Academic Suspension (President, on recommendation of the Dean)
Mandatory Academic Integrity Modules before registration into a student's 2 nd year of study at UVic	<u>Minor Violation</u> (Instructor) May result in the following penalties: <ul style="list-style-type: none"> • warning • Academic Integrity Modules • lower grade for the work • grade of 0 ((F) for the work 			

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Non course-based penalties

If a student has withdrawn from a course, the university, or is not registered in a course associated with a violation, this policy must still be followed.

If a determination is made that it is more likely than not a student has engaged in academic dishonesty, a letter of reprimand and, if appropriate, a more serious penalty in this policy should be imposed, although no course-based penalty may be imposed.

See [Academic Fraud](#) for penalties that may be considered under non course-based academic dishonesty.

Interim Measures

The University may impose interim measures while an allegation of academic dishonesty or academic fraud is being investigated, determined, or resolved. Consequences due to interim measures are reversible should the academic integrity violation be unfounded.

Dropping a course in which an academic integrity violation is under consideration will not preclude the investigation from proceeding and the application of a full range of penalties.

The Registrar is responsible for imposing interim measures which may include, but are not limited to, prohibiting the student from:

- altering registration
- requesting an academic concession for the courses in which there is an allegation of academic dishonesty or fraud
- requesting official transcripts or other official university documents
- receiving final grades for courses in which there is an allegation of academic dishonesty or fraud
- graduation

If a case is referred to the Dean of the student's faculty by a Chair/Director or the Registrar, the student's official transcript will not be available to the student until the case is resolved.

Rights of appeal

Students must be given the right to be heard at each stage and have the right to appeal decisions in accordance with university policy, procedures and regulations. A student may:

- appeal a decision made by the Instructor to the Chair/Director of the Department offering the course in which the student is registered within 15 business days of the date of the Instructor's notification of the decision.
- appeal a decision made by the Chair/Director to the Dean of the faculty offering the course in which the student is registered within 15 business days of the date of the Chair or Director's notification of the decision. Graduate students must appeal a decision to the Dean of the Faculty of Graduate Studies.
- appeal a decision made by the Dean of the faculty offering the course in which the student is registered to the Senate Committee on Appeals. In the case of a graduate level courses, an appeal is made by the Dean of the Faculty of Graduate Studies.
- appeal a decision made by the Provost to the Senate Committee on Appeals.

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- appeal a decision made by the President under the provisions of section 61 of the *University Act* to the Senate Committee on Appeals.

Appeals to the Senate Committee on Appeals must be made in accordance with the [Senate Committee on Appeals' Terms of Reference and Procedural Guidelines](#).

Chairs/Directors and Deans who receive a completed Academic Integrity Appeal Form regarding a decision should make a finding with respect to the appeal in a timely manner and no later than 15 business days. Appeals will focus on procedural matters, not the substance of the academic judgement under investigation. Consultation with appropriate areas for guidance, such as the Ombudsperson and/or the Office of Student Life is encouraged.

Notice of an Academic Integrity Violation

Any penalty will be accompanied by a letter of reprimand which will be written by the authority (Registrar, Instructor, Chair/Director, Dean, Provost, President) responsible for imposing the penalty. The Notice of an Academic Integrity Violation will be sent to the student and a copy shall be included on the student's record which is maintained by the Office of the Registrar and Enrolment Management.

The Office of the Registrar and Enrolment Management shall maintain a confidential record containing information about students who have been found to have violated the Policy on Academic Integrity, the type of violation, the penalties imposed for the violation and any other relevant information as listed in the Academic Integrity Incident Report.

Records management

Violations of academic integrity are most serious when repeated. Records of violations of this policy are kept to ensure that students who have committed more than one violation can be identified and appropriately sanctioned. Access to these records is restricted to protect students' right to privacy.

Records

Records relating to academic integrity violations will be stored in the Office of the Registrar and Enrolment Management. The Registrar, Instructor, Chair/Director, Dean, Provost, or President Instructors, Chairs, Directors and Deans (whichever is responsible for imposing the penalty) will report academic integrity violations and will forward all documentation (including materials used in the making of the decision) related to a violation to the Office of the Registrar and Enrolment Management once the decision regarding a violation has been made. Records will only be kept in cases where it is determined that more likely than not a student has violated this policy.

In accordance with the Directory of Records retention [Student Records \(SR110\)](#), where a determination that no violation has occurred is made, records will be retained for 1 year by the office making the determination.

Access to Records

Upon a finding of an academic integrity violation, a Chair/Director may receive notification of a previous academic integrity violation from the Office of the Registrar and Enrolment Management.

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The Dean and the Registrar will also receive notification of previous academic integrity violations from the Office of the Registrar and Enrolment Management. In addition, Deans are permitted to access the complete student record regarding any academic integrity violations.

In some special circumstances, there may be reasons why faculty members need to have access to this information (e.g., character attestation for purposes of professional accreditation). If a faculty member intends to request access to students' records for any such purpose, that purpose must be disclosed by the faculty member to the student.

The Senate Committee on Academic Standards, Deans and Chairs/Directors may request aggregate information from the Office of the Registrar and Enrolment Management on numbers of violations for purposes of analysis, but in this case the information is to be provided without revealing personal information.

Records Retention

The following retention periods apply to records relating to academic integrity violations:

First or subsequent violations where no permanent notation has been made on a student's transcript - 5 years after the student has graduated. If the student has not graduated, the record will be retained ten years after the student's most recent registration.

Second or subsequent violations where a permanent notation has been made on a student's transcript - permanent retention.

Notations on a student's transcript will be removed upon graduation or maintained permanently, in accordance with the penalty imposed under this policy.

A student who has had a permanent notation imposed on their transcript may make an application to the Vice-President Academic and Provost to have the notation removed. This application may be made ten years after the final decision regarding the violation has been made and must include compelling evidence to explain why the notation should be removed.



Date: May 24, 2024

To: Senate

From: Senate Committee on Agenda and Governance

Re: **Appointments to the 2024/2025 Senate standing committees**

The Senate Committee on Agenda and Governance nominations sub-committee met on May 24, 2024 to consider appointments to the 2024/2025 Senate standing committees.

The Senate Committee on Agenda and Governance recommends to Senate the approval of appointments indicated in bold text in the attached document. Most new members are appointed for 3-year terms from July 1, 2024 to June 30, 2027. Committee chairs and student members appointed for one-year terms from July 1, 2024 to June 30, 2025.

Recommended Motion:

That Senate approve the appointments to the 2024/2025 Senate standing committees for the terms indicated in the attached document.

Respectfully submitted,

2023/2024 Senate Committee on Agenda and Governance

Kevin Hall, Chair, President and Vice-Chancellor*

Robin Hicks, Vice-Chair, Faculty of Graduate Studies*

Carrie Andersen, University Secretary

Elizabeth Croft, Vice-President Academic and Provost

Benjamin Fyfe, Student Senator*

Mark Laidlaw, Faculty of Science

Martha McGinnis, Faculty of Graduate Studies

Phalguni Mukhopadhyaya, Faculty of Engineering and Computer Science*

Joseph Salem, Faculty of Fine Arts

Alivia Wang, Convocation Senator

Lara Wilson, Library, Special Collections, University Archives*

Ada Saab (Secretary), Associate University Secretary*

Kathy MacDonald, (Recording Secretary), Senator Coordinator*

*members of the Nominations Sub-committee

/attachment



2024- 2025 Senate Committees

Senate Committee on Academic Standards

Name	Faculty or Department	Term
Yasmine Kandil (S)	Fine Arts	2025 (2019)
Vacancy	Science	2027 (2024)
Danu Stinson (S)	Graduate Studies	2025 (2022)
Andrew Newcombe (S)	Law	2027 (2021)
Tim Haskett (NS)	Humanities	2025 (2022)
Robert Hancock (S)	Social Sciences	2027 (2021)
Sorin Rizeau (NS)	Peter B. Gustavson School of Business	2026 (2020)
Laura Vizina (NS)	Continuing Studies	2026 (2023)
Tim Pelton (NS)	Education	2025 (2022)
Yang Shi (NS)	Engineering and Computer Science	2026 (2022)
Hökūlani Aikau (S)	Human & Social Development	2026 (2023)
Vacancy	Medical Sciences	2027 (2024)
Evan Maher	Student Senator	2025 (2024)
Paige Thombs	Student Senator	2025 (2024)
Vacancy	Student Representative (UVSS)	2025 (2024)
Vacancy	Student Representative (GSS)	2025 (2024)
Alivia Wang (S)	Convocation Senator	2027 (2021)
Cedric Littlewood (NS)	Vice-President Academic and Provost's designate	(ex officio)
Vacancy	President or nominee	(ex officio)
Andrea Giles (NS)	Executive Director, Cooperative Education and Career Services	(ex officio)
Elizabeth Adjin-Tetty (NS)	Associate Vice-President Academic Programs	(ex-officio)
Wendy Taylor (NS)	Acting Registrar	(ex officio)
Ashley de Moscoso (NS)	Acting Associate Registrar	(ex officio)
Diana Varela (NS)	Associate Dean Academic Advising (Faculties of Science, Social Sciences and Humanities)	(ex officio)
Ada Saab (Secretary)	Associate University Secretary	

(S) – Senator
(NS) – non Senator

Senate Committee on Admission, Re-registration And Transfer Appeals

Name	Faculty or Department	Term
Erin Kelly (S) (Chair)	Humanities	2026 (2020)
Stuart MacDonald (NS) (Vice-Chair)	Social Sciences	2025 (2019)
Rana El-Sabaawi (NS)	Science	2025 (2022)
Shemine Gulamhusein (NS)	Human & Social Development	2025 (2022)
Michael Zastre (NS)	Engineering & Computer Science	2026 (2023)
Carmen Galang (NS)	Peter B. Gustavson School of Business	2026 (2020)
Lee Henderson (NS)	Fine Arts	2026 (2023)
Ralf St. Clair (NS)	Education	2026 (2023)
Ayla Starkey (S)	Student Senator	2025 (2024)
Justin Salinas (S)	Student Senator	2025 (2024)
Vacancy	Student Representative (UVSS)	2025 (2024)
Vacancy	President or nominee	(ex officio)
Diana Varela (NS)	Associate Dean Academic Advising (Faculties of Science, Social Sciences and Humanities)	(ex officio)
Trisha Best (NS)	Director or equivalent of International Centre for Students	(ex officio)
Vacancy	Director or equivalent of an Advising Centre	(ex officio)
Ai-Lan Chia (NS)	Representative from Counselling Services	(ex officio)
Wendy Taylor (NS)	Acting Registrar	(ex officio)
LillAnne Jackson (NS)	Representative to the BC Council on Admission and Transfer, Transfer and Articulation Committee	(ex officio)
Zane Robison (Secretary)	Associate Registrar	
Tatiana Percival (Recording Secretary)	Undergraduate Admissions and Records	

(S) – Senator
(NS) – non Senator

Senate Committee on Appeals

Name	Faculty or Department	Term
Kathy Chan (co-Chair) (NS) Janna Promislow (co-Chair) (NS)	Law	2026 (2020)
Mauricio Garcia-Barrera (Vice-Chair) (NS)	Graduate Studies	2025 (2018)
Kenneth Stewart (NS)	Social Sciences	2025 (2022)
Lina Zhou (S)	Engineering and Computer Science	2026 (2023)
Stuart Snaith (NS)	Peter B. Gustavson School of Business	2026 (2023)
Leslee Francis Pelton (NS)	Education	2027 (2024)
Mark Laidlaw (S)	Science	2026 (2020)
Jill Walshaw (S)	Humanities	2027 (2024)
Donna Jeffery (NS)	Human & Social Development	2025 (2022)
Dennine Dudley (S)	Fine Arts	2027 (2024)
Norman Kaminski (S)	Student Senator	2025 (2024)
Artem Kuklev (S)	Student Senator	2025 (2024)
Vacancy	Student Senator	2025 (2024)
Vacancy	Student Representative (GSS)	2025 (2024)
Ada Saab (Secretary)	Associate University Secretary	

(S) – Senator
(NS) – non Senator

Senate Committee on Awards

Name	Faculty or Department	Term
Maureen Ryan (S) (Chair)	Human & Social Development	2027 (2021)
Rishi Gupta (S)	Engineering and Computer Science	2025 (2022)
Vacancy	Peter Gustavson School of Business	2027 (2024)
CindyAnn Rose-Redwood (S)	Social Sciences	2026 (2023)
Leslee Francis Pelton (NS)	Graduate Studies	2024 (2021)
Alyssa Manankil (NS)	Alumni Association	2027 (2021)
Justin Salinas	Student Senator	2025 (2023)
Vacancy	Student Representative (GSS)	2025 (2024)
John Dower (NS)	Chair, Faculty of Graduate Studies Awards Committee	(ex officio)
Donja Roberts (NS)	Scholarships Officer, Faculty of Graduate Studies	(ex officio)
Wendy Taylor (NS)	Acting Registrar	(ex officio)
Vacancy	President or nominee	(ex officio)
Lori Hunter (NS)	Director, Student Awards and Financial Aid	(ex officio)
Amanda Thornborough (Secretary)	Student Awards & Financial Aid	

(S) – Senator
(NS) – non Senator

Senate Committee on Honorary Degrees and Other Forms of Recognition

Name	Faculty or Department	Term
Marion Buller (S) (Chair)	Chancellor	(ex officio)
Vacancy	TBD	2027 (2024)
Denise Cloutier (NS)	Social Sciences	2026 (2020)
Jonathan Bengtson (S)	University Librarian	2025 (2022)
Elena Pnevmonidou (NS)	Humanities	2025 (2019)
Andrew Weaver (S)	Science	2027 (2024)
Sara Humphreys (S)	Humanities	2026 (2020)
Vacancy	Student Senator	2025 (2024)
Saeed Rezvani (NS)	Alumni Association	2027 (2024)
Kevin Hall (S)	Chair of Senate	(ex officio)
Ian Case (NS)	Director, University Ceremonies and Events	(ex officio)
Ada Saab (Secretary)	Associate University Secretary	

(S) – Senator
(NS) – non Senator

Senate Committee on Learning and Teaching

Name	Faculty or Department	Term
Li-Shih Huang (NS) (Chair)	Graduate Studies	2027 (2024)
Kirstin Lane (NS)	Education	2026 (2023)
Travis Martin (S)	Science	2026 (2023)
Vacancy	Engineering and Computer Science	2027 (2024)
Erin Campbell (S)	Fine Arts	2026 (2020)
Brock Smith (S)	Peter B. Gustavson School of Business	2025 (2022)
Miranda Angus (NS)	Continuing Studies	2025 (2022)
April Nowell (S)	Social Sciences	2027 (2024)
Lynne Marks (S)	Humanities	2027 (2021)
Anastasia Mallidou (S)	Human & Social Development	2026 (2023)
Deborah Curran (S)	Law	2025 (2022)
Vacancy	Medical Sciences	2027 (2024)
Emily Goodman (S)	Student Senator	2025 (2024)
Cole Kennedy (S)	Student Senator	2025 (2024)
Vacancy	Student Representative (UVSS)	2025 (2024)
Vacancy	Student Representative (UVSS)	2025 (2024)
Vacancy	Student Representative (GSS)	2025 (2024)
Saeed Rezvani (NS)	Alumni Association	2026 (2023)
Matt Huculak (NS)	Library, (FALC)	2025 (2022)
Victoria Wyatt (S)	Convocation Senator	2027 (2024)
Vacancy	University Librarian or designate	(ex officio)
Wency Lum (NS)	Associate Vice-President Systems & Chief Information Officer	(ex officio)
Andrea Giles (NS)	Executive Director, Cooperative Education and Career Services	(ex officio)
Shailoo Bedi (NS)	Executive Director, Learning and Teaching Support and Innovation	(ex officio)
Vacancy	Technology Integrated Learning Centre	(ex officio)
Vacancy	President or nominee	(ex officio)
Elizabeth Adjin-Tettey (NS)	Associate Vice-President Academic Programs	(ex officio)
Ada Saab (Secretary)	Associate University Secretary	

(S) – Senator
(NS) – non Senator

Senate Committee on Libraries

Name	Faculty or Department	Term
Adrienne Boyarin (NS)	Humanities	2026 (2020)
Deborah Curran (S)	Law	2025 (2022)
Martha McGinnis (S)	Graduate Studies	2024 (2021)
Catherine McGregor (NS)	Education	2026 (2023)
Tatiana Shumilina (NS)	Continuing Studies	2026 (2023)
Lina Zhou (S)	Engineering and Computer Science	2026 (2023)
Danielle Geller (NS)	Fine Arts	2026 (2023)
Brian Thom (NS)	Social Sciences	2025 (2022)
Sudhir Nair (S)	Peter B. Gustavson School of Business	2026 (2023)
Simon Minshall (S)	Human & Social Development	2025 (2022)
Vacancy	Medical Sciences	2027 (2024)
Andrew Weaver (S)	Science	2027 (2024)
Jenn Hodge	Student Senator	2025 (2024)
Vacancy	Student Representative (GSS)	2025 (2024)
Victor Ramraj (NS)	Representative of Council of Centre Directors	2024 (2021)
Matt Huculak (NS)	Librarian selected by Faculty Association Librarians' Committee (FALC)	2026 (2023)
Ry Moran (NS)	Associate University Librarian	(ex-officio)
Lisa Goddard (NS)	Associate University Librarian	(ex-officio)
Lisa Petrachenko (NS)	Associate University Librarian	(ex officio)
Vacancy	President or nominee	(ex officio)
Wency Lum (NS)	Associate Vice-President Systems & Chief Information Officer	(ex officio)
Jonathan Bengtson (S)	University Librarian	(ex officio)
Kaelan Smith (Secretary)	University Librarian's Office	

(S) – Senator
(NS) – non Senator



Date: May 21, 2024
To: Senate
From: Senate Committee on Awards
Re: **New and Revised Awards**

The Senate Committee on Awards met on May 13th, 2024 and approved a number of new and revised awards for Senate's approval. Terms contained within this document are defined in Appendix 1 and Terms of Reference for these awards are in Appendix 2.

Recommended Motion:

That Senate approve, and recommend to the Board of Governors that it also approve, the new and revised awards set out in the attached document:

- BME Elevate Award (New)
- CPA Education Foundation Diversity Award (New)
- CPA Education Foundation Inclusion Award (New)
- Florence Women's Scholarship* (New)
- Marg Eastman Undergraduate Award in Nursing (New)

* *Administered by the University of Victoria Foundation*

Respectfully submitted,

2023/2024 Senate Committee on Awards

Maureen Ryan (Chair), Faculty of Human and Social Development

John Dower, Faculty of Graduate Studies

Leslee Francis Pelton, Faculty of Education

Rishi Gupta, Faculty of Engineering and Computer Science

Lori Hunter, Student Awards and Financial Aid

Alyssa Manankil-Lakusta, Alumni Association Representative

Alexandra (Sasha) Kovacs, President's Nominee / Theatre

Donja Roberts, Faculty of Graduate Studies

CindyAnn Rose-Redwood, Faculty of Social Sciences

Justin Salinas, Student Senator

Wendy Taylor, Office of the Registrar and Enrolment Management

Sarah Roberts, GSS Representative

Amanda Thornborough (Secretary), Student Awards and Financial Aid

Appendix 1

Scholarships, medals and prizes

Scholarships, medals and prizes are awarded to students primarily on the basis of academic merit. Other additional eligibility criteria, as specified in the terms of reference, will be considered when selecting recipients. Scholarships, medals and prizes for undergraduate students are administered by Student Awards and Financial Aid (SAFA). Detailed information about the terms of reference and application process (if applicable) for undergraduate scholarships, medals and prizes is available on the SAFA [website](#).

Awards

UVic also offers non-repayable funding referred to as awards. Recipients are selected on the basis of the eligibility criteria specified in the terms of reference for each award. Eligibility criteria may include, but are not limited to, a minimum academic achievement, financial need, identifying with a group with historical and/or current barriers to equity, program of study or participation in a varsity sport.

Recipients of athletic awards are selected on the basis of the eligibility criteria specified in the terms of reference for the award and the requirements stipulated by U SPORTS; an organization external to UVic that establishes the funding rules for student athletes in varsity sport at participating universities in Canada. Entering student athletes must have a minimum admission average of 80% to receive an athletic award in their first year of post-secondary study.

Returning student athletes must have passed a minimum of 9.0 units for credit, with a minimum sessional GPA of 3.0, in the preceding academic year. The total combined value of athletic awards cannot exceed the student's assessed tuition and mandatory fees for the academic year in which they receive the funding.

Bursaries

Bursaries are non-repayable financial assistance awarded on the basis of financial need and satisfactory academic standing. There may be additional selection criteria specified in the terms of reference, but financial need is the primary selection criteria.

Detailed information about the online bursary application process is available on the SAFA [website](#).

Appendix 2

Terms for New and Revised Awards

Additions are underlined

Deletions are ~~struck through~~

BME Elevate Award (New)

Two awards of \$2,000 each are given to undergraduate students in the Biomedical Engineering program in the Faculty of Engineering and Computer Science and are members of groups with historical and/or current barriers to equity, including, but not limited to:

- First Nations, Inuit and Métis peoples and all other Indigenous peoples;
- members of groups that commonly experience discrimination due to race, ancestry, colour, religion and/or spiritual beliefs or place of origin;
- persons with visible and/or invisible (physical and/or mental) disabilities;
- persons who identify as women; and
- persons of marginalized sexual orientations, gender identities and gender expressions.

Applicants must submit a personal statement (minimum 500 words, maximum 4,000 words) that outlines their financial or personal challenges and how they have overcome, or are currently overcoming, these challenges and also speaks to their academic and career goals. Preference is for students who demonstrate financial need. Approval of the recipients is made by the Senate Committee on Awards upon the recommendation of the Biomedical Engineering Program.

CPA Education Foundation Diversity Award (New)

One award of \$2,500 is given to an undergraduate student enrolled in the Bachelor of Commerce program in the Peter B. Gustavson School of Business who demonstrates financial need and who intends to take the CPA exam. First preference is for Indigenous students. Second preference is for members of other groups with historical and/or current barriers to equity, including, but not limited to:

- members of groups that commonly experience discrimination due to race, ancestry, colour, religion and/or spiritual beliefs or place of origin;
- persons with visible and/or invisible (physical and/or mental) disabilities;
- persons who identify as women; and
- persons of marginalized sexual orientations, gender identities and gender expressions.

Approval of the recipient will be made by the Senate Committee on Awards upon the recommendation of the Peter B. Gustavson School of Business.

CPA Education Foundation Inclusion Award (New)

One award of \$2,500 is given to a woman undergraduate student enrolled in the Bachelor of Commerce program in the Peter B. Gustavson School of Business who demonstrates financial need and who intends to take the CPA exam. Preference is for members of groups with historical and/or current barriers to equity, including, but not limited to,

- First Nations, Inuit and Métis peoples and all other Indigenous peoples;
- members of groups that commonly experience discrimination due to race, ancestry, colour, religion and/or spiritual beliefs or place of origin;
- persons with visible and/or invisible (physical and/or mental) disabilities; and
- persons of marginalized sexual orientations, gender identities and gender expressions.

Approval of the recipient will be made by the Senate Committee on Awards upon the recommendation of the Peter B. Gustavson School of Business.

Florence Women's Scholarship* (New)

A scholarship of \$15,000 is awarded to an academically outstanding undergraduate woman student entering the Faculty of Engineering and Computer Science who:

- is a Canadian citizen or permanent resident,
- graduated from a BC high school,
- has interest in pursuing Mechanical, Electrical, Civil, Biomedical or Software Engineering.

Preference is for students who have demonstrated community service through volunteering in their community. Students who meet the preference must submit a statement (maximum 350 words) outlining their volunteer contributions.

To be automatically renewed a student must have completed a total of 12 or more academic units in any two terms of study between May and April and maintained a grade point average of 7.50/9.00 or higher on the best 12 units. The scholarship is automatically renewed for each year of the student's full-time study until completion of a first degree or for a maximum of three years, whichever is the shorter period. A student whose grade point average falls below 7.50/9.00 may file a written appeal with the Senate Committee on Awards to seek special consideration for the renewal of the scholarship.

Students registered in a co-op or work experience work-term will automatically be renewed when they next complete 12 or more academic units in two terms, provided they have a grade point average of 7.50/9.00 or higher in the two terms. Any student who takes neither a co-op, work experience work-term, or academic units for more than one term may forfeit the scholarship.

Marg Eastman Undergraduate Award in Nursing (New)

Two awards of at least \$1,000 each are given to undergraduate students in the School of Nursing to assist with travel and/or registration fees to attend a conference. Applicants must include a brief description (50-100 words) of how this conference will benefit their studies and a budget detailing their costs. Students must apply to the School of Nursing by February 15. Approval of the recipients will be made by the Senate Committee on Awards upon the recommendation of the School of Nursing.



Date: May 22, 2024

To: Senate

From: Senate Committee on Learning and Teaching

Re: **Recommendations for Revisions to the Course Experience Survey**

Over the past three years, the Senate Committee on Learning and Teaching (SCLT) has conducted much of the work on CES within a sub-committee to examine the existing Course Experience Survey and recommend revisions. The sub-committee began its work by reviewing a literature review from the Division of Learning and Teaching Support and Innovation and conducting a national survey of teaching assessment practices across post-secondary institutions in Canada. Consultation to understand the use of CES at the university's academic administrative level was conducted with the Vice-President Academic & Provost's office.

At its October 2020 meeting, SCLT endorsed revisions and recommendations from the sub-committee regarding a change in CES timing and a revision to the questions contained within the survey. At the March 2021 meeting of Senate, concerns from Senate members were raised about the ability of student surveys to measure teaching effectiveness and whether the University of Toronto's instrument (recommended by SCLT) would aid in reducing student bias. It was recommended that a consultation process be implemented to better explain the issues that CES currently presents to the university campus and the recommended changes proposed within Senate's jurisdiction. Since this time, extensive in-person and online surveys have been conducted by the sub-committee to ensure this consultation was thoroughly completed. It is at this time that the Senate Committee on Learning and Teaching would like to present to Senate the results of the consultation and resulting revisions to CES in an effort to improve the tool for students and instructors.

This memo provides recommendations emerging from the review and campus consultations regarding the CES. The recommended revisions outlined in this proposal are:

1. The adaption and implementation of five of the University of Toronto-developed student Centralized Cascaded Course Evaluation Framework (CCEF) core questions.
2. The addition of the student CCEF's regularly updated and psychometrically validated question bank for instructors to supplement the core questions;
3. The optional retention of the three qualitative questions utilized in the current CES.
4. The incorporation of the two free days between the end of the scheduled timetable and the final examination period as an assigned course experience survey period to be published in the [Academic Important Dates](#).
5. A revision of the survey title to better reflect the purpose of the questions, reframing from 'Course Experience Survey' to 'Student Experience of Learning' (SEL).

Although this sits outside the committee's mandate, SCLT also recommends:

6. the creation of a landing page on the Learning Teaching Support and

Innovation (LTSI) website that outlines the function and purpose of CES for students and for instructors. This site would provide avenues for students to follow for feedback, support, and concerns that sit outside the CES process, and would outline best practice in the effective use of CES by students and instructors.

These recommendations propose an improvement to the survey questions asked to students about their experience in their courses and honour the need of students to have a formal platform to report their experiences in their courses. It is important to recognize that the main purpose of CES is to assess student experience within a course, not instructor teaching effectiveness (e.g., R. Beleche, T. Fairris, D., & Marks, M., 2012; Uttl, et al., 2017).

Through the recent campus consultation, changes were made to the original 2020 proposal in that one CCEF question referring to a student's assessment on whether the course was found to be intellectually stimulating was removed. As well, due to concerns regarding vitriolic feedback, the three qualitative questions are recommended to be an optional component of the CES for individual instructors.

This memo is organized into five parts. Part I provides the background to the Committee's consideration of the CES and consultation plan. Parts II-V are dedicated to the specific areas related to the proposal and campus consultation results, namely:

- (II) Issues outside of Senate jurisdiction
- (III) Survey use
- (IV) The quality and effectiveness of the Course Experience Survey; and
- (V) Consultation and Revision recommendations of the Course Experience Survey.

Together, these parts summarize the Committee's research, our understanding of the issues and concerns raised, and the results of a year-long campus work to understand the needs of the Course Experience Survey for both faculty and students.

I. BACKGROUND

At the November 2002 meeting, Senate decided to support the development of a Universal Student Rate of Instruction (USRI) that also allowed each unit to add their own questions (Appendix 1). This meeting encouraged the 2002 Committee on Teaching and Learning to develop and test a USRI as soon as feasible and report to Senate prior to implementation.

In November 2005, the Associate Vice-President Academic reported to the Senate Committee on Learning and Teaching that a committee comprised of the Director of the Centre for Learning and Teaching, student representatives, the Administrative Registrar, several Deans and Chairs and others would implement the CES survey in the fall of 2006. An evaluation of the effectiveness of the survey would be conducted after two years and the results would be provided to Senate.

Since the pilot implementation of the CES in 2006, the Associate Vice-President Academic reported extensive discussion and review undertaken to ensure that the instrument adequately served both formative and summative evaluation purposes. Over the course of 2007, the CES Implementation Task Group made a number of modifications to clarify the questions, to strengthen the instrument's usefulness for summative purposes, and to shorten its length. A number of academic units agreed to participate in the first phase of formal implementation. Fall 2008 and spring 2009 saw the instrument being used by increasing numbers of academic departments culminating in university-wide use of CES by the end of the 2008-09 academic year.

Over the past decade, questions have been raised about the appropriateness of using the CES instrument in small classes (specifically those with fewer than 10 students) and in graduate seminars. The three issues outlined included potential difference in ratings related to class size; privacy concerns regarding ratings in graduate classes; and concern about the potential for bias in small graduate seminars. Recommendations were developed and guidelines for use of CES were revised to address these issues, including the exemption of small classes from CES participation. These are not issues under consideration here.

II. ISSUES OUTSIDE OF SENATE JURISDICTION

At the same time as concerns have been raised regarding the current CES by instructors and students on the variety of questions and understanding of use, there have been significant national and international conversations within the post-secondary learning and teaching environment about the effective use of course experience surveys. SCLT has identified concerns regarding the effectiveness of CES scores in evaluating teaching, including low response rates; the use of CES for ranking; and questions of systemic gender bias and bias related to designated groups (e.g., racialized faculty, LGBTQ2S+). These issues are not within the Senate's jurisdiction to address but they have been considered within the context of the University of Victoria Faculty Association Collective Agreement. Means and medians are no longer included in individual faculty and sessional instructor reports.

The committee also recognizes concerns raised in regard to CES data collected for summative evaluative purposes (reappointment, merit, promotion, tenure), where there may be a concern with threshold response rates and adequate sample size. The use of CES results, including student comments, is covered by the University of Victoria Faculty Association Collective Agreement, therefore cannot be addressed unilaterally by the Senate Committee on Learning and Teaching or by Senate.

Also outside of Senate's jurisdiction is the process by which students communicate specific concerns regarding their course experience that are not captured by the survey. Nonetheless, the committee recognized a need for increased communication with students on the use of the survey, the role it plays in course design and revision, the ways in which both instructors and faculties use the survey data, and how students may address these issues outside of their experience of learning. Throughout the consultation sessions and survey data results, students stated that it was very important that there was a means in which to share their experience of learning with their instructors. Nevertheless, understanding appropriate venues for concerns outside of the learning experience as well as how it is used to improve instruction was not well understood.

Discussions for improved participation as well as better informed use of CES is important. As a result, the committee recommends the creation and maintenance of a dedicated website which will outline the goals and use of the survey (recommendation 6). To emphasize that the University of Victoria values the quality of the teaching offered to students, a website would help to explain how the student survey is a means to provide the instructors with information about student experience of learning. The website would not only outline the intended use and best practice regarding CES but would also help to facilitate an improved culture of support for both students and instructors in understanding how a student's experience of learning can inform advancements in teaching practice.

III. SURVEY USE

During committee discussion, it was recognized that CES serves multiple purposes. Based on conversations with the Vice-President Academic & Provost's office, instructors, and students, the committee determined that there are a variety of members within the university community with an investment in the survey and its results.

For students, CES provides a universal, institutional avenue through which they can provide feedback on an ongoing basis about their experience of learning.

For faculty and instructors, CES provides one source of feedback regarding the course they are teaching, with specific focus on the student experience in a particular course they are teaching.

For Chairs/Directors/Academic Units, CES provides one source of information regarding the student experience of teaching within their unit.

For UVic, CES is one source of data demonstrating accountability and quality in relation to the student experience in academic programs.

IV. QUALITY AND EFFECTIVENESS OF THE COURSE EXPERIENCE SURVEY

The current version of CES has 15 core questions (in addition to questions chosen by Faculties or Departments), to a usual maximum of 20 questions. The 15 core questions include 8 instructor-focused questions and 7 course-focused questions (Appendix 2).

Through the committee's research and deliberations, the following primary factors were identified as crucial in addressing the review and proposed revisions to CES:

- Current literature and the 2018 Ryerson arbitration decision indicate that students are ideally-positioned to provide feedback on their experience of learning and their feedback is integral to continuous improvement of teaching. Students are not best placed, however, to assess teaching effectiveness. Further, feedback from students on teaching effectiveness and on attribute-type questions (e.g., my instructor was enthusiastic, attentive, etc.) is subject to bias and therefore should not be used in assessment of teaching effectiveness (i.e., merit, tenure, and promotion).
- The CES questions should be based on quality teaching practices and current empirical knowledge of crucial factors impacting student learning and student experience.
- The instrument should be well-validated and subject to regular University of Toronto psychometric testing. While learning and teaching research literature and psychometric testing were used in the early development of the CES, there has been minimal focus on continuous improvement since implementation.
- The current CES, at 15 (+5) items, does not allow individual instructors the latitude to add questions relevant to the student experience they aim to foster in different course designs.

V. CONSULTATION AND REVISION RECOMMENTATIONS TO THE COURSE EXPERIENCE SURVEY

After a careful consideration of a range of options, within the context of the literature review, combined with the environmental scan of best practices at comparator post-secondary institutions, SCLT recommended a set of interrelated revisions to the CES as a measure of a student's experience of learning. These recommendations were taken to faculties, student groups and various campus community administrative areas to consult on the suggested changes and how to best formulate an online survey to gauge these recommendations across campus even more widely.

During the campus consultation meetings throughout the 2021/2022 academic year, and the campus wide survey to course instructors and students through 2023, the Chair of the Senate Committee on Learning and Teaching and the Sub-committee on the Revisions to the Course Experience Survey, presented the four revisions as follows:

1. the adaption and implementation of University of Toronto-developed student Centralized Cascaded Course Evaluation Framework (CCEF) core questions, section V.A;
2. the addition of the student CCEF's regularly updated and psychometrically validated question bank for instructors to supplement the core questions, section V.B; and
3. the optional retention of the three qualitative questions utilized in the current CES, section V.C;
4. the reframing of the survey title to better reflect the purpose of the questions from Course Experience Survey (CES) to Student's Experience of Learning (SEL), section V.D;

The campus wide survey was launched on April 14, 2023, and remained open until May 31, 2023. In the fall of 2023, the sub-committee analyzed the responses collected from both instructors and students. In total, 373 students completed the student-specific feedback survey, and 97 instructors completed the instructor-specific feedback survey. A summary report (Appendix 3) highlighted the main finding from both the student and faculty perspective. The results showed that there was a common approval of the recommendations across campus with an exceptional split regarding the use of the qualitative questions.

Conveyed during the consultation was how this set of revisions is meant to re-focus the CES on the student learning experience by reducing the number of core questions to those that elicit experience-based responses, by increasing the capacity and flexibility for departments and instructors to include questions that are more relevant to their discipline and teaching methods through a well-developed question bank, and by retaining the option for three qualitative questions which focus on constructive feedback.

The optional retention of three qualitative questions was discussed at length throughout the campus consultation, within the sub-committee and with LTSI, who serves the work to provide CES to students and results to instructors. Understanding the various ways in which CES is used, the sub-committee does not recommend removing the qualitative questions from the CES altogether, but does recognize the important issue for instructors who are subjected to particularly vitriolic feedback through the survey. A balance is needed between the vitriol instructors may receive and the need to provide students the ability to offer feedback on their learning through more a robust qualitative format. As well, the sub-committee recognized the need ensure instructors retain the ability to utilize this more robust feedback for wider use.

A. The adoption and implementation of five core questions.

Since 2012, the University of Toronto has progressively implemented an evidence-based student CCEF for collecting feedback data from students. This system includes core questions and a question bank with additional customized questions (Appendix 4). The questions in the student CCEF core have been fully tested from a psychometric perspective for validity and reliability.

The five recommended core questions continue to reflect current evidence-based knowledge of the student experience with construct validity. These questions focus on four factors:

- Student Engagement (Qs 1-5);
- Knowledge Gains (Qs 1, 3-5);
- Learning Atmosphere (Qs 2, 5); and
- Perceived Quality of Assessment (Qs 3, 4).

CCEF Core Questions:

Question 1: The course provided me with a deeper understanding of the subject matter (Not at all; Somewhat; Moderately; Mostly; A great deal)

Question 2: The instructor created a course atmosphere that was conducive to my learning (Not at all; Somewhat; Moderately; Mostly; A great deal)

Question 3: Course projects, assignments, tests and/or exams improved my understanding of the course material (Not at all; Somewhat; Moderately; Mostly; A great deal)

Question 4: Course projects, assignments, test and/or exams provided opportunity for me to demonstrate an understanding of the course material (Not at all; Somewhat; Moderately; Mostly; A great deal)

Question 5: Overall, the quality of my learning experience in this course was... (Poor, Fair, Good, Very Good, Excellent)

B. The adoption and implementation of the student CCEF question bank.

In the current CES at UVic, Faculties, Departments, and Programs can include additional questions, but this option is rarely utilized. Moreover, there is no option for instructors to include questions specific to their course (nor is there a process related to either testing or approval of proposed questions), despite the diversity of programs and teaching practices across the university. Not surprisingly, persistent concerns are raised about the lack of opportunities to tailor the CES to include questions that address individual instructor or unit needs, including questions that reflect different course delivery formats and pedagogical aims (e.g., skills-based or knowledge-based).

In addition to the core questions, the student CCEF includes a question bank that provides supplemental questions relevant to discipline and/or teaching practices. This bank includes over 600 questions with 200 unique items categorized by discipline and by learning and teaching approaches (e.g., participation, critical reflection, research skills, etc.). The sub-committee recommends a maximum of 20 questions for a CES for any course or section to keep the survey to 15 to 20 minutes, using a mix of quantitative questions with Likert scales and qualitative, open-ended questions (e.g., Ahmad, T, 2018, Kost, K.G. & de Rosa, C, 2018; Revilla, M. & Carlos, O., 2017, Heinert, S. & Roberts, T.G, 2016).

C. The retention of the current UVic qualitative questions.

The qualitative questions in the current UVic CES focus on constructive feedback and therefore are consistent with recommended practices (Hoon, et al., 2015; Spooren, et. al., 2013; Steyn, et. al., 2019). There are additional qualitative questions within the CCEF question bank which may also be added for increased information gathering.

The committee recommends that these qualitative questions be retained as a default setting but recognizes the possibility for gender and other biases to emerge in the response to these questions. The committee therefore notes that Faculties and Departments may request that these be removed for their unit.

- Question 1: What strengths did your instructor demonstrate that helped you learn in this course?
- Question 2: What specific suggestions do you have as to how the instructor could have helped you learn more effectively?
- Question 3: What specific suggestions do you have as to how this course could be improved?

D. Students' Experience of Learning.

Finally, to provide sufficient time for thoughtful reflection and to better describe the purpose the use of the survey, the committee has two final recommendations: incorporation of the two free days between the end of the scheduled timetable and the final examination period as an assigned course experience survey period and that there is a change from 'Course Experience Survey' (CES) to 'Student Experience of Learning' (SEL). While this may seem to be a simple recommendation with little effect to the survey use, the change in customization, flexibility, and additional questions is deserving of a reset of a valuable tool for students to provide their reflections on their experience and for instructors to continue to learn and improve their course instruction.

Resulting recommendation:

The Senate Committee on Learning and Teaching supports the ability to assess the student's experience of their course, currently conducted through the use of the university's CES. As current research demonstrates that student feedback can provide instructors with information which can lead to improvements in instructor pedagogy and the student experience (e.g., Gravestock, P. & Gregor-Greenleaf, E., 2008; Spooren, P., Brockx, B., & Mortelmans, D., 2013; Knapper, C., 2010; Marks, P., 2012), the committee is committed to ensuring the right questions are asked in order to provide maximum benefit for students and instructors. An additional outcome is that CES helps the institution meet its reporting requirements.

Recommended Motion:

That Senate approve the revisions to the Course Experience Survey questions effective September 2024.

Respectively submitted,

2023/2024 Senate Committee on Learning and Teaching

Alexandra D'Arcy, Chair, Faculty of Humanities

Elizabeth Adjin-Tettey, Associate Vice-President Academic Programs

Miranda Angus, Division of Continuing Studies

Shailoo Bedi, Executive Director, Learning and Teaching Support and Innovation

Hannah Brown, Student Senator

Erin Campbell, Faculty of Fine Arts
Deborah Curran, Faculty of Law
Andrea Giles, Executive Director, Cooperative Education and Career Services
Sean Hier, Faculty of Social Sciences
Li-Shih Huang, President's nominee
Matt Huculak, Libraries
Cedric Littlewood, Faculty of Graduate Studies
Wency Lum, Associate Vice-President Systems and Chief Information Officer
Courtney Lundrigan, University Librarian's designate
Anastasia Mallidou, Faculty of Human and Social Development
Travis Martin, Faculty of Science
Lane O'Hara Cooke, UVSS representative
Nahid Pourdolat Safari, GSS representative
Saeed Rezvani, Alumni Association
Brock Smith, Peter B. Gustavson School of Business
Emily Wang, Student Senator
Rebecca Warburton, Convocation Senator
Bunni Williams, UVSS representative
Ada Saab, Secretary, Associate University Secretary

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APPENDIX 1

University of Victoria
Senate Meeting of November 1, 2002
Open Session

Liddell asked if the head of the new Island Medical Program would be a dean, and the Provost responded that it would likely not be a dean. Mr. Alexander asked if there would be any implications for the School of Nursing, and Dr. Purkis responded that there were not. Mr. Gifford spoke to the issue of Senate representation for the new division. The President noted that he would refer the matter to the University Secretary who would report back to Senate.

The motion was put and

CARRIED.

e. Committee on Teaching and Learning

Dr. Van Gyn reviewed her report and the history of the development of a Universal Student Evaluation; presently there was a huge range of evaluations being used of varying quality.

The Committee had reviewed the literature, which concluded that such a survey instrument can be valid and reliable if designed and administered properly. Dr. Van Gyn noted that student ratings of instruction should not be used as the sole indicator of teaching effectiveness. She reviewed the versions that are currently under consideration by the Committee and gave examples of other tested questionnaires.

Dr. Driessen said that he thought that the reliability and validity of student assessments was still in doubt, despite the research cited by Dr. Van Gyn. He noted that most of this material dated back to 1998 and was still controversial. He asked why such student assessments were necessary? How could a universal instrument be developed and implemented when there were such differences between faculties with respect to teaching methods? Dr. Van Gyn noted that there had been no new substantive research since 1998. She again repeated that if the instrument was well designed and administered, there was high reliability. Surveys taken do reflect the effectiveness of teaching in the classroom, irrespective of teaching differences and methodology.

The Provost asked what direction the Committee was looking for from Senate? If funding was required to produce a universal student evaluation of teaching, he would be pleased to underwrite it. Dr. Van Gyn responded that the Committee was waiting for Senate to authorize the development of the instrument.

Dr. Skelton noted that valid questions do not always make a valid questionnaire. He observed that the final draft questionnaire should be tested before implementation; Dr. Van Gyn agreed. Dr. Mitchell suggested that any implementation be on the web. Mr. Gifford advised that a draft motion had been developed at the last meeting of the Teaching and Learning Committee, and read it out for Senators. Members noted that the motion did not call for further Senate involvement prior to implementation and suggested that the motion be changed slightly to reflect this requirement.

MOTION (R. Warburton, J. Gifford,)

That the Senate support the development of a Universal Student Ratings of Instruction (USRI) that also allows each unit to add its own questions and encourages the Committee on Teaching and Learning to develop and test a USRI as soon as feasible and report to Senate prior to implementation.

CARRIED.

7. PROPOSALS AND REPORTS FROM FACULTIES – Nil

Universal Student Ratings of Instruction A Discussion Paper for UVic Senate

Probably students' evaluations of teaching effectiveness are the most thoroughly studied of all forms of personnel evaluation, and one of the best in terms of being supported by empirical research...(Marsh, 1984, p. 749).

Purpose

At the Senate meeting in May 2002, the Senate Committee on Teaching and Learning (SCTL) submitted the annual report that dealt exclusively with the committee's progress on the development of a universal instrument to measure student ratings of instruction (SRI). The report indicated that the committee would be making a request to the VPAC for resources so that there would be input from those with expertise in questionnaire design and adequate psychometric assessment of the resulting instrument to ensure its validity and reliability. The SCTL report stimulated a number of questions indicating that members of Senate had not been adequately apprised of the background and rationale for the development of such an instrument. As the UVic Strategic Plan, specifically and exclusively, assigns to Senate the task of developing a robust assessment process for teaching, the purpose of this paper is to provide members of Senate with the history of the progress to date on the development of an instrument to achieve that outcome and a review of the research as a rationale for such an activity.

Brief History

The issue of assessment of teaching and, specifically, the implementation of an SRI¹ instrument has been on the agenda of the SCTL since 1995. As a result of the 1992 Task Force on Teaching (report submitted in 1994), the SCTL was charged with reporting on the status of assessment of teaching at UVic and Deans were asked to formulate and report on "policy and procedures for evaluating teaching performance" (memo VPAC S. Scully, Nov. 9, 1994). At the request of the Senate Committee, Ms. Barbara Judson, program coordinator at the Learning and Teaching Centre at that time, conducted a review of internal assessment practices and the practices of other Canadian universities. In summary, the findings indicated that internal practices were highly variable and that a multiplicity of instruments was used, none of which had been subjected to tests for validity or reliability. It was also reported that a significant number of universities in Canada had either developed comprehensive programs for the evaluation of teaching or were in the process of doing so. Many of these programs included the application of an SRI instrument to gather one source of information on which to base the summative evaluation of teaching. Ms. Judson also researched and developed a preliminary SRI for consideration by the SCTL. In the spring of 1999, the proposed UVic SRI was presented to Dean's Council along with a brief on the history and process of its development. The Dean of Science agreed to use the form in that faculty as a pilot project for the committee. However, the committee did not have the resources to assess its reliability or validity. The SCTL conducted another review of department instruments in 2000 and found that in addition to the Faculty of Science, the Faculty of Law and one other department had adopted the proposed SRI. In 2001, members of the SCTL reviewed the proposed instrument guided by the following questions:

¹ Throughout this paper, reference will be made to SRIs. The research on student ratings of instruction is based on instruments that may or may not have been used in a universal fashion within an institution. However to avoid confusion between the use of USRI and SRI, the latter term will be used exclusively.

1. Were the 8 questions on the proposed instrument sufficiently comprehensive to reflect the main features of effective teaching?
2. Were the factors that might bias the results of application of the instrument accounted for?
3. Did the form meet the requirement of FOI/POP?

Some modifications were made as a result of these three questions. However, as the Strategic Plan calls for the development of a “robust and responsive process of systematic teaching evaluation” (A Vision for the Future, 2002, p. 18), the SCTL concluded that if a universal SRI were to be used for this process it must be professionally designed to meet the best standards of validity and reliability. The SCTL also concluded that they possessed neither the expertise nor the resources to do this. Therefore, a motion was posed and supported to request that the VPAC and Provost provide these resources to a subcommittee of faculty with the expertise to appropriately assess the proposed SRI. Given that As the Framework Agreement puts a greater emphasis on teaching in the processes of promotion and tenure than in past documents, the necessity for an instrument that is valid and reliable is paramount.

Why Develop a Universal Student Ratings of Instruction Instrument?

The current Senate Committee concurred with those who had worked towards the development of an SRI since 1995 that such an instrument:

1. reinforces the principle that the quality of undergraduate and graduate education is of primary importance to the University of Victoria.
2. reinforces the principle that all instructors are accountable for the quality of their teaching.
3. identifies strengths as well as areas of instruction in need of improvement.
4. recognizes the importance of student input in the assessment of undergraduate and graduate teaching.
5. replaces the existing instruments used by departments that do not conform to the extensive results of research on assessment of teaching and are neither reliable nor valid with one form of common assessment for all regular faculty, sessionals, laboratory instructors and teaching librarians.
6. can only be used for summative purposes (merit, tenure, and promotion) if it is well designed and is implemented in such a way that administrators, instructors and students are confident that it is a valid and reliable instrument.
7. is only one source of information for the assessment of teaching and will be supplemented by discipline specific instruments to assess teaching, peer reviews, and other evidence of teaching quality.

Common Questions about Student Ratings of Instruction

A. Are SRIs reliable and valid?

The key issue is the design of the instrument. The research clearly indicates that issues of reliability and validity are relevant for SRIs that have not been subjected to rigorous psychometric testing such as the majority of the instruments now in use at UVic. According to Aleamoni (1987) and Arreola (1995), SRIs that are developed by those with expertise in test construction and are appropriately tested are both reliable and valid.

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Validity refers to the degree to which a test measures what it purports to test. In the case of SRIs this means, "to what extent do student rating items measure some aspect of teaching effectiveness?" (Cashin, 1995, p. 2). The research indicates that the results of well-designed SRIs have a moderate to large association with student learning (d'Apollonia and Abrami, 1997a). Based on a summary of three general reviews of the validity of SRIs, Murray (1984) states that:

Student ratings of classroom teaching correlate moderately to highly (0.50 to 0.90) with comparable ratings made by supervisors, colleagues, alumni and paid classroom observers, indicating that student perceptions of good and poor teaching are similar to those of more expert, more mature, and more neutral observers (p. 119).

More recently, the issue of validity of SRIs was the focus of the November 1997 issue of the *American Psychologist* (vol. 52, no. 11). Seven leading researchers in educational methodology, citing findings from their own research and that of others, support psychometrically sound student ratings of instruction instruments as valid measures of teaching effectiveness in higher education. In the summary to the feature section, McKeachie (1997) states that all contributors to the issue "agree that student ratings are the single most valid source of data on teaching effectiveness" (p. 1219).

Reliability refers to the consistency of a set of items to measure a particular construct or set of constructs in different contexts and times of measurement. Reliability is a necessary pre-condition for validity and is concerned with the consistency, stability, and generalizability of items included in a test battery. Over a period of time, ratings of the same instructor tend to be similar (Braskamp & Ory, 1994). For instance, Overall and Marsh (1980), in a study of stability of ratings over time, found that alumni overall ratings of an instructor were similar (mean correlation=0.83) to the ratings they gave when they were students. Comparisons of SRIs within a course show a relatively high level of agreement (Marsh, 1987) and Ali and Sell (1998) report that the reliability for most professionally constructed forms is approximately 0.90 or higher. However, this has been shown to vary dependent on number of raters. Sixbury and Cashin (1995a) report that the intraclass correlations on a very lengthy and comprehensive SRI ranged from 0.69 for 10 raters to 0.91 for 40 raters. Therefore, results of SRIs from classes of 10 or less should be viewed with caution.

Generalizability refers to the degree to which the score on the SRI reflects the instructor's general teaching ability and not only the effectiveness of the instructor in that particular course in that specific term (Cashin, 1995). In Marsh's (1992) study of 1,364 courses, he examined the differential effects of the instructor and the course on the SRIs and between and within instructor ratings in same and different courses. His major finding was that the SRIs primarily reflected the instructor's teaching behaviour and not the course. The inter and intra instructor/course correlations are as follows:

same instructor/same course different term	0.71
same instructor/different course	0.52
different instructor/same course	0.14
different instructor/different course	0.06

Cashin (1995) indicates that these results are supported by the research of Gillmore, Kane, and Naccarato (1978) and Hogan (1973)

B. What does the SRI instrument reflect about teaching effectiveness?

A number of researchers state that SRIs are multidimensional in that they measure several different features of teaching (e.g., Abrami & d'Apollonia, 1990; Kulik & McKeachie, 1975). The dimensions to be measured, of course, are determined by the items included in the SRI and generally range from approximately 6 to 28 logical dimensions. Cashin (1995) reports that there is reasonable agreement that various dimensions should be included in the SRI when their function is to improve teaching but that there is less agreement on the number or type of dimensions to be used for personnel decisions. Those applying the research in the development of SRIs typically use a few global or summary items making the case that these global items provide sufficient valid and reliable data for summative purposes. A review of current SRIs of the University of Calgary, Dalhousie University, University of Western Ontario, McGill University, and UBC revealed SRIs that included as few as 6 and as many as 16 required items. All include the dimensions of *course organization and planning*, *clarity and communication skills*, *individual rapport*, *stimulation of interest for the subject*, *respect for students*, and *class interaction*. The proposed UVic SRI (2002) contains 12 potential items and several items that collected demographic data for purposes of controlling extraneous factors that could introduce bias.

C. What extraneous factors influence SRIs?

Extensive research has established that 11 factors have a weak to moderate influence on the results of SRIs:

1. anonymity of respondent
2. presence of instructor in the class while students are responding
3. purpose of the assessment exercise
4. academic field
5. faculty rank
6. required or elective course
7. level of the course
8. class size
9. course difficulty or workload
10. expected grade in the course
11. expressiveness of the instructor

Factors 1 and 2 are related to the manner in which the SRI is delivered and can be controlled by the protocol for the delivery of an SRI.

Factor 3 refers to the importance that the student assigns to the assessment. The written preamble to the SRI, supplemented by oral instructions, should identify the purpose of the process and should establish a level of importance to the task indicating the individuals who will receive the results. In most Canadian SRIs, the preamble indicates that decisions of merit, tenure, and promotion will be influenced by the results and therefore the Chair/Director/Dean and others, as part of these processes, will scrutinize the results.

Factor 4 has not been investigated as thoroughly as other factors. Marsh and Roche (1997) established that students in the sciences tend to rate the quality of teaching marginally lower in comparison to ratings of instruction by students in the Humanities. No particular reason has been

advanced for this difference and it has been argued cogently by others that academic field per se does not make a significant difference to the results of assessment (Cashin, 1995).

Research on Factor 5, according to Aleamoni (1987), Arreola, (1995) and Marsh and Roche (1997), is highly equivocal. One should anticipate that teaching quality of those of higher rank may be better than those of lower ranks purely as a function of practice and experience. This factor is typically not controlled in the development of an SRI.

Factors 6, 7, and 8 are usually included in the demographics portion of an SRI. Research indicates a weak influence of class level (fourth year vs. first year courses) and is generally attributed to the fact that these classes are typically smaller and students receive more individualized attention (Marsh, 1997). This is, of course, the case with class size. Marsh (1987) concludes that certain dimensions of teaching were affected by class size (opportunity for interaction and rapport of instructor with students) but generally there are mixed results from studies of SRI results and class size. McKeachie (1997) states:

The concern about class size seems to me to be valid only if a personnel committee makes the mistake of using ratings to compare teachers rather than as a measure of teaching effectiveness. There is ample evidence that most teachers teach better in small classes. Teachers of small classes require more papers, encourage more discussion, and are more likely to use essay questions on examinations – all of which are likely to contribute to student learning and thinking. Thus on average, small classes should be rated higher than large classes (p. 1220)

Elective courses typically are smaller than required courses and are taken by students with an interest in the area. Most likely, as a function of these factors, teaching in elective courses tends to be rated higher than teaching in required courses.

Intuitively, one might predict that courses perceived as more difficult and/or have higher workloads may be rated lower than those that are less challenging (Factor 9). However, Marsh (1987) (citing the research by Reedmand and Stumpf, 1978; Frey et al., 1975; Pohlman, 1972) concludes that there is a positive correlation between course difficulty/workload and results on SRIs.

Ali and Sell (1998) identifies Factor 10, the issue of grade leniency and teaching ratings, as the most controversial issue and Arreola (1995) reports that this issue has attracted significant attention as evidenced by the amount of research conducted on the topic. Better teaching can produce better student learning and hence higher grades. However it is difficult to sort out this effect from lenient grading practices. Marsh and Roche (1997) suggest that although grade leniency may produce some bias in an SRI, research support for this is relatively weak and the effect size would likely be insignificant.

Factor 11 is related to the notion that more “popular” instructors get higher ratings and therefore the ratings have nothing to do with student learning and teaching effectiveness. This notion has been reinforced by the results of the “Dr. Fox” studies, which indicate that instructors who are enthusiastic in their teaching and expressive in their delivery get higher rating than those who do not possess these qualities, regardless of the content of their presentation. The original study had major methodological flaws, is not generalizable to the university setting (Marsh & Durkin, 1997) and several studies have shown that the effect disappears when students are told that they will be assessed on the material in the presentation. However, Williams and Ceci (1997), citing one case

study, indicate that after receiving presentation training and with content, assessment and other aspects of the course held constant, SRIs increased in the author's class. The increase was not only on the dimension of *enthusiasm for subject* but on *instructor knowledge* and *availability*. In this one situation, student learning did not increase with the instructor ratings. The influence of enthusiasm on SRIs remains controversial. Students identify this teaching behaviour as significant in their learning and Perry (1997) concurs. He states that "expressive instruction has direct consequences for student achievement" and "motivational effects of expressive instruction are also reflected in student attendance rates" (P. 51). Given such diverse research findings, to control for 'expressiveness of the instructor' in the construction of an SRI would not be appropriate.

In the psychometric testing of the University of Calgary SRI (Creating Organizational Excellence, 1997) none of the factors 4 through 10 were shown to influence the results. This suggests that a well-designed instrument is critical to ensuring that the SRI is relatively free from bias.

Research has also suggested that the following factors do not have any biasing influence on the results of SRIs:

1. age of the instructor
2. gender of the instructor
3. ethnicity of the instructor
4. research productivity of the instructor
5. student age
6. student gender
7. student GPA
8. student level
9. student personality
10. class time
11. timing of the delivery of the SRI

In the interest of brevity, a case will not be made for lack of influence of each of these factors on the outcome of an SRI, but the reader, if interested may consult the works of the following authors (all contained in reference section): Aleamoni, L.M. (1987); Braskamp, L.A., Brandenburg, D.C. and Ory, J.C. (1984); Centra, J.A. (1993); Marsh, H.W. (1987); Marsh, H.W. and Dunkin, M.J. (1992).

D. Do SRIs have an impact on the quality of teaching?

The results of SRIs can serve two functions. The first is a summative function in that the scores are used as one source of information on teaching effectiveness for decisions relating to merit, promotion and tenure and also to document the overall quality of teaching within the institution. The second is formative in that instructors can choose to consider the various dimensions of effective teaching that are measured in the SRI and change their teaching behaviours accordingly. Substantial field research by McKeachie, et al. (1980), Cohen (1980) and L'Hommedieu, Menges, and Brinko (1990) indicate that feedback from SRIs do lead to a modest improvement (0.10) in teaching behaviours. Much larger gains (0.40) in teaching quality are produced by the feedback from the SRIs supplemented by consultations with a specialist on teaching in higher education. Although these studies were based on mid-term assessment of teaching, Murray (1997) suggests that these findings are generalizable to end of term assessments.

Murray (1997) also reports a gradual improvement in perceived quality of teaching over periods of 3 to 25 years following the introduction of SRIs in most but not all cases.

Concluding Remarks

Universal student ratings of instruction at UVic, if designed in a psychometrically sound manner, could be a valid and reliable source of information to stimulate an increase in the quality of teaching. As well, the generated results could be used with confidence as one piece of data, among many, for personnel decisions as required by the Framework Agreement.

The SCTL recommendation to provide resources to a subcommittee to engage in the final construction and psychometric testing of an SRI was predicated on the conclusion by the committee that such action was necessary to ensure that a valid and reliable instrument be developed. The committees, current and past, lacked the expertise and resources to accomplish such a task. Review of processes to produce such an instrument at other Canadian universities suggested that this conclusion is correct.

The Framework Agreement clearly includes numerical student ratings of instructions as part of the evidence for teaching effectiveness. Therefore, there is a necessity for a "robust and responsive process of systematic teaching evaluation" (A Vision for the Future, 2002, p. 18) to ensure students that their views are represented appropriately, for instructors to be confident that the assessment of their teaching is conducted in a fair, equitable, and representative manner and for the community to be assured that UVic considers the quality of undergraduate and graduate education a priority.

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Appendix 2

Current UVic CES Questions (Quantitative and Qualitative)

UVic Course Experience Survey - Spring 2021

We want to hear about your course learning experiences at UVic.

We are very proud of the teaching that occurs at UVic. The only way we can keep the quality of instruction high, and continue to strive to be even better, is to listen and respond to what individual students in our courses have to say about their learning experiences. Please use the **Next button** below to give feedback on your personal experience. We value your perspective.

Your responses will be used:

- **by the instructor** for making adjustments to teaching and course design;
- **by the department** for assuring the quality of instruction and assessing the instructor;
- and **by the University** for strategic planning with regard to meeting its commitment to high-quality education and student success.

Please use the:

- **Next button** to advance through the survey
- **Save** button to save your responses so you can return to complete the survey later
- **Submit** button to finalize your responses (note: once submitted you cannot reopen the survey)

Get started by clicking on the **Next** button below.

Please note, you **have approximately 15 minutes to complete the survey**.

For more information and frequently asked questions please visit this link: <https://www.uvic.ca/learningandteaching/students/course-experience-survey/index.php>

We look forward to hearing from you.

Sincerely,

The Course Experience Survey Support Team
University of Victoria

[Previous](#)[Next](#)[Save](#)[Submit](#)

Feedback for Instructor:

Instructor's teaching

Please provide your rating on the following statements:

	Very Poor	Poor	Adequate	Good	Excellent
The instructor was prepared for course sessions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The instructor's explanations of concepts were clear	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The instructor motivated you to learn in this course	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The instructor was available to answer your questions or provide extra assistance as required	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The instructor ensured that your assignments and tests were returned within a reasonable time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The instructor was helpful in providing feedback to you to improve your learning in this course	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The instructor demonstrated respect for students and their ideas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall, the instructor was effective in this course	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Feedback on Course

Course Design

Please provide your rating on the following statements:

	Very Poor	Poor	Adequate	Good	Excellent
The course structure, goals and requirements were clear	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The materials provided for learning the course content (e.g. handouts, posted material, lab manuals) were clear	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The assigned work helped your understanding of the course content	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The course provided opportunities for you to become engaged with the course material, for example through class discussions, group work, student presentations, on-line chat, or experiential learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The methods of assessment used to evaluate your learning in the course were fair	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The course provided relevant skills and information (e.g. to other courses, your future career, or other contexts)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall, the course offered an effective learning experience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

My primary reason for taking the course.

- Interest
- Program requirement
- Reputation of Instructor
- Reputation of course
- Timetable fit

The approximate number of classes or labs that I did not attend

- Missed fewer than 3
- Missed 3-10
- Missed 11-20
- Missed more than 20
- Not Applicable

Relative to other courses I have taken at UVic, the workload in this course was

- Extremely heavy
- Somewhat heavy
- Average
- Somewhat light
- Extremely light

The approximate number of hours per week I spent studying for this course outside of class time:

- Less than 1
- 1 to 2
- 3 to 5
- 6 to 8
- 9 to 10
- More than 10

As a result of my experience in this course, my interest in the material:

- Decreased
- Stayed the same
- Increased

Interim responses saved.

Previous

Next

Save

Submit

Progress  67%

What strengths did your instructor () demonstrate that helped you learn in this course?

Please provide specific suggestions as to how the instructor () could have helped you learn more effectively.

Please provide specific suggestions as to how this course could be improved.

Interim responses saved.

Previous

Next

Save

Submit

Progress  100%

Course Experience Survey- Feedback

Context

The Course Experience Survey is currently under review at the University of Victoria. As part of this process, both students and course instructors were invited to participate in a feedback survey which provided an opportunity for them to share their experience the CES system. In total, 373 students completed the student-specific feedback survey, and 97 instructors completed the instructor-specific feedback survey. This summary report highlights the main finding from both a student and faculty perspective. Results have been summarized into descriptive format and coded for frequency and relevance where appropriate. Part 1 presents the student-specific results, part 2 instructor-specific, and part 3 highlights areas of overlap and interest moving forward.

Part 1 – Student-specific feedback

Within the feedback survey, students were asked to provide information around their experiences completing CES's, including the frequency at which they complete them, reasons for not completing them, and the effectiveness of providing an anonymized feedback tool to evaluate instructors and courses. Over 50% of the sample suggested that they complete CES's 91-100% of the time (see *Figure 1*), while 39% of responses identified a lack of time as the primary reason for not completing a CES (see *Figure 2*).

Figure 1: For what proportion of courses have you completed the CES?

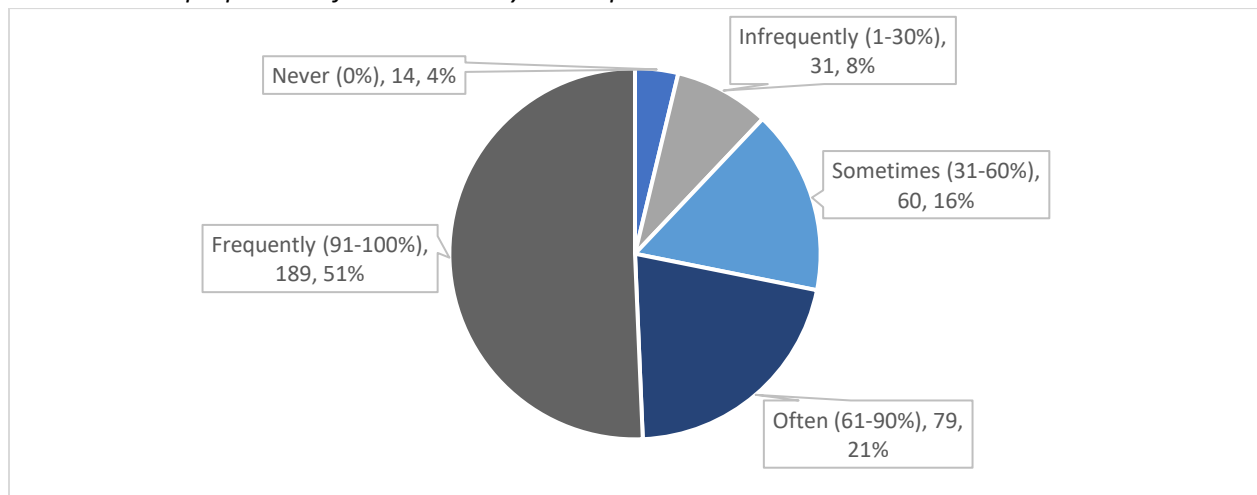
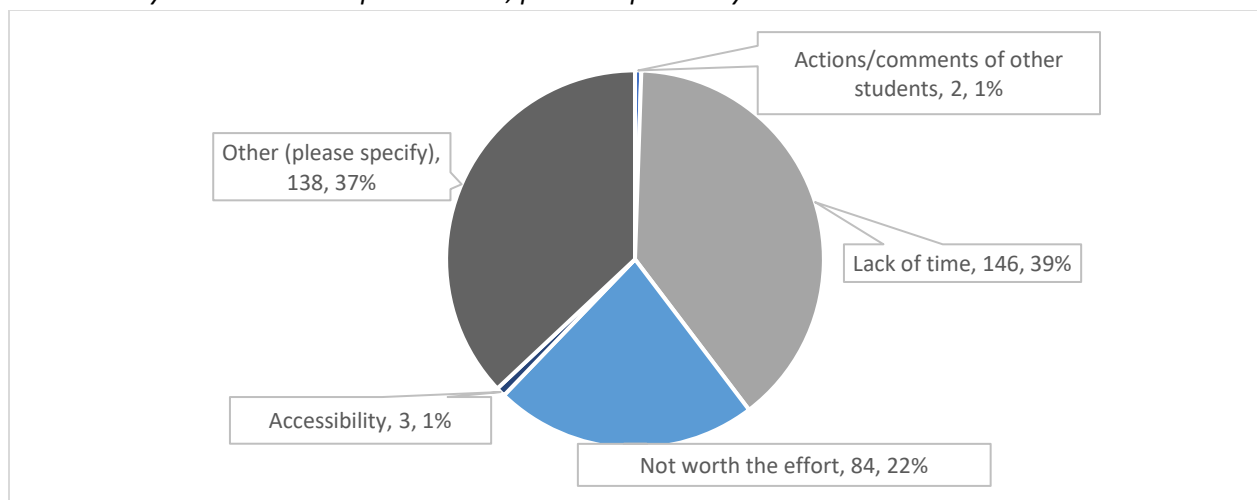


Figure 2: When you have not completed a CES, please explain why:



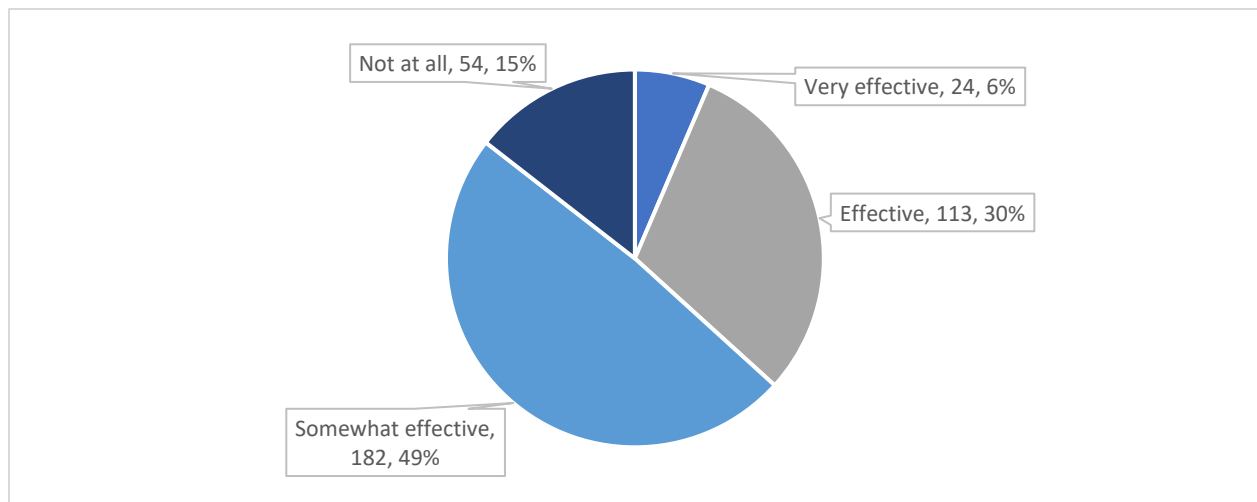
Course Experience Survey- Feedback

The most frequent answers among ‘Other (please specify)’ responses are highlighted from most frequent to least frequent in the list below. Note that the statements have been chosen to be as representative as possible for each given category.

1. ***I always complete CES's/Not applicable***—Note that there was not a ‘not applicable’ option or question branching for those that indicated they always complete CES’s. Therefore, these individuals commonly selected other to signal that they could not answer the question.
2. ***Timing of CES's***—Timing of CES’s was highlighted as a barrier to students completing them. Specifically, respondents noted that they often occurred during the busiest time of the year for students (i.e., end of semester).
3. ***I just forget to complete CES's***—Some students noted that they just simply forget to complete the CES without referencing a specific reason.
4. ***CES's have no impact or ability to facilitate change***—Some respondents suggested that they do not complete the CES because they have no confidence in the system’s ability to create meaningful change/respond to the feedback in any manner.
5. ***I have no feedback to provide in CES's***—Several students indicated that they simply feel like they do not have meaningful feedback to provide and, therefore, do not always complete CES’s.
6. ***I am unaware of CES's***—A few students highlighted that they were unaware of the CES process and had not received emails to complete them in the past.

Notably, 93% of responses reiterated that it is important for UVic to provide anonymized feedback to instructors based on student experiences within a course, yet 49% indicated that the CES was only ‘somewhat effective’ to help instructors improve the student learning experience (see *Figure 3*). This suggests that students feel there is significant room for improvement with the current process and reflects written responses which highlighted a lack of impact or ability to facilitate change.

Figure 3: Do you feel the CES is an effective anonymized way to help your instructor improve the student learning experience in the course?



Over half of student respondents also took the opportunity to highlight other issues that they feel impact the effectiveness of the CES system. Among these responses, the most frequently cited issues were:

Course Experience Survey- Feedback

1. **No Impact or accountability mechanism to ensure change**—Several students referenced a lack of accountability and feeling as though their responses were meaningless in terms of ensuring meaningful change to the student learning experience.
2. **Timing of the CES's**—Timing of the CES's was once again a common issue brought forward among responses. Specifically, students feel as though the window to complete the CES's is too short, often falls at the same time as major assignments, and only impacts future students rather than those currently enrolled in the course.
3. **Questions that are not relevant to the course or instructor**—Some responses suggested that the current CES system often includes questions that are not relevant to the course material, structure, or delivery.
4. **Small courses make it hard to feel like the process is truly anonymous**—A few students highlighted that they were sometimes concerned about the process' ability to remain anonymous in situations where class sizes were small.

While bringing these issues to light, some students also presented possible solutions to address the system's current shortcomings. For instance, regarding a lack of accountability, some students argued that the results of CES's should be made publicly available in aggregate form to ensure that the feedback be taken seriously and instituted in the form of meaningful changes to course structure, content, and/or delivery. Concerning timing, many students lamented the fact that the CES's only occurred at the end of the semester, eliminating the opportunity for course improvement while they were enrolled in the course. This led to suggestions around implementing some type of feedback mechanism in the middle of the semester with the hopes of facilitating in-the-moment, impactful changes improving the experiences of both instructors and students.

Part 2 – Instructor-specific feedback

Instructors were invited to share their opinion on the recommendations for the implementation of the Cascaded Course Evaluation Framework (CCEF) as well as their experience with the current CES system through both a series of yes/no questions and open-ended responses. When asked what kind of feedback not covered by the current CES but that they would find helpful, instructors highlighted several shortcomings of the current system while providing suggestions for the type of information that they're looking for. The most consistent responses are highlighted from most frequent to least frequent in the list below. Note that the statements have been chosen to be as representative as possible for each given category.

1. **Feedback on course structure, content, and pedagogical tools**—Instructors noted that the negative framing of the questions in the current CES (e.g., what could be improved?) takes focus away from meaningful feedback on the teaching techniques, tools, resources, and structures that were most beneficial to student learning. In other words, focusing on what aspects of the course added value to the student learning experience.
2. **Assessment concerning the integration of equity, diversity, inclusion, and belonging (EDIB) as well as decolonization and Indigenization**—Responses suggested that feedback on the integration of EDIB as well as decolonization and Indigenization is something that they're actively looking for from students but is not something currently available within the current CES system.
3. **Reflections on the students' own input throughout the course**—Several instructors noted that building in space for the students to reflect on their own learning, commitment, and effort throughout the course would help to provide important context other course-specific feedback.
4. **Assessment options for team-instruction circumstances**—Some responses noted that the current CES system does not serve team-instruction circumstances (e.g., labs) well as the questions are typically

Course Experience Survey- Feedback

focused for a single instructor. Having an opportunity to collect feedback on both an individual and team basis would be beneficial to course improvement.

5. **Opportunities for interim feedback**—Like in the student responses, some instructors highlighted the timing of the CES as ineffective for generating more impactful change before the end of the semester. These reflections were accompanied by calls to have more options for generating interim student feedback.

The yes/no questions focused on the current recommendations surrounding UVic’s adoption and implementation of the University of Toronto-developed CCEF for anonymous course feedback moving forward. Considering the instructors’ desires to have more flexible feedback methods expressed in the themes above, responses for the yes/no questions—which are highlighted in figures 4-6—suggest that there is a generally positive perception of the current recommendations among UVic instructors.

Figure 4: Do you agree with the recommendation to adopt and implement the University of Toronto-developed student Centralized Cascaded Course Evaluation Framework (CCEF) six core questions?

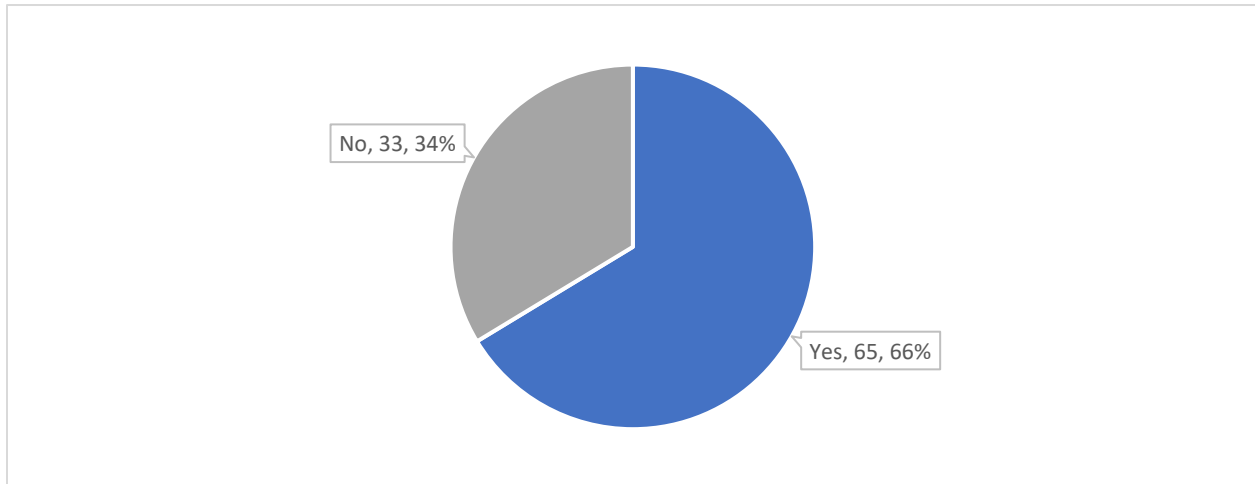
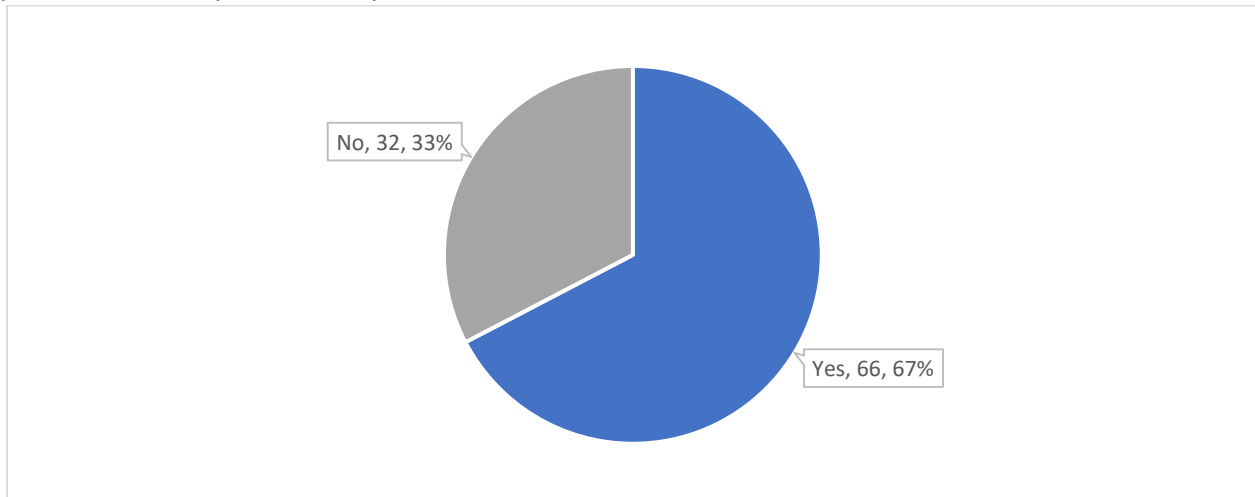


Figure 5: Do you agree with the recommendation that the student CCEF Question Bank be made available to supplement the survey as necessary?



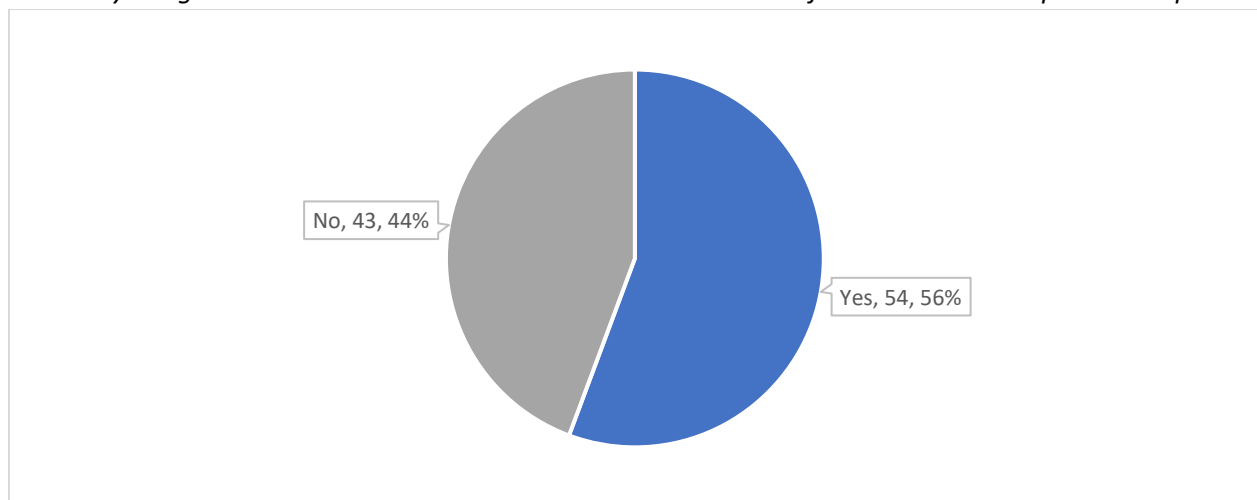
Course Experience Survey- Feedback

Regarding other information related to the CES that course instructors highlighted as important for the decision committee to consider, the most frequent concern brought forward was the well-researched history of bias that impacts CES scores, particularly for those instructors who identify as women, racialized, or those with minoritized sexual orientations or gender identities. Importantly, several instructors referenced the impact that these biases can have of career progress and evaluation because of the role that CES result play in ARPT processes. Along similar lines, Instructors also suggested that the questions need to better reflect the practical course learning experience (e.g., what pedagogical tools did students enjoy?) rather than being based on a more negative framing of what needs to be ‘improved’ or what is perceived by some to be a ‘popularity contest’. Simply put, responses throughout the open-ended questions suggested that the intention of an anonymous evaluation survey needs to be explicitly clear so that the questions can be focused on capturing the ‘right’ data—something that many respondents feel the current system fails to do.

Generating valid response rates was also a common point of consideration brought forward throughout instructor responses. Some noted that response rates to the CES were far better when they were distributed in-class; others suggested that the CES process needs to be mandatory for students to complete to avoid hearing from just outliers (i.e., students who either loved the class or hated the class). Timing of the CES availability period—typically during the busiest time of the semester—was also reiterated as something that negatively impacts student participation rates.

Interestingly, in each of the open-ended response opportunities, the role of the qualitative questions within the current CES process was a point of contention. Some instructors reiterated that this is the information that found most formative concerning course improvements and feedback; others suggested that the qualitative questions too-often provide a space where students feel compelled to more personal (and often hurtful/harmful) critique. This divided opinion was also present within the yes/no question about retaining the current qualitative questions where 44% of respondents indicated that they did not think the university should continue using them (see *Figure 6*).

Figure 6: Do you agree with the recommendation that UVic retain use of the three current qualitative questions?



Finally, there was also a strong perception throughout the open-ended responses that the review of the CES must be done in conjunction with how the feedback is used within ARPT processes. While many instructors highlighted that they understood questions around the use of CES results to be beyond the jurisdiction of the review committee (or Senate more broadly), they maintained that any progress made as a result of the review

Course Experience Survey- Feedback

would be limited if more strict, institutional parameters were not placed on how feedback should enter in into hiring, advancement, and tenure processes. Again, this feedback was offered with references to the significant biases which have been shown to influence the feedback offered within CES processes. Some responses suggested that the roll of bias within the evaluation process is simply too much to overcome and, as a result, expressed support for eliminating all forms of the CES entirely.

Part 3 – Student/Instructor Overlap

There are several consistencies within both student and instructor responses that may be noteworthy as the review process moves forward. Firstly, both students and instructors highlighted the timing of the CES as a significant barrier to more wide-spread student participation. Some responses suggested that the availability period makes completing the course evaluations an afterthought and, as a result, meaningful engagement is limited. Suggestions to address the issue of timing ranged from simple extending the availability period to more cumbersome changes like providing interim feedback options.

Students and instructors also both expressed that the questions of the current CES are not always relevant to the course structure or material, do not allow for team-based feedback (e.g., feedback for Teaching Assistants or Lab Instructors), and do not sufficiently focus on understanding learning experience. Among instructors, in particular, responses suggested a significant disconnect between negatively-framed questions (i.e., what needs to be improved?) and the goal of the CES in first place—understanding what strategies, tools, or resources worked well to facilitate student learning, engagement, and success.

Finally, across both sets of responses, it's evident that the majority of students and instructors feel that student feedback is important and can critically inform overall course improvement efforts. Students believe that there must be a form of accountability to ensure that the feedback they offer is received and taken into consideration; course instructors want student feedback on the performance of their course structure, course resources, and application of different pedagogical tools rather than more personal (and potential harmful) anecdotes.

University of Toronto's Cascaded Course Evaluation Framework: Validation Study of the Institutional Composite Mean (ICM)

Centre for Teaching Support & Innovation, 2018

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EXECUTIVE SUMMARY

Study Overview

Since 2012, the University of Toronto has progressively implemented an evidence-based centralized Cascaded Course Evaluation Framework (CCEF) for collecting feedback data from students. This paper reports the results of a validation study that examined the reliability and validity of the institutional items of the CCEF. The validation study used data from 277,498 completed evaluation surveys collected across two academic years (2015/2016 and 2016/2017) from 11,919 single-instructor undergraduate course sections from 118 academic units across the four largest undergraduate divisions at the University of Toronto (Faculty of Applied Science & Engineering (FASE), Art & Science (ARTSC), University of Toronto, Mississauga (UTM), and University of Toronto Scarborough (UTSC)). It is important to note that the generalizability of the results contained here is not yet conclusively determined for other divisions at the University of Toronto or time periods outside of this sampling frame. Further analyses are planned and ongoing.

The validation study focused on assessing the reliability and validity of the Institutional Composite Mean (ICM). The ICM represents the average of five core institutional items that are included on all course evaluation surveys that use the Cascaded Course Evaluation Framework. These five items are intended to capture five key teaching and learning priorities at the University of Toronto. These five priorities, and their respective items, are listed below:

- **Students are engaged:** Item 1, “I found the course intellectually stimulating.”
- **Students gain knowledge:** Item 2, “The course provided me with a deeper understanding of the subject matter.”
- **Atmosphere promotes learning:** Item 3, “The instructor created a course atmosphere that was conducive to my learning.”
- **Components improve understanding:** Item 4, “Course projects, assignments, tests, and/or exams improved my understanding of the course material.”
- **Students have an opportunity to demonstrate understanding:** Item 5, “Course projects, assignments, tests, and/or exams provided opportunity for me to demonstrate an understanding of the course material.”

Key Findings of the Validation Study

1. Response Rates

- A. Across course sections, the average course evaluation response rate was 42%.
- B. Students were more likely to submit their surveys in the afternoon or evening.
- C. Larger courses were associated with smaller response rates.
- D. The response rates were comparable with other online surveys of student engagement.
- E. Response rates were high enough to allow for general-levels of meaningful inference.
- F. Student-faculty interaction, not student dissatisfaction, predicted higher response rates.
- G. Response rates were not associated with survey length, fatigue, or alphabetical order.
- H. Lower response rates did not meaningfully disadvantage instructors.

2. Student Response Patterns

- A. Students rated an average of 99% of the rating scale items presented to them.
- B. Students did not engage in wide-spread yea-saying, nay-saying, or neutral responding.
- C. Students were responsive to shifting scale options.
- D. Students favoured the upper end of the rating scale.
- E. Rates of endorsement were within recommended levels.

3. Reliability

- A. **Interrater reliability.** Students within a single course exhibited high enough agreement and reliability in their ratings of the institutional items to justify aggregating these ratings to the course-section level for interpretation.
- B. **Internal consistency.** The five items of the ICM exhibited high enough internal consistency to justify averaging the items into an Institutional Composite Mean (ICM).
- C. **Test-retest reliability.** ICM scores were most stable when considering the same instructor teaching the same course over time.

4. Construct Validity

- A. **Student engagement:** The ICM was more strongly correlated with indicators of course-created engagement than with students' prior interest in the topic or class attendance.
- B. **Knowledge gains:** The ICM was more strongly correlated with students' perceived opportunities to gain knowledge than with their expected grade performance.
- C. **Learning atmosphere:** The ICM was more strongly correlated with quality of instruction indicators than with course support factors.
- D. **Quality of assessment:** The ICM was more strongly correlated with the quality and fairness of assessment than with the perceived workload of the course.

5. Dimensionality

- A. The ICM is more reliable and stable than the institutional items considered individually.
- B. The ICM exhibits stronger construct validity than any given institutional item.
- C. The ICM is better at differentiating between course sections than any individual item.
- D. The ICM is more appropriately used for summative purposes than individual items.

6. Contextual Analysis

- A. Larger course sizes were moderately associated with lower ICM scores.
- B. Course level predicted ICM scores, but mainly due to course size differences.
- C. Only trivial differences in ICM scores emerged between the four academic divisions.
- D. ICM scores differed between academic units, but mostly due to course size.
- E. ICM differences between course formats were trivial, and mostly due to course size.
- F. ICM scores were not associated with course length or the course term.
- G. ICM scores were not associated with students' full time status or year of study.

7. Demographic Analysis

- A. No gender differences emerged on response rates or institutional item ratings.
- B. ICM scores were not associated with faculty rank, age, or seniority.

8. Interpretability of ICM scores

- A. ICM scores fell along the full continuum of possible scores (1.0 to 5.0).
- B. ICM scores were skewed towards the upper end of the scale ($M = 4.0$, $S = 0.52$).
- C. ICM scores exhibited discrimination ability across the full range of scale options.
- D. ICM scores are especially diagnostic at the upper and lower ends of the scale.
- E. Larger course sizes were associated with lower ICM scores, $r = -0.41$.
- F. Scores between 3.4 and 4.8 reflect a 'typical' student experience.

9. Generalizability

- A. The ICM exhibits identical reliability and validity patterns across academic divisions studied.
- B. The ICM is generalizable to graduate-level courses.
- C. The ICM is generalizable to dual-instructor courses, but the evaluation context differs.

Implications for Interpretation of the ICM

Response rates

ICM scores will be most meaningful when response rates are 50% or higher for small courses (< 50 students) and 20% or higher for larger courses (> 100 students).

Table 1

Response Rate Needed to Make Meaningful Inference

Interval around the mean	Recommended interpretation of the quality of the mean estimate	Course Size				
		1-25	26-50	51-100	101-200	200+
< ±0.1	Very precise estimate	>90%	>80%	>80%	>60%	>50%
< ±0.2	Precise estimate	>80%	>70%	>70%	>50%	>40%
< ±0.5	Somewhat precise estimate	>70%	>50%	>40%	>20%	>10%
< ±1.0	General estimate	>60%	>20%	>10%	>10%	>10%
> 1.0+	Very general estimate	< 30%	<10%	<5%	<3%	<1%

Note. Guidelines are based on a 95% confidence interval around the mean with margin of errors ranging from ±0.1 to ±1.0, a standard deviation of 1.0, and correction for the use of a finite population.

ICM Interpretation

The table below describes the “range of typicality” (i.e., the middle 70%) for any given course size. Scores within this range reflect a ‘typical’ collective student experience as measured by the ICM. Scores outside of this range are ‘atypical’ in that they reflect the bottom 15% of ICM scores and the top 15% of ICM scores. Importantly, however, atypically low scores do not, necessarily, indicate poor teaching, nor do atypically high scores, necessarily, indicate exemplary teaching. ICM scores can be influenced by a number of factors, some of which are outside of the control of the instructor. With that said, an atypical ICM score may warrant further investigation. See the section below for additional sources of evidence that can be used to contextualize ICM scores.

Table 2

Range of Typical ICM Scores for Each Course Size Category

Course size	M	Typical (middle 70%)	Lower than typical (bottom 15%)	Higher than typical (top 15%)
1-25	4.3	3.7 and 4.8	≤ 3.6	≥ 4.9
26-50	4.0	3.6 and 4.5	≤ 3.5	≥ 4.6
51-100	3.9	3.4 and 4.4	≤ 3.3	≥ 4.5
101-200	3.9	3.4 and 4.3	≤ 3.3	≥ 4.4
201+	3.8	3.4 and 4.2	≤ 3.3	≥ 4.3

ICM scores in a larger context

Course evaluation scores should always be interpreted within the larger teaching and learning context. Possible sources of evidence that can be used to contextualize ICM scores include (but are not limited to) an instructor’s narrative explanation of their teaching contexts, course context variables, students’ written comments, classroom observation, course materials, and/or other supporting documents.

When interpreting ICM scores the results of the validation study suggest that the following contextual factors may be of particularly high importance for interpreting ICM scores:

- **Specific division/department.** Although differences were small and mostly explained by differing course sizes, ICM scores varied from division to division and from department to department. As such, ICM scores should be interpreted within the context of specific divisions and departments. It is important to note that these observed differences do not necessarily indicate relative quality of teaching or learning experiences between divisions/departments.
- **The size of the course.** Larger course sizes are associated with lower ICM scores. As such, course size should be taken into consideration when interpreting ICM scores.
- **Single instructor versus dual/multi-instructor courses.** Somewhat similar ICM values emerged between single-instructor and dual-instructor courses. The items were also psychometrically similar when it came to the factor structure. However, analyses suggest that students used somewhat different criterion to rate single-instructor versus dual-instructor courses, especially when it came to institutional item 3. Whether a course has multiple instructors should be taken into consideration when interpreting ICM scores.

INTRODUCTION

The University of Toronto's course evaluation website notes that, "An essential component of our commitment to teaching excellence is the regular evaluation of courses by students."

(<https://courseevaluations.utoronto.ca/>). Since 2012, the University of Toronto has progressively implemented an evidence-based centralized Cascaded Course Evaluation Framework (CCEF) for collecting feedback data from students. This paper reports the results of a validation study that examined the reliability and validity of the CCEF, especially in relation to the five core institutional items that make up the Institutional Composite Mean (ICM).

The Cascaded Course Evaluation Framework (CCEF)

The University of Toronto's Cascaded Course Evaluation Framework (CCEF) provides students with an opportunity to provide feedback on institutional, divisional, departmental, and instructor-identified teaching priorities. The core institutional items are included in all course evaluation surveys that use the CCEF. These items are particularly useful for understanding students' learning experiences across the University of Toronto, as they reflect five key teaching and learning priorities for the institution. The image below provides an overview of the Cascaded Course Evaluation Framework (CCEF), along with a summary of the five institutional priorities and their respective institutional course evaluation items.

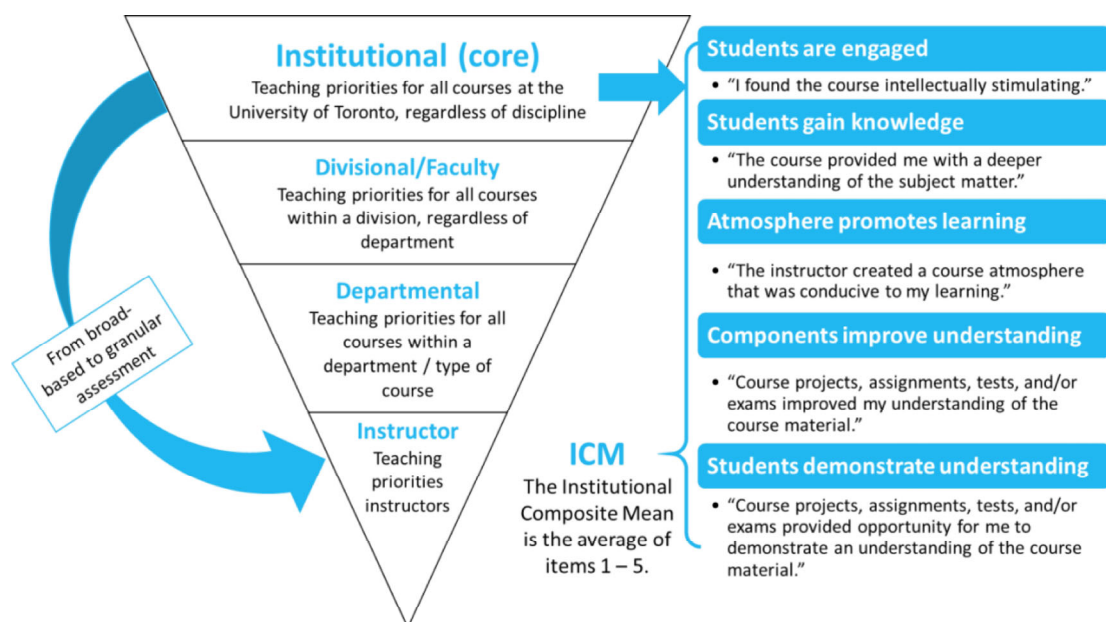


Figure 1. Overview of the University of Toronto's Cascaded Course Evaluation Framework (CCEF)

The Institutional Items

The Five Core Items

The five key teaching and learning priorities and their respective items include:

- **Students are engaged:** Item 1, “I found the course intellectually stimulating.”
- **Students gain knowledge:** Item 2, “The course provided me with a deeper understanding of the subject matter.”
- **Atmosphere promotes learning:** Item 3, “The instructor created a course atmosphere that was conducive to my learning.”
- **Components improve understanding:** Item 4, “Course projects, assignments, tests, and/or exams improved my understanding of the course material.”
- **Students have an opportunity to demonstrate understanding:** Item 5, “Course projects, assignments, tests, and/or exams provided opportunity for me to demonstrate an understanding of the course material.”

The five core institutional items are rated on a 1 (Not at All) to 5 (A Great Deal) scale.



The Institutional Composite Mean

The five core items are averaged together to create a single “**Institutional Composite Mean**” (ICM). The ICM (which ranges from 1.0 to 5.0) reflects the extent to which all five institutional priorities were part of the students’ learning experience within a given course.

Overall Learning Experience

A sixth institutional rating scale item assesses students’ perceptions of their overall learning experience in a course. Item 6 is measured on a 1 (*Poor*) to 5 (*Excellent*) scale:

- **Overall learning experience in a course:** Item 6, “Overall, the quality of my learning experience in this course was: excellent (5), very good (4), good (3), fair (2), or poor (1).”

Qualitative Feedback

The last two institutional items allow students the opportunity to make qualitative comments in response to two open-ended prompts:

- Item 7, “Please comment on the overall quality of the instruction of this course.”
- Item 8, “Please comment on any assistance that was available to support your learning in the course.”

This current report focuses on evaluating the validity of the five core rating scale items that make up the Institutional Composite Mean (ICM) of the CCEF. The sixth institutional item was included in the analyses for comparison purposes. The two qualitative items (items 7 & 8) are not included in this validation study.

THE VALIDATION PROCESS

Validating the ICM

Validity refers to the extent to which a measurement tool assesses what it is intended to measure and can be used for its intended purpose(s). The validity of a tool cannot be determined by a single indicator; nor can any measurement tool be considered “valid” or “not valid” in a dichotomous sense. Rather, the establishment of validity is a process that involves the collection of data that supports (or refutes) the utility of a tool within specific intended uses and/or contexts (AERA/APA/NCME, 2014).

The [Policy on the Student Evaluation of Teaching in Courses](#) (2011) at U of T notes that:

Course evaluations are part of an overall teaching and program evaluation framework that includes regular peer review, instructor self-assessment, cyclical program review and other forms of assessment, as appropriate. As part of this framework, course evaluations are a particularly useful tool for providing students with an opportunity to provide feedback on their own learning experiences.

The [U of T Course Evaluations Website](#) goes on to clarify:

At the University of Toronto, course evaluations are conducted to collect formative data for instructors to improve their teaching, to provide summative data for administrative purposes (such as annual merit, tenure, and promotion review) and for program and curriculum review, and to provide members of the University community, including students, with information about teaching and courses at the university.

Given the stated purpose of the University of Toronto’s Cascaded Course Evaluation Framework (CCEF), the current validation study was conducted to examine the utility of using the institutional items as an indicator of students’ experiences with institutional teaching and learning priorities for formative and summative purposes.

Specifically, the current study sought to establish the extent to which the ICM:

1. was associated with acceptable completion rates ([Response Rates](#)),
2. produced meaningful student response patterns ([Student Response Patterns](#)),
3. was reliable across raters, items, and course-instructor pairings ([Reliability](#)),
4. was consistent with identified institutional priorities ([Construct Validity](#)),
5. reflected a unidimensional construct of student experience ([Dimensionality](#)),
6. needed to be contextualized within specific learning contexts ([Contextual Analysis](#)),
7. was not biased based on faculty characteristics ([Bias Analysis](#)),
8. allowed for meaningful interpretation of the ICM scores ([Interpretability of ICM Scores](#)),
9. could be used across teaching and learning contexts ([Generalizability](#)).

Data and Inclusion Criterion

Except for where otherwise noted, the validation study focused on all single-instructor courses evaluated in the fall and winter terms of two academic years (2015/2016 and 2016/2017) within the four largest undergraduate divisions at the University of Toronto (FASE, ARTSC, UTM, and UTSC). The final sample included 277,498 completed evaluation surveys collected from 11,919 single-instructor undergraduate course sections across 118 academic departments and units. The sample represents more than 75% of the all of the course evaluation surveys, and nearly 85% of all the undergraduate surveys, collected during the two-year time period. It is important to note that the generalizability of the results contained here is not yet conclusively determined for other divisions at the University of Toronto or time periods outside of this sampling frame. Further analyses are planned and ongoing.

Detecting meaningful effects

When working with numerical data, indicators of **statistical significance** are commonly used to examine the presence of an “effect” within the data. An “effect” might include a difference between groups and/or a specific association pattern between variables. Statistical significance indicates if an effect can be detected. It does not indicate the magnitude of the effect (nor does it indicate its theoretical or practical significance). Indeed, even trivial effects can be statistically significant when sample sizes are large enough. **Effect size** is a better indicator of the magnitude of an effect. In this study, an effect was considered meaningful only if it was (a) statistically significant **and** (b) associated with a meaningful effect size (a small effect or greater). The table below summarizes the effect size indicators used to examine the magnitude of the effects reported within this validation study.

Table 3
Effect Size Indicators

Effect size indicator		No effect	Small effect	Med. effect	Large effect
<i>d</i>	Cohen’s <i>d</i> reports the standardized difference between two group means.	< .20	.20-.49	.50-.80	≥ .80
η^2	Eta-squared (η^2) is the magnitude of difference between two or more group means.	< .01	.01-.08	.09-.25	≥ .25
<i>r</i>	A correlation coefficient reports the magnitude of the association between two variables.	< .10	.10-.29	.30-.49	≥ .50
R^2	The coefficient of determination (R-squared) is the proportion of variance shared between two or more variables.	< .01	.01-.08	.09-.25	≥ .25

FINDINGS

Overview

This section provides the results of analyses that examined the extent to which the ICM:

1. was associated with acceptable completion rates ([Response Rates](#)),
2. produced meaningful student response patterns ([Student Response Patterns](#)),
3. was reliable across raters, items, and course-instructor pairings ([Reliability](#)),
4. was consistent with identified institutional priorities ([Construct Validity](#)),
5. reflected a unidimensional construct of student experience ([Dimensionality](#)),
6. needed to be contextualized within specific learning contexts ([Contextual Analysis](#)),
7. was not biased based on faculty characteristics ([Demographic Analysis](#)),
8. allowed for meaningful interpretation of the ICM scores ([Interpretability of ICM Scores](#)),
9. could be used across teaching and learning contexts ([Generalizability](#)).

1. Response Rates

- A. Across course sections, the average response rate was 42%.
- B. Students were more likely to submit their evaluation survey in the afternoon or evening.
- C. Larger courses were associated with smaller response rates.
- D. The response rates were comparable with other online surveys of student engagement.
- E. Response rates were high enough to allow for general-levels of meaningful inference.
- F. Student-faculty interaction, not student dissatisfaction, predicted higher response rates.
- G. Response rates were not associated with survey length, fatigue, or alphabetical order.
- H. Lower response rates did not meaningfully disadvantage instructors.

A. Across course sections, the average response rate was 42%

Across the two academic years, and the four undergraduate divisions, 68% of the students invited to complete a course evaluation survey completed at least one evaluation survey. In total, 36% of invited surveys were completed and submitted. At the course-section level this resulted in response rates that varied between 5% and 100% (see Figure 2 below), with an average course response rate of 43% ($S = 17\%$).

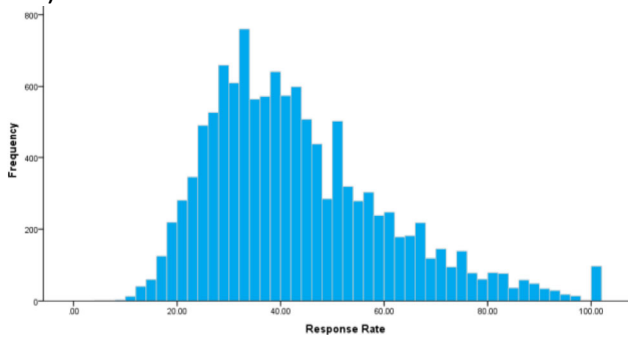


Figure 2. Spread course section level response rates

B. Students were more likely to submit their evaluation survey in the afternoon and evening

As illustrated in the figure below, students were far more likely to submit their course evaluation surveys in the afternoon and evening than in the morning or overnight. Importantly, however, ICM scores did not differ based on the time of submission.

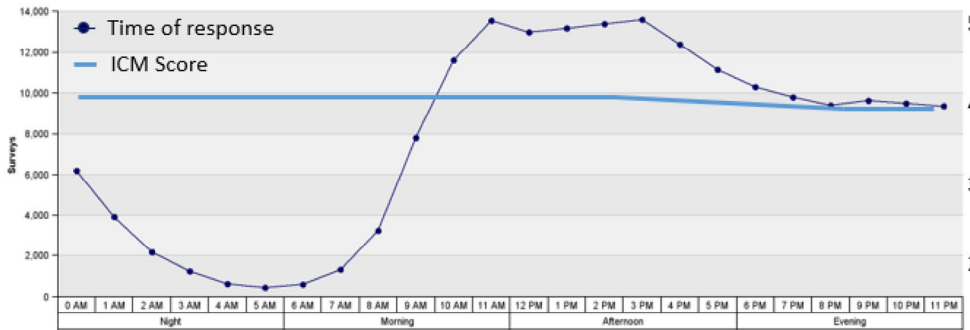


Figure 3. Time of day influences when surveys are submitted, but not actual ICM ratings

C. Larger courses were associated with lower response rates

Course size was moderately, and negatively associated with response rates. In general, response rates were higher for smaller enrollment courses than for larger enrollment courses, Spearman’s rho, $r = -.39$ (medium effect)¹.

Table 4

Average Course-Section Response Rates by Course Size

1-25	26-50	51-100	101-200	200+
50%	44%	38%	34%	32%

D. The response rates were comparable with other online surveys of student engagement

The average course response rates associated with the U of T Cascaded Course Evaluation Framework are very consistent with the response rates found with online course evaluation frameworks (Goos & Salomons, 2017), surveys of student engagement (NSSE, 2016), and other forms of online survey research (Cook et al., 2000; Shih & Fan, 2008; 2009).

For example, the National Survey of Student Engagement (NSSE) is a survey of student engagement used across the United States and Canada. The University of Toronto participates in the NSSE survey, along with 15 other research-intensive Canadian Universities that are used as comparators (U15). In 2011, the average response rate for the U15 and Ontario Universities was **32%**. The response rate for the University of Toronto was slightly higher at **40%** (University of Toronto NSSE Report, 2012). These response rates are comparable to the average course section response rates of the CCEF.

¹ Spearman rho is a statistical test used to examine the association between two variables that are measured at the ordinal level or higher. It is interpreted the same as the correlation coefficient r .

Furthermore, a 42% average response rate is very consistent with the average response rates found with online survey research, in general. For example, Cook et al. (2000) engaged in a meta-analytic examination of 68 online surveys (across numerous research and evaluation contexts). Across these studies, the researchers found an average response rate of **39.6%**. Similarly, in two meta-analytic reviews of 39 and 34 online surveys, Shih and Fan (2008; 2009) found average online response rates of **34%** and **33%**. The response rates associated with the University of Toronto's Cascaded Course Evaluation Framework are highly consistent with those response rates.

E. Response rates were high enough to allow for general-levels of meaningful inference

Higher response rates ensure more accurate inference

Course evaluation data are often simplified down to a summary statistic, such as the ICM. When this is the case, the summary statistic is thought to be a representation of a collective whole. In our current context, for example, the ICM is thought to reflect students' collective experiences with the institutional teaching and learning priorities. When response rates are 100%, one can trust that this summary statistic captures the "true" experiences of the collective, as the data represents the voice of everyone in that collective. When response rates are lower than 100%, then one must use the data that one has to make an estimate of the collective experience. This estimation process is subject to measurement error. Consequently, the more data points that one has, the more confident one can be about the estimate.

The minimum response rate required depends on interpretation goals

The minimum response rate required to use course evaluation data to make meaningful inferences depends on one's interpretation goals. If the goal is to make a general estimate of the collective experience of students in a course, then meaningful inference can be made across a broad range of responses rates (e.g., in formative evaluation). If the goal is to make a very precise estimate of the collective experience of students, then a larger response rate will be required (e.g., in summative evaluation). Because larger courses result in more data than smaller courses, even at comparable response rates, it is easier to achieve precise levels of estimation with larger courses than with smaller courses.

The table below shows the response rates that would be required to make what we have opted to label "very precise", "precise", "somewhat precise", or more "general estimates" about students' collective experiences in a course. Please note that the response rate required to achieve a certain level of interpretation varies based on the size of the course, with smaller courses requiring larger response rates to achieve the same level of interpretation as larger courses.

Table 5

Response Rate Needed to Make Meaningful Inference

Interval around the mean	Recommended interpretation of the quality of the mean estimate	Course Size				
		1-25	26-50	51-100	101-200	200+
< ±0.1	Very precise estimate	>90%	>80%	>80%	>60%	>50%
< ±0.2	Precise estimate	>80%	>70%	>70%	>50%	>40%
< ±0.5	Somewhat precise estimate	>70%	>50%	>40%	>20%	>10%
< ±1.0	General estimate	>60%	>20%	>10%	>10%	>10%
> 1.0+	Very general estimate	< 30%	<10%	<5%	<3%	<1%

Note. Guidelines are based on a 95% confidence interval around the mean with margin of errors ranging from ±0.1 to ±1.0, a standard deviation of 1.0, and correction for the use of a finite population.

Example. In a course with 75 students, a response rate near 80% would allow for a “very precise” estimate of the collective experiences of the students in the course. If the ICM was 4.0, one could feel confident that the key institutional teaching and learning priorities were “mostly” a part of the students’ classroom experience. On the other hand, if the response rate was closer to 30%, then a more general estimate would be appropriate. In this case, an ICM value of 4.0 would indicate that the key institutional teaching and learning priorities were “moderately” to “a great deal” a part of the average students’ classroom experience.

Response rates were high enough to allow for at least general-level inference

The table below summarizes the percentage of course sections within the sample that fell within each interpretation category. **Almost all of the courses (96%) had response rates high enough to allow for at least a “general” level of inference.** The majority of course sections (68%) had a response rate high enough to allow for a “somewhat” to “very precise” estimate of the students’ collective experience in the course. Only 4% of course sections had response rates so low as to render the course evaluation results “very general” or “non-diagnostic”. Overall, the ICM can be considered a general indicator of where students’ collective experiences fall on the 5-point scale.

Table 6

Percent of Course Sections Falling into Each Interpretation Category

Interval	Interpretation	Percent
< ±0.1	Very precise estimate	3%
< ±0.2	Precise estimate	25%
< ±0.5	Somewhat precise estimate	38%
< ±1.0	General estimate	29%
> ±1.0	Very general estimate	4%

F. Student-faculty interaction, not student dissatisfaction, predicted higher response rates

To examine if students' perceptions predicted response rates, 207 division, unit, and instructor course evaluation items were grouped into 27 composite variables (see Section 4 Findings: Construct Validity). Five variables meaningfully correlated with response rates ($r > .30$). Response rates were higher when students perceived the instructor to be available to students, $r = .35$, and concerned about student learning, $r = .30$. Response rates were also positively correlated with perceptions of quality assessments, $r = .33$, and feedback, $r = .32$. Courses that included more collaborative interaction also had higher response rates, $r = .30$. Importantly, response rates were not meaningfully correlated with collective perceptions of expected grades, $r = .11$ (very small effect), workload, $r = .08$ (no effect), or attendance rates, $r = .05$. These results suggest that higher student-faculty interaction, not student dissatisfaction, predicted response rates.

G. Response rates were not associated with survey length, fatigue, or alphabetical order

Survey length does not lower response rates

The University of Toronto's Cascaded Course Evaluation Framework allows for a maximum of 20 items. Each course evaluation survey that was part of this study contained 9 to 19 rating scale items. Of these, 0 to 3 items were instructor-selected items included for formative purposes only. **There was no correlation between response rates and the number of institutional items (6 items), division items (3 to 7 items), and department/unit items (0 to 8 items) pre-populated on the survey**, Spearman rho, $r = .04$ (no effect).

There was, however, a small positive correlation between the number of instructor-selected items (0 to 3 items) and response rates, $r = .15$ (small effect). Specifically, faculty who added three instructor-selected items had, on average, a 5% higher response rate than faculty who did not add any instructor-selected items. The presence of a **positive** correlation provides support **against** the assumption that faculty will suffer a response rate penalty if they choose to add instructor-selected items to their course evaluation surveys. Neither the total length of the survey used at the University of Toronto, nor the addition of instructor-selected items, lowered response rates.

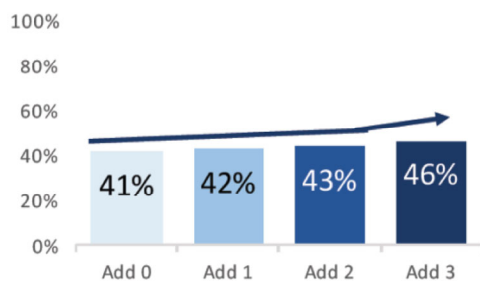


Figure 4. Faculty who added instructor items had higher response rates.

Survey fatigue does not lower response rates

A special analysis of the five-year response rate trends for UTSC and UTM undergraduate students revealed no evidence that students experienced survey fatigue as a consequence of being invited to complete multiple course evaluation surveys. Indeed, the correlation between the number of

invitations received and response rates was weak, but **positive**, Spearman’s rho, $r = 0.13$ (UTSC, small effect), $r = 0.12$ (UTM, small effect). If anything, the likelihood of responding **increased**, rather than decreased, the longer the students were evaluating courses using the University of Toronto evaluation system (although this effect was small). There was also no meaningful correlation between year of study and actual ICM scores (Spearman’s rho, $r = 0.08$, no effect).

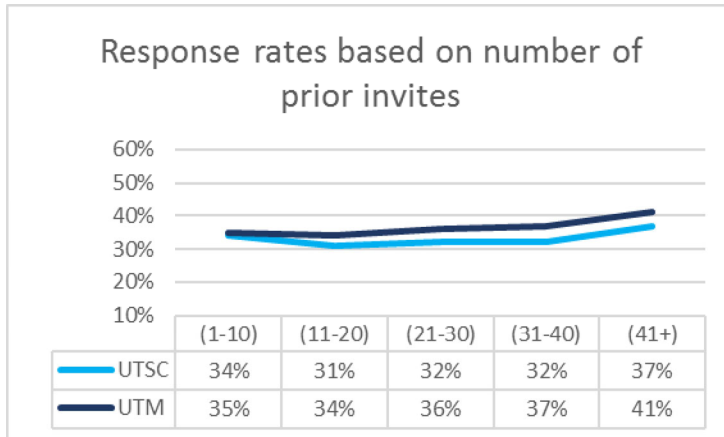


Figure 5. Response rates based on the number of prior invitations

The alphabetical order of the survey did not hurt response rates

The alphabetical order in which a course evaluation survey was listed was not associated with response rates or ICM scores.

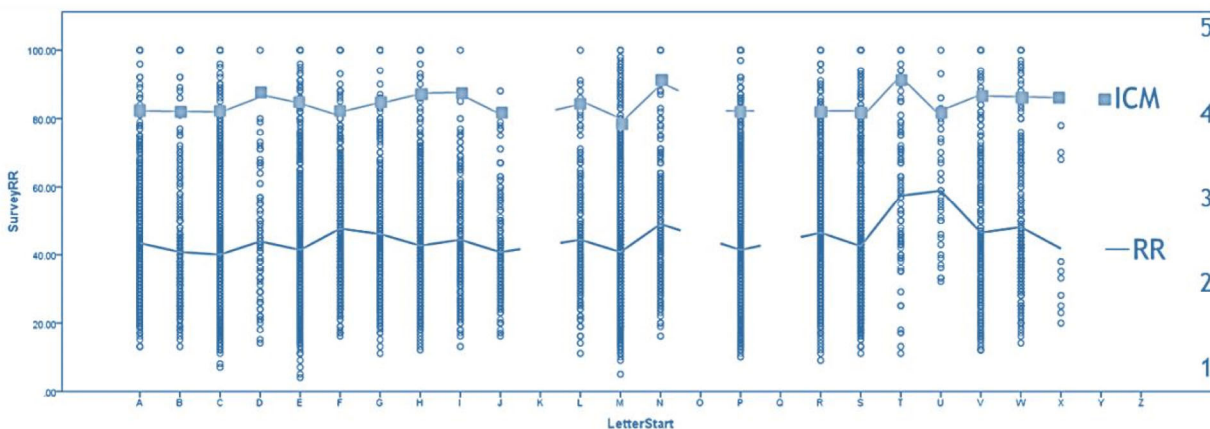


Figure 6. Average response rate and ICM score based on alphabetical letter

H. Lower response rates did not meaningfully disadvantage instructors

Across course sizes, the correlation between response rates and ICM scores was small (see the table below). When controlling for course size, there was less than a 0.1 difference in ICM scores between course sections with high response rates (ICM, $M = 4.0$) and course sections with low response rates (ICM, $M = 3.9$). Instructors with low response rates do not appear to be at a meaningful disadvantage relative to peers with higher response rates.

Table 7

Correlation Between Response Rates and ICM Scores by Course Size

	1-25 students	26-50 students	51-100 students	101-200 students	200+ students
Spearman's rho, $r =$.14 (small)	.15 (small)	.17 (small)	.15 (small)	.15 (small)

2. Student Response Patterns

- A. Students rated an average of 99% of the rating scale items presented to them.
- B. Students did not engage in wide-spread yea-saying, nay-saying, or neutral responding.
- C. Students were responsive to shifting scale options.
- D. Students favoured the upper end of the rating scale.
- E. Rates of endorsement were within recommended levels.

A. Students rated an average of 99% of the rating scale items presented to them

Each course evaluation survey contained 9 to 19 rating scale items. Respondents who opted to complete an evaluation survey tended to complete all 9 to 19 rating scale items. Indeed, students rated an average of 99% of the rating scale items presented to them in their course evaluation surveys. The number of rating scale items present in the survey was not at all correlated with the completion rate (r 's = .001 to -.03, no effects).

B. Students do not engage in wide-spread yea-saying, nay-saying, or neutral responding

Contrary to fears that respondents engage in mindless “down the line” responding, only 2% of respondents gave the same uniform response across all of the rating scale items. The other 98% of respondents showed at least some nuance in their ratings. Even when considering just the six institutional rating scale items (which focus on similar teaching and learning priorities), only 25% of respondents gave the same rating to all six items. The other 75% of respondents showed nuance in their ratings. When students did engage in uniform responding, they were far more likely to engage in yea-saying (assigning all “5”s) than in nay-saying (all “1”s) or neutral-responding (all “3”s).

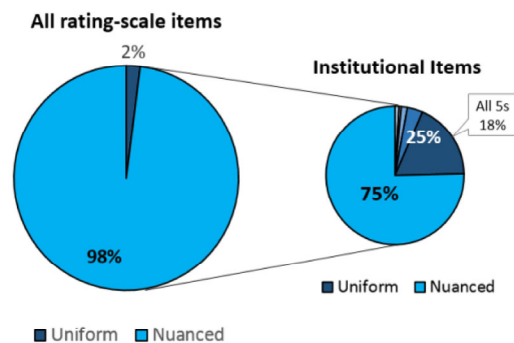


Figure 7. Uniform versus nuanced responding across the items

C. Students are responsive to shifting scale options

Follow-up analyses with the ARTSC division items demonstrated that students were responsive to shifting scale options. Indeed, even though the ARTSC division items used a different scale orientation

from the institutional items in 2015/2016, and underwent a shift in scale orientations between 2015/2016 and 2016/2017, respondents chose each scale option by the same frequency and gave the same ratings to the items, regardless of the orientation used. These analyses suggest that respondents appropriately adjusted their ratings according to the scale, regardless of its orientation.

D. Students favour the upper end of the rating scale

Across the six institutional items, respondents were far more likely to give a response at the upper end of the scale relative to the bottom end of the scale. Indeed, 69% of the time respondents gave a rating of “4” or “5” to one of the institutional items ($M = 3.9$, $S = 1.0$, $mdn = 4.0$). This provides evidence against the belief that only disgruntled students complete the course evaluation survey.

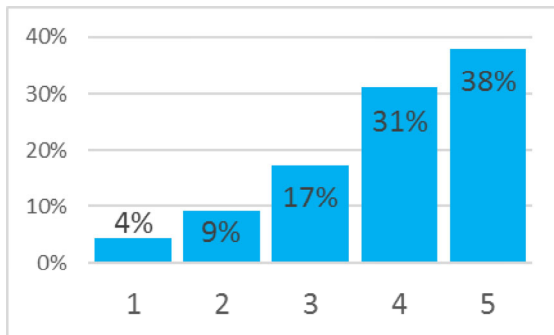


Figure 8. Percentage of students assigning each score

E. Rates of endorsement were within recommended levels

Because the response patterns were skewed (with respondents favouring the upper end of the scale relative to the bottom end of the scale), it was important to examine if the skewed distribution resulted in a restriction in the range of responses. Streiner and Norman urge the reconsideration of any item whose rate of endorsement is outside of 20% to 80%. Using the method recommended by Nulty (2008), the rate of endorsement was calculated by combining scores of “4” and “5” on the 5-point scale. Across the six items, the rate of endorsement ranged from 53% to 72%. These rates of endorsement were well within Streiner and Norman’s recommended rate of endorsement (20% to 80%). In addition, they were highly consistent with the 70% rate of endorsement found in other course evaluation surveys (Nulty, 2008; Zumrawi, Bates, & Schroeder, 2014). The standard deviation of 1.0 indicates that, on average, any given rating was within ± 1.0 points from the mean of 3.9. On a 5-point scale this indicates moderate variability in the responses. Extreme restriction of range does not appear to be a problem with the institutional items of the CCEF.

3. Reliability

- A. **Interrater reliability.** Students within a single course exhibited high enough reliability in their ratings of the institutional items to justify aggregating these ratings to the course-section level for interpretation.
- B. **Internal consistency.** The five items of the ICM exhibited high enough internal consistency to justify averaging the items into an Institutional Composite Mean (ICM).
- C. **Test-retest reliability.** ICM scores were most stable when considering the same instructor teaching the same course over time.

THE INSTITUTIONAL ITEMS ARE RELIABLE ACROSS RATERS, ITEMS, AND TIME POINTS:

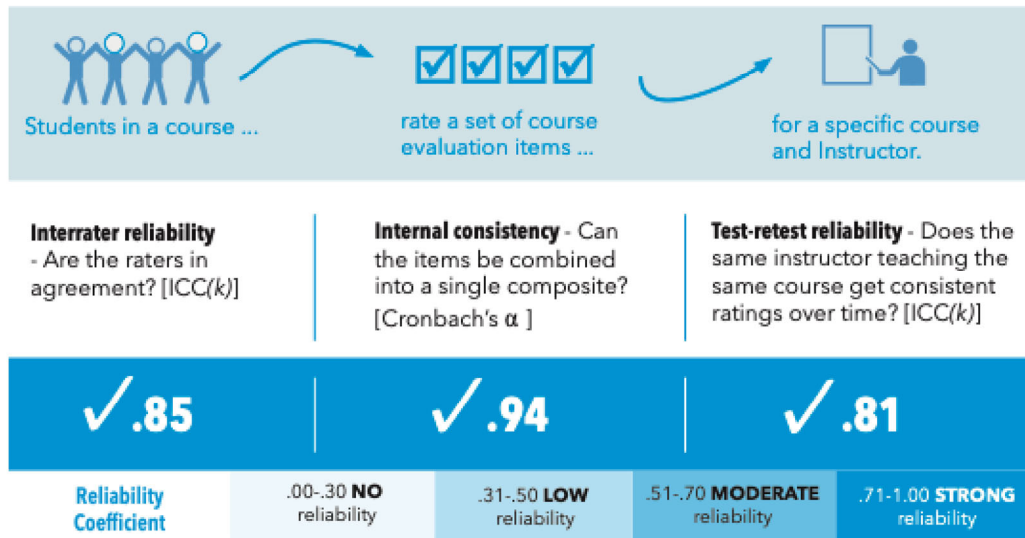


Figure 9. Infographic of the reliability of the ICM across rates, items, and time points

Measuring Reliability

Reliability refers to the stability of a measurement over multiple raters, items, time points, and/or other repetitions of measurement. Most reliability coefficients vary between 0 and 1, with a score of 0.00 indicating a complete lack of reliability and a score of 1.00 indicating perfect reliability. Benchmarks vary, but reliability coefficients are typically considered acceptable/good starting at around 0.70 or higher (LeBreton & Sentor, 2008).

A. Students exhibited strong interrater reliability

Interrater reliability examines the extent to which raters assessing the same target show agreement in their ratings. Across all four divisions, students exhibited acceptable agreement in their course-section ratings of the six institutional items ($r_{wg} \geq 0.72$) and very strong agreement when the first five items were considered together as an Institutional Composite Mean (ICM, $r_{wg} \geq 0.92$). Students' absolute agreement in their ratings of the institutional items ($ICC(k) \geq 0.78$) and the ICM ($ICC(k) \geq 0.85$) were high enough to differentiate between different course-sections. These results provide strong support for the aggregation and interpretation of data at the section-level of analysis.

B. The five items of the ICM exhibited high internal consistency

Internal consistency examines the extent to which different items are internally consistent enough to justify averaging them together to create a single composite score. The five items that make up the ICM were all highly correlated with one another, r 's ≥ 0.77 . These five items also exhibited high item-total correlations with the ICM, r 's $\geq .91$. A factor analysis using principle axis factoring demonstrated that the five items of the ICM loaded on to a single factor explaining more than 83% of the variance. Factor loadings for each item exceeded .80. The five items also exhibited very strong internal consistency, with Cronbach's $\alpha \geq .94$. These results suggest that the first five items were internally consistent enough to be averaged together into a single Institutional Composite Mean (ICM).

Table 8

Correlations Between Ratings on the Six Institutional Items, The ICM, And Response Rates

Student Engagement	I1	I2	I3	I4	I5	I6	ICM	RR
1. Intellectually stimulating	----	0.89	0.80	0.78	0.77	0.86	0.92	0.25
2. Deeper understanding	0.89	----	0.81	0.81	0.80	0.88	0.93	0.25
3. Learning atmosphere	0.80	0.81	----	0.78	0.77	0.89	0.91	0.28
4. Components, understanding	0.78	0.81	0.78	----	0.93	0.85	0.93	0.24
5. Components, demonstrate	0.77	0.80	0.77	0.93	----	0.85	0.92	0.25
6. Overall learning experience	0.86	0.88	0.89	0.85	0.85	----	0.94	0.27

Note. I1 – I6 = institutional items; ICM = Institutional Composite Mean; RR = response rate.

Table 9

Factor Analysis Results

	%	I1	I2	I3	I4	I5	α
Factor analysis results	86%	0.90	0.93	0.87	0.93	0.91	0.96

Note. % = percent of variance explained, I1 – I6 = institutional items; α = Cronbach’s alpha.

C. The ICM exhibited strong test-retest reliability across specific course-instructor pairings

Test-retest reliability examines the extent to which the ratings for a single target stay stable over multiple measurements or time periods. When the same student rated different courses, ICM scores exhibited only moderate stability across ratings, $ICC(k) = .63$. In contrast, the stability of ICM scores for the same instructor teaching across multiple sections or terms was good, $ICC(k) = .75$, as was the stability of ICM scores for the same course topic taught across multiple sections or terms, $ICC(k) = .72$. Importantly, however, ICM scores were most stable when ratings were considered across multiple offerings of the same course topic being taught by the same course instructor over multiple sections or time periods, $ICC(k) = .81$. These findings suggest that ICM scores produce reliable differentiation between specific course-instructor pairings and can be interpreted as reflecting an assessment of a specific course-instructor combination.

4. Construct Validity

- A. **Student engagement:** The ICM was more strongly correlated with indicators of course-created engagement than with students’ prior interest in the topic or class attendance.
- B. **Knowledge gains:** The ICM was more strongly correlated with students’ perceived opportunities to gain knowledge than with their expected grade performance.
- C. **Learning atmosphere:** The ICM was more strongly correlated with quality of instruction indicators than with course support factors.
- D. **Quality of assessment:** The ICM was more strongly correlated with the quality and fairness of assessment than with the perceived workload of the course.

Defining construct validity

Construct validity assesses the extent to which an item (or a group of items) successfully measures the construct for which it was intended to measure. At the University of Toronto, the ICM is meant to

capture the extent to which a course included all five institutional teaching and learning priorities: (1) students are engaged, (2) students gain knowledge, (3) the atmosphere promotes learning, (4) course components improve understanding, and (5) course components provide opportunity to demonstrate understanding.

A key question that arises is whether students' experiences with these teaching and learning priorities contribute to the bigger picture understanding of the quality of instruction. In other words, can we assume that ratings on these items are associated with actions that are within the control of the teacher or are they associated with factors that are largely beyond the control of the instructor? To establish construct validity, one can examine if items meant to measure one construct are predictably related to theoretically similar constructs (**convergent validity**) and predictably unassociated with theoretically distinct constructs (**discriminant validity**). If the institutional items are associated with the quality of instruction, then ratings on the institutional items should exhibit convergent validity with factors consistent with quality instruction and discriminant validity with factors outside of the control of the instructor.

Assessing construct validity

To examine the construct validity of the institutional items, 207 division, unit, and instructor-selected items were grouped together to create 27 composite variables that captured various aspects of student engagement, knowledge gains, quality of instruction, instructional approaches, course assessment, and course supports. Spearman rho correlations were used to examine the association between the ICM and each composite variable to examine patterns of convergent validity and discriminant validity.²

A. Student engagement

The ICM was highly correlated with course-specific measures of engagement, including students' perceptions that the course was intellectually engaging ($r = 0.86$), students' levels of interest after taking the course ($r = 0.91$), students' willingness to recommend the course to others ($r = 0.88$), and whether the instructor generated enthusiasm for the topic ($r = 0.79$). In contrast, the institutional items were only weakly associated with students' pre-existing interest in the topic ($r = .14$) and their reported attendance ($r = 0.25$). The ICM is more strongly associated with course-created engagement than students' prior interest in the topic or rates of attendance. Furthermore, on the whole, students were more likely to report a greater interest in the course at the time of completing the survey ($M = 3.7$) relative to students' reported interest in the course at the time of registration ($M = 3.4$), suggesting the most courses at the University of Toronto are successful at piquing students' interests in the topic, Cohen's $d = 0.71$ (medium effect). The ICM appears to be convergent with the University of Toronto's teaching and learning priority that "students are engaged".

² For ease of interpretation, all effect sizes are reported as correlation coefficients (r), regardless of the type of analysis to examine the association (e.g. Spearman correlation for ranked variables, ANOVA for grouped variables, etc).

Table 10

Convergent and Discriminant Validity Patterns Around Student Engagement

Student Engagement	#	N	I1	I2	I3	I4	I5	I6	ICM	RR
Intellectual engagement	5	6,000	0.86	0.84	0.77	0.76	0.75	0.85	0.86	0.02
Interest at end of course	1	488	0.89	0.88	0.82	0.84	0.83	0.91	0.91	0.20
Would recommend course	1	10,934	0.82	0.82	0.83	0.80	0.80	0.90	0.88	0.24
Generates enthusiasm	2	7,345	0.73	0.72	0.85	0.67	0.67	0.79	0.79	0.29
Pre-existing interest in topic	1	811	0.22	0.16	0.07	0.09	0.08	0.14	0.14	0.02
Reported attendance	3	204	0.23	0.23	0.23	0.19	0.18	0.23	0.25	0.05

Note. I1 – I6 = institutional items; ICM = Institutional Composite Mean; RR = response rate.

B. Students gain knowledge

Course evaluations are not meant to be an indicator of actual student learning (Marsh, 2007; Spooren, Brockx, & Mortelmans, 2013). However, students’ can assess if they had opportunity to gain knowledge as a consequence of the course (Marsh, 2007; Spooren et al., 2013). A challenge with designing effective course evaluations is separating out students’ perceptions of their opportunity to gain knowledge from their satisfaction/dissatisfaction with their performance in the course. Indeed, students can be unhappy with their grade even when a course offered numerous opportunities for knowledge gain.

Consistent with the premise that the ICM is convergent with opportunities for students to gain knowledge the ICM was strongly correlated with students’ perceptions of their overall learning experience ($r = 0.94$). The ICM was also convergent with perceptions that the course helped students engage in higher order thinking ($r = 0.87$), covered a breadth of information ($r = 0.76$), and connected to the larger curriculum ($r = 0.73$). In contrast, the ICM was only moderately correlated with students’ expected grade in the course and not all correlated with the perceived workload. These results suggest that the ICM is more reflective of students’ opportunity to gain knowledge, rather than with their satisfaction/dissatisfaction with their performance or the workload of the course.

Table 11

Convergent and Discriminant Validity Patterns Around Knowledge Gains

Knowledge gains	#	N	I1	I2	I3	I4	I5	I6	ICM	RR
Higher order learning	8	2,503	0.82	0.82	0.79	0.81	0.81	0.85	0.87	0.24
Breadth of information	7	2,614	0.68	0.72	0.76	0.66	0.67	0.75	0.76	0.25
Connects to curriculum	5	1,549	0.66	0.66	0.73	0.64	0.65	0.74	0.73	0.14
Expected grade	1	17,772	0.25	0.27	0.26	0.31	0.32	0.37	0.33	0.11
Perceived workload	1	11,119	0.10	0.05	-0.04	0.03	-0.01	-0.04	0.03	0.08

Note. I1 – I6 = institutional items; ICM = Institutional Composite Mean; RR = response rate.

C. Learning atmosphere

The ICM was correlated with students’ perceptions of the clarity of instruction ($r = 0.85$) and the extent to which the instructor promoted learning ($r = 0.83$), was available to students ($r = 0.79$), and

demonstrated respect for students ($r = 0.69$). In contrast, the ICM exhibited more moderate correlations with students' perceptions of the lab and tutorial ($r = 0.59$), classroom resources ($r = 0.55$), the quality of teaching assistants ($r = 0.55$), and specific instructional approaches (r 's ranged from 0.50 to 0.67). These results suggest that ICM scores are more strongly correlated with factors that are within the control of the instructor (i.e., clarity of instruction, promoting learning, and demonstrating respect) than outside of the control of the instructor (i.e., quality of the lab, resources, and TA). The ICM appears to be convergent with the University of Toronto's teaching and learning priority that instructors create a safe and effective "learning atmosphere".

Table 12

Convergent and Discriminant Validity Patterns Around Learning Atmosphere

Atmosphere	#	N	I1	I2	I3	I4	I5	I6	ICM	RR
Clarity of instruction	10	6,958	0.74	0.79	0.89	0.73	0.73	0.85	0.85	0.25
Promotes learning	6	3,135	0.73	0.76	0.85	0.72	0.75	0.83	0.83	0.30
Available to students	3	2,220	0.65	0.67	0.80	0.69	0.71	0.75	0.76	0.35
Respects students	7	1,671	0.63	0.61	0.72	0.60	0.62	0.67	0.69	0.23

Note. I1 – I6 = institutional items; ICM = Institutional Composite Mean; RR = response rate.

Table 13

Convergent and Discriminant Validity Patterns Around Specific Instructional Approaches

Approaches	#	N	I1	I2	I3	I4	I5	I6	ICM	RR
Discussion / interaction	9	1,977	0.62	0.60	0.70	0.58	0.61	0.68	0.67	0.30
Communication skills	29	1,775	0.60	0.58	0.60	0.63	0.63	0.64	0.66	0.25
Research skills	27	157	0.50	0.58	0.64	0.62	0.62	0.59	0.64	0.14
Use of technology	31	431	0.58	0.57	0.66	0.57	0.57	0.65	0.64	0.24
Active learning strategies	10	344	0.50	0.53	0.62	0.57	0.56	0.57	0.62	0.14
Professional practice	6	1,108	0.39	0.45	0.52	0.42	0.48	0.54	0.50	0.05

Note. I1 – I6 = institutional items; ICM = Institutional Composite Mean; RR = response rate.

Table 14

Convergent and Discriminant Validity Patterns Around Course Supports

Course Supports	#	N	I1	I2	I3	I4	I5	I6	ICM	RR
Lab and tutorial	5	375	0.45	0.48	0.51	0.61	0.60	0.61	0.59	0.17
Resources (space, text)	4	261	0.48	0.52	0.49	0.53	0.55	0.52	0.55	0.24
Teaching assistant(s)	15	549	0.46	0.46	0.54	0.53	0.51	0.52	0.55	-0.04

Note. I1 – I6 = institutional items; ICM = Institutional Composite Mean; RR = response rate.

D. Quality of assessment

The ICM was correlated with items that captured the extent to which course components facilitated learning and improved understanding ($r = 0.80$) and course assessments were fair ($r = 0.75$). In contrast, the ICM was not correlated at all with the perceived workload of the course ($r = 0.03$). Quality and perceived fairness of assessment were stronger predictors of ICM scores than the perceived

workload of the course. The ICM appears to be convergent with the University of Toronto’s teaching and learning priority that “course components improve understanding” and “course components provide opportunity to demonstrate understanding”.

Table 15

Convergent and Discriminant Validity Patterns Around Course Assessment

Course Assessment	#	N	I1	I2	I3	I4	I5	I6	ICM	RR
Learn from components	4	1,305	0.69	0.70	0.74	0.81	0.81	0.78	0.80	0.33
Fairness of assessment	6	2,441	0.61	0.65	0.70	0.74	0.77	0.73	0.75	0.32
Perceived workload	1	11,119	0.10	0.05	-0.04	0.03	-0.01	-0.04	0.03	0.08

Note. I1 – I6 = institutional items; ICM = Institutional Composite Mean; RR = response rate.

5. Dimensionality

- A. The ICM is more reliable and stable than the institutional items considered individually.
- B. The ICM exhibits stronger construct validity than any given institutional item.
- C. The ICM is better at differentiating between course sections than any individual item.
- D. The ICM is more appropriately used for summative purposes than individual items.

Are the core institutional items measuring one construct or multiple constructs?

The five core institutional items of the CCEF were written to capture five teaching and learning priorities at the University of Toronto. These teaching and learning priorities are similar to one another in that all five capture students’ learning experiences. However, each item also taps into slightly different aspects of the learning experience. This raises the question: is there utility in examining the core institutional items separate from one another or should the core institutional items always be considered collectively within the form of the Institutional Composite Mean (ICM)?

A. The ICM is more reliable and stable than the institutional items considered individually

An examination of the reliability analyses from earlier (see [Reliability](#)) certainly suggest that the five items considered together (as the ICM) produce a more stable measure, as the ICM was associated with higher interrater reliability and test-retest reliability than any given item considered individually. In addition, the five items of the Institutional Composite Mean (ICM) were highly correlated with one another and exhibited very strong internal consistency. These results suggest that it may be advantageous to examine the ICM as a unidimensional construct.

B. The ICM exhibits stronger construct validity than any given institutional item

Another way to approach the issue is to examine unique construct validity patterns. Table 16 summarizes five of the top findings from the construct validity analysis. The results suggest some differentiation between the items in their key correlation patterns. However, there is also a lot of overlap in the correlational patterns between the items. In contrast, the ICM is consistently correlated with all five of the key construct validity variables.

Table 16

Correlation Between Institutional Items and Key Construct Variables

Construct variable	I1 engagement	I2 knowledge	I3 atmosphere	I4 components	I5 demonstrate	ICM
Intellectual engagement	0.86	0.84	0.77	0.76	0.75	0.86
Higher order learning	0.82	0.82	0.79	0.81	0.81	0.87
Clarity of instruction	0.74	0.79	0.89	0.73	0.73	0.85
Learn from components	0.69	0.70	0.74	0.81	0.81	0.80
Fairness of assessment	0.61	0.65	0.70	0.74	0.77	0.75

Note. I1 – I6 = institutional items; ICM = Institutional Composite Mean; RR = response rate.

C. The ICM is better at differentiating between course sections than any individual item

Profile analyses (Marsh & Bailey, 1993) and reliability analyses (Morley, 2009) were used to examine if course sections could be differentiated from one another based on their unique rating patterns across the five items. The analyses revealed moderate effect sizes ($\eta^2 \geq .10$) and moderate consistency in the pattern of ratings across the institutional items, $ICC(C,k) = 0.61$. However, there was relatively low absolute agreement in the pattern of ratings across the items, $ICC(A,k) = 0.42$. These results indicate that a unique pattern of findings could be detected across the five institutional items for different instructor-course section pairings, but the pattern was not strong enough to recommend making high-stakes decisions based on these differences. In comparison, students exhibited high absolute agreement when the institutional items were considered together as a single Institutional Composite Mean (ICM), $ICC(k) \geq 0.85$.

D. The ICM is more appropriately used for summative purposes than individual items

These results suggest that mean differences between the core institutional items can be considered for low-stakes formative purposes to inform the improvement of teaching and learning. However, when course evaluation scores are to be used as a piece of evidence to inform high-stakes decision making, it is better to interpret the institutional items holistically by using the Institutional Composite Mean (ICM). Relative to the use of any given item individually, the ICM is a more reliable, stable, and diagnostic indicator of students' experiences with the institutional teaching and learning priorities.

6. Contextual analysis

- A. Larger course sizes were moderately associated with lower ICM scores.
- B. Course level predicted ICM scores, but mainly due to course size differences.
- C. ICM differences between academic division were trivial, and mostly due to course size.
- D. ICM scores differed between academic units, but mostly due to course size.
- E. ICM differences between course formats were trivial, and mostly due to course size.
- F. ICM scores were not associated with course length or the course term.
- G. ICM scores were not associated with students' full time status or year of study.

A. Larger course sizes were associated with lower ICM scores

Larger course sizes were associated with lower ICM scores, $r = -0.41$ (moderate effect size). On average, smaller courses had ICM scores 0.5 points higher than large enrollment courses (200+ students). Course size should be taken into consideration when interpreting ICM scores.

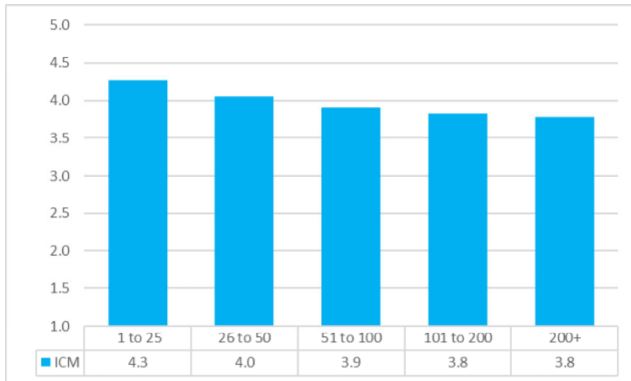


Figure 10. Course size and ICM scores

B. Course level predicted ICM scores, but mainly due to course size differences

Course level was positively correlated with ICM scores, $\eta^2 = .04$ (small effect). At the most extreme, course evaluation scores for 400/500-level courses ($M = 4.24, S = 0.52$) were 0.3 points higher than course evaluation scores for 200-level courses ($M = 3.91, S = 0.49$). Importantly, however, those differences were almost entirely explained by differences in course size. As the level of the course gets higher, the size of the course also gets smaller, $r = -.42$. When class size is taken into consideration, the association between course-level and ICM scores are even smaller, $\eta^2 = .02$ (very small effect). These results suggest that course level is not a strong correlate of ICM scores once course size is taken into consideration.

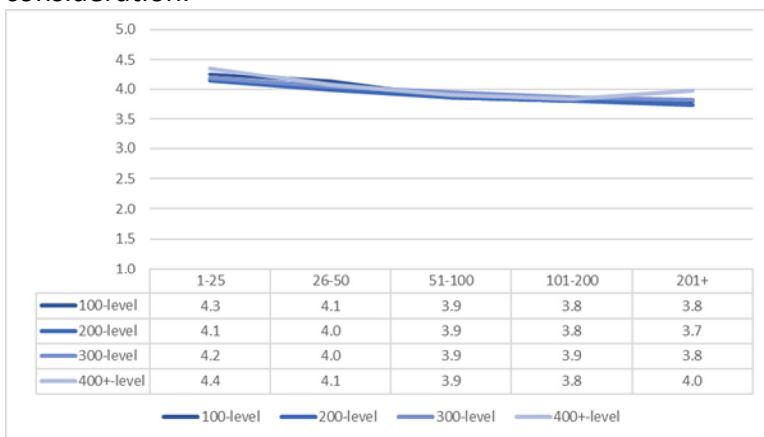


Figure 11. Course level, course size, and ICM scores

C. ICM differences between academic divisions were trivial, and mostly due to course size

There were only trivial differences in ICM scores between the four academic divisions, $\eta^2 = .02$ (small effect): FASE ($M = 3.87, S = 0.50$), ARTSC ($M = 4.10, S = 0.51$), UTM ($M = 4.01, S = 0.52$), UTSC ($M = 4.02, S = 0.52$). Once course size was taken into consideration, these differences became even smaller, $\eta^2 = .01$ (very small effect).

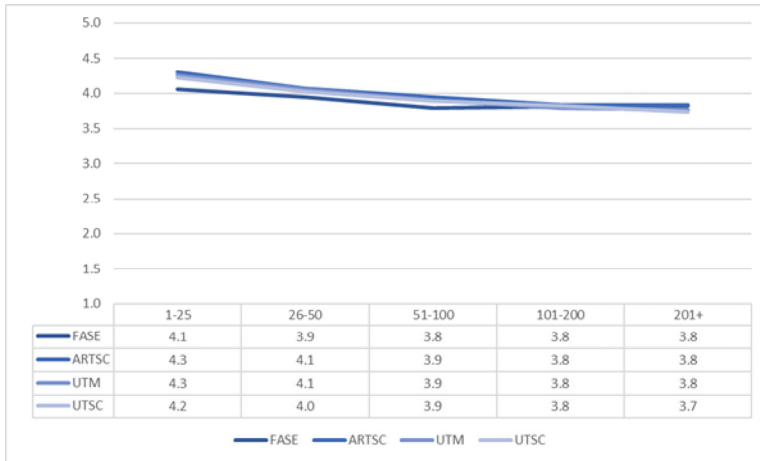
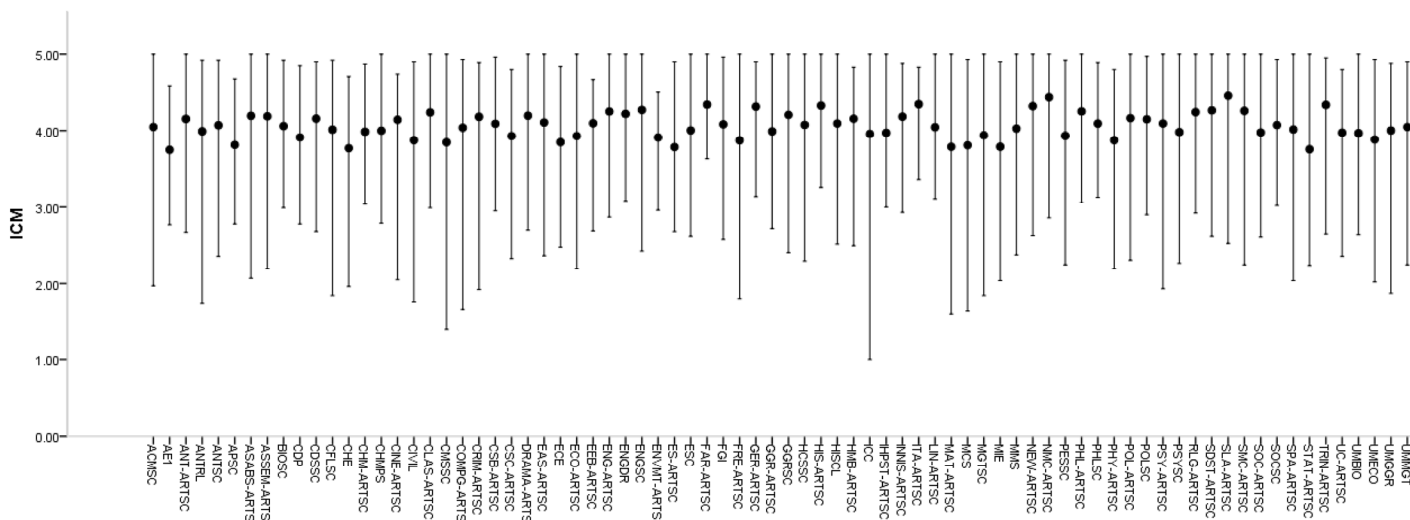


Figure 12. Division, course size, and ICM scores

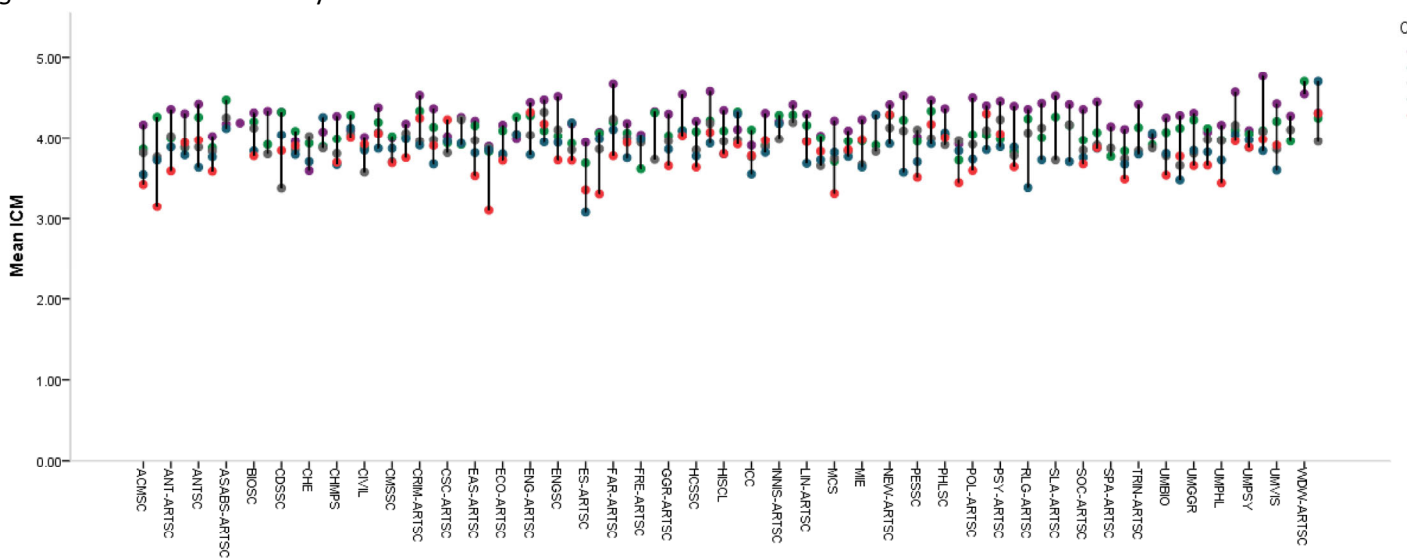
D. ICM scores differed between academic units, but mostly due to course size

The sample represented 118 academic units and departments. Each unit/department evaluated anywhere from 1 to 513 course sections in the two-year period under consideration. Units that evaluated more than 30 course sections were included in the analysis ($N = 87$). Overall, ICM scores differed somewhat between academic units ($\eta^2 = 0.10$, moderate effect). However, some of this variation was explained by course size, as ICM differences between academic units exhibited only trivial differences once course size was taken into consideration ($\eta^2 = 0.04$, small effect). Although the differences are small, academic unit should be considered an important contextual variable when interpreting ICM scores.



Note. The lines represent the range of ICM values within an academic unit. The circles indicate the ICM average for that unit.

Figure 13. ICM differences by academic unit



Note. The circles represent the ICM average for any given course size within a particular academic unit. The lines connect the mean categories.

Figure 14. ICM differences by academic unit and course size.

E. ICM differences between course formats were trivial, and mostly due to course size

The vast majority of evaluated course sections were labeled as “lecture” courses in the registration system ($N = 11,442$, 96%). The remaining courses could be identified as evening courses ($N = 249$), practicums ($N = 79$), tutorials ($N = 31$), and web-option courses ($N = 118$). It is important to note that “lecture” is the default label. As such, courses labeled ‘lecture’ courses could actually be evening, practicum, tutorial, or web-option courses (or some other format). Given this, the course format analyses should be interpreted with caution.

In general, ICM differences by course format tended to be trivial ($\eta^2 = .005$, no effect) and these differences became even smaller once course size was taken into consideration ($\eta^2 = .002$, no effect). If anything, tutorial courses received slightly lower ICM scores than other course types of similar size. Overall, however, different course types of similar sizes received similar ICM scores.

Table 17

ICM Scores by Course Type and Course Size

Course size	Lecture	Evening	Practicum	Tutorial	Web-option
1-25	4.3	4.1	4.2	3.7	----
26-50	4.0	4.0	4.0	----	----
51-100	3.9	3.9	3.8	----	3.8
100-200	3.8	3.8	----	----	3.7
201+	3.8	3.6	----	----	3.7
Overall	4.1	4.0	4.0	3.7	3.7

Note. ICM averages for a category are included in this table only if there were at least 10 course sections evaluated within that category.

F. ICM scores were not associated with course length or the course term

Half year courses ($N = 10,501$, 88%) meet for either the fall term ($N = 5,128$) or winter term ($N = 5,373$). Full year courses ($N = 1,418$, 12%) meet for both the fall and winter term. Full year courses are typically evaluated in the winter term ($N = 1,225$), although a few full year courses are evaluated in the fall term ($N = 193$). Neither the length of the course (half year or full year, $\eta^2 < .001$, no effect) nor the term of the course (fall or winter, $\eta^2 = .001$, no effect) was associated with ICM scores.

G. ICM scores were not associated with students’ full time status or year of study

Our course evaluation system registers whether or not a student submitting an evaluation is a full time or part time student and their year of study. The current sample included 277,498 surveys submitted by 54,108 students. Student characteristics were analyzed at the survey-level of analysis using multilevel modeling (these analyses accounted for the fact that students were nested within specific course sections).

Full time/part time status

Of the 54,108 students that submitted course evaluation surveys in the two-year period under consideration, 93% of them were registered as full time students. Only trivial differences were found

between the average ICM scores of full-time students ($M = 3.9$, $S = 0.97$) versus part-time students ($M = 4.1$, $S = 0.94$), $\eta^2 = .001$ (no effect).

Year of study

Only trivial differences were found between the average ICM scores of first year students ($M = 3.9$, $S = 0.93$), second year students ($M = 3.9$, $S = 0.99$), third year students ($M = 4.0$, $S = 0.99$), fourth year students ($M = 4.0$, $S = 0.97$) and fifth year students and beyond ($M = 4.0$, $S = 1.01$), $\eta^2 = .001$ (no effect).

7. Demographic Analysis

- A. No gender differences emerged on response rates or institutional item ratings.
- B. ICM scores were not associated with faculty rank, age, or seniority.

A. No gender differences emerged on response rates or institutional item ratings

Gender bias is a recognized and acknowledged issue in the academy (undergraduate and graduate student assessment, faculty teaching assessment, faculty research assessment, etc.; see, for example, Eagan & Garvey, 2015). Course evaluation bias is most likely to arise in situations that utilize ambiguously or poorly worded survey questions. If students are asked to make judgements about domains that they cannot accurately assess, students will be more likely to fall back on gender stereotypes to make these assessments (Marsh, 2007).

From its earliest inception, the University of Toronto's Cascaded Course Evaluation Framework was designed to create a responsive and evidence-based approach to course evaluations explicitly designed to minimize the impact of this type of rating bias. In doing so, the course evaluations team took care to focus on students' experiences with specific teaching and learning priorities and to avoid questions known to be biased. For instance, questions related to instructor personality traits and/or domain knowledge are not used.

Adopting an evidence-based approach to survey item creation was an important first step in reducing gender bias. The monitoring of data for gender bias is another important step. For privacy reasons, the course evaluations team does not record instructor characteristics. However, the University of Toronto's Business Intelligence (UTBI) data warehouse allows a limited group of authorized users to generate anonymized tables³ summarizing course evaluation results by faculty gender, rank, age, and years since faculty appointment (seniority).

The table below summarizes the aggregated mean averages for female versus male instructors for each of the institutional items and the ICM drawn from the UTBI data warehouse using Cognos. No systematic gender differences emerged based on survey response rates, ratings on the six institutional items, or the ICM.

³ **Please note:** The method that is used to aggregate data in Cognos (the tool used to query the UTBI data warehouse) is restricted to the "survey level of analysis" (each survey is considered the unit of analysis). It was therefore not possible to aggregate to the "course section level" as was done in some of the prior analyses in this document.

Table 18

No Gender Differences Emerge at The Institutional Level

Gender	RR	I1	I2	I3	I4	I5	I6	ICM
Female instructor	39%	3.9	4.0	4.0	3.8	3.8	3.6	3.9
Male instructor	38%	3.9	4.0	4.0	3.8	3.8	3.6	3.9

Note. I1 – I6 = institutional items; ICM = Institutional Composite Mean.

B. ICM scores were not associated with faculty rank, age, or seniority

ICM scores did not differ based on faculty rank, age, or seniority.

Table 19

ICM Scores Did Not Differ Based On Faculty Rank, Age, or Seniority.

Rank	ICM	Age	ICM	Seniority	ICM
Assistant Professor, Teaching Stream	4.0	≤ 30 years old	3.9	0-5 years	4.0
Associate Professor, Teaching Stream	3.9	31-40 years old	3.9	6-10 years	3.9
Lecturer/Senior Lecturer	3.9	≥ 71 years old	3.8		
Assistant Professor	4.0	41-50 years old	3.9	11-20 years	3.9
Associate Professor	3.9	51-60 years old	3.9	21-30 years	3.8
Professor	3.9	61-70 years old	3.8	30+ years	3.8

Note. ICM = Institutional Composite Mean.

8. Interpretability of ICM Scores

- A. ICM scores fell along the full continuum of possible scores (1.0 to 5.0).
- B. ICM scores were skewed towards the upper end of the scale ($M = 4.0, S = 0.52$).
- C. ICM scores exhibited discrimination ability across the full range of scale options.
- D. ICM scores are especially diagnostic at the upper and lower ends of the scale.
- E. Larger course sizes are associated with lower ICM scores, $r = -0.41$.
- F. Scores between 3.4 and 4.8 reflect a ‘typical’ student experience.

A. ICM scores fall along the full continuum of possible scores

The ICM will be most useful if it successfully differentiates students’ experiences with different instructors and courses. If all course sections receive the same ICM score, the ICM will have no informational value. Range restriction occurs when an instrument fails to achieve enough variability to yield meaningful interpretation at the desired level of analysis (in this case, the section-level of analysis). Fortunately, the ICM scores fell along the full continuum of possible scores (1.0 to 5.0) with mean ICM score of 4.0 and standard deviation of 0.52. This indicates that, on average, the ICM scores of any given course section deviated from the grand mean of 4.0 by approximately ½ of an ICM point (i.e., 0.5).

B. ICM scores are skewed towards the upper end of the scale

Figure 15 shows the distribution of ICM scores across course sections. ICM scores fell along the full continuum of possible scores (1.0 to 5.0), but the majority of the scores were skewed towards the upper end of the scale ($M = 4.0$, $S = 0.52$, $mdn = 4.1$).

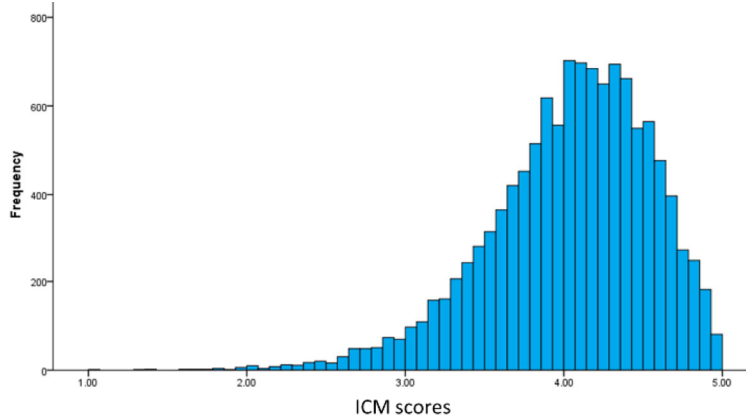


Figure 15. Spread of ICM scores

C. ICM scores exhibited discrimination ability across the full range of scale options

Because the ICM scores were skewed towards the upper end of the scale, it was important to examine the potential impact of a ceiling effect. A ceiling effect occurs when a large proportion of scores “max-out” at the upper end of the scale resulting in a loss of discrimination ability. **Discrimination ability**⁴ is the ability to use a scale to differentiate between different entities that are being measured.

Discrimination ability was examined by grouping course sections into deciles (i.e. 10 equal sized groups created by rank ordering scores from low to high). For all six institutional items, and the ICM, there was meaningful differentiation across the decile groups (each decile group could be statistically and meaningfully differentiated from the decile below it, p 's < .05, Cohen's d effect size > 0.20). Importantly, there was no evidence that a ceiling effect resulted in a loss of discrimination ability at the upper end of the scale. If anything, there was slightly more differentiation at the upper end of the scale relative to the middle of the scale, as evidenced by the inverted “S” shape pattern of the percentile score plot.

⁴ **Discrimination** ability is different from **discriminant** validity. **Discrimination** ability focuses on the ability of an item (or set of items) to differentiate amongst the different entities that are being measured (in our case students' experiences with different course-sections). In contrast, **discriminant** validity is the extent to which items meant to capture two theoretically distinct constructs can be differentiated from one another.

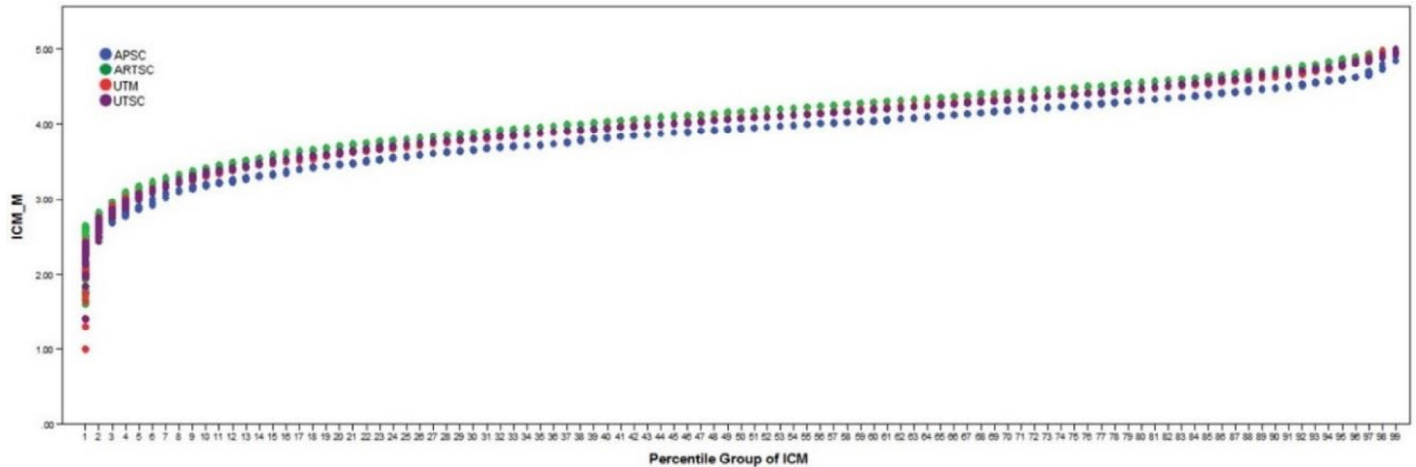


Figure 16. Percentile-score plot showing levels of discrimination ability across the 5-point scale

D. ICM scores are especially diagnostic at the upper and lower ends of the scale

The inverted “S” shaped pattern of the percentile score plot demonstrates that ICM scores have very high levels of discrimination ability at the bottom of the scale (between scores of 1 and 3), moderate levels of discrimination ability in the middle of the scale (between scores 3.0 and 4.5), and somewhat higher levels of discrimination ability at the very upper end of the scale (above 4.5). As such, the ICM may be particularly diagnostic when scores are lower than 3.0 or higher than 4.5.

Scores lower than 3.0, in particular, are “out of the norm” and warrant further investigation.

Importantly, however, scores lower than 3.0 do not, necessarily, indicate problematic teaching, poor student experience, or low learning outcomes. Low evaluation scores could arise for any number of reasons, including factors that may be completely outside of the control of the instructor. Instructors should always be given an opportunity to investigate and contextualize potential reasons for low course evaluation scores.

E. Larger course sizes are associated with smaller ICM scores

Larger course sizes were associated with lower ICM scores, $r = -0.41$ (moderate effect size). On average, smaller courses had ICM scores 0.5 points higher than large enrollment courses (200+ students). Course size should be taken into consideration when interpreting ICM scores.

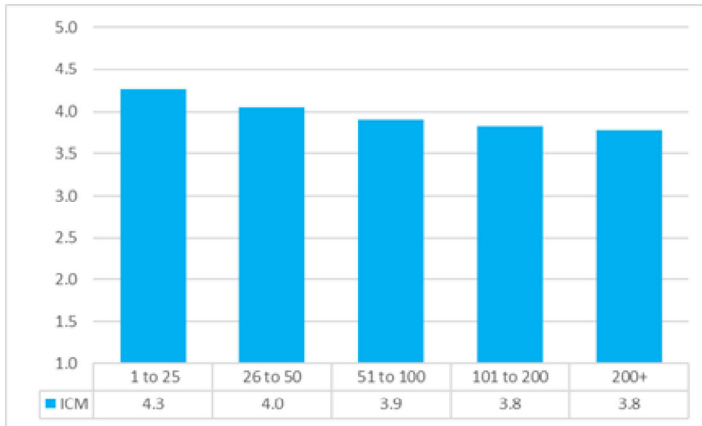


Figure 17. Course size and ICM scores

F. Scores between 3.4 and 4.8 reflect a ‘typical’ collective student experience

Overall, 70% of ICM scores were between 3.5 and 4.6. Only 15% of scores were lower than 3.5 and only 15% of scores were higher than 4.6. However, this “range of typicality” varied based on course size. When course size was taken into consideration the range of ‘typical’ included scores as low as 3.4 and as high as 4.8. The table below describes the range of “typicality” based on each course size category. For any given course size, scores within this range of typicality should be interpreted as reflecting a typical collective student experience.

Table 20

Mean ICM Scores, Standard Deviation, And Range of ‘Typicality’ By Course Size

Course size	M	Typical (middle 70%)	Lower than typical (bottom 15%)	Higher than typical (top 15%)
1-25	4.3	3.7 and 4.8	≤ 3.6	≥ 4.9
26-50	4.0	3.6 and 4.5	≤ 3.5	≥ 4.6
51-100	3.9	3.4 and 4.4	≤ 3.3	≥ 4.5
101-200	3.9	3.4 and 4.3	≤ 3.3	≥ 4.4
201+	3.8	3.4 and 4.2	≤ 3.3	≥ 4.3

Importantly, scores outside of this range of typicality do not, necessarily, indicate poor or exemplary teaching. ICM scores can be influenced by a number of factors, many of these outside of the control of the instructor. With that said, an atypical ICM score may warrant further investigation, especially if the score seems unusually low or high for a particular course or department. Possible sources of evidence for better understanding atypical ICM scores may include (but are not limited to): the instructor’s narrative explanation of the course; course context variables; students’ written comments; classroom observation; course materials, and/or other supporting documents.

9. Generalizability

- A. The ICM exhibits identical reliability and validity patterns across academic divisions.
- B. The ICM is generalizable to graduate-level courses.
- C. The ICM is generalizable to dual-instructor courses, but the evaluation context differs.

A. The ICM exhibits identical reliability and validity patterns across academic divisions

The current validation study examined single-instructor undergraduate courses across the four largest undergraduate divisions at the University of Toronto. Across the four divisions, the ICM exhibited strong consistency in terms of item completion rates (Table 21), interrater reliability (Table 22), internal consistency (Table 23), test-retest reliability (Table 24), and convergent validity patterns (Table 25).

Table 21

Completion Rates for The 6 Institutional Items by Division

	FASE	ARTSC	UTM	UTSC
UofT1. Intellectually stimulating	99.8%	99.8%	99.9%	99.9%
UofT2. Deeper understanding	99.8%	99.3%	99.8%	99.8%
UofT3. Instructor created atmosphere	99.7%	99.4%	99.8%	99.8%
UofT4. Improve understanding	99.8%	99.5%	99.8%	99.6%
UofT5. Demonstrate understanding	99.8%	99.4%	99.9%	99.9%
UofT6. Overall learning experience	99.7%	91.0%	99.8%	99.8%
Correlation: length and complete rate	$r = -.03$	$r = .001$	$r = -.004$	$r = -.02$

Table 22

Interrater Agreement and Interrater Reliability, by Division

	FASE		ARTSC		UTM		UTSC	
	r_{wg}	ICC(k)	r_{wg}	ICC(k)	r_{wg}	ICC(k)	r_{wg}	ICC(k)
Item 1	0.74	0.84	0.72	0.81	0.72	0.82	0.73	0.80
Item 2	0.76	0.85	0.72	0.80	0.73	0.81	0.74	0.79
Item 3	0.72	0.92	0.69	0.87	0.70	0.87	0.70	0.87
Item 4	0.73	0.84	0.72	0.80	0.71	0.80	0.73	0.79
Item 5	0.73	0.83	0.72	0.80	0.71	0.80	0.73	0.78
Item 6	0.73	0.89	0.74	0.84	0.72	0.85	0.73	0.84
ICM	0.93	0.89	0.92	0.85	0.92	0.85	0.92	0.85

Table 23

Factor Loadings And Internal Consistency, By Division

	FASE	ARTSC	UTM	UTSC
Variance Explained	83%	85%	87%	87%
Item 1 factor loading	.87	.89	.92	.91
Item 2 factor loading	.94	.93	.94	.93
Item 3 factor loading	.82	.86	.89	.89
Item 4 factor loading	.92	.93	.93	.92
Item 5 factor loading	.91	.91	.91	.92
Cronbach's alpha (α)	$\alpha = .94$	$\alpha = .95$	$\alpha = .96$	$\alpha = .96$

Table 24

Reliability Across Students, Courses, Instructors, and Course-Instructors by Division

	FASE	ARTSC	UTM	UTSC
Same student (across different courses)	0.64	0.62	0.66	0.63
Same course topic (regardless of instructor)	0.71	0.72	0.73	0.67
Same instructor (regardless of course topic)	0.70	0.73	0.72	0.75
Same course with the same instructor	0.81	0.80	0.83	0.79

Table 25

Patterns of Convergent and Discriminant Validity with The ICM by Division

	FASE	ARTSC	UTM	UTSC
Intellectual engagement	0.77	0.85	0.87	0.86
Higher order learning	0.87	0.83	0.87	0.89
Clarity of instruction	0.88	0.86	0.80	0.82
Learn from components	0.91	0.75	0.82	0.78
Fairness of assessment	0.80	0.70	0.74	0.77
Attendance	0.16	0.47	-0.04	0.28
Workload	0.31	0.03	0.01	0.04
Expected Grade	0.43	0.59	0.40	0.33

B. The ICM is generalizable to graduate-level courses

ICM values are similar across graduate and undergraduate courses of the same size

When comparing ICM scores of graduate course sections with undergraduate course sections, it appears as if the ICM scores are higher for the graduate-level courses ($M = 4.1$) than for undergraduate-level courses ($M = 3.9$). However, those differences go away when taking into consideration course size. Indeed, 85% of all graduate courses have fewer than 25 students in them. In contrast, only 36% of undergraduate courses have fewer than 25 students. Once these differences are taken into consideration, graduate courses (SGS) have ICM scores comparable to similarly size undergraduate courses. Interestingly, however, graduate courses do have consistently higher response rates, no matter the course size category.

Table 26

Response Rates and ICM Scores for Graduate and Undergraduate Courses by Course Size

Course size	% UG	% SGS	RR SGS	RR UG	ICM SGS	ICM UG
1-25	36%	85%	58%	50%	4.3	4.2
26-50	26%	12%	53%	44%	3.9	4.0
51-100	18%	3%	51%	38%	3.9	3.9
101-200	13%	< 1%	42%	34%	3.8	3.8
200+	7%	0%	----	32%	----	3.8

Note. UG = undergraduate; SGS = graduate; % = percent of courses falling into each course size category; RR = response rates; ICM = Institutional Composite Mean.

Graduate courses exhibited similar internal consistency patterns as undergraduate courses

Graduate courses also exhibit similar internal consistency patterns to undergraduate courses. Indeed, the Cronbach’s σ and factors analysis patterns are nearly identical to those found with the undergraduate courses. Indeed, in graduate-level courses the five items of the ICM loaded on to a single factor, with the single factor explaining 86% of the variance. All of the factor loadings were greater than 0.70 (the typical cut-off point to assess factor loadings is 0.40 or higher). Furthermore, the internal consistency was very high, with Cronbach’s $\alpha = 0.96$. The ICM appears to be a reliable composite variable, even in dual-instructor courses.

Table 27

Factor Loadings and Internal Consistency in Single- Versus Dual-Instructor Courses

Factor analysis	%	I1	I2	I3	I4	I5	α
Undergraduate courses	86%	0.90	0.93	0.87	0.93	0.91	0.96
Graduate courses	82%	0.91	0.92	0.87	0.92	0.90	0.94

Note. % = percent of variance explained, I1 – I6 = institutional items; α = Cronbach’s alpha.

C. The ICM is valid for use in dual-instructor courses, but the evaluation context differs

The main validation study focused on single-instructor courses. To examine dual-instructor courses, a follow-up analysis examining 509 dual-instructor undergraduate course sections evaluated within the same divisions and time-period as the main sample was performed.

Course evaluations in a dual-instructor course context

The evaluation context differs slightly between dual-instructor and single-instructor courses. In a dual-instructor course, students rate 7 institutional items, instead of 6 institutional items. This is because institutional item 3 is an instructor-specific question. When students rate a multi-instructor course, they rate item 3 for each instructor under consideration (e.g., in a dual-instructor course item 3 is asked twice, once for each instructor). The other five institutional items focus on the course as a whole and are rated only once per item.

Students differentiate between instructors

In dual-instructor courses, the average difference in ratings between the two instructors on item 3 was 0.56 ($S = 0.58$), with differences ranging between a low of 0.00 (no difference) and a high of 3.78. In addition, the aggregated ratings of each instructor were only weakly correlated with one another, $r = 0.24$ (small effect). These results suggest that the ratings of one instructor did not heavily influence ratings of the other instructor. Importantly, there were no differences in ratings based on the order in which each instructor was listed on the course evaluation form, $\eta^2 = .001$ (no effect), suggesting that the differences in ratings were not an artifact of the order in which faculty were listed on the survey.

Students differentiate between the instructors and the course as a whole

Item 3 was differentially correlated with the other institutional items when comparing single-instructor course sections with dual-instructor course sections. In single-instructor course sections, item 3 was strongly correlated with the other institutional items. In contrast, in the dual-instructor sections, the item 3 rating of any given instructor was more moderately correlated with the other institutional items.

Table 28

Correlations Between Item 3 and the Other Items in Single- Versus Dual-Instructor Courses

Item 3	I1	I2	I4	I5	I6	ICM
Single-instructor section	0.80	0.81	0.78	0.77	0.89	0.91
Dual-instructor section	0.58	0.59	0.57	0.56	0.66	0.77

Note. I1 – I6 = institutional items; ICM = Institutional Composite Mean

Evaluations of the course are more strongly associated with the higher scoring instructor

An examination of correlations between the highest rated instructor versus the lowest rated instructor suggest that, on the whole, student ratings may be slightly more associated with their perceptions of the more higher scoring instructor, rather than the lower scoring instructor, although the differences in strength of correlations are small.

Table 29

ICM Scores Are More Strongly Associated with the Favoured Instructor

Item 3	I1	I2	I4	I5	I6	ICM
Highest rated instructor	0.67	0.69	0.66	0.68	0.76	0.81
Lowest rated instructor	0.62	0.61	0.59	0.59	0.72	0.74
Average of ratings	0.71	0.72	0.69	0.68	0.82	0.84

Note. I1 – I6 = institutional items; ICM = Institutional Composite Mean

Dual-instructor courses receive slightly lower ICM scores than single-instructor courses

When comparing dual-instructor course sections with single-instructor course sections, the dual-instructor course sections were rated slightly lower than the single-instructor course sections, however these differences were relatively small ($d = 0.28$, small effect).

Table 30

Institutional Item Means for Single- Versus Dual-Instructor Courses

Item 3	I1	I2	I3	I4	I5	I6	ICM
Single-instructor section	4.0	4.1	4.1	4.0	4.0	3.8	4.0
Dual-instructor section	3.9	4.1	4.0	3.8	3.8	3.6	3.9

Note. I1 – I6 = institutional items; ICM = Institutional Composite Mean

The ICM had similar factor analysis patterns in dual-instructor versus single-instructor courses

Given the differential correlation pattern between the instructor item (item 3) and the other institutional items in dual-instructor courses, this raises questions about the generalizability of the internal consistency of the institutional composite mean (ICM) when evaluating dual-instructor courses versus single-instructor courses. Fortunately, the items of the ICM seem to exhibit similarly high internal consistency in dual-instructor courses versus single-instructor courses.

Indeed, in dual-instructor courses the five items of the ICM loaded on to a single factor, with the single factor explaining 86% of the variance. All of the factor loadings were greater than 0.70 (the typical cut-off point to assess factor loadings is 0.40 or higher). Furthermore, the internal consistency was very high, with Cronbach’s $\alpha = 0.96$. The ICM appears to be a reliable composite variable, even in dual-instructor courses.

Table 31

Factor Loadings and Internal Consistency In Single- Versus Dual-Instructor Courses

Item 3	%	I1	I2	I3	I4	I5	α
Single-instructor	86%	0.90	0.93	0.87	0.93	0.91	0.96
Dual-instructor	76%	0.91	0.92	0.70	0.92	0.90	0.91

Note. % = percent of variance explained, I1 – I6 = institutional items; α = Cronbach’s alpha.

Single-instructor and dual-instructor courses are not equivalent

Single-instructor and dual-instructor course sections do not result in equivalent evaluation contexts. In single-instructor course sections, students appear to be more likely to conflate their perceptions of the instructor with the course. This conflation does not occur to as strong of a degree in dual-instructor course sections. In dual-instructor course sections, students seem to make greater differentiation between their perceptions of any given instructor and their perceptions of the course as a whole. Because of these differences, direct comparisons should not be made between an instructor teaching a single-instructor course with an instructor teaching a dual-instructor course, no matter the similarity of the topic or the course structure. However, the current results also suggest that the key psychometric properties of the institutional items remain stable even in the context of dual-instructor course sections. These results suggest that it may be appropriate to use the Cascaded Course Evaluation Framework in dual-instructor course sections similar to those evaluated in the validation study, as long as the results are not treated as equivalent to those found in single-instructor course sections. At present, there is not enough data to examine the generalizability of the course evaluation framework in contexts involving more than two instructors.

IMPLICATIONS FOR INTERPRETATION

Adequate response rates

The table below outlines the response rates required to achieve “very” precise to “somewhat precise” ICM estimates for courses of varying sizes. ICM scores will be most meaningful when response rates are 50% or higher for small courses (< 50 students) and 20% or higher for larger courses (> 100 students). Certainly, the ICM can still be used for formative and summative purposes when response rates are lower than this, but in these cases the ICM score should be thought of as a general estimate of students’ collective experiences, rather than as precise estimate of these experiences. If the goal of assessment is to make very precise estimates of students’ collective experiences for the purpose of making fine-tuned comparisons across time points, course sections, course topics, or instructors, higher response rates are best.

Table 32

Response Rate Needed to Make Meaningful Inference

Interval around the mean	Recommended interpretation of the quality of the mean estimate	Course Size				
		1-25	26-50	51-100	101-200	200+
< ±0.1	Very precise estimate	>90%	>80%	>80%	>60%	>50%
< ±0.2	Precise estimate	>80%	>70%	>70%	>50%	>40%
< ±0.5	Somewhat precise estimate	>70%	>50%	>40%	>20%	>10%
< ±1.0	General estimate	>60%	>20%	>10%	>10%	>10%
> 1.0+	Very general estimate	< 30%	<10%	<5%	<3%	<1%

Note. Guidelines are based on a 95% confidence interval around the mean with margin of errors ranging from ±0.1 to ±1.0, a standard deviation of 1.0, and correction for the use of a finite population.

In addition to the actual response rate, it is also important to consider the nature of the respondents themselves. Even within the same course section, students may have drastically different learning experiences from one another. Our data suggest that, for the most part, students within the same course section tend to be in relatively high agreement in their institutional item ratings of the same instructor/course section. However, there is always the possibility that a student with an atypical experience can sway the overall results, particularly in smaller classes. **In general, encouraging high response rates is one of the best ways to ensure that the ICM score is a meaningful reflection of students’ collective experiences within a course.**

ICM Interpretation

The ICM has been found to be a reliable and valid indicator of students’ collective experiences with the University of Toronto’s institutional teaching and learning priorities. As such, the ICM provides valuable information on the extent to which a particular course instructor/course section created:

- An engaging atmosphere for students.

- Opportunities for students to gain knowledge.
- An atmosphere conducive to learning.
- Opportunities for students to learn from assessment.
- Opportunities for students to demonstrate their understanding.

The ICM score is **not** intended to be a direct measure of student learning. Nor is it a measure of the appropriateness of the scope and depth of the content covered in the course. Rather the ICM is **one** of **many** pieces of evidence that can be used to better understand teaching and learning environments at the University of Toronto. The ICM, as a measure of students’ collective experiences with the teaching and learning priorities at the University of Toronto should always be interpreted within the larger teaching and learning context.

Typical versus atypical ICM scores

The table below describes a “range of typicality” (i.e., the middle 70%) for any given course size. Scores within this range reflect a ‘typical’ collective student experience. Scores outside of this range are ‘atypical’ in that they reflect the bottom 15% of ICM scores and the top 15% of ICM scores. Importantly, however, atypically low scores do not, necessarily, indicate poor teaching, nor do atypically high scores, necessarily, indicate exemplary teaching. ICM scores can be influenced by a number of factors, some of which are outside of the control of the instructor. With that said, an atypical ICM score may warrant further investigation.

Table 33

Range of Typical ICM Scores for Each Course Size Category

Course size	M	Typical (middle 70%)	Lower than typical (bottom 15%)	Higher than typical (top 15%)
1-25	4.3	3.7 and 4.8	≤ 3.6	≥ 4.9
26-50	4.0	3.6 and 4.5	≤ 3.5	≥ 4.6
51-100	3.9	3.4 and 4.4	≤ 3.3	≥ 4.5
101-200	3.9	3.4 and 4.3	≤ 3.3	≥ 4.4
201+	3.8	3.4 and 4.2	≤ 3.3	≥ 4.3

ICM scores in a larger context

Course evaluation scores should always be interpreted within a larger teaching and learning context. Possible sources of evidence that can be used to contextualize ICM scores include (but are not limited to): an instructor’s narrative explanation of their teaching contexts; course context variables; students’ written comments; classroom observation; course materials, and/or other supporting documents. The University of Toronto provides a table outlining possible sources of evidence for contextualizing teaching competence (see: <https://teaching.utoronto.ca/teaching-support/documenting-teaching/teaching-dossier/>).

When interpreting ICM scores the results of the validation study suggest that the following contextual factors may be of particularly high importance for interpreting ICM scores:

Specific division/department

Although differences were small, and mostly explained by differing course sizes, ICM scores varied from division to division and from department to department. As such, ICM scores should be interpreted within the context of specific divisions and departments, rather than being compared directly across units.

The size of the course

Although the correlation between ICM scores and course size was “moderate”, the average difference between a very small course (1-25 students) and a very large course (200+ students) can be as high as 0.5 points on a 5-point scale. Course size should always be taken into consideration when interpreting course evaluation scores.

Single instructor versus dual/multi-instructor courses

Similar ICM values emerged between single-instructor and dual-instructor courses, and the items were psychometrically similar (especially when it came to the factor structure). However, the analyses also suggested that students use different criteria to rate single-instructor versus dual-instructor courses, especially when it comes to the core institutional item 3 which focuses on specific course instructors.

In single-instructor course sections, students appear to be more likely to conflate their perceptions of the instructor with that of the course. This conflation does not occur as strongly in dual-instructor course sections. In dual-instructor course sections, students seem to make greater differentiation between their perceptions of any given instructor and their perceptions of the course as a whole. Because of these differences, direct comparisons should not be made between an instructor teaching a single-instructor course with an instructor teaching a dual-instructor course, no matter the similarity of the topic or the course structure.

FINAL NOTES

This validation study is part of an ongoing institutional effort to support the quality of the Cascaded Course Evaluation Framework at the University of Toronto, and draws on input from diverse institutional stakeholders (e.g. the Course Evaluation Advisory Group) and experts who provided guidance around the key questions to ask to examine the framework’s effectiveness. The study reflects the University’s commitment to ongoing analyses and education related to course evaluation data quality and interpretation.

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Date: May 29, 2024
To: Senate
From: Ad-hoc Senate Committee on Academic Health Programming
Re: **Committee closeout report**

Since June 2023, the ad-hoc Senate Committee on Academic Health Programming, chaired by the Deputy Provost, has been exploring and determining the structure of a health-related faculty at the University of Victoria. With Senate and Board of Governors approvals for the establishment of the Faculty of Health and its constituent units, the Committee has fulfilled its mandate and will thereby be dissolved in accordance with the approved Terms of Reference (attached). This closeout report serves as the Committee's final submission to Senate.

As per the BC University Act, final approval for a faculty is the responsibility of the Board of Governors on the recommendation of Senate. At their March 1, 2024 meeting, Senate voted unanimously in favour of moving the omnibus motion to establish a Faculty of Health, and the Board of Governors subsequently approved the motion on March 25, 2024.

Additional motions for the Clinical Psychology and Counselling Psychology programs were passed unanimously by Senate on May 3, 2024, and approved by the Board of Governors on May 28, 2024.

In its work to develop the Faculty of Health recommendation to Senate, the Committee successfully completed the following Terms of Reference responsibilities:

- Developed a project plan and timeline consistent with UVic governance structures and moved through approval processes.
- Reviewed existing structures at UVic and welcomed suggestions from the campus community related to comparator and aspirational institutions.
- Consulted with UVic students, staff, faculty, librarians, leaders and others through a campus-wide survey, information booth, townhall, chairs and directors' forum, and meetings with units, among others. A summary of consultations was provided to Senate for the March 1, 2024 meeting, as were letters of support and expressions of interest from units.
- Considered and made structural recommendations regarding the Faculty of Human and Social Development and Division of Medical Sciences, and other units with health programming.
- Considered and made recommendations on the name of the faculty and academic departments, schools and programming to be included.
- Attended to and engaged with Indigenous programming and partners through the Indigenous Wellness Working Group. The group submitted their milestone interim report on January 31, 2024, which was subsequently shared with Senate and posted on the project web page.

- Updated Deans' Council and Academic Leadership, Senate, the Board of Governors and the university community as appropriate and necessary. To keep members of the campus community informed, the Committee sent broadcast emails to faculty and staff on Aug. 9, Sept. 5, Oct. 20, Dec. 12, Feb. 2, Feb. 23, March 8 and March 26 and to students on March 28. Copies are posted on the project web page.

The Committee endeavoured to be as transparent as possible throughout the process, including through the project web page (uvic.ca/health-faculty). The page launched in May 2023 and was updated regularly with milestones, presentations, memos, FAQs, reports and other materials as information became available. The University Secretary's office will keep records and document and archive the Senate process and materials should the university engage in similar processes in the future.

Through existing committees—in particular Deans' Council and Academic Leadership, Integrated Planning, and Executive Council—leaders responsible for UVic Libraries, Continuing Studies, Student Affairs, and non-academic units were engaged during the 2023/24 academic year so they could consider implications to their units as the initiative evolved. The Deputy Provost will continue to play a leadership role in moving this initiative forward by engaging with committees and units on campus responsible for matters outside of Senate's purview. For example, the Deputy Provost will convene and lead an operational working group, bring together chairs and directors of units, and connect with Deans' Council and Integrated Planning as needed.

The Committee acknowledges that there remains a significant amount of work towards the Faculty of Health becoming operational on May 1, 2025, and the Faculty of Human and Social Development being disestablished on May 1, 2026. Some of this work has already begun through parallel processes (e.g., recruitment and onboarding of the inaugural dean, culture building and supporting those who are moving to a new faculty, academic resource planning, updating student information systems, etc.). While this work is the responsibility of established committees and offices, the Committee recommends that the Office of the Vice-President Academic and Provost continue maintaining the project web page to keep campus informed, at least until a Faculty of Health website has been established.

The Indigenous Wellness Working Group will continue its work, supported by the Office of the Vice-President Indigenous, as their mandate encompasses more than what is outlined in the Committee's terms of reference.

Thank you for the opportunity to lead this transformative project on behalf of the university, and for Senate's thoughtful engagement, advice and support throughout the process. We look forward to the Faculty of Health enhancing UVic's health profile by highlighting our strengths in health education, training and research and providing a stronger external profile to attract students, faculty, research chairs and partners.

Attached: Ad-hoc Senate Committee on Academic Health Programming Terms of Reference

Respectfully submitted,

Ad hoc Senate Committee on Academic Health Programming

Helga Hallgrímsdóttir, Deputy Provost (Chair)

Elizabeth Adjin-Tettey, Associate Vice-President Academic Programs

Carrie Andersen, University Secretary

Vanessa Andreotti, Dean, Faculty of Education

Lisa Bourque Bearskin, School of Nursing (VP Indigenous nominee)
Tony Eder, Associate Vice-President Academic Resource Planning
Lindsay Gagel, Director, Academic Communications and Projects
Lois Harder, Dean, Faculty of Social Sciences
Robin Hicks, Dean, Faculty of Graduate Studies
Fraser Hof, Associate Vice-President Research
Sandra Hundza, School of Exercise Science, Physical and Health Education
Cole Kennedy, Graduate Student, Department of Psychology
Darryl Knight, Providence Health Care (Presidential nominee)
Nathan Lachowsky, Associate Dean Research, Faculty of HSD
Peter Loock, Dean, Faculty of Science
Anastasia Mallidou, School of Nursing
Simon Minshall, School of Health Information Science
Nathaniel Sukhdeo, Undergraduate Student, Faculty of Law
Wendy Taylor, A/University Registrar
Bruce Wright, Head, Division of Medical Sciences
Ashley Fitterer, Senior Project Officer (support)

Senate Committee on Academic Health Programming

Terms of Reference | April 2023

Roles and responsibilities

The role of the ad-hoc Senate Committee on Academic Health Programming is to explore and determine the structure of a health-related Faculty at the University of Victoria, dedicated to health programming and building on existing structures (e.g., the Faculty of Human and Social Development or the Division of Medical Sciences) and consistent with UVic's vision for health programming, as articulated by the [UVic Health Initiative concept paper](#), [Aspiration 2030](#), and the [draft Strategic Plan](#). This may also include proposing new academic units to enhance the reputation and profile of academic health programming and research at UVic.

Responsibilities include:

1. Develop a project plan and consultation plan that includes internal and external stakeholders, and consulting with UVic students, staff, faculty, librarians, leaders and the Faculty Association (e.g., through surveys, townhalls, Faculty Council meetings, etc.).
2. Review existing structures at UVic and researching structures at comparator and aspirational post-secondary institutions.
3. Consider and make recommendations to the Vice-President Academic and Provost and Senate as follows:
 - a. The formation or reformation of a Faculty/Division organized around health programming;
 - b. The name of the Faculty/Division;
 - c. Academic Departments or Schools to be included in the Faculty;
 - d. Undergraduate and/or graduate programming to be offered through such a Faculty/Division;
 - e. Pathways and mechanisms for individual faculty members to affiliate with any new proposed academic structure, separate from the transfer of an entire academic unit to a new Faculty and aligned with the Collective Agreement;
 - f. Other considerations as directed by Senate.
4. Develop a communications plan and report to Deans' Council, Senate and members of the university community as appropriate and as necessary.
5. Attend to engagement with Indigenous programming and partners.
6. Attend to engagement with community partners and appropriate government partners including Ministries responsible for post-secondary education, health and provincial health authorities.
7. Consider alignment with, and implications to, UVic Libraries, Continuing Studies and non-academic units on campus while centering student recruitment, retention and success in decision making.

Approval process

The committee will take recommendations to Senate for approval, with the support of the Deans' Council and the Vice-President Academic and Provost, as implications may require Executive-level approval. As per the British Columbia University Act, the Faculties of each university may be constituted by the Board of Governors, on the recommendation of Senate. Following final approvals by Senate and Board the committee will conclude its work and dissolve.

Composition

The committee is comprised of 13 faculty/librarians, with two student representatives and one external community representative. Four ex-officio non-voting members are included for their operational expertise, advice and to support the work of the committee.

Voting

- Deputy Provost (Chair, *ex-officio*)
- Deans or faculty member designate* of the following Faculties/Division: Science, Social Sciences, Human and Social Development, Graduate Studies, Education, and Medical Sciences (*ex-officio*)
- 3 faculty members/librarians from Senate, nominated by the Senate Committee on Agenda and Governance
- 1 faculty member/librarian, nominated by the Vice-President Indigenous
- Associate Vice-President Academic Programs (*ex-officio*)
- Associate Vice-President Research (*ex-officio*)
- 2 students, including 1 undergraduate student and 1 graduate student, at least one of whom must be a student member of Senate
- 1 member from outside of the University of Victoria, nominated by the President

Non-Voting Resources

- Associate Vice-President Academic Resource Planning (*ex-officio*)
- Director, Academic Communications and Projects (*ex-officio*)
- Registrar or designate* (*ex-officio*)
- University Secretary or designate* (*ex-officio*)
- Administrative staff member, selected by the Chair (support)

**Designates do not need to be members of Senate*

The Chair, with the Support person, is responsible for setting and distributing agendas and confidential minutes.

Committee members may be required to lead or participate in working groups to advance this work in an inclusive and timely way. Working groups need not be exclusively comprised of committee members. The chair may add additional committee members at the recommendation of the committee, following the initial meeting.

Senate standing and ad-hoc committee meetings are normally closed. A committee may determine that the whole or part of any committee discussion or document presented to the committee shall be held in confidence.



Date: May 28th, 2024

To: Members of Senate

From: Helga Hallgrímsdóttir, Deputy Provost
Joel Lynn, Executive Director, Student Development and Success

Re: **Academic Accommodation and Access for Students with Disabilities (AC1205) Policy Renewal**

For more than three years, UVic's [Policy on Academic Accommodation and Access for Students with Disabilities \(AC1205\)](#) has been under review, working towards a renewal that better aligns AC1205 with current law and best practices. The current policy came into effect January 2006 and the last editorial change was December 2017. Thank you to Senators and to all members of our campus community who provided thoughtful feedback throughout this process. The renewed policy presented to Senate for approval at their June 6, 2024 meeting represents hundreds of hours of consultations, discussions and revisions.

Background

In 2021, on behalf of the Vice-President Academic and Provost, the university engaged a working group and external consultant to support policy renewal, conduct consultations, research, and gather input from the campus community during the 2021/22 academic year. After the resulting revised policy was presented to Senate in 2022 for feedback, it was determined that revisions to AC1205 would be paused while the university responded to the recently released *Accessible British Columbia Act*, as the *Act* provided an opportunity for UVic to review and improve accessibility from a pan-university lens. UVic's [Accessibility Committee](#) formed and the inaugural [Accessibility Plan](#) launched on Sept. 1, 2023.

Policy renewal process

Following the launch of UVic's Accessibility Plan, the working group resumed consultations on AC1205, building on the previous work to date and in the context of UVic's new institutional plans. The external consultant led consultations and revisions, with guidance from the Deputy Provost; Executive Director, Student Development and Success; Director, Centre for Accessible Learning (CAL); and Dean, Faculty of Law, who is also co-chair of UVic's Accessibility Committee.

Consultations on the revised AC1205 included Deans' Council and Academic Leadership, the Associate Deans Academic Council, UVic's Accessibility Committee, EQHR, Executive Director of Co-Operative Education Program and Career Services, Dean of Graduate Studies, Executive Director of Learning and Teaching Support and Innovation, the Senate Committee on Learning and Teaching, Student Senators, and UVic's General Counsel.

The revised AC1205 and its associated procedures were presented to Senate as drafts for information and comment at its May 3, 2024 meeting.

Context

During the 2023/24 academic year, approximately 16% of UVic students registered with CAL. While CAL plays a central role in the academic accommodation process, the responsibility for fostering an inclusive, accessible and welcoming environment for students with disabilities is shared by all members of the UVic community. Reflecting this principle, the revisions for Policy AC1205 articulate the expectations and responsibilities of the institution, instructors and students in developing and implementing a plan for academic accommodation through collaborative processes, and in a manner that is consistent with UVic's educational mandate and legal obligations.

Disability is a protected characteristic under the BC *Human Rights Code*. The *Code* prohibits discrimination in the provision of services. UVic and its employees have a legal obligation to provide reasonable academic accommodation to students with disabilities unless it would constitute undue hardship to the university to do so. The updated AC1205 addresses this obligation.

The updated AC1205 also advances the work of the university's [Accessibility Committee](#) and the priorities of the [Accessibility Plan](#) as well as the [Equity Action Plan](#).

Revised AC1205 – Academic Accommodation Policy

The revised AC1205 policy and associated Undergraduate and Graduate Student Procedures attached reflect community input as of May 21, 2024, and include input from Senators following the May 3, 2024 Senate meeting, as well as feedback from meetings with the Accessibility Committee and with Student Senators. In addition to editorial changes for cross-referencing purposes, the following changes have been made to the draft that was presented to Senate in May.

Revisions to AC1205 Policy:

- a. Section 4.1.13: revised to include 3 sub-paragraphs [(a), (b), and (c)] the wording of which comes from UG Procedures (s.37, s.38, and s.39)

and Grad Procedures (s.32, s.33, and s.34). There is no new wording. We have simply included, in the Policy, wording that is already in the procedures.

- b. Section 4.1.2: changed "support to Students with Disabilities" to "support to Students with a Disability" (for consistent wording throughout the Policy).
- c. Section 4.4.1.B Heading: adds abbreviation for the Centre for Accessible Learning
- d. Section 5.2: revised to use only the CAL abbreviation.
- e. Section 5.3(b): deleted 'adequate' as the procedures provide detail about the documentation that is required.
- f. Section 6.1(d): no change to wording, but cross-references to the UG and Grad Procedures to be followed in the event that an instructor determines that an Academic Accommodation cannot be implemented.
- g. Section 8.1: revised to remove LTSI abbreviation which appears elsewhere.
- h. Section 9 Heading: revised to remove CAL abbreviation which appears elsewhere.
- i. Section 11.3: revised to add the student's right of appeal to the Senate Committee on Appeals, set out in UG Procedures, s 44, and Grad Procedures, s. 43. There is no new wording. We have simply included, in the Policy, wording that is already in the procedures.
- j. Section 13.1: revised to read: The Office of the Vice-President Academic and Provost (or designate) will procedure an annual report to Senate that will address issues relevant to the implementation and improvement of this policy.
- k. Section 15.1(c): revised to indicate Procedural Authority is Senate in recognition of the fact that the Procedures include substantive policy principles and role assignments.

Revisions to AC1205 Undergraduate Procedures:

- a. Revised to indicate Procedural Authority is Senate.
- b. Section 14: revised to read "as set out in sections 21 and 22 of these procedures."
- c. Section 18: revised to read "(see sections 32 to 35 of these procedures)."
- d. Section 24: revised to read: A diagnosis of a Disability alone does not guarantee the provision of Academic Accommodation.
- e. Sections 27 and 28: revised to make deadlines for registration with CAL clearer.
- f. Section 82: revised to refer students with a disability registered with CAL to consult the CAL website for information about the availability of a reduced course load accomodation.

Revisions to AC1205 Graduate Procedures:

- a. Revised to indicate Procedural Authority is Senate.

- b. Section 21: revised to read: A diagnosis of a Disability alone does not guarantee the provision of Academic Accommodation.
- c. Section 26: added subsection iv “providing the necessary documentation of their Disability to CAL” to match the UG procedures.

In addition, the documents presented to Senate have been revised to be in a more accessible format, with no watermarks, and darkened colours to meet contrast standards on white background.

Reporting requirement

As per the current AC1205 policy (3.1(a)), the Office of the Vice-President Academic and Provost provides an annual report to Senate on the activities of the Advisory Committee on Academic Accommodation and Access for Students with Disabilities. This advisory committee was disbanded in 2022/23 in lieu of the Accessibility Committee. The revised AC1205 identifies that monitoring and reporting on academic accommodations is the responsibility of the Office of the Vice-President Academic and Provost, and that an annual report be provided to both Senate and the Accessibility Committee for information. The report would support the relevant goals of the Accessibility Plan—particularly with respect to measuring progress (“assess”) and advancing and supporting accessibility and inclusion (“education”)—and the Equity Action Plan—particularly with respect to implementing inclusive course design (“relationality and belonging”) and increasing access to experiential learning (“access and support”).

Recommended Motion

That Senate approve the revisions to the policy on Academic Accommodation and Access for Students with Disabilities (AC1205) effective September 1, 2024.

Attached:

- Key revisions to policy AC1205*
- Wayfinding guidance for the draft revised policy*
- Academic Accommodation and Access for Students with Disabilities
- Appendix A: Procedures for Academic Accommodation and Access for Undergraduate Students with Disabilities
- Appendix B: Procedures for Academic Accommodation and Access for Graduate Students with Disabilities

**As the policy has undergone significant change, it was determined that a track changes version would not be feasible or useful; instead, we have attached a key*

revisions document and a wayfinding document with comments to help Senate members navigate the proposed changes.

KEY REVISIONS to Policy AC1205

Title	The title has been changed from <i>Academic Accommodation and Access for Students with Disabilities</i> to <i>Academic Accommodation Policy</i> . This change is intended to clarify the policy’s purpose, which is to provide a framework for providing academic accommodation to students with disabilities.
Definitions	<p>The definitions have been moved from Appendix A to page 1</p> <p>The revised policy modernizes the definitions of Academic Accommodation, Disability, Essential Requirement, and Undue Hardship, and defined Barrier.</p> <p>To support the UVic community’s understanding of the intended scope of the policy, the definition of Student has been revised and definitions of Non-credit learner and Academic Concession added.</p> <p>To clarify responsibilities under the policy, definitions of Administrative Head, Instructor, and Unit have been added.</p>
Scope	Current Policy AC1205 does not have a Scope section. The revised policy adds a Scope section (section 3) and clarifies to whom this policy applies
Advisory Committee	The Advisory Committee on Academic Accommodation and Access for Students with Disabilities (ACAAASD) appointed under by the Office of the Vice-President Academic and Provost under current AC1205, section 3.1(a), has been eliminated in light of the new University-wide Accessibility Committee established at UVic in 2022 to comply with the <i>Accessible BC Act</i> . The revised policy assigns responsibility to the Vice-President Academic and Provost to produce an annual report to Senate addressing issues relevant to the implementation and improvement of AC1205: see revised policy, section 13.1
Responsibilities	Current AC1205 (section 3) addresses responsibilities of the University, CAL, and students. The revised policy includes and clarifies those responsibilities, and articulates responsibilities of the LTSI, Instructors, Administrative Heads, and Units offering Field Education or Practicums: see revised policy, sections 4 to 10.
Process for resolving disagreements	The revised policy moves the processes in current AC1205 sections 4.2 and 4.3 to the procedures. The Undergraduate Procedures (Appendix A) and Graduate Procedures (Appendix B) revise and elaborate the dispute resolution mechanisms available to students and instructors and shifts responsibility from the Associate Vice-President Academic and Student Affairs to the Deputy Provost.
Procedural Authority & Officer	The revised policy retains the Procedural Authority as Senate but changes the Procedural Officer from the Associate Vice-President Student Affairs to the Deputy-Provost



ACADEMIC ACCOMMODATION AND ACCESS FOR STUDENTS WITH DISABILITIES

University Policy No.: AC1205
Classification: Academic and Students
Approving Authority: Senate
Effective Date: January/06
Supersedes: June/97
Last Editorial Change: December 2017
Mandated Review:

Associated Procedures:

- [Procedures for Academic Accommodation and Access for Undergraduate Students with Disabilities](#)
- [Procedures for Academic Accommodation and Access for Graduate Students with Disabilities](#)

1. POLICY PURPOSE

In accordance with the Canadian Charter of Rights and Freedoms, the B.C. Human Rights Code, and the University of Victoria *Policy on Human Rights, Equity and Fairness*, the University of Victoria (the "University") will promote and protect the rights and dignity of students with disabilities and will create a safe, respectful and supportive environment for all members of the university community. This policy aims to make the University as accessible as possible so that students with disabilities can participate in the activities of the University as equal members of the university community.

Commented [KH1]: See Discussion Draft, Purpose section 2.1 and Principles sections 1.1 to 1.5.

2. POLICY STATEMENT

The University endeavours to provide the best educational experience for all its students. The academic excellence for which the University strives is unattainable without a commitment to human rights, equity, fairness and diversity. The provision of reasonable academic accommodation allows students with disabilities to meet and demonstrate the University's high standards in a fair and equitable manner.

Commented [KH2]: See Discussion Draft, sections 1.1 to 1.5

Commented [KH3]: See Discussion Draft, page 1, definition of "Academic Accommodation"

This policy is guided by the following principles:

- 2.1 The University celebrates diversity within its community and welcomes the contributions, experiences and full participation of persons with disabilities as valued members of the university community;
- 2.2 All members of the university community share the responsibility to promote equality, remove barriers, and create a respectful and inclusive learning environment. Persons with disabilities will be involved in the development of policies and programs and in decisions that directly affect them;
- 2.3 The University will take steps to dispel stereotypes and prejudices about persons with disabilities and promote an understanding of persons with disabilities as equal members of the University community;

Commented [KH4]: See Discussion Draft, section 1.1

Commented [KH5]: See Discussion Draft, section 1.2

2.4 An inclusive learning environment may require the provision of suitable individual academic accommodation for persons with disabilities and the University has a legal duty to accommodate students' needs to the point of undue hardship (see [Appendix 1 - Definitions](#));

Commented [KH6]: See Discussion Draft, section 1.4, section 4.1.3, and definition of Undue Hardship

2.5 If a suitable academic accommodation cannot be agreed upon, the University recognizes the right of students to appeal the academic accommodation decision as described in Sections 4.2 and 4.3 below.

Commented [KH7]: See Discussion Draft, sections 11.2 and 11.3

3. RESPONSIBILITIES

Commented [KH8]: See Discussion Draft, sections 5 through 10.

Appropriate academic accommodation entails shared responsibilities and communication among university staff, faculty, and students.

Commented [KH9]: See Discussion Draft, section 1.5

3.1 The University will provide appropriate mechanisms to implement the provisions of this policy in a reasonably timely and effective manner.

Commented [KH10]: See Discussion Draft, section 4.1.4

Specifically, the University will:

- (a) Through the Office of the Vice-President Academic and Provost, appoint and maintain an *Advisory Committee on Academic Accommodation and Access for Students with Disabilities* that will address issues relevant to the implementation and improvement of this policy. This committee will provide a report of its activities to Senate on an annual basis;
- (b) Support the operations of the Centre for Accessible Learning (CAL) to fulfill its mandate to:
 - (i) inform and assist faculty and staff in providing suitable student academic accommodation and understanding disability issues;
 - (ii) offer advice, guidance and support for students requiring academic accommodation; on the basis of supporting documentation, make recommendations and decisions regarding academic accommodation in a timely manner;
- (c) Give persons with disabilities equal consideration for admission to any program offered by the University for which they are academically qualified;
- (d) Make its courses or programs accessible to qualified students with disabilities up to the point of undue hardship and within those limits, modify course or program components to meet the needs of students;
- (e) Handle personal information concerning students with a disability in accordance with the requirements of the *Freedom of Information and Protection of Privacy Act*;

Commented [KH11]: See Discussion Draft, section 4.4.1 B and section 9.1

Commented [KH12]: See Discussion Draft, section 4.1.1

Commented [KH13]: See Discussion Draft, section 12

- (f) Inform and educate its students, staff, instructors, faculty members and administrators about the provisions of this policy and the means for appropriately implementing them.

3.2 Students with disabilities seeking academic accommodation are expected to contact the CAL to initiate the process of determining and arranging the appropriate academic accommodation in individual situations.

Commented [KH14]: See Discussion Draft, section 5

Specifically, students with disabilities will:

- (a) Identify their individual needs and provide appropriate documentation of their disabilities with sufficient notice given to enable the University to make the necessary academic accommodations;
- (b) Engage in discussions and explorations of appropriate academic accommodation options that will facilitate their access to university academic programs or services;
- (c) Where appropriate, take reasonable measures to address their particular needs and personal requirements relating to the need for academic accommodation;
- (d) Fulfill their part in implementing the provisions of the academic accommodation.

Commented [KH15]: See Discussion Draft, section 5.3(b)

Commented [KH16]: See Discussion Draft, section 5.3(c)

Commented [KH17]: See Discussion Draft, section 5.3(d)

Commented [KH18]: See Discussion Draft, section 6.3(e)

4. REACHING ACADEMIC ACCOMMODATION

Ongoing communication and a collaborative working relationship between all parties involved in the accommodation process are essential to meet the students' needs for academic accommodation.

Commented [KH19]: See Discussion Draft, section 1.5

4.1 The CAL has the responsibility to coordinate the process of reviewing requests for academic accommodation, make decisions about provisions for academic accommodation, and communicate relevant information to the student and, as appropriate, to faculty and staff of the university.

Commented [KH20]: See Discussion Draft, section 4.1.4 B, (a) to (h)

4.2 When a student, instructor or Department Chair is dissatisfied or disagrees with the academic accommodation, the CAL Coordinator will review the concerns. Other experts including advocates who may be helpful in resolving the situation may also be consulted as a part of an informal review and mediation process.

Commented [KH21]: See Discussion Draft, section 11 and the Undergraduate and Graduate procedures

4.3 If the matter is not resolved through an informal process, the student, instructor or Department Chair may request a formal review by the Associate Vice-President Academic and Student Affairs. This office will conduct a timely review, involving individuals who are knowledgeable about accessibility, academic accommodation, human rights issues, and the particular issues being adjudicated. The Associate Vice-President Academic and Student Affairs will make final recommendations for appropriate action.

Commented [KH22]: See Undergraduate and Graduate procedures.

4.4 The student may appeal to the Senate Committee on Appeals if the student has grounds to believe that the decision did not meet the appropriate standards of procedural fairness.

Commented [KH23]: See Undergraduate and Graduate procedures.

APPENDIX 1 – DEFINITIONS

Commented [KH24]: See Discussion Draft, pages 1 and 2, Definitions

The following definitions are provided as a guideline to clarify the meaning and intent of the Policy on Academic Accommodation and Access for Students with Disabilities.

Student

Commented [KH25]: See Discussion Draft updated definition of "Student"

A student is a person who is registered in at least one course in on- or off-campus programs at the University of Victoria. Prospective students, persons recently enrolled at UVic, or persons intending to continue from a previous session as a continuing student will also receive consideration under this policy.

Disability

Commented [KH26]: See Discussion Draft updated definition of "Disability"

Disability has traditionally been defined as a physical or mental impairment that substantially limits one or more major life activities. The social model of disability locates impairment not within the individual but within the physical, social and attitudinal barriers that exist in society.

For the purposes of this policy, a student with a disability is a person who has a long-term or recurring physical, mental, sensory, psychiatric or learning impairment.

Accessibility

Commented [KH27]: See Discussion Draft, definition of "Accessible"

Accessibility refers to the degree to which university environments, facilities, procedures and teaching and learning materials are usable by all people, with or without adaptation or special design. Many barriers to full participation reside in the environment (physical, curricular, attitudinal, informational, etc.).

Essential Requirement

Commented [KH28]: See Discussion Draft, updated definition of "Essential Requirement".

Essential requirements are those activities which are considered essential to the course of instruction or program of studies or which are directly related to licensing or field-based employment requirements.

Academic Accommodation

Commented [KH29]: See Discussion Draft, updated definition of "Academic Accommodation".

Academic Accommodation is rooted in the legal concept of "reasonable accommodation" which refers to reasonable efforts to modify requirements so that people with disabilities are able to participate in a process or perform an essential function. When university environments, facilities, procedures, teaching and learning materials and methods of assessment are not designed in a manner that is accessible to all students, academic accommodations may be needed.

An academic accommodation is an individualized modification of environments, materials or requirements which provides the student with an alternative means of meeting essential course or program requirements.

Academic accommodations are individualized for a particular student and may include (but are not limited to):

- (a) adaptation, substitution or deletion of a component of a program, course, assignment or method of assessment;
- (b) provision of a service.

Undue Hardship

Undue hardship is the test of reasonable accommodation. What constitutes undue hardship will vary according to the unique circumstances of each situation. The following would likely constitute undue hardship:

- (a) when accommodation alternatives would result in an essential course or program requirement being unmet; or
- (b) when the accommodation would result in a risk to public safety or a substantial risk of personal injury to a student; or
- (c) when financial cost is such that the operations of the university would be fundamentally diminished, or a program or service would cease to exist due to the financial burden of the accommodation.

Revised June 97
Reviewed October 1999
Revised June 2000
Revised May 2001
Revised January 2006

AUTHORITIES AND OFFICERS

- I. Approving Authority: Senate
- II. Designated Executive Officer: Vice-President Academic and Provost
- III. Procedural Authority: Senate
- IV. Procedural Officer: Associate Vice-President Student Affairs

Commented [KH30]: See Discussion Draft, page 1, "Academic Accommodation" with updated examples.

Commented [KH31]: See Discussion Draft, page 2. Examples have been removed.

Commented [KH32]: See Discussion Draft, section 15.1



Academic Accommodation Policy

University Policy No.: AC1205

Classification: Academic and Students

Approving Authority: Senate

Effective Date: _____

Supersedes: June 1997

Last Editorial Change: December 2017

Mandated Review: _____

May 27, 2024

Associated Procedures:

Procedures for Academic Accommodation for Undergraduate Students with Disabilities

Procedures for Academic Accommodation for Graduate Students with Disabilities

DEFINITIONS

For the purposes of this policy, the following definitions apply.

“Academic Accommodation” means an individualized adaptation or alteration of instructional environments, materials, or methods of assessment to provide a Student with a Disability an alternative means of meeting the Essential Requirements of a course. Providing Academic Accommodation mitigates barriers to the Student’s participation in the university’s academic programming but does not modify or lower the academic standards of the university or eliminate academic evaluation. A Student with a Disability who receives Academic Accommodation is responsible for meeting the Essential Requirements of a course. Academic Accommodation is individualized for a particular Student and may include but is not limited to:

- (a) the provision of alternative formats and methods of communication;
- (b) the use of adaptive technology;
- (c) an adaptation of the course assessment and/or the mode of delivery of a course assessment.

Academic Accommodation may be provided on an interim basis for a Student who is in the process of being assessed.

“Academic Concessions” are not the same as Academic Accommodation. Academic Concessions provide flexibility to students who face an inability to complete course requirements due to unexpected and unavoidable circumstances or conflicting responsibilities: See [Academic Concessions Regulation \(uvic.ca\)](https://uvic.ca/academic-concessions-regulation)

“Barrier” means anything that hinders or challenges the full and effective participation in society. Barriers can be physical, attitudinal, technological, or systemic (policy or practice).

“Administrative Head” means any one of the following, as the context requires: Chair of an academic department, the Director of a School, or Associate Dean of a Faculty.

“Director” means the Director of the Centre for Accessible Learning.

“Disability” means a long-term or recurring physical, mental, learning, or sensory impairment that, in interaction with a barrier (whether attitudinal or environmental), hinders the person’s full and effective participation in the university’s academic activities.

“Essential Requirement” means the core and indispensable knowledge, skills, and abilities that every Student must acquire and demonstrate (with or without Academic Accommodation) to successfully complete the course or program. The Essential Requirements of a course are drawn from the learning outcomes of that course.

“Instructor” means the person who holds responsibility for a course (although there may be others such as a teaching assistant or a lab instructor who are engaged with course instruction) and includes a Graduate Supervisor (or Co-Supervisor).

“Non-Credit learner” means a person who is currently registered in at least one non-credit course in an on- or off-campus program offered by the University of Victoria, who is not also concurrently registered in at least one credit course as a candidate for a University of Victoria undergraduate degree, graduate degree, diploma, or certificate. Accommodation for Non-Credit learners is normally provided through the Division of Continuing Studies (“DCS”) or through the Unit offering the non-credit course.

“Student” means a person who is currently registered in one or more credit courses as a candidate for a University of Victoria undergraduate or graduate degree, or a diploma or certificate.

“Undue Hardship” is a legal test related to reasonable Academic Accommodation. The University of Victoria has a duty to provide reasonable Academic Accommodation to the point of undue hardship as that term as been interpreted under BC law. What constitutes undue hardship to the university varies based on, and must be considered in the context of, the circumstances of each individual case. The onus is on the university to show evidence of undue hardship.

“Unit” means academic or administrative areas at the university, including but not limited to faculties, divisions, departments, schools, offices, and centres.

FOUNDATIONAL STATEMENTS

1. Principles

- 1.1. The university celebrates diversity within its community and welcomes the contributions, experiences, and full participation of persons with disabilities as valued members of the university community.

- 1.2. All members of the university community share the responsibility to foster an inclusive, supportive, accessible and welcoming learning environment by mitigating barriers for a Student with a Disability.
- 1.3. Instructors are expected, in a manner respecting the fulfillment of their other responsibilities, to create inclusive, supportive, accessible and welcoming learning environments through course design, instructional strategies, and course assessment.
- 1.4. The university recognizes and affirms its legal duty to accommodate a Student with a Disability. The university will provide reasonable Academic Accommodation to a Student with a Disability in a manner that is consistent with its educational mandate, academic principles, and legal obligations. The legal duty of the university is also the legal duty of each of its employees, within the scope of their respective authorities.
- 1.5. Implementing Academic Accommodation is a shared responsibility. It requires participation, cooperation, and communication among and between the Student with a Disability, the Instructor, and the Administrative Head of the academic unit and, where applicable may also include the Centre for Accessible Learning, a Field Education or Practicum Coordinator, a Graduate Advisor, the Faculty of Graduate Studies, the Learning and Teaching Support and Innovation centre, and others. A collaborative working relationship between the people involved in each accommodation process is essential to meet the Student's need for Academic Accommodation.

2. Purpose

- 2.1. This policy sets out the university's framework for addressing Academic Accommodation for a Student with a Disability.

SCOPE

3. Jurisdiction of the Policy

- 3.1. This policy applies to a Student with a Disability who is seeking Academic Accommodation. This policy also applies to all university employees who share responsibility to accommodate a Student with a Disability.
- 3.2. This policy does not apply to Non-Credit learners. Accommodation for Non-Credit learners is normally provided through the Division of Continuing Studies or through the Unit offering the non-credit course.
- 3.3. This policy does not apply to a Student's employment relationship with a Co-op Work Term employer or to a Student's employment with the university or to a Student's employment with any other employer because the duty to accommodate an employee in the workplace arises from the employer-employee relationship, and what constitutes reasonable workplace accommodation must be assessed within the context of the duties and responsibilities of the position.

- 3.3.1. A Student who requires workplace accommodation for a Co-op Work Term placement should seek information, advice, and support from Co-operative Education Program and Career Services.
- 3.3.2. A Student employed by the university who requires workplace accommodation should seek information, advice, and support from their supervisor. Accommodation in employment is managed in accordance with applicable collective agreements, university policies and the university's regular employment practices.
- 3.4. This policy does not apply to Academic Concessions. See [Academic Concessions Regulation \(uvic.ca\)](http://uvic.ca)

RESPONSIBILITIES

4. The University's Responsibilities

- 4.1. The university has a responsibility to:
 - 4.1.1. Mitigate barriers so that its programs and courses are accessible to Students with a Disability.
 - 4.1.2. Offer information, advice, guidance, and support to Students with a Disability about the Academic Accommodation process.
 - 4.1.3. Provide reasonable Academic Accommodation to a Student with a Disability to the point of undue hardship, in a manner that is consistent with the university's educational mandate, academic principles, and legal obligations.
 - a. In seeking to determine and implement an Academic Accommodation, the university is not required to continue to search for an Academic Accommodation once a reasonable Academic Accommodation has been identified.
 - b. In some circumstances, the nature and degree of a Student's Disability may mean that no reasonable Academic Accommodation would enable the Student to meet the documented Essential Requirements of a course. Where no reasonable Academic Accommodation can be provided the university may deny an Academic Accommodation in order to maintain the academic integrity of a course.
 - c. A Student cannot be presumed to be incapable of meeting the Essential Requirements of a course unless reasonable efforts have been made to assess all reasonable Academic Accommodation options.
 - 4.1.4. Provide appropriate mechanisms to implement the provisions of this policy in a reasonably timely and effective manner, including:
 - A. Through Learning and Teaching Support and Innovation ("LTSI")
 - (a) provide information and learning opportunities for Instructors to further inclusion and accessibility through the development of course learning

outcomes and Essential Requirements, as well as through course design, instructional strategies, and course assessment;

- (b) provide guidance and evaluation for Instructors on the selection and use of learning design and technologies to ensure standards of accessibility; and
- (c) offer guidance and support for Instructors in implementing Academic Accommodation.

B. Through the Centre for Accessible Learning (“CAL”)

- (a) offer information, advice, guidance, and support for Students seeking Academic Accommodation;
- (b) coordinate the process for reviewing requests for Academic Accommodation;
- (c) work with each Student with a Disability to determine reasonable Academic Accommodation;
- (d) make decisions in a timely manner about reasonable Academic Accommodation based on assessment of appropriate supporting documentation;
- (e) guide members of the university community in providing reasonable Academic Accommodation and help to advance their understanding of disability issues;
- (f) communicate the Academic Accommodation to the Student and to the Instructor, and to others as needed, to implement;
- (g) communicate relevant information to the Student and, as appropriate, to Instructors, Administrative Heads, and to other employees of the university; and
- (h) guide Students whose Academic Accommodation is not being implemented in a timely way.

5. Responsibilities of Students

5.1. A Student with a Disability is responsible for:

- (a) meeting the degree, diploma, or certificate requirements of their program; and
- (b) acquiring and demonstrating the knowledge, skills, and abilities necessary to meet the Essential Requirements of the course.

5.2. A Student with a Disability who is seeking Academic Accommodation is expected to and is responsible for contacting CAL to register and to initiate the process.

5.3. A Student with a Disability who is seeking Academic Accommodation is expected and required to participate fully in the process of determining and implementing reasonable Academic Accommodation, which includes:

- (a) seeking the advice and assessment of the CAL, maintaining contact with the CAL as necessary, and meeting established timelines;

- (b) identifying their individual needs and providing documentation of their disabilities to CAL with sufficient notice to enable CAL to assess the information provided, to determine reasonable Academic Accommodation, and to communicate the Academic Accommodation;
- (c) actively engaging with Instructors and others as necessary to explore options and to implement reasonable Academic Accommodation;
- (d) where appropriate, taking reasonable measures to address their own particular and individual needs and personal requirements relating to the need for Academic Accommodation;
- (e) fulfilling their part in implementing the Academic Accommodation;
- (f) notifying CAL in the event their Academic Accommodation is not being implemented in a timely way;
- (g) upon admission to a professional or other program that includes field education or practicum placements, notifying the Administrative Head (or designate) that accommodation may be required.

6. Responsibilities of Instructors

6.1. Instructors:

- (a) identify the Essential Requirements of the course (working collaboratively and as needed with their unit's curriculum committee and/or with their Administrative Head) and with support from the LTSI and/or CAL, applying the factors set out in the procedures;
- (b) upon request from their Administrative Head or CAL for information about the Essential Requirements of the course, communicate that information in writing and in a timely manner;
- (c) work in co-operation with CAL and the Student, and with guidance from the LTSI as needed, to implement the Academic Accommodation;
- (d) notify CAL immediately if the Academic Accommodation cannot be implemented [also see section 11.1, below; and see sections 40 and 41, and sections 66 to 75 of the Procedures for Academic Accommodation for Undergraduate Students with Disabilities; also see sections 39 and 40, and sections 65 to 74 of the Procedures for Academic Accommodation for Graduate Students with Disabilities].

7. Responsibilities of Administrative Heads

7.1. The Administrative Head:

- (a) works collaboratively and as needed with their unit's Instructors and curriculum committee (where applicable) to identify the Essential Requirements of a course;
- (b) upon request from CAL for information about the Essential Requirements of a course, communicates that information in writing and in a timely manner;

- (c) supports the Student and the Instructor to implement the Academic Accommodation;
- (d) makes reasonable efforts to educate themselves and the Instructors and other relevant employees within their Unit about the obligations, duties, responsibilities, and expectations under this policy.

8. Responsibilities of the Learning Teaching Support and Innovation

- 8.1. The Learning and Teaching Support and Innovation is responsible for fulfilling its mandate, as set out in section 4.1.4.A (above), to provide information, learning opportunities, guidance, and support to Instructors.

9. Responsibilities of the Centre for Accessible Learning

- 9.1. The Centre for Accessible Learning is responsible for fulfilling its mandate, as set out in section 4.1.4.B (above), to provide information, advice, guidance, and support to Students seeking Academic Accommodation and guidance, as needed, to those implementing the Academic Accommodation.

10. Responsibilities of Units offering Field Education or Practicums

- 10.1. The Administrative Head (or designate) in each professional or other program is responsible for determining reasonable accommodation for each Student with a Disability who is required, or who chooses, to participate in the program's field education or practicum(s) and will do so in accordance with the procedures.

11. Processes for Resolving Disagreements about Academic Accommodation

Instructor

- 11.1. An Instructor who for any reason disagrees with the Academic Accommodation must contact CAL promptly and follow the process for resolving disagreements as set out in the procedures [also see section 6.1, above; and see sections 40 and 41, and sections 66 to 75 of the Procedures for Academic Accommodation for Undergraduate Students with Disabilities; also see sections 39 and 40, and sections 65 to 74 of the Procedures for Academic Accommodation for Graduate Students with Disabilities].

Students

- 11.2. A Student whose Academic Accommodation is not being implemented in a timely way in a course or a lab should contact their CAL Advisor as soon as possible.
- 11.3. A Student who disagrees with their Academic Accommodation should bring their concerns to the attention of the Director of CAL (or designate) promptly and follow the process for resolving disagreements as set out in the procedures.

- 11.4. A Student may appeal a decision of the Deputy Provost to the Senate Committee on Appeals in accordance with its Terms of Reference and Procedural Guidelines. The Senate Committee on Appeals' decision is final within the university.

12. Confidentiality and Privacy

- 12.1. The university must and will act in compliance with British Columbia's *Freedom of Information and Protection of Privacy Act* ("FIPPA") which regulates the collection, use, disclosure, storage, and retention of personal information.
- 12.2. The information and records created and received to administer this policy are subject to the access to information and protection of privacy provisions of British Columbia's FIPPA legislation, and the university's Protection of Privacy Policy (GV0235) and Records Management Policy (IM7700). The information and records will be treated as highly confidential, in compliance with FIPPA, and with applicable university policies.

GENERAL

13. Review of the Policy

- 13.1. The Office of the Vice-President Academic and Provost (or designate) will produce an annual report to Senate that will address issues relevant to the implementation and improvement of this policy.
- 13.2. The university will continue to monitor best practices and research and will review and update this policy and its associated procedures whenever it is reasonable to do so.
- 13.3. In any event, the university will review this policy at least once every seven years.

14. Retention and Disposal of Records

- 14.1. Information and records must be retained and disposed of in accordance with the records retention schedule in the directory of records.

15. Authorities and Officers

- 15.1. The following is a list of authorities and officers for this policy:
 - (a) Approving Authority: Senate
 - (b) Designated Executive Officer: Vice-President Academic and Provost
 - (c) Procedural Authority: Senate
 - (d) Procedural Officer: Deputy Provost

RELEVANT LEGISLATION

- [Accessible British Columbia Act, SBC 2021, c 19 \(gov.bc.ca\)](#)
- [Freedom of Information and Protection of Privacy Act, RSBC 1996, c 165](#)
- [Human Rights Code, RSBC 1996, c 210](#)

RELATED POLICIES AND DOCUMENTS

- [Discrimination and Harassment Policy \(GV0205\)](#)
- [Policy on Human Rights, Equity and Fairness \(GV0200\)](#)
- [Protection of Privacy Policy \(GV0235\)](#)
- [Records Management Policy \(IM7700\)](#)
- [Academic Concessions \[Request for academic concession - University of Victoria \(uvic.ca\)\]](#)
- [Accessibility Plan - Accessibility Plan - UVic](#)



APPENDIX A

Procedures for Academic Accommodation for Undergraduate Students with Disabilities

Procedural Authority: Senate
Procedural Officer: Deputy Provost
Parent Policy: Academic Accommodation Policy (AC1205)

Effective Date: _____, 2024
Supersedes: _____
Last Editorial Change: January 2018
Mandated Review: _____

May 27, 2024

PURPOSE

1. These procedures establish the processes for implementing the university's Academic Accommodation Policy (AC1205) ("the Policy") for persons currently registered in one or more credit courses as a candidate for a University of Victoria undergraduate degree, or as a candidate for a diploma or certificate.

DEFINITIONS

2. The definitions in the Policy, with the exception of the definition of Student, apply to these procedures.
3. For the purposes of these procedures:

Student means a person who is currently registered in one or more credit courses as a candidate for a University of Victoria undergraduate degree, or as a candidate for a diploma or certificate.

Support Person means an individual who provides support or advice to a Student during a process to resolve disagreements under these procedures.

SCOPE

4. These procedures apply to a Student with a Disability who is seeking Academic Accommodation and to the university employees who have a shared responsibility to accommodate a Student with a Disability.
 - 4.1 These procedures do not apply to Graduate Students.
 - 4.2 These procedures do not apply to Non-Credit learners.

- 4.3 These procedures do not apply to a Student's employment relationship with a Co-op Work term employer or to a Student's employment with the university or with any other employer because the duty to accommodate an employee in the workplace arises from the employer-employee relationship, and what constitutes reasonable workplace accommodation must be assessed within the context of the duties and responsibilities of the position.
- (a) A Student who requires workplace accommodation for a Co-op Work Term placement should seek information, advice, and support from Co-operative Education Program and Career Services.
 - (b) A Student employed by the university who requires workplace accommodation should seek information, advice, and support from their supervisor. Accommodation in employment is managed in accordance with applicable collective agreements, university policies, and the university's regular employment practices.

PROTECTION OF PERSONAL INFORMATION

- 5. The personal information of Students with Disabilities shall be managed and protected in accordance with the *Human Rights Code*, the *Freedom of Information and Protection of Privacy Act*, and the university's Protection of Privacy (GV0235) and Records Management (IM7700) policies and procedures.

DETERMINING ESSENTIAL COURSE REQUIREMENTS

- 6. Identifying the Essential Requirements of a course is a critical step in determining appropriate Academic Accommodation.
- 7. Essential Requirements are *"the core and indispensable knowledge, skills, and abilities that every student must acquire and demonstrate (with or without Academic Accommodation) to successfully complete the course or program. The Essential Requirements of the course are drawn from the learning outcomes of that course."*
- 8. The knowledge, skill, or ability identified as an Essential Requirement must be:
 - (a) identified in good faith, in the belief that it is necessary to fulfill the objectives and learning outcomes of the course;
 - (b) necessary for the Student to successfully complete the course; and
 - (c) if an Academic Accommodation is disputed in a process under these procedures, the connection between the Essential Requirement and the Student's ability to successfully complete the course must be considered.
- 9. Instructors and Administrative Heads are responsible for identifying the Essential Requirements of a course (see Policy AC1205, sections 6.1 and 7.1). The objectives and learning outcomes of the course should be considered in this process. Evaluation for a subsequent purpose such as those of a licensing body or for potential workplace requirements should not be considered. The focus must be on meeting the requirements of a specific course or university program.

10. Disagreements about Essential Requirements must follow the procedures for resolving disagreements, as set out below.

REGISTRATION WITH THE CENTRE FOR ACCESSIBLE LEARNING (“CAL”)

11. Students seeking Academic Accommodation are encouraged to register with the CAL as soon as possible to avoid a delay in assessing their eligibility for accommodation, and if eligible, a delay in determining and implementing accommodation.
12. Students newly admitted to the university should contact the CAL upon their admission and register with CAL.
13. If a Student elects not to disclose their Disability to the university and elects not to register with CAL, the university cannot ensure the appropriate evaluation of the Student’s documentation, or an assessment of their eligibility for accommodation, or the determination and implementation of reasonable Academic Accommodation.
14. Students who request Academic Accommodations or services from the CAL are required to provide appropriate documentation as set out in sections 21 and 22 of these procedures.

Requests for Early Registration, Alternative Texts, Sign Language, or In-Class Transcription

15. Requests for early registration, alternative texts or material, or sign language or in class transcription should be made by the Student as soon as the Students knows the courses in which they will be enrolled.
16. If the CAL determines eligibility for early registration, a CAL advisor will notify Undergraduate Records who will assign the earliest registration date and time specific to the Student’s year of study and email this information to the Student. For Faculty of Law Students, the CAL advisor will notify the Faculty of Law directly for early registration purposes.

Sign Language Interpreters and In-class Transcribing

17. Students who request sign language or in-class transcribing should be aware that:
 - (a) interpreters are contracted to work with Students on the basis of the course timetable provided to the Centre for Accessible Learning.
 - (b) interpreters are hired on a contract basis based on experience, education, suitability, and availability.

REQUESTING ACADEMIC ACCOMMODATION

General

18. Students requesting Academic Accommodation must:
 - (a) register with CAL and meet with a CAL advisor to request Academic Accommodation;
 - (b) provide appropriate supporting documentation of their Disability as set out in sections 21 and 22 of these procedures;

- (c) comply with CAL deadlines (see section 27 of these procedures);
- (d) participate in the Academic Accommodation process (see sections 34 to 36 of these procedures).

Documentation of Disability

19. A Student who requests Academic Accommodation or services from the CAL is required to provide appropriate documentation as set out in sections 21 and 22 of these procedures.
20. Students are encouraged to register with CAL as early as possible to ensure:
 - (a) there is sufficient time to obtain the necessary documentation of Disability as set out in sections 21 and 22 of these procedures;
 - (b) there is sufficient time for CAL to assess the documentation and the Student's request for Academic Accommodation;
 - (c) there is sufficient time for CAL to make decisions about the Academic Accommodation and to communicate with the Instructor and/or the academic Unit administering the course or program; and
 - (d) The Academic Accommodation can be implemented in a timely manner.
21. Documentation should normally be no older than three years, except for some learning disability assessments.
22. Students who register with CAL for the purpose of requesting Academic Accommodation must submit appropriate documentation of Disability that:
 - (a) confirms the rationale for reasonable Academic Accommodation;
 - (b) is from a recognized medical professional with appropriate credentials; and
 - (c) should indicate:
 - i. the diagnosing professional's name, title, phone number, address, official stamp or letterhead and signature;
 - ii. the date of the assessment;
 - iii. a statement of the nature of the Disability, including the impact of medication;
 - iv. an explanation of the functional impact of the Disability on the pursuit of an undergraduate post-secondary education; and
 - v. advice about measures that the university might consider when developing and implementing an Academic Accommodation.
23. The university is not responsible for the assessment or diagnosis of a Student's Disability and does not cover costs related to documentation.
24. A diagnosis of a Disability alone does not guarantee the provision of Academic Accommodation.

25. Services and accommodations experienced in other institutions or in other jurisdictions may differ from what is provided at the University of Victoria. The CAL will review submitted documentation with the Student to assess eligibility for reasonable Academic Accommodation.

Services Provided by the Centre for Accessible Learning

26. After a Student has registered with CAL and submitted appropriate documentation, the CAL will:
- (a) review the Student's documentation of Disability;
 - (b) determine the Student's eligibility for Academic Accommodation and services on the basis of the documentation and, in collaboration with the student and others, implement a plan for Academic Accommodation;
 - (c) provide information, advice, and support;
 - (d) provide information about CAL's operational procedures;
 - (e) provide information about grants and bursaries;
 - (f) coordinate accessible learning materials and services;
 - (g) provide referrals to other available resources; and
 - (h) provide information for Instructors to guide implementation of Academic Accommodation (for example, exam workflows, blind/low vision processes).

CAL Deadlines for Registration

27. Students are required to comply with CAL deadlines for requesting services. The latest date for a Student to submit their CAL registration (with all required documents):
- (a) To receive Academic Accommodation for Winter Term 1, the registration deadline is October 31st.
 - (b) To receive Academic Accommodation for Winter Term 2, the registration deadline is February 28th.

Change in Disability Status: Recent diagnosis or change in diagnosis

28. The deadlines in section 27 are normally the latest date for a Student to submit their CAL registration (with all required documents) to receive Academic Accommodation for the specified term, but Students who have a recent diagnosis or require a change in their Academic Accommodation may request accommodation after the deadlines. These Students should contact CAL immediately to explain their situation.

Early Registration

29. To avoid registration delays and to have Academic Accommodation in place for the beginning of the September term, the CAL has an Early Registration Period. Students should submit their completed pre-intake application (including medical documentation that meets the university's documentation requirements) between May 1 and July 1 for entrance in Winter Term 1.

REACHING ACADEMIC ACCOMMODATION

30. Implementing Academic Accommodation is a shared responsibility. It requires participation, co-operation, and communication among and between the Student with a Disability, the Instructor, and, where applicable, the Administrative Head of the academic unit, the Centre for Accessible Learning, a Field Education or Practicum Coordinator, the Learning and Teaching Support and Innovation centre, and others. A collaborative working relationship between the people involved in each accommodation process is essential to meet the Student's need for Academic Accommodation.
31. The university strongly encourages early consultation and collaboration between the individuals involved in each accommodation process because it helps to ensure that:
- (a) Accessibility considerations, Essential Requirements, and learning outcomes are reviewed and evaluated; and
 - (b) Academic Accommodation arrangements can be assessed and implemented in a timely and appropriate manner.

Student Participation in the Academic Accommodation Process

32. All Students requesting Academic Accommodation must participate in the process for developing the Academic Accommodation.
33. All Students requesting Academic Accommodation are responsible for and required to:
- (a) acquire and/or demonstrate the requisite knowledge, skills, and abilities to successfully meet the Essential Requirements of their courses;
 - (b) participate fully in the process of developing reasonable Academic Accommodation which may include:
 - i. seeking out the advice and assessment of the CAL, maintaining contact with the CAL as necessary, and meeting established timelines;
 - ii. actively engaging with CAL staff, the Instructor, and others as necessary in their efforts to develop and implement a reasonable Academic Accommodation for the Student that is appropriate to the requirements of the course and utilizing available resources and support services provided by the university;
 - iii. identifying individual needs and providing sufficient information to the CAL about the Disability and any impact on academic activities;
 - iv. providing the necessary documentation of their Disability to CAL with sufficient notice to enable CAL to assess the information provided.
34. If a Student with a Disability does not cooperate or fully participate in the development and implementation of an Academic Accommodation, it may lead to:

- (a) an incomplete or insufficient Academic Accommodation;
- (b) the university's inability to determine or implement a reasonable Academic Accommodation.

35. Some examples of course-based and exam-based Academic Accommodations that may be available to Students are listed in Schedule 1 to these procedures. Some Academic Accommodations require additional time to implement. Students should request Academic Accommodation as soon as possible, once they know the courses in which they will be enrolled.

Undue Hardship

36. Undue Hardship is defined in the university's Academic Accommodation Policy (AC1205).
37. The university will provide reasonable Academic Accommodation to a Student with a Disability unless doing so will cause an Undue Hardship to the university. In seeking to determine and implement an Academic Accommodation, the university is not required to continue to search for an Academic Accommodation once a reasonable Academic Accommodation has been identified.
38. In some circumstances, the nature and degree of a Student's Disability may mean that no reasonable Academic Accommodations would enable the Student to meet the documented Essential Requirements of a course. Where no reasonable Academic Accommodation can be provided, the university may deny an Academic Accommodation in order to maintain the academic integrity of a course.
39. A Student cannot be presumed to be incapable of meeting the Essential Requirements of a course unless reasonable efforts have been made to assess all reasonable Academic Accommodation options.

RESOLVING DISAGREEMENTS

General

40. An Instructor has a duty to implement an Academic Accommodation for a Student with a Disability.
41. An Instructor who disagrees with the Academic Accommodation must contact CAL promptly and follow the processes set out below.
42. A Student whose Academic Accommodation is not being implemented in a timely way in a course or lab or who disagrees with the Academic Accommodation should contact CAL promptly and follow the processes set out below.
43. A Student participating in a reconsideration or review process under these procedures may be accompanied by a Support Person.
44. A Student may appeal a decision of the Deputy Provost to the Senate Committee on Appeals in accordance with its Terms of Reference and Procedural Guidelines. The Senate Committee on Appeals' decision is final within the university.

Student Concerns about Implementation of the Academic Accommodation

45. A Student whose Academic Accommodation is not being implemented in a timely way in a course or lab should contact CAL.
46. CAL will guide the Student and, where necessary, will discuss the Academic Accommodation and implementation with the Instructor and/or the Administrative Head, Dean (or designate).
47. If the issues surrounding the implementation of an Academic Accommodation have not been resolved informally, the Student may submit a request to the Deputy Provost for formal review.
48. The Student's request for formal review by the Deputy Provost should include:
 - (a) the rationale for the review;
 - (b) a summary of the issues related to implementation;
 - (c) the Academic Accommodation;
 - (d) any other relevant documentation in support of the request; and
 - (e) the requester's preferred outcome.
49. The Deputy Provost (or designate) will normally conduct the review within five (5) university business days of receiving the review request. The Deputy Provost will issue a decision in writing, with reasons.
50. Prior to conducting the review, the Deputy Provost will normally request and consider documentation from CAL and from the Instructor(s) and/or Administrative Head about the Academic Accommodation, the documented Essential Requirements and expected learning outcomes of the course, and a summary of the issues related to implementation.
51. The Deputy Provost may, at their discretion, meet with the individuals involved in the Academic Accommodation and its implementation, which may include but is not limited to the Student, CAL, the Instructor, and the Administrative Head of the academic Unit administering the course or program.
52. The Deputy Provost's review will be based on:
 - (a) the Student's request for review and accompanying material; and
 - (b) information received pursuant to sections 50 and 51, if any.
53. Prior to making a decision, the Deputy Provost may consult with the University's General Counsel (or designate).
54. The Deputy Provost's decision will be communicated to the Student, the Director, the Instructor, and the Administrative Head.

Student Concerns about the Academic Accommodation

55. A Student who believes the Academic Accommodation is unreasonable should notify the Associate Director of CAL to attempt to resolve the concern informally.

56. If no resolution is reached under section 55, the Student may ask the Director to reconsider the Academic Accommodation. Normally reconsideration of the Academic Accommodation would only occur where there is new information, or information not previously fully considered by the CAL advisor and/or the CAL Associate Director.
57. The purpose of the reconsideration is for the Director to decide whether the Academic Accommodation will be varied.
58. The Student's request for reconsideration by the Director should include:
 - (a) the rationale for the request;
 - (b) the Academic Accommodation;
 - (c) any other relevant documentation in support of the request; and
 - (d) the requester's preferred outcome.
59. Prior to conducting the reconsideration, the Director may request and consider information from the course Instructor(s) and/or Administrative Head of the academic Unit about the documented Essential Requirements and expected learning outcomes of the course.
60. The Director will normally conduct the reconsideration within five (5) university business days of receiving the reconsideration request. The Director will issue a decision in writing, with reasons.
61. A Student may submit a request to the Deputy Provost for formal review of the Director's reconsideration decision on the grounds of:
 - (a) procedural error, meaning a procedural error of sufficient magnitude that it may reasonably be seen to have affected the fairness of the process or altered the outcome of the decision against the Student; or
 - (b) factual error of sufficient magnitude that it may reasonably be seen to have altered the outcome of the decision against the Student.
62. The Deputy Provost (or designate) will normally conduct the review within five (5) university business days of receiving the request for review. The Deputy Provost will issue a decision in writing, with reasons.
63. The Deputy Provost's review of the Director's reconsideration decision, which is limited to procedural or factual error, will be based on:
 - (a) the Student's reconsideration request to the Director and accompanying material;
 - (b) information received by the Director pursuant to section 59, if any; and
 - (c) the Director's reconsideration decision and reasons.
64. Prior to making a decision, the Deputy Provost may consult with the University's General Counsel (or designate).

65. The Deputy Provost's decision will be communicated in writing to the Student and to the Director and to others as necessary.

Instructor Concerns about Essential Requirements and Undue Hardship

66. An Instructor who is concerned that the Academic Accommodation may compromise an Essential Requirement of a course, or that the Academic Accommodation constitutes Undue Hardship to the university, should promptly contact CAL to discuss the concern and attempt to resolve the concern informally.
67. If no resolution is reached under section 66, the Instructor should notify the Administrative Head of the Unit administering the course or program to discuss the concern. The Administrative Head, alone or together with the Instructor, will discuss the matter with the Director to attempt to resolve the concern.
68. If no resolution is reached under section 67, the Administrative Head, alone or together with the Instructor, may consult with the Dean of the Faculty who may in turn discuss the matter with the Director to attempt to resolve the concern informally.
69. Failing informal resolution, the Dean of the Faculty, after consulting with the Instructor and the Administrative Head, may submit a written request to the Deputy Provost for formal review. On review, the Deputy Provost will decide whether the Academic Accommodation:
- (a) compromises an Essential Requirement of a course; and/or
 - (b) constitutes Undue Hardship.
70. The Dean's request for review by the Deputy Provost should include:
- (a) the rationale for the request to review;
 - (b) the documented Essential Requirements and expected learning outcomes of the course;
 - (c) the Academic Accommodation and any other relevant documentation in support of the request;
 - (d) evidence and data to support a claim of Undue Hardship; and
 - (e) the requester's preferred outcome.
71. The Deputy Provost will normally conduct the review within five (5) university business days of receiving the review request. The Deputy Provost will issue a decision in writing, with reasons.
72. Prior to conducting the review, the Deputy Provost will normally request and consider information from the CAL about the Student's current functional limitations and barriers and the Academic Accommodation, as well as alternative academic accommodations considered.
73. The Deputy Provost's review will be based on:
- (a) the Dean's request for review and accompanying material; and
 - (b) information received pursuant to section 72.

74. Prior to making a decision, the Deputy Provost may consult with the University's General Counsel (or designate).
75. The Deputy Provost's decision will be communicated to the Dean, the Administrative Head, the Instructor, and the Director. The Deputy Provost's decision normally will be communicated to the Student only when that decision changes the Academic Accommodation.

Interim Accommodation Pending Resolution of a Disagreement

76. When a reconsideration, formal review or appeal is pending, the CAL and the Instructor(s) shall assess the Academic Accommodation to determine what aspects of the Academic Accommodation, if any, can be immediately implemented on an interim basis pending the completion of the reconsideration, formal review, or appeal.

FIELD EDUCATION AND PRACTICUMS

Responsibilities of Students

77. A Student with a Disability who is admitted to a professional or other program that includes field education or practicum placement(s) should, as soon as possible after their admission to the program, notify the Administrative Head (or designate) that accommodation may be required. Advance notice of the Student's potential need for accommodation provides an opportunity for the Administrative Head (or designate) and the Student to identify and discuss potential barriers to the Student's participation in the field education or practicum(s) and potential mitigation strategies.

Responsibilities of the Administrative Head (or designate)

78. The Administrative Head (or designate) in each professional or other program is responsible for determining reasonable accommodation for each Student with a Disability who is required, or who chooses, to participate in the program's field education or practicum(s). The Administrative Head (or designate) will normally only make this determination after consulting with the Student and with the field education/practicum placement agency. The Administrative Head (or designate) may choose to consult with others, including the Centre for Accessible Learning and relevant faculty members.

CO-OPERATIVE EDUCATION WORK TERM PLACEMENTS

79. A Student who requires workplace accommodation for a Co-op Work Term placement should notify and seek information, advice, and support from the Co-operative Education Program and Career Services office in advance of the work term placement.
80. The Co-operative Education Program and Career Services office will work in consultation with the Student, the employer, and the faculty, where appropriate, to establish suitable workplace accommodations.
81. Where suitable workplace accommodation cannot be established, a different Co-op Work Term Placement may be required.

REQUESTS FOR REDUCED COURSE LOADS

82. A student with a disability who is registered with CAL is eligible for reduced course load accommodation. Students should consult the CAL website [[Reduced course load - Accessible Learning - UVic](#)] for more information.

RELEVANT LEGISLATION

- [Accessible British Columbia Act, SBC 2021, c 19 \(gov.bc.ca\)](#)
- [University Act, RSBC 1996, c.468](#)
- [Freedom of Information and Protection of Privacy Act, RSBC 1996, c 165](#)
- [Human Rights Code, RSBC 1996, c 210](#)

RELATED POLICIES AND DOCUMENTS

- (a) Academic Accommodation Policy (AC1205)
- (b) [Protection of Privacy Policy \(GV0235\)](#)
- (c) [Records Management Policy \(IM7700\)](#)
- (d) [Accessibility Plan - Accessibility Plan - UVic](#)

APPENDICES

- Schedule 1 – Examples of Academic Accommodations
- Schedule 2 – Documentation of a Disability



SCHEDULE 1 to AC1205 Undergraduate Procedures: Examples of Academic Accommodation for Undergraduate Students with Disabilities

Procedural Authority: Senate

Procedural Officer: Deputy Provost

Parent Policy: Academic Accommodation Policy (AC1205)

Effective Date: _____, 2024

Supersedes: _____

Last Editorial Change: _____

PURPOSE

1. The purpose of this document is to provide examples of Academic Accommodations that may be available for Students registered in one or more credit courses as a candidate for a University of Victoria undergraduate degree, graduate degree, or diploma or certificate.
2. Academic Accommodation is an individualized adaptation or alteration of instructional environments, materials, or methods of assessment to provide a Student with a Disability an alternative means of meeting the Essential Requirements of a course. Academic Accommodations are individualized for a particular Student and may include, but is not limited to:
 - 2.1. The provision of alternative formats and methods of communication;
 - 2.2. The use of adaptive technology;
 - 2.3. An adaptation of the course assessment and/or the mode of delivery of a course assessment.
3. The following examples are provided to help clarify the types of accommodation that may be available. These examples are not intended as a checklist, nor are they intended as an exhaustive list. Each Academic Accommodation decision is based on CAL's assessment of relevant documentation and the Student's individual circumstances.

Examples: Course based Academic Accommodation

4. Examples of course-based Academic Accommodations may include, but are not limited to:
 - 4.1. Sign language interpreting or in-class transcription;
 - 4.2. Assignment substitution (e.g., substituting an oral for a written report)
 - 4.3. Overheads or note-taking assistance;
 - 4.4. Copies of instructor's notes (as appropriate);
 - 4.5. Additional time to complete in-class assignments;
 - 4.6. Transcriptions of course material to alternate formats;

- 4.7. Permission to audio-record lectures;
- 4.8. The use of FM systems;
- 4.9. Wheelchair accessible tables and computer workstations; and/or;
- 4.10. Preferred seating.

[Examples: Exam-based Academic Accommodation](#)

- 5. Examples of exam-based Academic Accommodations may include, but are not limited to:
 - 5.1. Additional time to complete exams;
 - 5.2. Provision of a distraction-reduced environment;
 - 5.3. Exams in alternative format;
 - 5.4. Exam questions read aloud with computer software;
 - 5.5. Voice recognition software;
 - 5.6. Large print exams or magnification with CCTV;
 - 5.7. Use of a word processor, spell check or grammar check;
 - 5.8. Calculator and/or formula sheet; and/or
 - 5.9. Sign language interpreting.

[Examples: Academic Accommodation that Requires Significant Advance Notice](#)

- 6. Examples of Academic Accommodations that require significant advance planning and early course registration include but are not limited to:
 - 6.1. Texts and course packs in alternative formats;
 - 6.2. Sign language interpreting or in class transcription;
 - 6.3. Substantial modifications to classroom furniture; and
 - 6.4. Lab work requiring an assistant or adaptation of the schedule.

SCHEDULE 2 to AC1205 Undergraduate Procedures: Documentation of a Disability

Procedural Authority: Senate

Procedural Officer: Deputy Provost

Parent Policy: Academic Accommodation Policy (AC1205)

Effective Date: _____

Supersedes: _____

Last Editorial Change: January 2018

(Adapted from AHEAD)

1. THE CREDENTIALS OF THE EVALUATOR(S)

Good documentation is provided by a licensed or otherwise properly credentialed health professional that has undergone appropriate and comprehensive training, has relevant experience, and has no personal relationship with the individual being evaluated. A good match between the credentials of the individual making the diagnosis and the condition being reported is expected (e.g., an orthopedic limitation might be documented by a physician, but not a licensed psychologist). The health care professional making the diagnosis should be licensed with a regulatory body within the jurisdiction in which they practice.

2. A DIAGNOSTIC STATEMENT IDENTIFYING THE DISABILITY

Good documentation includes a diagnostic statement that describes how the condition was diagnosed, provides information on the functional impact, and details the typical progression or prognosis of the condition. A DSM-5 diagnosis is helpful to convey the necessary information

3. A DESCRIPTION OF THE DIAGNOSTIC METHODOLOGY USED

Good documentation includes a description of the diagnostic criteria, evaluation methods, procedures, tests and dates of administration, as well as a clinical narrative, observation, and specific results. Where appropriate to the nature of the disability, having both summary data and specific test scores (with the norming population identified) within the report is important.

Diagnostic methods that are congruent with the particular disability and current professional practices in the field are recommended. Methods may include formal instruments, medical examinations, structured interview protocols, performance observations and unstructured interviews. If results from informal, non-standardized or less common methods of evaluation are reported, an explanation of their role and significance in the diagnostic process will strengthen their value in providing useful information.

4. A DESCRIPTION OF THE CURRENT FUNCTIONAL LIMITATIONS

Information on how functional impacts currently affect the individual's academic work provides useful information for both establishing a disability and identifying possible accommodations. A combination of the results of formal evaluation procedures, clinical narrative, and the individual's self-report is the most comprehensive approach to fully documenting impact. Good documentation is thorough enough to demonstrate whether and how a major life activity is substantially limited by providing a clear sense of the severity, frequency and pervasiveness of the condition(s).

Changing conditions and/or changes in how the condition impacts the individual brought on by growth and development may warrant more frequent updates in order to provide an accurate picture.

5. A DESCRIPTION OF THE EXPECTED PROGRESSION OR STABILITY OF THE DISABILITY

It is helpful when documentation provides information on expected changes in the functional impact of the disability over time and context. Information on the cyclical or episodic nature of the disability and known or suspected environmental triggers to episodes provides opportunities to anticipate and plan for varying functional impacts. If the condition is not stable, information on interventions (including the individual's own strategies) for exacerbations and recommended timelines for re-evaluation are most helpful.

6. A DESCRIPTION OF CURRENT AND PAST ACCOMMODATIONS, SERVICES AND/OR MEDICATIONS

The most comprehensive documentation will include a description of both current and past medications, auxiliary aids, assistive devices, support services, and accommodations, including their effectiveness in ameliorating functional impacts of the disability. A discussion of any significant side effects from current medications or services that may impact physical, perceptual, behavioral, or cognitive performance is helpful when included in the report. While accommodation provided in another setting is not binding on the University of Victoria, it may provide insight into making current decisions.

7. RECOMMENDATIONS FOR ACCOMMODATIONS, ADAPTIVE DEVICES, ASSISTIVE SERVICES, COMPENSATORY STRATEGIES, AND/OR COLLATERAL SUPPORT SERVICES

Recommendations from professionals with a history of working with the individual provide valuable information for review and the planning process. It is most helpful when recommended accommodations and strategies are logically related to functional limitations; if connections are not obvious, a clear explanation of their relationship can be useful in decision-making. While the CAL has no obligation to

provide or adopt recommendations made by outside entities, those that are congruent with the programs offered may be appropriate. When recommendations go beyond equitable and inclusive services, they may still be useful in suggesting alternative accommodations and/or services.



APPENDIX B

Procedures for Academic Accommodation for Graduate Students with Disabilities

Procedural Authority: Vice President Academic & Provost
Procedural Officer: Deputy Provost
Parent Policy: Academic Accommodation Policy (AC1205)

Effective Date: _____, 2024
Supersedes: September 211
Last Editorial Change: January 2018
Mandated Review: _____

May 27, 2024

PURPOSE

1. These procedures establish the process for implementing the university's [Academic Accommodation Policy](#) (AC1205) ("the Policy") for Graduate Students.

DEFINITIONS

2. The definitions in the Policy, with the exception of the definition of Student, apply to these procedures.
3. For the purposes of these procedures, the following definitions also apply:

Academic Supervisor means a member of the Faculty of Graduate Studies assigned as the primary academic supervisor to counsel the Graduate Student in academic matters and includes a Co-Supervisor.

Graduate Advisor means the Graduate Advisor in the academic Unit administering the course or program who is the formal liaison between the academic Unit and the Faculty of Graduate Studies.

Graduate Student means a student who is currently registered in one or more credit courses as a candidate towards a University of Victoria graduate degree, graduate diploma, or graduate certificate.

Supervisory Committee means the committee established in accordance with the Faculty of Graduate Studies regulations for Graduate Students registered in doctoral programs and for Graduate Students registered in thesis and project-based Master's programs.

Support Person means an individual who provides support or advice to a Graduate Student during a process to resolve disagreements under these procedures.

SCOPE

4. These procedures apply to a Graduate Student with a Disability who is seeking Academic Accommodation and to the university employees who have a shared responsibility to accommodate a Graduate Student with a Disability. These procedures do not apply to Undergraduate students or to Non-credit learners.
5. These procedures do not apply to a Graduate Student's employment relationship with a Co-op Work Term employer or to a Graduate Student's employment with the university or to a Graduate Student's employment with any other employer because the duty to accommodate an employee in the workplace arises from the employer-employee relationship, and what constitutes reasonable workplace accommodation must be assessed within the context of the duties and responsibilities of the position.
 - (a) A Graduate Student who requires workplace accommodation for a Co-op Work Term placement should seek information, advice, and support from Co-operative Education Program and Career Services and their Academic Supervisor in advance of the work term placement.
 - (b) A Graduate Student employed by the university who requires workplace accommodation should seek information, advice, and support from their supervisor. Accommodation in employment is managed in accordance with applicable collective agreements, university policies, and the university's regular employment practices.

PROTECTION OF PERSONAL INFORMATION

6. The personal information of Graduate Students with Disabilities shall be managed and protected in accordance with the *BC Human Rights Code*, the *Freedom of Information and Protection of Privacy Act*, and the university's [Protection of Privacy](#) (GV0235) and [Records Management](#) (IM7700) policies and procedures.

DETERMINING ESSENTIAL COURSE REQUIREMENTS

7. Identifying the Essential Requirements of a course is a critical step in determining appropriate Academic Accommodation.
8. Essential Requirements are *"the core and indispensable knowledge, skills, and abilities that every student must acquire and demonstrate (with or without Academic Accommodation) to successfully complete the course or program. The Essential Requirements of the course are drawn from the learning outcomes of that course."*
9. The knowledge, skill, or ability identified as an Essential Requirement must be:
 - (a) identified in good faith, in the belief that it is necessary to fulfill the objectives and learning outcomes of the course;

- (b) necessary for the Student to successfully complete the course; and
 - (c) if an Academic Accommodation is disputed in a process under these procedures, the connection between the Essential Requirement and the Student's ability to successfully complete the course must be considered.
10. Instructors and Administrative Heads are responsible for identifying the Essential Requirements of a course (see Policy AC1205, sections 6.1 and 7.1). The objectives and learning outcomes of the course should be considered in this process.
 11. For the university's thesis or project based Master's courses (598 and 599) and the university's PhD dissertation course and candidacy exam (699 and 693), the Essential Requirements will be determined by the Academic Supervisor after consulting with the Graduate Student and the Graduate Advisor. The Academic Supervisor may also consult, as needed, with other members of the Supervisory Committee, the Administrative Head of the academic Unit administering the program, and the Faculty of Graduate Studies.
 12. Academic accommodation in relation to a project, thesis, dissertation, or candidacy exam must be consistent with the university's Graduate Calendar and the Faculty of Graduate Studies guidelines.

REGISTRATION WITH THE CENTRE FOR ACCESSIBLE LEARNING

13. Graduate Students seeking Academic Accommodation are encouraged to register with CAL as soon as possible to avoid a delay in assessing their eligibility for accommodation, and if eligible, a delay in determining and implementing accommodation.
14. Graduate Students newly admitted to the university should contact the CAL upon their admission and register with CAL.
15. If a Graduate Student elects not to disclose their Disability to the university and elects not to register with CAL, the university cannot ensure the appropriate evaluation of the Graduate Student's documentation, or an assessment of their eligibility for accommodation, or the determination and implementation of reasonable Academic Accommodation.

Documentation of Disability

16. A Graduate Student who requests Academic Accommodations or services from the CAL is required to provide appropriate documentation as set out in section 18 and 19 of these procedures.
17. Graduate Students are encouraged to register with CAL as early as possible to ensure:
 - (a) there is sufficient time to obtain the necessary documentation of Disability as set out in section 18 and 19 of these procedures;
 - (b) there is sufficient time for CAL to assess the documentation and the Graduate Student's request for Academic Accommodation;
 - (c) there is sufficient time for CAL, in consultation with the Graduate Student, the Instructor, the Graduate Adviser, the Faculty of Graduate Studies and others as appropriate to make

- decisions about reasonable Academic Accommodations and to communicate with the Faculty of Graduate Studies and the Academic Unit administering the program; and
- (d) the Academic Accommodation can be implemented in a timely manner.
18. Documentation should normally be no older than three years, except for some learning disability assessments.
19. Graduate Students who register with the CAL for the purpose of requesting Academic Accommodation must submit appropriate documentation of Disability that:
- (a) confirms the rationale for reasonable Academic Accommodation;
 - (b) is from a recognized medical professional with appropriate credentials; and
 - (c) should indicate:
 - i. the diagnosing professional's name, title, phone number, address, official stamp or letterhead and signature;
 - ii. the date of the assessment;
 - iii. a statement of the nature of the Disability including the impact of medication;
 - iv. an explanation of the functional impact of the Disability on the pursuit of a graduate education; and
 - v. advice about measures that the university might consider when developing and implementing an Academic Accommodation.
20. The university is not responsible for the assessment or diagnosis of a Graduate Student's Disability and does not cover costs related to documentation.
21. A diagnosis of Disability alone does not guarantee the provision of Academic Accommodation.
22. Services and accommodations experienced in other institutions or jurisdictions may differ from what is provided at the University of Victoria. The CAL will review submitted documentation with the Graduate Student to assess eligibility for reasonable Academic Accommodation.

Services Provided by the Centre for Accessible Learning

23. After a Graduate Student has registered with CAL and submitted appropriate documentation, the CAL will:
- (a) review the documentation of Disability;
 - (b) determine eligibility for Academic Accommodation and services on the basis of the documentation and, where the Graduate Student is eligible, determine the Academic Accommodation in consultation with the Graduate Student and the Graduate Advisor, and for more complex Academic Accommodation, determine the Academic Accommodation in consultation with the Graduate Student, the Graduate Advisor, the Instructor, and the Faculty of Graduate Studies;

- (c) provide information, advice, and support;
- (d) provide information about CAL's operational procedures;
- (e) provide information about grants and bursaries;
- (f) coordinate accessible learning materials and services;
- (g) provide referrals to other available resources; and
- (h) provide information for Instructors to guide implementation of Academic Accommodation (for example, exam workflows, blind/low vision processes).

REACHING ACADEMIC ACCOMMODATION

24. Implementing Academic Accommodation is a shared responsibility. It requires participation, co-operation, and communication among and between the Graduate Student with a Disability, the Graduate Advisor, and the Instructor, and where applicable, the Center for Accessible Learning, the Faculty of Graduate Studies, the Academic Supervisor and members of the Supervisory Committee, the Administrative Head of the academic Unit administering the program, the Learning and Teaching Support and Innovation center, and others. A collaborative working relationship between the people involved in each accommodation process is essential to meet the Graduate Student's need for Academic Accommodation.
25. The university strongly encourages early consultation and collaboration between the individuals involved in each accommodation process because it helps to ensure that:
- (a) accessibility considerations, Essential Requirements, and learning outcomes are reviewed and evaluated; and
 - (b) Academic Accommodation arrangements can be assessed and implemented in a timely and appropriate manner.
26. All Graduate Students requesting Academic Accommodations are required to:
- (a) meet the requirements of their degree and program within the established time lines set out in the Graduate Academic Calendar;
 - (b) acquire and/or demonstrate the requisite knowledge, skills, and abilities of their graduate degree and degree components, in order to successfully meet the Essential Requirements and the expectations of a graduate course; and
 - (c) participate fully in the process of determining and implementing an Academic Accommodation which may include:
 - i. seeking out the advice and assessment of the CAL, maintaining contact with the CAL as necessary, and meeting established timelines;
 - ii. actively engaging with their Instructor, the Graduate Advisor, their Academic Supervisor, the CAL staff, and others as necessary in their efforts to implement an Academic Accommodation for the Graduate Student;

- iii. identifying individual needs and providing sufficient detail to the CAL about their Disability and any impact on academic activities as a Graduate Student; and
 - iv. providing the necessary documentation of their Disability to CAL with sufficient notice to enable CAL to assess the information provided.
27. If a Graduate Student with a Disability does not cooperate or fully participate in the development and implementation of an Academic Accommodation, it may lead to:
- (a) an incomplete or insufficient Academic Accommodation;
 - (b) the university's inability to develop or implement an Academic Accommodation.
28. The nature of graduate courses and programs are varied and complex. A variety of Academic Accommodations may be available for Graduate Students with documented disabilities. Examples of Academic Accommodations that may be available to Graduate Students are included in Schedule 1 of these procedures.
29. In the event that any issues arise pertaining to the Graduate Student's ability, even if reasonably accommodated, to fulfill the Essential Requirements of a course, such issues should be discussed by the Graduate Student and/or the Academic Supervisor with the Dean of Graduate Studies (or designate).
30. The Dean of Graduate Studies (or designate) will review the Essential Requirements of the course and collaborate with the Graduate Student, the pertinent Academic Supervisor, and the CAL to determine what, if any, Academic Accommodations might be reasonable to enable the Graduate Student to meet the Essential Requirements.

Undue Hardship

31. Undue hardship is defined in the university's Academic Accommodation Policy (AC1205).
32. The university will provide Academic Accommodation to a Graduate Student with a Disability unless doing so will cause Undue Hardship to the university. In seeking to develop and implement an Academic Accommodation, the university is not required to continue to search for an Academic Accommodation once a reasonable Academic Accommodation has been identified.
33. In some circumstances, the nature and degree of a Graduate Student's Disability may mean that no reasonable Academic Accommodation would enable the Graduate Student to meet the documented Essential Requirements of a course. Where no reasonable Academic Accommodation can be provided, the university may deny the Academic Accommodation in order to maintain the academic integrity of a course.
34. A Graduate Student cannot be presumed to be incapable of meeting the Essential Requirements of a course unless reasonable efforts have been made to assess all reasonable Academic Accommodation options.

Confidential Consultation

35. Graduate Students who require Academic Accommodation are encouraged to consult with the CAL, the Graduate Advisor, the Associate Dean Faculty of Graduate Studies, or their Academic Supervisor.

36. At any point in the Academic Accommodation process, a Graduate Student may, as necessary, confidentially consult with the CAL, the Graduate Advisor, the Associate Dean Faculty of Graduate Studies, their Instructor, or their Academic Supervisor, about the need for reasonable and appropriate Academic Accommodation.
37. As necessary and with the Graduate Student's written consent, the Associate Dean Faculty of Graduate Studies may collaborate with the CAL and/or with the Dean (or designate) of the Academic Unit administering the program to review the student's need and to implement reasonable and appropriate Academic Accommodation arrangements in a timely manner.
38. At any point in the Academic Accommodation process, the Academic Supervisor may confidentially consult with the Associate Dean Faculty of Graduate Studies about reasonable and appropriate Academic Accommodation or related requirements.

RESOLVING DISAGREEMENTS

General

39. An Instructor has a duty to implement an Academic Accommodation for a Graduate Student with a Disability.
40. An Instructor who disagrees with the Academic Accommodation must contact CAL promptly and follow the processes set out below.
41. A Graduate Student whose Academic Accommodation is not being implemented in a timely way or a Graduate Student who disagrees with the Academic Accommodation should contact CAL promptly and follow the processes set out below.
42. A Graduate Student participating in a reconsideration or review process under these procedures may be accompanied by a Support Person.
43. A Graduate Student may appeal a decision of the Deputy Provost to the Senate Committee on Appeals in accordance with its Terms of Reference and Procedural Guidelines. The Senate Committee on Appeals' decision is final within the university.

Graduate Student Concerns about Implementation of the Academic Accommodation

44. A Graduate Student whose Academic Accommodation is not being implemented in a timely way should promptly contact CAL and the Office of the Dean of Graduate Studies to discuss concerns about implementation.
45. The Director and the Office of the Dean of Graduate Studies will take steps to resolve the matter informally, including discussion with the Instructor and the Graduate Advisor.
46. Where the issues surrounding the implementation of an Academic Accommodation have not been resolved informally, the Student may submit a written request to the Deputy Provost for formal review.
47. The Graduate Student's request for formal review by the Deputy Provost should include:
 - (a) the rationale for the review;

- (b) a summary of the issues related to implementation;
 - (c) the Academic Accommodation;
 - (d) any other relevant documentation in support of the request; and
 - (e) the requester's preferred outcome.
48. The Deputy Provost (or designate) will normally conduct the review within five (5) university business days of receiving the review request. The Deputy Provost will issue a decision in writing, with reasons.
49. Prior to conducting the review, the Deputy Provost will normally request and consider documentation from CAL, the Instructor, the Graduate Advisor, and the Faculty of Graduate Studies about the Academic Accommodation, the documented Essential Requirements and expected learning outcomes of the course, and a summary of the issues related to implementation.
50. The Deputy Provost may, at their discretion, meet with the individuals involved in the Academic Accommodation and its implementation, which may include but is not limited to the Graduate Student, CAL, the Instructor, the Graduate Advisor, and Faculty of Graduate Studies.
51. The Deputy Provost's review will be based on:
- (a) the Graduate Student's request for review and accompanying material;
 - (b) information received pursuant to sections 49 and 50, if any.
52. Prior to making a decision, the Deputy Provost may consult with the University's General Counsel (or designate).
53. The Deputy Provost's decision will be communicated in writing to the Graduate Student, the Director, the Instructor, the Graduate Advisor, the Administrative Head of the Unit administering the program, and the Faculty of Graduate Studies.
- Graduate Student Concerns about the Academic Accommodation**
54. A Graduate Student who believes the Academic Accommodation is unreasonable should notify the Associate Director of CAL to attempt to resolve the concern informally. The Associate Director may consult with the Graduate Advisor and the Associate Dean, Faculty of Graduate Studies.
55. If no resolution is reached under section 54, the Graduate Student may ask the Director to reconsider the Academic Accommodation. Normally reconsideration of the Academic Accommodation would only occur where there is new information, or information not previously fully considered by the CAL Advisor and/or the CAL Associate Director.
56. The purpose of the reconsideration is for the Director to decide whether the Academic Accommodation will be varied.
57. The Graduate Student's request for reconsideration by the Director should include:
- (a) the rationale for the request;
 - (b) the Academic Accommodation;

- (c) any other relevant documentation in support of the request; and
 - (d) the requester's preferred outcome.
58. Prior to conducting the reconsideration, the Director may request and consider information from the Instructor and/or the Administrative Head about the documented Essential Requirements and expected learning outcomes of the course. The Director may also consult with, and seek information from, the Graduate Advisor and the Faculty of Graduate Studies.
59. The Director will normally conduct the reconsideration within five (5) university business days of receiving the reconsideration request. The Director will issue a decision in writing, with reasons.
60. A Graduate Student may submit a written request to the Deputy Provost for formal review of the Director's reconsideration decision on the grounds of:
- (a) procedural error, meaning a procedural error of sufficient magnitude that it may reasonably be seen to have affected the fairness of the process or altered the outcome of the decision against the Graduate Student; or
 - (b) factual error of sufficient magnitude that it may reasonably be seen to have altered the outcome of the decision against the Graduate Student.
61. The Deputy Provost (or designate) will normally conduct the review within five (5) university business days of receiving the request for review. The Deputy Provost will issue a decision in writing, with reasons.
62. The Deputy Provost's review of the Director's reconsideration decision, which is limited to procedural or factual error, will be based on:
- (a) the Graduate Student's reconsideration request to the Director and accompanying material;
 - (b) information received by the Director pursuant to section 58, if any; and
 - (c) the Director's reconsideration decision and reasons.
63. Prior to making a decision, the Deputy Provost may consult with the University's General Counsel (or designate).
64. The Deputy Provost's decision will be communicated in writing to the Graduate Student and the Director and to others as necessary.

Academic Supervisor or Instructor Concerns about Essential Requirements and Undue Hardship

65. An Instructor who is concerned that the Academic Accommodation may compromise an Essential Requirement of a course, or that the Academic Accommodation constitutes Undue Hardship to the university, should promptly contact CAL to discuss the concern(s).
66. If the matter is not resolved, the Instructor should consult the Administrative Head (or designate) of the academic Unit administering the program to discuss the concern(s).

67. The Administrative Head of the academic Unit (or designate) must consult with the Associate Dean of Graduate Studies and CAL about the concerns to determine whether informal resolution is possible.
68. Failing informal resolution, the Dean of the Academic unit (or designate), after consulting with the Instructor and the Administrative Head, may submit a written request to the Deputy Provost for formal review. On review, the Deputy Provost will decide whether the Academic Accommodation:
 - (a) compromises an Essential Requirement of a course; and/or
 - (b) constitutes Undue Hardship.
69. The Dean's request for review by the Deputy Provost should include:
 - (a) the rationale for the request to review;
 - (b) the documented Essential Requirements and expected learning outcomes of the course;
 - (c) the Academic Accommodation and any other relevant documentation in support of the request;
 - (d) evidence and data to support a claim of Undue Hardship; and
 - (e) the requester's preferred outcome.
70. The Deputy Provost (or designate) will normally conduct the review within five (5) university business days of receiving the review request. The Deputy Provost will issue a decision in writing, with reasons.
71. Prior to conducting the review, the Deputy Provost will normally request and consider information from the CAL about the Graduate Student's current functional limitations and barriers and the Academic Accommodation, as well as alternative academic accommodations considered. The Deputy Provost may also consult with, and seek information from, the Dean of Graduate Studies (or designate).
72. The Deputy Provost's review will be based on:
 - (a) the Dean's request for review and accompanying material; and
 - (b) information received pursuant to section 71, if any.
73. Prior to making a decision, the Deputy Provost may consult with the University's General Counsel (or designate).
74. The Deputy Provost's decision will be communicated in writing to the Dean of the academic Unit, the Dean of Graduate Studies, the Administrative Head of the academic Unit, the Instructor, and the Director. The Deputy Provost's decision normally will be communicated to the Graduate Student only when that decision changes the Academic Accommodation.

INTERIM ACCOMMODATION

75. When a reconsideration or formal review or appeal is pending, the Director of the CAL, the Dean of Graduate Studies (or designate), and the Graduate Advisor shall review the Academic Accommodation to determine what aspects of the Academic Accommodation, if any, can be immediately implemented on an interim basis pending the completion of the reconsideration, formal review, or appeal process.

ACADEMIC CONCESSIONS, EXTENSIONS, AND LEAVES OF ABSENCE

76. A Graduate Student may request academic concession in accordance with the Graduate Calendar.

77. A Graduate Student who has a reason to request an extension can request it in accordance with the:

- (a) [Leaves of Absence and Withdrawal from Graduate Programs](#) section of the academic calendar;
- (b) [Leave of Absence with Permission](#) form;
- (c) [Request for Program Extension](#) form; and/or
- (d) [Request for Candidacy Extension](#) form.

RELEVANT LEGISLATION

- [Accessible British Columbia Act, SBC 2021, c 19 \(gov.bc.ca\)](#)
- [University Act, RSBC 1996, c.468](#)
- [Freedom of Information and Protection of Privacy Act, RSBC 1996, c 165](#)
- [Human Rights Code, RSBC 1996, c 210](#)

RELATED POLICIES AND DOCUMENTS

- Academic Accommodation Policy (AC1205)
- [Protection of Privacy Policy \(GV0235\)](#)
- [Records Management Policy \(IM7700\)](#)
- [Accessibility Plan - Accessibility Plan - UVic](#)

Relevant Faculty of Graduate Studies Policies and Forms

- [Leaves of Absence and Withdrawal from Graduate Programs](#)
- [Leave of Absence with Permission form](#);
- [Request for program extension](#) form; and/or
- [Request for candidacy extension](#) form.
- [Responsibilities in the Supervisory Relationship policy](#)

APPENDICES

- Schedule 1 – Examples of Academic Accommodations For Graduate Students



SCHEDULE 1 to AC1205 Graduate Procedures: Examples of Academic Accommodation for Graduate Students with Disabilities

Procedural Authority: Senate
Procedural Officer: Deputy Provost
Parent Policy: Academic Accommodation Policy (AC1205)

Effective Date: _____, 2024
Supersedes: _____
Last Editorial Change: _____

PURPOSE

1. The purpose of this document is to provide examples of Academic Accommodations that may be available to available to Graduate Students at the university.

EXAMPLES OF ACADEMIC ACCOMMODATION

2. The nature of graduate courses and programs at the university is varied and complex. A variety of Academic Accommodations may be available for supporting Graduate Students with Disabilities.
3. The following examples of Academic Accommodation are intended to help clarify the type of accommodation that may be available at the university for Graduate Students. This is not intended to be an exhaustive list as each Academic Accommodation decision is based on assessment of pertinent documentation and a Graduate Student's individual circumstances.
4. Examples of Academic Accommodations that may be available for supporting Graduate Students with Disabilities include the following:

Course and Exam Accommodations

- 4.1. Course-based Academic Accommodations for students enable access to essential course content and activities. The need to access lectures, labs, written assignments, fieldwork, class discussions and technology may require reasonable accommodations such as notetakers, sign language interpreters, preferential seating, more flexible attendance requirements, assignment substitutions, classes in accessible locations and adaptive technology. Some Graduate Students may require a range of accommodations for various activities in order to meet learning outcomes.

Graduate Students who are required to write tests and exams may need adjustments to time, the use of technology, a substitute method of assessment (such as a paper or short-answer exam instead of a multiple choice exam), and/or to write in a distraction-reduced environment.

Thesis Preparation

- 4.2. Academic Accommodations surrounding thesis-preparation deadlines are determined on a case-by-case basis in accordance with Faculty of Graduate Studies guidelines.

Candidacy

- 4.3. Academic Accommodations surrounding candidacy deadlines are determined on a case-by-case basis in accordance with Faculty of Graduate Studies guidelines.
- 4.4. Academic Accommodations for Graduate Students defending a thesis may include, but are not limited to: room selection, additional time to complete the defense in accordance with the established time limits as set out in the [Graduate Academic Calendar](#).

Academic Accommodations that Require Additional Time to Implement

5. Examples of Academic Accommodations that require advanced planning and early registration include but are not limited to:
 - a. Course or research materials in alternative formats;
 - b. Sign language interpreting or transcribing; and
 - c. Substantial modifications to a physical environment.