This manual may be used as a guide to accessing the information you need in your faculty or staff role with students and as an employee of VIU. It is intended as a quick overview and as a resource for frequently asked questions.
HHS Resource Manual

Health and Human Services
Vancouver Island University Faculty Support and Services

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Introduction
Welcome. This manual may be used as a guide to accessing the information you need to take care of your needs as an employee and to take care of our student’s needs. It is intended to give you a quick overview and answer frequently asked questions. This is a good initial location for web access to essential information for working and teaching at VIU - http://www.viu.ca/. A list of useful links by category is at the end of the manual.

Vancouver Island University
Known as a centre of excellence for teaching, applied research and learning, Vancouver Island University (VIU), a public post-secondary institution, is producing quality graduates that are in demand by employers across the country and around the world.

With roots that date back to 1936 when Nanaimo’s first vocational training school opened its doors, VIU shares a rich history and connectedness with its communities. It is this history and commitment to people that has provided VIU with a solid foundation on which we continue to grow.

VIU is a dynamic, internationally known university supporting a student population in excess of 16,000 full-time and part-time learners, including over 1,800 international students, 1,500 aboriginal students, and employing over 2,000 faculty and staff.

Through our ongoing evolution and growth, VIU is proud to have contributed to the development of the Vancouver Island culture, social, economic and knowledge base. VIU impact report highlights VIU’s contribution.

VIU operates four campuses including a main campus in Nanaimo and regional campuses in Duncan, Powell River and Parksville•Qualicum. VIU is also the proud owner of Milner Gardens and Woodlands in Qualicum Beach, recently named one of the top 10 public gardens in Canada.

Overview of Faculty of Health and Human Services (HHS)
The Faculty of Health and Human Services includes the Departments of Child and Youth Care, Dental Assistant, Dental Hygiene, Early Childhood Education and Care, Gerontology, Health Care Assistant, Nursing, Practical Nursing, Social Work, School and Community Support Work/Disability Studies, and a Professional Development and Training department. The mission of the Faculty is to foster student success and develop and maintain relevant, responsive, and stimulating learning opportunities that are community-based, globally and locally, and offered in a visionary and inter-professional environment that is conducive to learning and promotes health and wellness for all. The Dean and the Dean’s Office lead, manage, administer and support the instructional, scholarly and outreach activities of the Faculty on four campuses with this mission in mind. The Dean works directly with Campus Administrators on other Campuses, in collaboration with Department Chairs, to ensure consistent high quality programming and effective instructional delivery. The Associate Dean works with faculty and Chairs to address student concerns, is delegated many day to day aspects of operations.

Organizational Chart
## Contact List

### Office of the Dean, Health & Human Services

<table>
<thead>
<tr>
<th>Role</th>
<th>Name</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dean</td>
<td>Carol Stuart</td>
<td>6242</td>
</tr>
<tr>
<td>Associate Dean</td>
<td>Andrea Smilski</td>
<td>6241</td>
</tr>
<tr>
<td>Administrative Assistant</td>
<td>Kathryn Oldham</td>
<td>6272</td>
</tr>
<tr>
<td>Finance Assistant</td>
<td>Suzanne Armour</td>
<td>6173</td>
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### HHS Programs

<table>
<thead>
<tr>
<th>Program</th>
<th>Chair</th>
<th>Program Assistant</th>
</tr>
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<tbody>
<tr>
<td>Child and Youth Care</td>
<td>Manjeet Uppal (6651)</td>
<td>Linka van As (6248)</td>
</tr>
<tr>
<td>Dental Assistant</td>
<td>Marianne Roden (6261)</td>
<td>Geri McPherson (6161)</td>
</tr>
<tr>
<td>Dental Hygiene</td>
<td>Monica Soth (6397)</td>
<td>Geri McPherson (6161)</td>
</tr>
<tr>
<td>Early Childhood Education and Care</td>
<td>Sheila Grieve (6635)</td>
<td>Linka van As (6248)</td>
</tr>
<tr>
<td>Gerontology</td>
<td>Louise Stern (2790)</td>
<td>TBA</td>
</tr>
<tr>
<td>Health Care Assistant</td>
<td>Wendy Wagner (6249)</td>
<td>Linka van As (6248)</td>
</tr>
<tr>
<td>Nursing</td>
<td>Leslie Sundby (6260)</td>
<td>Amy Moen (6175)</td>
</tr>
<tr>
<td>Practical Nursing</td>
<td>Wendy Wagner (6249)</td>
<td>Rossanne Sutherland (6243)</td>
</tr>
<tr>
<td>Social Work</td>
<td>Pat Konkin (6268)</td>
<td>Laurie Friskie (6447)</td>
</tr>
<tr>
<td>Social Services Diploma</td>
<td></td>
<td>Lynda Ladret (6251)</td>
</tr>
<tr>
<td>School &amp; Community Support Worker</td>
<td>Pat Konkin (6268)</td>
<td>Lynda Ladret (6251)</td>
</tr>
<tr>
<td>Professional Development &amp; Training</td>
<td>Linda Young (6327)</td>
<td>Deirdre Godwin (6322)</td>
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</table>

### Practicum Coordinators

<table>
<thead>
<tr>
<th>Program</th>
<th>Name</th>
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<tbody>
<tr>
<td>BSW/SCSW/SSER</td>
<td>Holly Bradley (6271)</td>
<td></td>
</tr>
<tr>
<td>CYC/ECEC</td>
<td>Jamie Covey (6269)</td>
<td></td>
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<tr>
<td>Health Programs</td>
<td>Ciara Mitenko (6270)</td>
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### Health Lab Support

<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
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<tbody>
<tr>
<td>Simulation Lab Coordinator</td>
<td>Barbara Metcalf (2447)</td>
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<tr>
<td>Lab Resource Nurse</td>
<td>Lisa Sworts (6224)</td>
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<tr>
<td>Equipment Supply Clerk</td>
<td>Joanne Noble (6593)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Lynn Brimacombe (250-618-1350)</td>
<td></td>
</tr>
<tr>
<td>Dental Supplies Clerk</td>
<td>Lynn Brimacombe (6240)</td>
<td></td>
</tr>
<tr>
<td>Dental Clinic Appointments</td>
<td>Call and leave message at 6240</td>
<td></td>
</tr>
</tbody>
</table>

*Table 1: HHS Program Contact List*
**Programs**

Below is a brief overview of HHS’s program offerings. For further information please visit the [Faculty of Health and Human Services](https://www.viu.ca/health-human-services) website.

1. **Child and Youth Care (CYC)**
   2-year diploma program is offered at the Nanaimo campus. This program provides students with introductory theoretical knowledge and skills to work with children, youth, families and community. Theory and structured practicum experiences focus on developing entry level professional practice.

   4-year degree program is offered at the Nanaimo campus. This professional program builds upon the diploma and deepens theoretical knowledge and skills in working with children, youth, families, and community. In addition to the increased level of complexity, research skills and practicum placements tailored to student’s areas of interest are offered. A Child Protection Specialization is available.

   CYC delivers a collective courses referred to as Human Service Pathways at the Cowichan Campus. These courses include 2 courses in Elder’s Teachings, and varied 1st and 2nd year courses that receive credit towards programs in CYC, ECEC, SSER,

2. **Dental Assistant (DENA)**
   10-month certificate program offered at the Nanaimo campus. Approved by the College of Dental Surgeons of British Columbia (CDSBC) and accredited by the Commission on Dental Accreditation of Canada (CDAC), this program provides students with opportunities to develop the knowledge, skills and values necessary to be a member of the dental team, providing care, support and services for individuals of all ages.

3. **Dental Hygiene (DENH)**
   2-year diploma program offered at the Nanaimo campus. Accredited by the Commission on Dental Accreditation Canada (CDAC), this program provides education in the application of preventative and therapeutic methods of oral disease control and oral health promotion.

4. **Disability Studies (DIDS)**
   2 year diploma program is offered at the Powell River campus. This program provides advanced-level training for working in the community living, disability, and disability-related sectors. It builds on VIU’s School and Community Support Worker Certificate program (or equivalent) and offers flexible delivery options.

   Students who successfully complete the SCSW requirements - School and Community Support Worker Certificate may apply to the DS diploma to complete a second level of study. Students completing the DS diploma are eligible for a full block transfer to the University of Calgary for their online/distance delivery of the Community Rehabilitation and Disability Studies Degree.
5. **Early Childhood Education and Care (ECEC)**

   2-year diploma program is offered at the Nanaimo campus and through contractual arrangements with First Nations in other locations. This program is designed to provide students with the knowledge and skills necessary to work with young children and their families in licensed child care settings. The program may be completed on a part- or full-time basis. Graduates are eligible to become members of the professional association of Early Childhood Educators of British Columbia (ECEBC). Students completing the first three semesters, including all practicum, will be eligible for VIU’s Certificate in ECEC. ECEC graduates can ladder into the CYC degree program.

6. **Gerontology (GERO)**

   The Graduate Diploma in Gerontology: Active Aging takes an interdisciplinary approach to understanding the physical, social, cognitive and spiritual needs of older adults. The diploma offers current practitioners in a variety of fields the perspectives, knowledge and skills that they need to understand the diverse and evolving needs of older adults and to apply these to their practice experiences. The perspectives and experiences of older adults in community and the Aboriginal Elders associated with Vancouver Island University are incorporated throughout the program. Each course begins with a weekend institute, located at the Centre for Healthy Aging in Parksville, consisting of two full days of face-to-face interaction with faculty and classmates, and with community members and experts. The institute will be followed by online learning through VIU Learn for 6 consecutive weeks.

7. **Health Care Assistant (HCAS)**

   The program prepares students for employment in complex care facilities, extended care units, home support agencies and residential settings. Graduate are eligible to register with the Health Care Assistant registry of British Columbia. The program has integrated Elder’s teachings throughout the coursework and delivers the certificate in partnership with local First Nations communities when requested. This is a 24-week certificate program offered at the Nanaimo, Cowichan and Powell River campuses.

8. **Nursing (BSN)**

   As a professional program its curriculum was developed as part of a collaborative partnership among various educational institutions in British Columbia and Northwest Territories. It is approved by the College of Registered Nurses of BC (CRNBC) and accredited by the Canadian Association of Schools of Nursing (CASN). The curriculum includes eight academic semesters, and three consolidated practice experiences. Completion of the degree prepares graduates to write the licensing examination leading to the title of Registered Nurse (RN) in the Province of British Columbia. This 4-year degree program is offered at the Nanaimo Campus.

9. **Practical Nursing (PRNU)**

   This program is accredited by the College of Licensed Practical Nurses of BC (CLPNBC). It provides students with the theory and skills required to practice as a Practical Nurse within acute care, extended care, intermediate care, and community care settings. The two-year
diploma program includes four consolidated practice experiences and one preceptorship and is offered at the Nanaimo and Cowichan Campuses.

10. **School & Community Support Worker (SCSW)**
This program provides theoretical knowledge and practical skills for working with people who have disabilities, across the lifespan. The courses target skills and knowledge required to work in entry level positions in community settings with people who have disabilities, and as educational assistants in the school system. Having both school and community aspects to the program gives students greater employability. This certificate has the potential to ladder into the CYC diploma or degree and/or the Social Service Worker diploma, as well as a general Bachelor of Arts degree at VIU and the Disability Studies Diploma. The 30-credit certificate program is offered at the Nanaimo and Powell River campuses. Students may complete the program on a full-time or part-time bases basis.

11. **Social Services (SSER)**
This program is designed to provide advanced-level training for working in the social services field and is available on a full-time or a part-time basis. Theory and workplace projects are combined to foster integration and application of theory to practice. Courses span addictions, conflict resolution, leadership and supervision, community development, interpersonal skills, and other special topics. Graduates can ladder into VIU's Bachelor of Social Work and Bachelor of Arts in Child and Youth Care degrees but may require additional coursework. A 2-year diploma program offered at the Nanaimo Campus with introductory course offerings at the Cowichan campus.

12. **Social Work (BSW)**
This program offers entry at the 3rd year level after preliminary preparation of 60 credits of work. The degree is offered completely online. This professional program, which is accredited with the BC College of Social Workers, accepted the first group of students in September, 2013. It is intended to equip practitioners with advanced knowledge and best practices relevant to current local, national and global needs from a contemporary social work perspective.

13. **Professional Development and Training (PD&T)**
Single courses, certificates, and professional development or refresher courses are available to meet the needs of learners at VIU or in our region. PD courses expand learning opportunities for adults and provide a first point of contact for groups and individuals interested in accessing VIU's educational resources. For those entering or re-entering the workforce, changing careers, or picking up an elective for one of our other programs, PD offerings help develop career paths or provide flexibility for busy schedules. Certificate and professional development upgrading courses and certificates may be found at this website: [http://www.viu.ca/ce/courses/healthandhumanservices.asp](http://www.viu.ca/ce/courses/healthandhumanservices.asp)
Faculty Centres

1. **Centre for Community Outreach and Care**
The Centre for Community Outreach and Care was established in April 2013 by the Child and Youth Care Department at Vancouver Island University. Our purpose is to provide enriched practical learning experiences for Child and Youth Care students through partnering with the local Harewood community to engage in child and family focused activities. Under the educational direction of faculty, student groups will complete any needed research, work with community partners to identify needs, as well as develop the parameters of agreed upon projects.

2. **Centre for Healthy Aging**
A variety of initiatives and planning work have taken place since the regional plan for VIU set healthy aging as a priority in Parksville. The Centre for Healthy Aging, under the auspices of the Faculty of HHS will position VIU as the leader for Gerontology education on Vancouver Island for current and aspiring health care professionals by positioning the PQ Center as a self-sustaining locally managed unit that provides educational programs on healthy aging and secondly provide experiential learning for existing aging-related programs. The Graduate Diploma in Gerontology: Active Aging will anchor a set of educational programs and community engagement activities at the VIU Parksville/Qualicum Centre with the Centre for Healthy Aging located there. Students from Parksville and Nanaimo will be involved in experiential education and undergraduate research with older adults in the community and local practitioners will have ongoing access to the knowledge and skills that they require in gerontology and active aging.

Faculty Council and Senate

1. **Faculty**
Each Faculty at VIU is governed by a “Faculty” which meets once per term (twice annually), plus an annual retreat for planning purposes. Faculty is governed by a set of bylaws and reports to Senate. Membership in Faculty includes the Dean and Associate Dean, all regular, term, and sessional faculty, support staff, and 15 elected student representatives (one from each program operating at each campus). Attendance at two Faculty meetings per year is expected for all regular faculty members. Faculty is the body which ultimately approves the academic direction and mission of the Faculty of Health and Human Services and is responsible for the approval of program curriculum, Faculty-specific academic policy and procedure, and ongoing review and consultation with the Dean and Department Chairs relative to matters related to budget. The Chair of the Faculty is the Dean, and the authority of the Faculty is delegated to Faculty Council for ongoing management of academic policy.

2. **Faculty Council**
Faculty Council is the representative governance council of the Faculty, and consists of the Dean, Vice-Chair of the Faculty, Associate Dean, six faculty members-at-large as elected by faculty members, up to five student members of the Faculty as elected by student members of the Faculty, one support staff representative as elected by support staff, Program Chairs,
and the two Faculty Senators (non-voting). Elected faculty members shall serve two-year terms; re-election is permitted to a maximum of two consecutive terms. Elected students shall serve for one-year terms; re-election is permitted to a maximum of four consecutive terms. Elected support staff shall serve one-year terms to a maximum of four consecutive terms. All faculty members are welcome at Faculty Council meetings, however voting is restricted to elected members only. The Council shall be chaired by the Chair of the Faculty (Dean) or by the Vice-Chair in his or her absence. The Faculty Council meets a minimum of three times annually. The role of the Council includes:

- Make decisions on behalf of the Faculty and at the next Faculty meeting; such decisions are subject to ratification by the Faculty.
- Report to the Faculty on a routine basis.
- As required, study, prepare briefs, and recommend decisions on diverse matters to Senate, which may include program and course curriculum, educational standards, planning and priority setting, awards and honours, and bylaws, policy, and procedures.
- As sanctioned by the Faculty, the Council may create, instruct, and receive reports from ad hoc committees as necessary.

The Health and Human Services Faculty Council meeting schedule can be found in the section Expectations of Faculty Members under the heading “HHS Faculty Meetings”

3. Senate
The Senate is the academic governing body of Vancouver Island University. Senate is constituted under the University Act and is chaired by President and Vice-Chancellor Dr. Ralph Nilson. Senate conducts its business through six Standing Committees, each with specific Terms of Reference. These are: Curriculum Committee; Educational Standards Committee; Awards & Honours Committee; Planning & Priorities Committee; Governance Practices Committee; and Elections Committee. HHS is represented on Senate by two elected Faculty, each for a three year term and has elected representatives on the standing committees.

Senate meets regularly from October - June, typically on the first Thursday of the month at 4:00 pm. Meetings will end by 6:00 pm unless formally extended. The regular Senate meetings are open to the public. The Senate meeting schedule is found at http://www.viu.ca/gap/meetingschedule/index.asp.

Working at VIU and HHS

Getting to Know Your Workplace
To begin, it is important to familiarize yourself with the resources at our University. Significant information is available on the VIU website.

Appointment Letter and Contract
An offer of employment outlining the details of your appointment will be mailed to you for the course(s) you are scheduled to teach. Please verify the information and return a signed copy of the
letter, and all other essential paperwork, to either your program assistant or to the Dean’s Office, Faculty of Health and Human Services. Your signed offer of employment and all other relevant forms are required to activate all the other support and services noted below. The program assistant for your program will ensure that you have all the necessary keys, confidentiality agreements, long distance code, photocopier code, etc., and will assign you to an office.

**Employee Orientation**
http://www.viu.ca/employee/orientation/

All employees are encouraged to participate in orientation and training events that take place in August (the schedule can be viewed at http://inviu.viu.ca/Training/view.cfm?MenuID=10). Required workshops are:

- Health & Safety Services Orientation
- Preventing and Addressing Workplace Harassment – Rights and Responsibilities
- Workplace Hazardous Materials Information System (WHMIS)

Other activities may include:

- HR/Payroll orientation (with a welcome from the President);
- Meet the Provost and VP Academic;
- Sessions from the Centre for Innovation and Excellence in Learning; and
- VIUFA, BCGEU, or CUPE sessions.

**Collective Agreements**
All instructors at Vancouver Island University (VIU) are represented by either VIUFA or BCGEU. The agreements are available online and form a component of your contract. Please ensure that you are familiar with the terms and conditions; particularly those related to workload (Section 10 in the VIUFA agreement and Section 14 in the BCGEU agreement). If you have any questions regarding contractual interpretation, please check with your Chair, the Dean, or your Union Steward.

**Applying for Future Postings**
The union agreements specify rights of first refusal (VIUFA) and how to indicate your availability for additional work (BCGEU) for part-time regular faculty. Rights of first refusal (VIUFA) also apply for sessional instructors who are qualified for available work and have satisfactory evaluations in the previous year. If there are no qualified part-time regular or sessional/term instructors available instructional work is posted through the human resources website. Full-time regular faculty member positions are posted when they become available.

**Human Resources Support**
Check out http://www.viu.ca/humanresources/index.asp for information on support available through HR.
Vacation and Leave Requests

VIUFA
Each faculty member receives 44 days of paid vacation per year, normally between June 15 and August 15. Faculty who wish to take vacation outside of this period must make the request in writing using the Vacation Exchange form (see Appendix D). Refer to Articles 12.2 of the VIUFA Collective Agreement for further information.

Faculty members normally teach over 2 terms, however many HHS programs offer required courses in Intersession (a 3rd term) when non-instructional duties, professional development, and vacation typically occur. Faculty members teaching during Intersession should arrange a time, to be mutually agreed upon by the faculty member, their program chair, and the Dean, to complete these activities (see Article 10.1.2.1).

VIUFA Technicians
Technicians are entitled to twenty-one (21) days of annual vacation, to be mutually agreed upon with the Dean. Full-time technicians who have completed five years of continuous service are entitled to an additional five days of vacation.

All requests for vacation are made using the Leave Request form prior to taking vacation, and must be submitted to the Dean’s office for approval.

BCGEU
Each faculty member receives 40 days of paid vacation per year. Term and auxiliary faculty receive 16% vacation pay in lieu of time off. Faculty will normally schedule vacation to fit in with class schedules. Vacation requested during the teaching semester will be considered after taking into account the reason for the request, budget limitations, and course cost implications. Refer to Article 17 of the BCGEU Collective Agreement for further information.

All requests for vacation will be made using the BCGEU Leave Request form prior to taking vacation, and must be initialled by the program chair before being submitted to the Dean’s office.

CUPE
Staff receive vacation according to their years of employment, as laid out in the CUPE Collective Agreement. Temporary and casual employees receive 6% vacation pay in lieu of paid time off. Temporary employees with consecutive appointments totalling 9 months or longer may request up to 3 weeks leave without pay per year. Refer to Article 18 of the CUPE Collective Agreement for further information.

All requests for vacation will be made using the Leave Request form prior to taking vacation, and must be initialled by the program chair before being signed by the Associate Dean.

Professional Development
Faculty and staff have the opportunity to pursue activities related to professional development through funding, waiver of tuition, leave to attend courses, and assisted or unassisted leaves of absence. Refer to Article 12 of the VIUFA Collective Agreement, Article 18.16 of the BCGEU
Collective Agreement and Article 20 of the CUPE Collective Agreement. Requests should be approved by the program chair prior to being submitted to the Dean’s office.

Expenses

Travel Expenses
Travel and other expenses will be reimbursed provided they are approved in advance. All expenses should be claimed using the approved VIU Expense Claim form. Program chair expenses are approved by the Dean. Faculty and staff expenses are approved by the appropriate program chair. Please ensure that the entire form is filled out, including the cost centre and object code. Questions about how to fill out the form can be directed to the HHS Finance Assistant. Accounts Payable will return forms which have not been approved by the appropriate administrator.

Professional Development Claims
VIUFA faculty may claim PD expenses using the appropriate VIUFA Professional Development Funds Claim/Transfer Form, which can be found on the Financial Services website under Forms. PD Claim forms are submitted for approval to the Dean’s office. Accounts Payable will return forms which have not been approved by the Dean.

VIU Card and Library Access
Your VIU Card (employee ID) is also your library card, security access, and can be loaded with funds for the cafeteria. The card can be activated at the library or on-line (online activation requires 24 hours). The library card is required for borrowing from the Library collections and will also allow you to access VIU’s online articles and interlibrary loan services. For information about the Library’s services please visit http://www.viu.ca/library/. For information about the Library’s virtual reference services, please visit: http://www2.viu.ca/library/services/questionpoint_profile.asp. If you are teaching at Cowichan or Powell River, please contact the local librarian regarding access to their campus libraries.

Email and Account Name
Computer accounts and usernames are automatically created by Human Resources when an appointment has been created or when requested by a faculty or department. An employee may have a number of accounts they will use to access resources at Vancouver Island University. What is commonly referred to as your ‘computer account’ consists of the following:

- Capitan (Windows-Network) Account
- VMS/VAX Account

Your Capitan and VMS usernames are identical. The basic form takes up to the first 8 characters of the user’s surname followed by their first initial. In some cases additional initials or a numeric value may be required to differentiate between usernames. Both accounts use the same password. It has been initially set to your Social Insurance Number. For security reasons your password should never be left as your SIN.

Capitan is the Windows domain for the faculty and staff subnet. This account includes either a local or roaming profile, personal network storage (your U: drive) and also includes an Exchange
Email account. Your Exchange Email address is your firstname.lastname@viu.ca. The University uses your VIU email account as their official communication tool.

Your VMS/VAX account allows access to:

- The Student Record System (SRS), including Grade Entry
- The Financial Record System (FRS), including Purchase Requisitions
- StarGarden HR System
- Facilities Online Work Order Form
- Parking Permits

In addition, your employee account is used for secure access to other VIU resources such as all policies and procedures, VIULearn (learning management system), VIUTube (video streaming and storage system), and WordPress (blogging and website software).

For more information on VIU technology resources please visit the Technology Essentials for Employees website.

Security at VIU

VIU is committed to the safety and security of our staff, our instructors, and our students. Your familiarity with the following procedures and services will help ensure that you and your students are prepared to respond in the event of an emergency.

1. To Report an Emergency:
   To report any emergency, first aid, security, ambulance, fire, police, or bomb threat:

   **NANAIMO Campus**
   - Dial 6600 from any office or internal phone.
   - Push the button on any Code Blue Pole and you will be connected to the 24-hour emergency call centre.
   - From your cell phone or any payphone dial 250.740.6600 (1.250.740.6600 from Cowichan).
   - If you use 911, you must report the emergency to the campus by calling the Campus Emergency Number (6600).

   **COWICHAN Campus**
   - Dial 6600 from any office or internal phone.
   - Push the button on any Code Blue Pole and you will be connected to the 24-hour emergency call centre.
   - From your cell phone or any payphone dial 250.740.6600 (1.250.740.6600 from Cowichan).
   - If you use 911, you must report the emergency to the campus by calling the Campus Emergency Number (250.746.3555).
POWELL RIVER Campus

- Dial 8121 or 911 from any office or internal phone.
- Push the button on any Code Blue Pole and you will be connected to the 24-hour emergency call centre.
- From your cell phone or any payphone dial 604.485.2878.
- If you use 911, you must report the emergency to the campus by calling the Campus Emergency Number (604.485.2878).

Be prepared to tell the operator your:

- Name
- Campus location
- Building name, building number, room number, floor, area or department, phone number where you are calling.
- Nature of emergency and type of service you require (e.g. first aid, security, ambulance, police)
- Extent of the emergency and the number of persons involved.
- Stay on the line until the operator asks you to hang up.
- Do not leave the general area unless in personal danger.
- If you must leave the area to make another emergency call from another area, be prepared to tell the operator your new location and all of your emergency details once again.
- For potential life threatening emergencies, immediately call for help, since time is of the utmost importance. If you are unsure as to the seriousness of the situation, do not hesitate to call.

For Psychological Crisis
From any campus, cell phone or pay phone call 1.800.268.5211 (Employee and Family Assistance Program).

2. Drop-in First Aid
Two drop-in First Aid stations are available on the Nanaimo campus for minor injuries during business hours. They are located in the gymnasium (Building 190) at the front reception desk and in the Security Office (Building 315).

3. Evacuation or Other Emergency

In the Event of an Evacuation Alarm or Other Emergency Situation
Situations requiring evacuation are varied and include, but are not limited to: fires, hazardous material releases, bomb threats and earthquakes. The need to evacuate in any situation will be determined by emergency personnel and you will be advised if/when evacuation is necessary. In the event of an evacuation alarm or other notification to evacuate, the Emergency Wardens will take charge of their area and ensure that an orderly evacuation has occurred.
The following points are provided as guidance.

- All persons must leave the building when an alarm sounds or when instructed to do so.
- Instructors (faculty) are responsible for evacuating their respective classes and should lead them in an orderly manner to a pre-determined area (e.g. designated assembly point) that is well clear of the building involved.
- Non-instructional supervisors are responsible for evacuating the staff in their respective area of operation.
- Emergency Wardens are responsible for ensuring their area of responsibility has been properly evacuated, but not necessarily lead that evacuation, unless their other duties have been attended to.
- Contact the On-Site Coordinator and/or the Fire Department senior officer only in the event of an urgent situation (e.g. injured person) that requires immediate attention (as outlined below in Section 7.3), otherwise report to your assigned exit area / assembly area and await further instructions;
- An Emergency Warden or other responsible individual shall be assigned the duty of guarding the various entrance doors and ensuring that no unauthorized personnel enter the building until the nature of the situation has been confirmed and the notification of an “all clear” situation has been given by the On-Site Coordinator or designate.
- Under no circumstances is any Emergency Warden and/or any other employee, not designated as an “authorized” emergency response person, to attempt to silence (shut off) any alarm bells or otherwise touch the main fire alarm panel. Only designated and qualified persons shall perform that activity.

**Evacuation of People**

All persons (except Emergency Wardens) shall immediately leave a building in response to an alarm or other evacuation order.

People must move well away from the building involved, preferably to the nearby assembly areas designated for their location. No one shall remain immediately adjacent to a building entrance/exit unless authorized to do so (e.g. Emergency Warden guarding doors).

**Persons with Disabilities**

In the event a person with a disability is encountered above the ground floor level of any building, ensure that they are escorted to the nearest enclosed stair well (which does not contain smoke). Do not attempt to carry anyone out of the building.

Enclosed stairwells are considered the safest location and people should be safe there until they can be evacuated by the Fire Department. If possible, have one person stay with any person with a disability until assistance arrives.

Inform the Emergency Warden and/or the Fire Department IMMEDIATELY of the exact whereabouts of any person requiring evacuation assistance. 250-740-6600 may be called for quicker response
During evacuation drills or exercises, persons with disabilities can safely remain next to a stairwell entrance until informed the exercise is over.

Where persons with disabilities are encountered on the ground level floors, ensure that they are evacuated to a safe area which is well clear of the building.

**Injured Persons**
In the event that an injured person is encountered, unless they are in imminent danger from the fire or other hazard, do not attempt to move them, but immediately notify the On-site Coordinator and/or the Fire Department of the exact location of the injured person.

If they are in danger from the fire, and can be moved safely, transfer them to the nearest fire safe stairwell (which does not contain smoke) until they can be evacuated by the Fire Department. If possible, have someone stay with them until assistance arrives. If a fire safe stairwell is not readily available, move them to the nearest room and close the door while help is obtained.

DO NOT endanger yourself in an attempt to rescue someone else; rather get help from qualified emergency response personnel (i.e. Fire Department).

4. **Other Campus Security Services**

**Non-Emergency On-Campus Security at Vancouver Island University**
On the Nanaimo campus, Facilities Services provides security services 24 hours a day. To report a non-emergency during the business day please phone local 6512 (250.740.6512). Evenings and weekends call 250.753.3812.

**Safe Walk Program**
Safe Walk is a Campus Security program. Security provides escorted walks on the Nanaimo campus. By contacting the dispatcher via the number listed below, you will be accompanied on your walk on campus or to your car by Security. The patrollers are equipped with two-way radios, safety vests and flashlights. Practice the principle of “safety in numbers” and contact the Safe Walk Program at local 6600 or 250.740.6600 from an external phone.

**Locked Doors**
Classrooms with scheduled classes are unlocked before 8am Monday-Saturday. If you find your classroom is locked your program assistant can unlock the door, or call Security at 6512 during business hours (3812 after hours). If your classroom is frequently locked please notify your program assistant, who will contact Facilities to ensure that it is added to the schedule.

**Health and Safety (H&S)**

1. **General**
VIU’s H&S Department web site (http://www.viu.ca/healthandsafety/) contains important information that is updated frequently to reflect new developments.
All employees are required to attend the following workshops: WHMIS; Health and Safety Orientation (required by WorkSafeBC legislation); and Preventing and Addressing Workplace Harassment. If you have not already taken these workshops, please register via the Pro D Calendar on InVIU or via the New Employee Orientation website.

For reporting safety concerns, please visit the following website: http://www2.viu.ca/healthandsafety/reporting-injuries-incidents/. Figure 2 below provides a schematic view of the steps to follow for reporting. To report an incident, please fill out the Incident Report Form and email it to: safety@viu.ca. The form is a word document. Please save it to your hard drive, complete it, and then mail it as an attachment. Health and Safety Services will contact you regarding the initiation of a WCB claim, if necessary. If Security and/or First Aid attend please check with them, as they will likely be responsible for filling out the incident report.

** JOHSC = Joint Occupational Health and Safety Committee

Because HHS students and instructors work in classrooms, labs, and practicums (community and clinical settings) they run an increased risk of exposure to health and/or safety issues. This requires students and faculty to prepare to meet specific health requirements before engaging in particular educational activities (e.g., working in a hospital or care center). For program specific requirements and policies and procedures please ask your Program Chair and Program Assistant. Some general guidelines for the faculty are provided below. Note that these may not all apply to individual HHS programs.
2. **Safety Training**
Immunizations are required for first year students in some HHS programs, as per the student handbook. Students and faculty are responsible to ensure that they have adequate updated immunizations. In case of a communicable disease outbreak, faculty and students may be required to provide evidence of current immunization. Be aware that some agencies have policies that require workers to be immunized. In some cases, unimmunized students and faculty may be restricted from practicing in that agency.

CPR “C” certification is strongly recommended.

WHMIS training is required of all instructors and is also required for students in programs which require handling of dangerous materials.

Criminal Record Check. Completion of a Criminal Record Check (CRC) is required by law for students working with children and vulnerable adults. In most cases faculty members are exempt from a CRC.

3. **Injury Reporting**

**Injury Sustained While on Campus**
All injuries involving employees, students or visitors must be reported to Health and Safety Services in accordance with WorkSafeBC regulations. To report an incident please fill out the Incident Report form and email it to safety@viu.ca.

**Students**
Any student who sustains an injury while involved in a classroom or lab setting on campus is not eligible for WorkSafeBC coverage. However, all injuries, no matter how minor, must be reported to Vancouver Island University’s First Aid Attendant (740-6600). The VIU Incident Report form (see VIU Health & Safety office website) and Health & Safety Unusual Occurrence forms must be completed and submitted to the VIU Health & Safety office within 24 hours as specified.

**Employees**
Employees of Vancouver Island University are covered by the Workers’ Compensation Board of BC (WorkSafeBC) if they are injured during the course of their employment. For more information please go to [https://www2.viu.ca/healthandsafety/whats-my-wcbinsurance-coverage/](https://www2.viu.ca/healthandsafety/whats-my-wcbinsurance-coverage/)

If you are injured while in the course of your employment, please fill out an Incident Report form, send it to Health and Safety Services at safety@viu.ca and call 250 740-6283 to report this injury as soon as possible. Someone from VIU’s Health and Safety office will contact you regarding the initiation of a WorkSafeBC (WCB) claim.

Claims must be initiated by the University if an employee is injured while in the course of their employment and as a result they seek medical attention (see a doctor) or they miss time from work.
Injury Sustained While in a Practicum Placement

Students

Students are only eligible for WorkSafeBC coverage if they are injured while working in a designated practice experience in BC. The following steps should be followed:

- Obtain first aid from the host employer (if available). If no first aid attendant is available, go to the nearest emergency medical facility for treatment.
- Immediately notify the practice employer about the injury and fill any incident reports required by the agency and VIU, and attach information as necessary.
- Advise the doctor, or qualified practitioner, that the injury was work related and that the employer is VIU.
- After initial treatment report the injury to the instructor or program chair.
- As soon as possible after the injury complete the VIU Incident Report form and HHS Unusual Occurrence form and submit it to the program chair.
- All injuries must also be reported through an Occupational First Aid Attendant or to Security. Contact VIU’s primary first aid attendant at 250.740.6600 within 24 hours of the injury, and provide the information necessary for completion of the First Aid report. Have a BC Care Card and your Social Insurance Number available for the First Aid Attendant (WorkSafeBC reporting forms are to be administered through VIU, not the practicum placement agency).

Unregistered students will not be allowed into practice as they are not covered by WorkSafeBC.

Please note that placements that take place outside of British Columbia are not covered by WorkSafeBC.

A VIU Incident Report form must also be completed for international and out-of-province experiences. Because coverage is not provided in many circumstances, the host employer is encouraged to seek one of two options:

- Arrange for the VIU student to be covered under the Worker’s Compensation system in the province in which that work is being performed; or,
- Pay the VIU student a nominal wage for her/his “practicum placement”, “work experience” or “job shadowing” activity, which would automatically establish an employer/employee relationship and ensure the student’s coverage.

Employees

As above for employees sustaining an injury while on campus, employees of VIU are covered by the Workers’ Compensation Board of BC (WorkSafeBC) if they are injured off-site during the course of their employment. Please visit VIU’s compensation and insurance webpage at http://www2.viu.ca/healthandsafety/whats-my-wcbinsurance-coverage/.
Parking at VIU and Building 180

1. General
   Parking is available on campus to all faculty staff and visitors 24 hours/day, 7 days/week for a fee. There are designated parking areas for employees, the general public, and those commuting on bicycles. There is short term parking as well as parking permits for long term (e.g., semester, annual). Please click on this link to view a map of designated parking areas: http://www.viu.ca/map/ or https://viu.westpark.com/

2. Special considerations

   Practicum/clinical
   Instructors who leave campus to visit a practicum site may obtain a yellow laminated “Practicum Instructor” parking pass from the Dean’s Office. Upon their return to campus, this pass allows them to park in one of the two designated HHS parking spaces (Lot S behind B120), in the event that all other parking spots are in use near Building 180. The yellow laminated pass is only valid when accompanied by a valid employee parking pass. Please note: there is almost always available parking in the parking lot off Wakesiah (Lots A and U).

   Guests Parking Passes
   Day parking permits, for guest speakers, are available from the HHS Program Assistants. These day permits are valid in the General and Employee parking lots. If parking is unavailable the guest speaker can use one of the designated HHS parking spaces with a yellow laminated “Guest Speaker” parking pass. The yellow laminated “Guest Speaker” pass must be used in conjunction with a valid (blue) day parking permit.

Expectations of Faculty Members
All instructional members of the Faculty (sessional, term, and regular) are guided by the professional responsibilities, described in their collective agreements (as follows).

Collective Agreements

VIUFA:

4.2.1 The primary responsibilities of the Professor/Instructor are to prepare and to teach courses and programs within his/her area of competence, and to tutor, advise and evaluate students.

10.2.1.2.3 All faculty as part of their professional responsibilities shall:
   a) maintain posted office hours and be available to meet with individual students at other mutually agreed upon times;
   b) provide additional assistance to students in areas such as study skills, academic advising, special events, as well as recruitment and admission of students;
c) remain current in their field through demonstrated participation in professional development and/or scholarly activity;

d) participate in departmental and institutional activities.

**BCGEU**

14.2 (b) A full direct instructional workload shall be at a minimum of twenty (20) hours per week up to a maximum of twenty-five (25) hours per week and described as a percentage (%) of the Full Time Equivalency (FTE) allocation, based on program norms (see Appendix I). Each program will establish an annual direct instructional workload. Health programs will be based on an average workload consisting of clinical and class theory. Any changes or exceptions to the program norms will be reviewed with the Union and require Executive approval. The rate of pay shall be as per the Salary Scale (Appendix A). There are two (2) components of instructional workload:

(1) Direct instructional component, which include the following responsibilities:

- classroom lectures;
- shop and laboratory shop supervision and instruction;
- classroom learning sessions;
- seminars/tutorials/discussion groups.

(2) Indirect instructional component, which include the following responsibilities:

- student interviews;
- posted office hours;
- instructional advising, evaluation, and preparation;
- administrative responsibilities;
- curriculum maintenance and program enhancement;
- professional development activities;
- other duties directly related to instruction, including department meetings and department initiatives;
- liaising on student placements and assessments.

HHS has developed an outline of the Standards for Faculty Performance (Appendix A) in relation to teaching, service, and scholarly activities, which guides the evaluation of probationary members of Faculty and all sessional and term instructors. This outline forms a component of the expectations for instructional members of Faculty, particularly in relation to regular evaluation. VIUFA faculty are evaluated in all areas. BCGEU faculty are evaluated on teaching and service. Sessional and term instructors are evaluated on teaching only.

**Communication and Availability:**

As an instructor committed to student success, it is imperative that you inform students about what they can expect from you for email and phone response times. We suggest that you use VIU’s learning management system VIULearn (D2L) messaging for all email communication and assignment submission responses with students.
If students do not receive timely communication they may appeal grades or may complain to the Program Chair or the Dean. Please check the course site regularly and ensure responses are timely. For example, you may set a specific day that you will check so students know to email before that day, or you could guarantee a 48 hour or 72 hours response time. Please communicate to students what they can expect on your course outline.

University course management policies require a “timely” turn around for student learning. A timely turnaround on assignments is approximately 2 weeks. Please advise students if you will be taking longer. Two legitimate grounds for student appeals are: course management and procedural error. Course management issues relate to students who have concerns about how a course is taught or managed. Ideally, the student would first consult with the instructor as soon as the concern arises. Procedural error applies when it is believed that there has been an error in the procedure followed in the application of course management or any other applicable policy of the University that has impacted a student’s grade or standing.

**HHS Faculty Meetings**

The Faculty is the foremost decision-making body of the Faculty. Attendance at two Faculty meetings per year is expected for all regular faculty members. Meetings of the Faculty share information and perspective and make decisions on matters of program and course curriculum, educational standards, planning and priority setting, awards, and honors, and bylaws, policy, and procedure. The Faculty may strike standing or other committees to perform these or other functions. Some of these functions include:

- Provide cohesive and highly engaged leadership to the faculty, and provide counsel to the Dean, the Program Chair team and the council-at-large.
- Discuss/debate the faculty's direction, strategic decisions, policies and macro-level procedures and operations.
- Provide a forum for members to bring forward for discussion opportunities and issues of relevance to the broader community.
- Provide support and oversight for Faculty wide planning processes
- Provide a forum for faculty-wide two-way communications and engagement:
  - To ensure communications and information is more widely shared and disseminated from leadership to and throughout the faculty, and
  - To provide a mechanism by which faculty and staff can provide information and feedback directly to the Dean and other programs.
  - Actively build understanding of the opportunities and challenges; sharing advice and feedback.
  - Actively engage the faculty community in the pursuit of the Universities and Faculties Mandate, Vision and Purpose.

Please see the section on [Faculty Council and Senate](#) in this document on the role of Faculty Council. As mentioned, the Faculty Council acts as the representative governance council of the Faculty. The Vice-Chair of the Faculty shall be the Vice Chair of the Faculty Council.
Faculty Council agendas and minutes are available on the HHS website at https://www2.viu.ca/hhs/faculty/meetings.asp.

All Faculty and Faculty Council meetings start at 4:30pm. The list of dates is as follows:

- Faculty Meeting Thursday, September 22
- Faculty Council Thursday, October 27
- Faculty Council Thursday, November 24
- Faculty Meeting Wednesday, January 18
- Faculty Meeting Wednesday, February 15
- Faculty Council Wednesday, March 22

**Departmental Meetings**
Please speak to your chair about the regularly scheduled departmental/program meetings. A schedule of known program meetings can be found in HHSALL:\ADMIN-Dean’s Shared Info\Committees.

Part-time instructors are encouraged to come and will receive the meeting agenda and minutes.

**Faculty Evaluation**
All Temporary, Term and Probationary Regular faculty members receive performance evaluations with a focus on the responsibilities of the position, as outlined in the collective agreement. The tools available to contribute to the assessment of teaching effectiveness, service contributions, and scholarly activity include:

- Student course evaluation surveys (electronic distribution usually)
- Standards for Evaluation of Professional Performance
- Self-Evaluation Outline
- Classroom observations
- Student Interviews
- Review of course materials
- Discussion with the Departmental Chair

1. **Evaluation for Instructors with Temporary Instructional Appointments (VIUFA and BCGEU)**

**Student Course Evaluations**
All courses taught by temporary/term faculty members are evaluated using the online student course evaluation survey. There are different question formats relevant to theory, clinical and practicum courses. Please check with your Program Assistant for details regarding timing. Typically these occur in weeks 9-11 of the course. If your course occurs out of the usual term sequence, advise the Program Assistant, who will request the survey administration at the appropriate time. For instructors who are teaching multiple courses (three or more) to the same cohort of students, arrangements will be made for a maximum of two evaluations to occur at the same time to prevent “evaluation fatigue”. Please discuss with the program assistant who will consult with the Dean or Associate Dean.
Note: In exceptional circumstances a paper version of the student survey is available. If you feel this method is required please speak with your Program Assistant. This option requires Dean or Associate Dean’s permission.

Evaluation results are available for faculty to view 21 days after the course end date on the VIU Web Admin Systems Portal. You will be required to log in using your Capitan account.

The Dean or Associate Dean reviews the student results and completes a summary indicating whether the student evaluations are consistent with satisfactory teaching as outlined by the standards of teaching (see Standards for Evaluation of Professional Performance).

If there are concerns from the student survey instructors will be asked to complete a self-evaluation describing their strengths and challenges relative to the student evaluations. A plan for improvement which identifies goals and strategies to address the student concerns should be identified. The instructor will then meet with the Dean or Associate Dean, who will complete a formative instructional evaluation summary to identify whether the results of the student survey and resultant plan for improvement meet the expectations for a satisfactory evaluation (see Standards for Teaching Performance). The following term (in which an instructor who received a formative evaluation teaches) the Dean or Associate Dean will review the previous evaluation summary as well as the current term student surveys and the results of any additional evaluation tools recommended in the formative evaluation. The Dean or Associate Dean will complete a summary evaluation after meeting with the instructor to review the results of the evaluation tools and will follow-up any previous recommendations. Sessional instructors (VIUFA) must have a satisfactory evaluation in order to be eligible for right of first refusal. Refer to Article 9.2.2.2 of the VIUFA Collective Agreement for the parameters of this eligibility.

2. **Probationary Faculty Evaluation**
   The probationary period for regular BCGEU faculty is one year. The probationary period for regular VIUFA faculty is two years.

   All probationary faculty members will be evaluated by students for each term of the probationary period. They will meet with the Dean or Associate Dean following each semester to review the student evaluations and additional information collected by the Dean or Associate Dean within the parameters of the collective agreement(s) and the tools to support the evaluation process (The Dean or Associate Dean may opt not to meet in the first semester and will advise the faculty member accordingly). Faculty members should complete a self-evaluation (Appendix B) and submit this prior to meeting with the Dean or Associate Dean. The Dean or Associate Dean will add evaluative comments and identify any areas that require improvement, based on the Standards for Evaluation of Professional Performance; along with a plan for improvement. Areas for ongoing professional development will be clearly distinguished from requirements for permanent status. BCGEU faculty members are expected to meet teaching and service standards. VIUFA faculty members are expected to meet teaching, service, and scholarship standards.
**BCGEU**
In the first term the Associate Dean will complete a formative evaluation and a plan for further development with probationary faculty based on the self-evaluation. In the second term faculty members will complete a self-evaluation and submit a portfolio which provides evidence of excellence in the relevant Standards for Professional Performance (Appendix A). The faculty member will complete a summative evaluation with the Associate Dean. Formative and summative evaluations are part of the personnel file, along with student evaluations.

**VIUFA**
In the first year the Dean will complete a formative evaluation and a plan for further development with probationary faculty based on the self-evaluation. In the second year faculty members will complete a self-evaluation and submit a portfolio which provides evidence of excellence in the relevant Standards for Professional Performance (Appendix A). The faculty member will complete a summative evaluation with the Dean. Formative and summative evaluations are part of the personnel file, along with student evaluations.

3. **Additional Faculty Evaluations**
The Senate has endorsed the recommendations of the Committee on Faculty Recognition, Scholarship & Evaluation which recommended that all Faculty Members undertake regular review and evaluation of their effectiveness as part of their ongoing professional development. Any faculty member may request student evaluations and/or a peer evaluation and incorporate that evaluation into their annual review of their own performance.

Probationary faculty members are strongly encouraged to make use of peer evaluations as part of their portfolio of excellence. Additional information on the portfolio format and contents is available from the Dean or Associate Dean.

**VIU Course Management Policy and Procedures**
http://www2.viu.ca/policies/policies-index.asp

**Student Regulations**
Student regulations are outlined in general in the Calendar at http://www2.viu.ca/calendar/GeneralInformation/genregTOC.asp.

There are more specific outlines for a variety of policies related to course management and student rights. These regulations address attendance, absence for religious, ceremonial, family emergency or medical reasons, and the academic and non-academic code of conduct. While we hope that all students are invested in learning and being present to engage with academic and professional learning opportunities, the following headings are areas where instructors may need quick access to information when faced with a difficult circumstance. Instructors should be familiar with these policies.
1. **Student Attendance**
Students are expected to attend scheduled lectures, laboratories, field trips, seminars, examinations, practica and work experience. Refer to Policies 33.03 (No Show), 96.05 (Student Attendance) and Procedure 96.05.001 (Student Attendance: Absences) for further information.

Non-attendance may also be considered a violation of the Student Academic Code of Conduct (Policy 96.01):

“No-attendance, where attendance is deemed to be mandatory, is not acceptable. Absences due to personal illness, family illness, death of an immediate family member, religious ceremonies, or sports events in which the student represents Vancouver Island University are allowed and must be approved by the appropriate instructor or coordinator. Non-attendance must be for valid reasons and not falsified. Some departments have specific attendance requirements (e.g., to meet professional regulated competencies), and details may be obtained from the instructor, department chair, or program coordinator.”

It follows that, within these guiding parameters, Programs may determine the appropriate attendance requirements for their specific courses. Please consult with your Chair and/or the Faculty policies on student conduct and attendance to ensure that you are within the parameters of the program expectations for student attendance.

2. **Academic Accommodation of Students with Disabilities**
Faculty members and the University are legally required to accommodate students with a disability. The procedure (procedure 32.02.001) establishes the roles and responsibilities of the faculty, students, Chairs/Directors, Deans, the University, Disabilities Services, and Student Affairs in regard to working collaboratively to provide appropriate accommodation.

3. **FIPPA (Freedom of Information and Privacy Protection Act)**
The current policy (Policy 22.04), states that VIU will comply with the requirements of the Freedom of Information / Protection of Privacy Act. Policy 32.10 (Confidentiality of Student Records) and accompanying Procedure 32.10.001 address the students’ right to confidentiality.

A student’s record comprises any information collected and held by the University, including program files. A student’s record is classified as confidential. Vancouver Island University complies with the FIPPA Laws in British Columbia in the handling of all student records. Faculty members who require information from student records should consult with their Chair and/or Program Assistant about appropriate procedures and safeguards.

Vancouver Island University may gather personal information from students under the authority of the University Act, Section 27(4) to (7). These records are used for the purposes of admission, registration and other activities of the University. Information on student records may only relate to academic performance.
After a one-year period, student work which has not been returned to the student may be destroyed or disposed of in a confidential manner. Student assignments and exams should be returned with feedback whenever possible.

4. **Academic Integrity & Misconduct**

Academic misconduct includes, but is not limited to, the following acts: cheating, fabrication, plagiarism, facilitation of academic misconduct, and non-attendance (where attendance is deemed to be mandatory). It is a faculty member’s obligation to investigate and address the issue with the student if you suspect academic misconduct. Please see Policy 96.01 (Student Academic Code of Conduct) for further information and Procedure 96.01.001 (Student Academic Code of Conduct) for guidance on how to investigate suspected academic misconduct and complete the attached Record of Academic Misconduct form.

The Associate Dean must be informed and is ultimately responsible for determining the penalty to the student. The Associate Dean can assist faculty members with the investigation of misconduct and ensure proper procedures are followed. Please consult with the Associate Dean as soon as possible if you suspect academic misconduct. The prevalence of and access to digital information along with the financial and career pressures facing students today makes the risk of academic misconduct higher than in previous generations.

The Student Code of Conduct (Policy 32.06) governs non-academic conduct. Should a faculty member, student, or community member be concerned about the non-academic behavior of a VIU student while engaged with other members of the VIU community a complaint may be registered with Student Affairs and will be investigated by the Executive Director of Student Affairs. In HHS the Associate Dean should be consulted by faculty and Chairs in suspected cases of student misconduct.

5. **Disruption Free Learning**

Faculty should also be familiar with their responsibilities for ensuring that the classroom is a disruption free environment under Policy 31.06 and Procedure 31.06.001. Any investigation or discipline related to disruptive behavior is the responsibility of the Dean, Executive Director of Student Affairs and/or the Office of Human Rights and a Respectful Workplace. There are multiple policies dealing with disruptive behavior and various forms of misconduct so please consult with the appropriate office. In HHS, the Chair and Associate Dean should be consulted immediately with any questions about student conduct.

6. **Student Appeals**

Students may appeal decisions on admission, final grades, transfer credit, probation, suspension, or the interpretation of any of the policies listed above. The first step is an informal appeal to the individual who made the decision or interpretation. Typically this is the instructor. If satisfactory resolution is not possible at this level, the Associate Dean must be consulted (this function has been delegated by the Dean to the Associate Dean). If again no resolution is possible, a formal appeal may be initiated. Please ensure you are familiar with the policies and procedures of the following main appeals:
**Academic Appeals**

Please NOTE: The appeals policy is currently under revision. Changes are anticipated in Fall 2016 and will be reviewed with all faculty members after Senate approval.

Policy 96.02 (Academic Appeals) is provided to deal with any grievances or disputes concerning any University policy, procedure or disciplinary action related to admission, final grades, transfer credit, probation, or suspension for academic reasons from a course, program or the institution the interruption or suspension from a program based on student suitability to the profession, or the interpretation of any policies related to these issues. While this policy does not constitute a judicial process, all stages of the academic appeal process will be carried out in accordance with the principles of due process (e.g. the right to be heard, the right to a hearing from an unbiased tribunal). Students should contact the Associate Dean or the office of the Executive Director, Student Affairs for information regarding the academic appeal process. The procedure related to this policy is 96.02.001.

Appeals related to Policy 96.02 (Academic Appeals) should use the Student Appeal form found on the Student Affairs website.

**Final Grade Appeals**

All students have the right to file a final grade appeal if they feel that an error has been made in arriving at their final grade.

The first step is an informal appeal to the instructor and/or program chair. If a satisfactory resolution is not possible at this level, the student may request a meeting with the Associate Dean within five (5) working days of the meeting with the instructor and program chair. If the grade appeal is still not resolved, then the student may initiate a formal grade appeal.

Formal grade appeals must begin within 15 days of assignment of final grades. Forms to request a grade appeal are available online at http://www2.viu.ca/studentservices/StudentAppealforms.asp, at the Registration Centre or in the Dean’s office. A $25 administrative fee must accompany any formal appeal. The fee is refundable if the appeal is upheld. Further information about the final grade appeal process can be found online at https://www2.viu.ca/facultyhelp/GradeAppeal.asp.

**Conduct Appeals**

Vancouver Island University recognizes the right of students to appeal any disciplinary action imposed by the institution under the Student Conduct Code Policy (Policy 32.06). Students should contact the Office of the Executive Director, Student Affairs for information regarding the student conduct appeal process.

7. **HHS Policies on Student Progress in Practicum**

Most programs in HHS have very specific competencies that students must achieve in order to meet the regulated expectations for professional practice. For this reason, prompt identification and correction of progress issues are essential to support student learning and achievement of learning outcomes. Therefore HHS Faculty Council requested that Senate approve a Faculty-specific policy that provides principles and direction regarding:
identification of concerns about Student Progress in a clinical/practicum/practice experience/field education course, and instructional responses to address those concerns. Students must receive incremental feedback and be provided with the opportunity to improve their practice. The HHS website provides the specific policy, procedures, and documentation to guide faculty members. Consultation with the Chair is essential.

8. **HHS Policies on Client Safety**

Professional practice programs in HHS provide students with the opportunity for experiential learning with local health and social service providers. With the provision of this opportunity comes the assumption and management of risk of harm which is incumbent on faculty members. Therefore, the Faculty of Health and Human Services also has a policy and procedure regarding the management of risk and protection of the safety of clients who receive services from students in the placement setting. Faculty members must be familiar with these procedures and the steps to be taken if harm occurs or risk of harm is imminent. Harm to clients could be physical, social, psychological, etc. and appropriate action must be taken to protect the client first. In this circumstance, student learning is secondary, and will be returned to when the client is safe.

**VIU Calendar and Schedule of Dates**

The VIU calendar is available online and forms the contract we have with students. The Schedule of Dates section defines deadlines that both instructors and student need to pay attention to regarding course management, class start and end dates, withdrawals, etc. All HHS programs run according to the Academic and Career/Technical Programs or the Vocational/Trades Programs calendars.

**Course Outlines**

It is essential that all students have access to the basic information about the courses in which they are enrolled. Therefore, in every course the instructor(s) must provide the students with a syllabus in 12-point font that meets the requirements for the Centre for Innovation and Excellence in Learning and other pertinent requirements for the Federal Disabilities Legislation ([http://www.ccdonline.ca/en/socialpolicy/fda/](http://www.ccdonline.ca/en/socialpolicy/fda/)). This syllabus must include, but is not limited to, the information provided in the sample in Appendix C. Your program assistant can provide you with an electronic template.

The syllabus must either be provided in paper copy or be made available in electronic form. If the syllabus is only distributed electronically, the instructor must provide detailed instructions on how to access the syllabus. Unless circumstances dictate otherwise, the syllabus must be provided on or before the time of the second class meeting.

In the case of distance-learning classes that do not meet in person in the same physical setting, the enrolled students shall be provided with the electronic address, access instructions, and required information specified in the previous paragraph via either mail or e-mail.

The method of posting grades is important to share with students. Also, any instructions or limitations or preferences on students’ use of email for faculty contact need to be made explicit for students on the course outline.
It is important to include the course outline document for students to access and download in VIU’s learning management system (VIULearn) if your course is offered via this mode. Further, to facilitate posting to the web (VIULearn) we recommend you split the outline into 3 sections to capture student’s attention:

- Course overview (instructor info, description, course outcomes/objectives, texts and required readings; general teaching methods);
- Assignments (detailed outline of assignments, due dates, and percentage of mark);
- Course schedule (week to week outline of topics and readings).

Please provide a copy of the course outline to the program for our course files.

**Printing**

If you require hard copies of course outlines for class, please ensure you complete the appropriate order form for printing, attach it to your master copy, and send to printing ([http://www.viu.ca/printing/index.asp](http://www.viu.ca/printing/index.asp)). Phone: (250) 740-6209, Local 6209. Your Program Assistant can help you with this process.

Typically courseware material required for printing is sent to the printing and duplicating office 3 weeks prior to implementation to allow them to manage volume and ensure your copies are ready when needed. Also see photocopying in this document.

**Assignments and Grading**

Two weeks from the time the assignment was submitted is suggested as a reasonable “turnaround” time for marking or providing feedback on assignments.

With reference to student retention and engagement, withdrawal from a course is often related to a student’s perception of how they are doing. Best practices in teaching often require that students receive some formative feedback three (3) weeks into a course. It need not be a cumbersome process, e.g., quiz asking students to list the five (5) main principles of a particular approach. Reasons for withdrawal from a course are varied and it is incumbent upon instructors to be aware of student behaviours or course outcomes that may present as warning signs. Informal (and formal) methods of checking the status of such students is important. Preventing unnecessary withdrawals and understanding the reasons for course/program withdrawals is important for HHS and VIU evaluation processes.

Most students will submit assignments as attachments and they are encouraged to use “PDF” or “rich text format” to facilitate electronic conversion between word processing software.

Extensions on assignments, within the confines of the end of term dates, are up to the instructor to negotiate. You should outline your extension policy on the course outline. [We suggest that medical or family emergency is the only acceptable reasons for extension. A note from a doctor MAY be required as per policy. Other reasons may result in a penalty for late submission.]

If you assign an Incomplete (INC) or an In Progress (INP) grade you must fill out the appropriate form and submit it to the Records Office ([https://www2.viu.ca/facultyhelp/Grades.asp](https://www2.viu.ca/facultyhelp/Grades.asp)). An INC grade automatically converts to an F if the work described in the form is not completed within
90 days from the course end-date. To prevent this, the instructor must submit a change form (withdrawal form) to Records. If this is not done, a grade of “F” (Grade Point 00) will be assigned. The Program Assistant and Registration can assist with this.

**Faculty Course Management Guidelines and Practices**
The following information represents good practice in post-secondary education. The main considerations are highlighted here. Instructors are referred to their Chair and program for specific departmental practices. The following factors require consideration when managing courses:

**Provision of Course Outlines**
Discussed previously in this document (course outlines). Course outlines must be submitted to the Faculty in the format requested, and revised course outlines must be submitted when changes are made during the semester.

**Assessment and Feedback on Student Performance in a Course**
Timely and constructive feedback in response to student work is an essential element in the learning process. Constructive feedback refers to any type of instructor response that serves to inform, guide, encourage, and/or instruct the student in respect to relevant course work or related aspects of her/his learning endeavour. Students should also be able to assess their progress as early as possible.

Considerations in this section include: Make-up mid-term tests, assignments and other assessments during the semester; Determination of whether a make-up of a mid-term, assignment or other assessment during the semester should be given; Make-up of final exams; Missing a make-up (Mid-term test, assignment or assessment, final exam); Changes to an Announced Evaluation Scheme (e.g., extension in deadline); Period of Prohibition from Testing (e.g., last week of class in semester), and; Record Keeping. Once published changes should not be made to a course outline.

**Program/Faculty Handbooks or Guidelines**
Programs provide an online Student Handbook which may also be available in hard copy. The handbook must contain the procedures, items, and information specific to the program. The following guidelines may be underscored in the handbook, procedures, webpages/calendar, and course outlines where applicable:

- **Academic Integrity** (Student Code of Academic Conduct);
- **Course Variation** (variations that are appropriate among different sections of the same course). There is to be minimal variation in terms of learning objectives, assignments and evaluation methods;
- **Attendance**. Requirements beyond the VIU policy should be outlined, particularly requirements related to field internship, clinical, and preceptor courses.
- **Accommodation of Students with Disabilities**.
- **Student Email policy**.
- **Non-Academic Conduct**.
• Any program specific policy (approved by Faculty Council) should be outlined in the student handbook, in particular anything related to the weighting of final exams, group work, attendance, participation grades, etc. should be described in the student handbook for your program.

Deviation from Course Management Practices
Academic courses are highly varied in format, delivery, objectives, and structure. No course management guidelines can anticipate all possible circumstances and configurations. In cases where a course must vary from best practice, this should be discussed with the relevant Chair. Students will be informed in writing of such variances at the beginning of the course or, if they arise during the course, at the earliest possible opportunity.

Classroom and Instructional Management

Textbooks
Instructors are responsible for ordering textbooks. This is based on information from previous years and evolving currency in the subject matter. Orders are required about 3 months (e.g., order by May 15 for Fall semester) before the course starts so if you are recommending changes, please discuss them with the Chair or semester team lead, or at a departmental meeting, in plenty of time. Instructors are required to complete a textbook order form and submit it to the bookstore for ordering. Deadlines are important to ensure your course textbook (or packages) arrive 2 weeks in advance of the semester start-up. Information on timelines and packages may be accessed at http://www.viubookstore.ca/faculty_services.asp.

Program Assistants can provide additional directions.

Classlists
You can view your class list and waitlist online. To do so, you will need to enter the Course and Section ID of your class. Note that you must leave a space between the course code and section ID - for example: ENGL 115, not ENGL115. Also ensure that when entering the section ID that you use numbers, not letters - for example: F11N01, not FIINO1*.

If you have entered the course or section code incorrectly, you will get an "ERROR: Course / Section not found" message. If this happens, use the back button and try again by fixing the spacing, course name or section ID.

If instead you get a message that says you do not have permission to view the class list, please contact your Program Assistant.

• Class Lists - Students currently registered in your class.
• Wait Lists** - Students waiting to get into your class.

The information provided on these lists is in "real time". As soon as a student registers or the waitlist changes, it will appear on this list.
You can print your own class lists and submit grades using the same system. You can also securely access email for your entire class list or wait list simply by clicking on the icon at the bottom of the page after you have called up the list. For example:

Send an email to everyone in ENGL 115 / F13N01

The page may be found at https://records.viu.ca/compserv/htbin/weblogin_staff

**Office Hours**

All faculty, as part of their professional responsibilities, are expected to maintain posted office hours and be available to meet with students. Online course instructors set office hours in a variety of ways. Office hours need to be visible and posted outside your office and on VIULearn. Your course outline must clearly outline your availability for office hours and what students can expect from you relative to answering voice mail, email and VIULearn inquiries. This should also be announced in class. If you are a part-time instructor, we recommend that you be available for the hour prior to class, either in the classroom or in your office. You might want to set a ‘cyber’ office hour, but more important is prompt return of email messages from students (48 hours is a good guideline).

**Your VIULearn (D2L) Course**

The online components of your courses are stored in VIULearn (D2L). VIULearn is linked to both the Student Registration System (SRS) and the Schedule and Workload System (SAWS). These systems govern course creation and enrollment in VIULearn. Changes to these systems are processed nightly, and appear in VIULearn the next day.

This has a few important consequences:

a) You do not have to request a course (known as a “course shell”). When a course is created in SAWS it will be automatically generated in VIULearn.

b) You must be listed as the course instructor in order to access a course. Until you are the instructor of record in SAWS, you will not be able to see or make changes to a course.

c) When a student registers for your course, they will be automatically enrolled in the VIULearn course shell overnight. This means that your VIULearn classlist will not reflect changes made that day.

d) Waitlisted students do not appear in your VIULearn classlist as they do not have an official “seat” in your course. You will see waitlisted students on the official VIU classlist, however.

e) Students who have outstanding fees (tuition or other fees) will be automatically removed from your VIULearn classlist about halfway through the term. Once the student pays any outstanding fees they will be automatically added back into your course. Students withdrawn in this manner will not lose any data.
All courses created in VIULearn will be empty (contain no content) by default. You are responsible for adding material to your VIULearn course. Material you have developed previously in VIULearn (for instance, in a past term) can be quickly copied into your new course shell within the system. Additionally, an instructor can choose to share material with another instructor by enrolling them in their course. The newly enrolled instructor could then copy the desired course materials into their own course.

There are drop in times starting in late August until the beginning of term and January to help you with your VIULearn questions. Please see InVIU (inviu.viu.ca) for the most current offerings.

Remember to provide the learn.viu.ca link for your students to access VIULearn (D2L) in as many areas as possible. This webpage is where you and your students will log into VIULearn to access your course. The webpage also has links to the other learning technologies offered by the Centre.

1. **Accessing and Navigating VIULearn**

   To access the VIULearn login page:

   - From the VIU Homepage (www.viu.ca), choose Login from the black banner (top of page and top right) and select VIULearn (D2L) from the drop down list under “Login” OR
   - Type learn.viu.ca directly into your internet browser’s address bar

   On the left hand side of the page you will see the login area. The username and password are the same ones you use to login to a campus computer or your Outlook webmail account provided by VIU.

   The first page you see when you login is called your My Home page. For help navigating your My Home page, please see this video resource provided by the Centre:
   https://viutube.viu.ca/public/media/My+Home+Navigation/0_89ozchox

   You should see your courses in the My Courses area of the My Home page. To access your course and begin the course editing process, click directly on the course title.

   If you do not see a course you are expecting to see, it is possible that you are not listed as the instructor in SAWS. Please check with the person who is responsible for scheduling in your department to ensure you are listed as the instructor.

   The first page you see when you select a course is called the Course Home page. For help navigating your Course Home page, please see this video resource provided by the Centre:
   https://viutube.viu.ca/public/media/Course+Home+Navigation/0_gvw4c0ji

   From your Course Home page, you can access and begin editing your course by using the course navigation bar and selecting Course Materials - Content.

   Your course content area is where you will be able to build or edit your course structure and add and edit your course materials. For help navigating your Course Content area, please see this video resource provided by the Centre:
   https://viutube.viu.ca/public/media/Course+Content+Navigation+for+Instructors/0_a9d4wjg7
2. **Learning to Use VIULearn**
   You can get help and support when learning to use the VIULearn LMS. There is self-paced, fully-online training course available for faculty members through the Centre. You can begin the course at any time and there is no time limit on course access. Please email learnsupport@viu.ca to register for the course or receive more information about it.

3. **Semester Start-up Checklist**
   If you have copied course components from a previous year, term, or from another instructor please check that:
   
   - The start, due and end dates for all content and activities (such as Discussions, Quizzes and Dropbox Assignments) are updated for the current year or term
   - Any unwanted content or activities are set to “Draft” (hidden) or deleted from your course shell
   - You check any links, feeds, or other third party integrations in your course to ensure they are still functioning as expected
   - You have updated your course syllabus to reflect the current year or term as appropriate
   - Add welcome or course start up information to the News area to help students get started in your course
   - Check that any other instructors, TA’s or support staff members that need to access your course are enrolled correctly
   - Compare your official VIU classlist (SRS) to the classlist in VIULearn to ensure your students are enrolled correctly, remembering the new changes will not be reflected in VIULearn until they are processed overnight
     - To check your classlist in VIULearn choose Communication and Classlist from the course navigation bar.

   Once your course is ready for students, you must activate, or “open” your course for them. You can also edit the start and end dates of your course so it is not available to your students right away.

   The Centre offers student orientations to VIULearn at the beginning of the term. Consider contacting learnsupport@viu.ca for information regarding student orientations.

   Check your classlist to ensure accuracy once the Add/Drop deadline has passed and changes are no longer being made to enrollments.

4. **Getting Help with VIULearn**
   You can submit a support request by emailing learnsupport@viu.ca. The support email is monitored Monday to Friday, 9am to 4pm. You can also call us at 250-740-6179 Monday to Friday, 9am to 4pm.

**Classroom/On-line Expectations of Instructors**
The basic expectations of instructors regarding teaching are outlined in your Union agreement. You are free to change content in an on-line course (within the limitations imposed by the course
description and objectives) and load your own pages into the course content module. Be sure that you are comfortable with VIULearn procedures for doing this.

Teaching in the classroom should be equitable with the teaching online so that neither “group” nor cohort receives less information than the other. Please try to keep this in mind.

The following strategies are suggested, choose ones that work for your style of teaching and for the course content:

- Put on your course outline an expectation that everyone will access the course at least once per week and that assignments will be received by email or using the submit assignment feature which allows them to upload files without using email or messaging. (You can make exceptions if approached.)
- Attach your lecture notes to a discussion board posting the day after class, summarizing the class discussion and presenting the questions that came up in class/or conversely present questions from the discussion forum in class.
- Develop a course “FAQ” list and post it where students can easily find it.
- If you haven’t worked with bulletin boards or email previously, consider the “hidden” / covert / non-verbals in your messages and try to maintain a friendly and respectful tone. Experience suggests that students misinterpret the written message easily because of the absence of non-verbal indicators.
- Post a Discussion Board message just before an assignment is due reminding students of the best way to name their file (e.g., their name_assign#) and stating that you will NOT confirm receipt but that if you do not have the assignment at the end of marking, you will contact them.

Final Grade Reporting
Semester grades must be entered into Vancouver Island University’s Student Record System (SRS) within 5 days of the last day of exams, using the Grade Entry screen on the web and standard grade values (scroll down to view Grade Scale). If a grade has not been submitted by an instructor within this time frame, a grade of NGS (No Grade Submitted) will be entered by Registration. Further instructions on grade entry procedures can be found here: http://www.viu.ca/facultyhelp/GradeEntryInstructions.asp

VIU's Gradebook program is an excellent tool to help you keep track of course assignments, students’ marks and posting final grades. VIULearn also has gradebook managing capabilities. Future plans are to have the SRS, gradebook and VIULearn talk to one another in a seamless manner once some technical infrastructure components are worked through.

Note that if you assign an Incomplete (INC), In Progress (INP) grade, or want to change a grade, you must fill out the appropriate form and submit it to the Records Office for processing. Contact information for learning more about grade management and these forms may be accessed at http://www.viu.ca/facultyhelp/Grades.asp.

Students may view their final grades online at https://isweb.viu.ca/SRS/mystudentrecord.htm#findstudent. Assignment of final grades is the responsibility of Registration and Records; you may not post or otherwise disclose final grades to students in formats other than those mentioned above.
1. **Assigning Grades**
   You are asked to:
   - Confirm that assignments, tests, and exams follow the grade breakdown specified in the course outline.
   - Ensure that all assignments and tests are properly evaluated and final grade calculations are accurate.
   - Reread marginal or failed examinations.
   - Verify that accurate grades have been submitted to Registration and Records.
   - Notify the Associate Dean and your Chair if you become aware that a student is planning to file a grade appeal.

2. **Incomplete Grades (INC):**
   An incomplete (INC) grade is assigned if course requirements are not completed after 90 days from the course end date. It is generally used in exceptional medical or personal circumstances.

   If you assign an INC you must fill out an Incomplete Grade form (available from your Program Assistant or online at [http://www.viu.ca/facultyhelp/Grades.asp](http://www.viu.ca/facultyhelp/Grades.asp)) and give one copy to the student and a second copy to the Records office. Once the student has successfully completed the pending work by the date specified a Student Grade Change form must be completed and signed by the Dean before forwarding to Records.

   In Progress grades (INP) may apply to practicum courses where students have been unable to complete course requirements in the allotted time and further course work in the form of a re-enrolment in the course is required. The student will be required to re-enrol in the course within one year or the INP grade will be changed to an F. Withdrawal from the course will be considered non-enrolment. Once the student has completed the additional enrolment the final grade will be assigned to the last enrolment and the original INP grade will remain. An Assignment of In Progress (INP) Grade form must be used to assign the grade. A copy of the completed form is given to the student, and a copy is sent to Records who will input the grade.

**Cancelling Class**
   There are a few conditions that may impact changes in classes from proceeding as usual. These may include:

1. **Instructor Unable to Teach (due to illness, emergency, etc.)**
   In the event you are unable to teach one of your classes, please contact the Program Assistant and if possible arrange an alternate faculty to teach as early as possible. You should also post information on the VIULearn site in the News Tool.

2. **Severe Weather Conditions**
   There are times when classes on campus will be closed due to severe weather conditions. In general VIU’s policy is:
Before a decision is made to cancel classes and or activities due to snow or severe weather conditions, the Executive Director of Infrastructure & Ancillary Services, or designate, will have monitored local weather stations, RCMP advisories and other weather and road information sources for reports.

The decision to close the campus or cancel classes and activities is that of the President, or designate, in consultation with the Executive Director of Infrastructure & Ancillary Services. The Executive Director of University Relations or designate will then implement VIU’s communication protocols to the broader internal and external communities. The notice will be posted on the main page of the VIU website.

In situations where the Nanaimo campus is closed for snow or other severe weather conditions, campus closure will be considered in the following blocks:

- Daytime Classes and Activities - decision made by 6:00 am – employees working on the Nanaimo Campus will not be required to report to work.
  - “Daytime” refers to any class or activity ending by 6:00 pm.
- Evening Classes and Activities - decision made by 2:00 pm
  - “Evening” refers to any class or activity starting at or after 6:00 pm.

If evening classes and activities are taking place on a day that daytime classes have been cancelled, these evening classes and activities will operate without support services. These service areas include the Library, Cafeteria, Student Affairs and other service and support units. Security will be on campus during snow or other severe weather closures.

The Library Commons and Cafeteria seating will remain open during snow or severe weather closures.

Once a decision has been made to close the Nanaimo Campus the Deans responsible for offsite Nanaimo programs and the Campus Principals, will be responsible for the closure of those facilities and communicating the closure to their employees and to the Executive Director of University Relations or designate.

3. **Variance for Clinical Courses and Practice**

Many HHS programs have clinical, practice or field school courses. These courses may be in the same geographic area as the Nanaimo campus but many are in different locations that may have different weather patterns. There is recognition that weather situations can vary substantially across the geography of Vancouver Island University’s three campuses (Powell River, Cowichan, and Nanaimo). Therefore, decisions are made based on local campus conditions when the decision is made to close one or more VIU campuses.

For students and faculty who are in practicum environments, if a particular campus is closed, this relates to the campus (not all activity of VIU). In such situations, the faculty member would be making determinations based on a variety of factors (e.g., are there RCMP advisories to stay off the highways), in consultation with the Program Chair/Dean if necessary about whether the learning experience can safely occur/proceed.
It is important for faculty members to have contact information for students, and students to have faculty member contact information during clinical placements. This is particularly relevant in the case where the faculty member needs to be on site with the student for supervision purposes. If the institution (school, hospital, care centre) is closed then the student would not go. The student should have the ability to find this information out in the same manner that any employee would in that circumstance, but if in doubt the student should clarify with the instructor.

For current highway conditions, instructors and students are encouraged to go to Drive BC www.drivebc.ca/ or call 1-800-550-4997. If a student cannot make it to a practicum due to weather conditions, they must contact the instructor immediately by phone or e-mail.

If VIU has closed its campus and/or if the local school district is closing its schools and/or if busses are not running, this would be useful guideline, in addition to the drive BC information, for faculty to follow.

**Classroom Location**
Classrooms are assigned on the basis of the needs of a course and/or the number of students in a course section. The location of the classroom where you will be teaching is noted in the room booking system. Due to the shortage of available classrooms, in most cases it is not possible to change the location of your classroom.

If you plan to schedule a class in a location other than the regularly assigned classroom (for example, a field trip), please notify the Chair and Program Assistant in advance so that a record can be kept should you or one of your students need to be contacted in case of an outside emergency.

**Changes to Classroom Layout**
Studio, lab, shop or classroom furniture may be moved to suit your teaching style. Please consider the needs of other instructors using the classroom and return the furniture to its original configuration.

**Presentation Technology**
Presentation technology (PT) is available in some classrooms for multimedia presentations. Please ensure that you have the necessary training to use the equipment, including SMART Boards, computer stations, video projectors, etc.

**Photocopying Services**
You will need a VIU photocopy code authorized by your Program Chair and available from your Program Assistant.

Please ensure that large printing orders are submitted in advance, as previously described. Small photocopying jobs are typically done by faculty using the copy machines available in the reception areas on the 4th and 5th floor. In some circumstances it may be processed through your Program Assistant. Our local photocopiers are not designed to process copy bundles for classes on a regular basis and they WILL protest. It is best to use printing services. Please provide the material well in
advance of your required date. Allow up to five working days if the material needs to be typed. Please consider the volume of photocopying, competing work demands of others, and adequate time to complete the task if you request assistance.

The quantity of material to be typed and/or duplicated must be reasonable. If your work needs to be typed, please make sure your writing is legible.

Materials to be typed for tests and exams should be submitted early to allow time for you to proofread before it is duplicated. All materials will be photocopied double-sided, unless you request otherwise. Your completed material will be available in your mailbox. If you require typing or photocopying services, please fax or mail your request to the Program Assistant and call in advance to confirm the turnaround time.

Please note that faculty are encouraged to minimize the use of paper by maximizing posting of documents and web links (e.g., to the library databases) in VIULearn.

1. **Reproduction of Copyrighted Materials**

Under Canada’s Copyright Act it is illegal to copy or distribute most published materials without permission. This includes works of art, electronic materials, and print materials.

Bill C-11 received Royal Assent on June 29, 2012, and most of its provisions were brought into force on November 7, 2012. The new legislation introduces changes to the Copyright Act that are broad and far reaching for educational institutions, faculty, staff and students. It broadens the scope of the fair dealing exception to specifically include education, in addition to research, private study, criticism and review. Fair dealing for the purposes of education does not currently require attribution of the source and author. Detailed information on the issues is available at: [http://libguides.viu.ca/licenses](http://libguides.viu.ca/licenses)

Frequently asked questions (FAQs) on fair dealings are on the VIU web-site at [http://libguides.viu.ca/content.php?pid=164231&sid=1439771](http://libguides.viu.ca/content.php?pid=164231&sid=1439771). Be sensitive to this, educate yourself and call for consultation with the library.

The bookstore produces course packs for compiled required readings. VIU has assessed options and will continue licenses with ACCESS copyright. There will be no additional expense to students.

**Services for Students**

Students will often ask you for information on VIU campus services and facilities. The following information will assist you in directing students to the appropriate area. You may also refer students to Student Affairs or to their Student Union.

1. **Student Affairs**

[http://www.viu.ca/studentservices/](http://www.viu.ca/studentservices/)

**Nanaimo: Building 200, 900 Fifth Street,**

Mondays to Fridays, 8:30 am - 3:30 pm, in person;
8:30 am - 4 pm by telephone. Tel. 250-740-6416.
Duncan: Building 700, 2011 University Way.
Mondays to Fridays, 8:30 am - 3:30 pm. Tel. 250-746-3509.

Powell River: Building 610, Room 118, 100-7085 Nootka Street.
Mondays to Thursdays, 8:30 am - 4:30 pm;
Hours may vary - contact the campus for an up-to-date schedule. Tel. (604) 485-2878.

2. Admissions, Registration, and Records departments

Nanaimo: 250-740-6400 / 1-866-734-6252
Mon to Fri., 8:30 am - 3:30 pm
Building 200

Parksville/Qualicum: 250-248-2096
Mon to Fri., 8:30 am - 4:00 pm
Parksville Civic & Technology Centre
Vancouver Island University, 2nd floor
100 Jensen Avenue East, Box 42
Parksville, BC V9P 2G3

Cowichan: 250-746-3519
Monday to Thursday, 8:30 am - 7:30 pm (interac is not available after 3:00pm)
Friday, 8:30 am - 4 pm (interac is not available after 3:00pm)
Saturday 8:30 am - Noon (interac not available)
Vancouver Island University
2011 University WayDuncan, BC V9L 0C7

3. Advising
http://www.viu.ca/advising/

Counsellors can help students achieve their educational goals through the advising relationship. Counsellors can:

- Explore career and post-secondary options
- Choose or change program or courses
- Select courses that will help clarify options
- Clarify educational goals
- Develop educational plans
- Explore the impacts of dropping a course
- Make a switch to a new program
- Get connected with appropriate resources
Nanaimo:
To speak with an Academic Advisor (Educational Advisor) by phone, or to check drop-in times for the Nanaimo Campus, please call:
Toll Free at 1.888.920.2221 ext. 6410 or 250.740.6410
Email: advising@viu.ca
Advisors are available Monday to Friday, 10am to 2pm.
“Drop-in” sessions are 15 minutes and are on a first-come/first seen basis. Students may request a telephone interview. Drop in priority during the summer is for students who have already been accepted and course planning for September 2014, or students who are applying to programs that start this September. Most HHS programs also have a faculty member doing advising for students.

Cowichan:
Educational Advisors are available by appointment, Monday to Friday.
Phone: 250-746-3509
Email: advising.cowichan@viu.ca

Powell River:
Advisors are available to meet in Room 118 by appointment. Appointments can be made by calling the campus at 604-485-2878 or by emailing one of our advisors.
Email: Marie.Piche@viu.ca or Curtis.Colgrave@viu.ca

4. Campus Career Centre:
https://career.viu.ca/home.htm
Building: 310/Room: 109
Phone: (250) 740-6420

5. Campus Rec
https://www.viu.ca/campusrec/
Gymnasium Information & Hours - 250.740.6418
Building 190, Room 107

6. Counselling
Counselling Services offers free confidential and professional support to enrolled VIU students. Counsellors collaborate with students in a compassionate setting to clarify concerns, establish goals and explore resources for wellbeing. We offer a variety of services which can assist in the management of personal challenges allowing students to have the best university experience possible.

Services:

- Personal Counselling
- Crisis Response
- Wellness Workshops & Groups
• Orientation to Counselling Services
• Consultation with Faculty
• Referrals

Contact:
• Nanaimo: 250.740.6416 or drop-in at B200, 3rd floor, M-F 8:30-4:00
• Powell River: 604.485.2878 or email marie.piche@viu.ca.

7. Math Learning Centre
http://www2.viu.ca/mathcentre/index.asp
Location: Building 360, Room 303
Hours: Please check http://www.viu.ca/mathcentre/hours.asp for current opening hours

8. Shq’apthut – A Gathering Place - Services for Aboriginal Students Centre
Shq’apthut – A Gathering Place on the Nanaimo campus is staffed by a Services for Aboriginal Students team that supports Aboriginal students to succeed in achieving their academic goals.

Shq’apthut Hours
Monday to Thursday, 8 am to 9 pm
Friday, 8 am to 4 pm

Hours for Services for Aboriginal Students
Monday to Friday, 8 am to 4 pm

Services
• Listen and provide support to students with academic or personal concerns.
• Provide information on, or referrals to, the following: community services
  o personal counselling
  o substance abuse counselling
  o career planning
  o employment information
• Assist new students with applications, registration and timetabling.
• Provide information about Aboriginal bursaries, scholarships, student loans, and funding for Status, non-Status and Métis students.
• Assist out-of-town students to find accommodation and day-care.
• Promote cultural, recreational, and social activities in partnership with Aboriginal students and the Aboriginal Student Union Representative.
• Liaise with Bands, Tribal Councils, Aboriginal Organizations, students, faculty, and Elders.

For More Information
Nanaimo Campus
Bldg. 170
9. **Writing Centre:**
   [http://www.viu.ca/writingcentre/](http://www.viu.ca/writingcentre/)

   The Library - Fourth Floor - Room 474
   John Hill, Coordinator
   (250) 753-3245, Local 6191
# Essential Links for Instructors

<table>
<thead>
<tr>
<th>Topic</th>
<th>Website</th>
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<tr>
<td>HHS website</td>
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<td><a href="http://www.viu.ca/payroll/">http://www.viu.ca/payroll/</a></td>
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<td>Payroll portal</td>
<td><a href="https://isweb.viu.ca/hrisess/">https://isweb.viu.ca/hrisess/</a></td>
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<tr>
<td></td>
<td>Username = employee ID #, Password = SIN</td>
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<td>Campus Map</td>
<td><a href="http://www.viu.ca/map/index.asp">http://www.viu.ca/map/index.asp</a></td>
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<tr>
<td>Parking Permits</td>
<td><a href="https://viu.westpark.com/permits.php">https://viu.westpark.com/permits.php</a></td>
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<td>Employee ID Card</td>
<td><a href="http://www.viu.ca/library/account_stuemp.asp">http://www.viu.ca/library/account_stuemp.asp</a></td>
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<td>VIU new employee orientation</td>
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<td>InVIU - Intranet for VIU employees</td>
<td><a href="http://inviu.viu.ca">http://inviu.viu.ca</a></td>
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<td>Registration for Required Workshops</td>
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<td>Preventing &amp; Addressing Workplace Harassment</td>
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<td>Health &amp; Safety Orientation</td>
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<td>WHMIS</td>
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<td>Teaching, Learning and Technology</td>
<td><a href="http://www2.viu.ca/ciel/">http://www2.viu.ca/ciel/</a></td>
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<td></td>
<td>The Centre for Innovation and Excellence in Learning</td>
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<td>Technology Essentials for Employees</td>
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<tr>
<td></td>
<td>(how it pertains to you)</td>
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<tr>
<td>Copyright &amp; Licenses:</td>
<td><a href="http://libguides.viu.ca/licenses">http://libguides.viu.ca/licenses</a></td>
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<td>Navigating the Information Environment</td>
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<td></td>
<td>31.02 Copyright Policy</td>
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<td>31.06 Disruption-Free Learning &amp; Working Environment</td>
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<td>31.12 Ethics in Teaching</td>
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<td>32.05 Student Conduct Code</td>
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<td>32.06 Student Conduct Appeals</td>
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<td>95.03 Retention of Course Materials</td>
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<td></td>
<td>96.01 Student Academic Code of Conduct</td>
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<td></td>
<td>96.02 Student Academic Appeals</td>
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<td></td>
<td>Client Safety</td>
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<tr>
<td></td>
<td>Student Progress</td>
</tr>
<tr>
<td>HHS Policies and Procedures</td>
<td><a href="http://www2.viu.ca/hhs/faculty/policies-and-procedures.asp">http://www2.viu.ca/hhs/faculty/policies-and-procedures.asp</a></td>
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<tr>
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<td>Client Safety</td>
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<td>Student Progress</td>
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<tr>
<td>Governance, Administration, &amp; Planning</td>
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</table>

Table 2: Web links to know
Appendix A: Standards for Evaluation of Faculty Performance

Standards for Evaluation of Professional Performance
The intent of these standards is to recognize and maintain excellence of teaching, service, and scholarly activity at the university, and to provide a means whereby less than satisfactory professional performance can be identified and remedied where possible. The purpose is to provide a basis for assessment of faculty effectiveness. The standards are interdependent and reflect the minimum standards and responsibilities of the faculty member.

Note for BCGEU faculty: Standards 1 and 2 are the required minimum standards for employee performance evaluation. Standard 3 is a recommended standard for further employee development.

Standards of Teaching
Satisfactory teaching requires all of the following:

a) Professional relationships with students and colleagues.
   i) Tolerance of different opinions and respect for other views.
   ii) Freedom of students to ask questions in class.
   iii) Awareness and respect for the educational goals, policies, and standards of the institution.
   iv) Effective working relationships with colleagues in the development and implementation of curricular goals and standards.
   v) Engagement in ongoing discourse with colleagues on matters of professional practice.

b) Planning and organizing of teaching.
   i) Organization of course.
   ii) Availability for individual consultation.
   iii) Appropriate amount of work for students in course.
   iv) Timely return of assignments and tests.

c) Teaching effectiveness.
   i) Clear explanation of material.
   ii) Stimulation of interest in course.
   iii) Effective teaching style.
   iv) Materials appropriately spaced over semester.
   v) Clear explanation of course objectives.
   vi) Questions answered effectively.

d) Assessment and evaluation.
   i) Clear and appropriate expectations for assignments.
   ii) Assessment and evaluation consistent with course objectives.
   iii) Sufficient feedback on assignments.
   iv) Fair grading system.
e) Content competence.
   i) Maintenance of currency.
   ii) Addressing changing requirements.

Standards of Service
In addition to the expectation that faculty will attend and participate in scheduled departmental and Faculty meetings, service is also expected through one or more of the following activities:

a) Institutional governance.
   i) Contribute to institutional governance through participation on Senate, Standing Committees, institutional committees, Board, etc.
   ii) Participate in Faculty, departmental committees, and/or projects.

b) Institutional development.
   i) Participate in institutional working groups, task forces, committees, etc. focused on development related to teaching and learning.
   ii) Facilitate seminars, workshops, institutes, and other professional development activities focused on development related to teaching and learning.

c) Professional.
   i) Participate in professional organizations related to discipline expertise.
   ii) Mentor colleagues, new faculty, student assistants, etc.

d) Community.
   i) Participate in community organizations or activities in work related to discipline expertise.
   ii) Hold elected or appointed positions in community service organizations, commissions, boards, etc.
   iii) Hold elected or appointed positions in government.

Standards of Scholarship
Engaging in scholarship through one or more of the following activities:

a) Scholarship of discovery.
   i) Investigations leading to discovery of new knowledge.
   ii) Creative works in the literary, visual and performing arts.

b) Scholarship of integration (making connections in and between the disciplines, altering contexts in which people view knowledge).
   i) Membership and/or administration of a research centre or institute.
   ii) Presentations at conferences, workshops, etc., integrating knowledge in new ways.
   iii) Publications that integrate knowledge in new ways.
c) Scholarship of application (integration of theory and practice).
   i) Application of knowledge to consequential problems.
   ii) Investigation to assist individuals or institutions in the application of knowledge.
   iii) Investigation leading to the application of new knowledge in the work place.
   iv) Design of applied project and/or technology.
   v) Investigation leading to improved systems.

d) Scholarship of teaching (investigation into the practice of teaching).
   i) Systematic investigation of innovation in teaching.
   ii) Investigation of ways to better help students become critical thinkers and independent learners.
Appendix B: Faculty Self-Evaluation

BCGEU Probationary Faculty: Template

Name: ____________________________

Program(s): __________________________

Semester & Year: __________________________

Appointment Type: □ Regular Full-Time  □ Regular Part-Time (______ FTE)

Evaluation: □ Formative  □ Summative

Previous Appointments:
Describe any previous appointments at VIU, or other post-secondary experience, including dates.

Identify any interruptions in your current appointment (eg. Leaves):

Overview
Faculty responsibilities involve teaching and preparation, participation in departmental and institutional activities as per article 14.2 of the collective agreement, as well as scholarly and service activities.

☐ This constitutes a summative evaluation of the probationary period.

The appointment letter indicates the following conditions:
(faculty to fill in and comment on whether those have been fulfilled/progress toward)

In preparing this formative/summative evaluation the following sources have been reviewed and are attached (check/cross out).

☐ Student evaluations of the faculty member completed in (list terms below)

☐ Peer evaluations submitted by the faculty member
☐ Feedback from the Program Chair
☐ Self-evaluation submitted by the faculty member [below]
☐ Portfolio demonstrating excellence in relation to the HHS Faculty Standards

Summarize evidence from the above inputs and include originals with submission.

Evaluation of Standards for Professional Performance

Teaching
[Replace the following example with a summary of your own student evaluations from the last year.]
BCGEU Faculty Evaluation: Probationary Period

<table>
<thead>
<tr>
<th>Course</th>
<th>Section</th>
<th>Title</th>
<th>Summary Numerical results</th>
</tr>
</thead>
<tbody>
<tr>
<td>HCAS 106T</td>
<td>F15D01</td>
<td>Lab Skills</td>
<td>Evaluation was administered online between March 23 - April 3, 2015, using the VIU Instructor Evaluation form. x/x evaluations were completed for a response rate of x%. <strong>Average x/5</strong></td>
</tr>
<tr>
<td>PNUR 107</td>
<td>S16N01</td>
<td>Consolidated Practice</td>
<td>Evaluation was administered online between March 20 - March 29, 2015, using the VIU Clinical Instructor Evaluation form. x/x evaluations were completed. <strong>Average x/5</strong></td>
</tr>
</tbody>
</table>

Faculty Comments
Review your evaluations for the period being evaluated and summarize the numerical results—average, response rate in the chart above. Make note of any student comments that highlight teaching performance or which you wish to work on. Comment specifically on the Professional Teaching Standards (attached) in relation to your performance.

Dean's Comments
After reviewing the materials submitted in conjunction with the student comments I am able to make the following comments in relation to the standards of teaching used within the faculty.

Service

Faculty Comments
Review your service activities for the period being evaluated and summarize your contributions to university life through departmental, faculty, and university wide committee work. Describe any community engagement activities that you have undertaken as a VIU representative. Comment specifically on the Professional Service Standards (attached) in relation to your performance.

Dean's Comments
After reviewing the materials submitted I am able to make the following comments in relation to the standards of service used within the faculty.

Scholarship (optional for BCGEU)

Faculty Comments
Review your scholarly activities for the period being evaluated and identify which type of Boyer’s Model of Scholarly Activity you have undertaken. Describe how you have involved undergraduate students in research or community engagement. Note any knowledge dissemination activities that you have
BCGEU Faculty Evaluation: Probationary Period

undertaken this year. Comment specifically on the Professional Standards for Scholarship (attached) in relation to your performance.

**Dean’s Comments**
After reviewing the materials submitted I am able to make the following comments in relation to the standards of scholarship used within the faculty.

**Formative Evaluation**
Identify 3-5 specific goals for improvement for the next year.

**Dean’s Comments**

**Summative Evaluation – Year 1**

**Dean’s Comments**
Since this is the final term of your probationary period as a regular faculty member, this is a summative evaluation, using the Standards for Evaluation of Professional Performance. The summative evaluation incorporates formative feedback from students in the first year, your self-evaluation, and a review of your portfolio.

This evaluation has resulted in [one of the following]:

- Confirmation of your status as a regular employee with an ongoing appointment [refer to BCGEU definition of regular status].
- Continuation of your probationary status [refer to BCGEU definition of regular status].
- Termination as a VIU employee.

Dr Carol Stuart, Dean

Faculty Member

Date

Date
VIUFA Probationary Faculty: Template

VIUFA Faculty Evaluation: Probationary Period

Name: ____________________________________________

Program(s): ______________________________________

Semester & Year: __________________________________

Appointment Type:  
☐ Regular Full-Time  
☐ Regular Part-Time (____ FTE)

Evaluation:  
☐ Formative  
☐ Summative

Previous Appointments:  
Describe any previous appointments at VIU, or other post-secondary experience, including dates.

Identify any interruptions in your current appointment (eg. Leaves):

Overview
Faculty responsibilities involve teaching and preparation, participation in departmental and institutional activities as per article 7.2.2 of the collective agreement, as well as scholarly and service activities.

☐ As per article 7.3.3 this constitutes a formative evaluation of the first year of the probationary period; or,

☐ As per article 7.3.4 this constitutes a summative evaluation of the probationary period

The appointment letter indicates the following conditions:  
(faculty to fill in and comment on whether those have been fulfilled/progress toward)

In preparing this formative/summative evaluation the following sources have been reviewed and are attached (check/cross out).

☐ Student evaluations of the faculty member completed in [list terms below]  
☐ Peer evaluations submitted by the faculty member  
☐ Feedback from the Program Chair  
☐ Self-evaluation submitted by the faculty member [below]  
☐ Portfolio demonstrating excellence in relation to the HHS Faculty Standards  
☐ Other

Summarize evidence from these inputs below and include originals with submission.
Evaluation of Standards for Professional Performance

Teaching

<table>
<thead>
<tr>
<th>Course</th>
<th>Section</th>
<th>Title</th>
<th>Summary Numerical results</th>
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</thead>
<tbody>
<tr>
<td>CYC 111</td>
<td>F15D01</td>
<td>Child Development</td>
<td>Evaluation was administered online between March 23 – April 3, 2015, using the VIU Instructor Evaluation form. x/x evaluations were completed for a response rate of x%. Average x/5</td>
</tr>
<tr>
<td>NURS 175</td>
<td>I16N01</td>
<td>Consolidated Practice</td>
<td>Evaluation was administered online between March 20 – March 29, 2015, using the VIU Clinical Instructor Evaluation form. x/x evaluations were completed. Average x/5</td>
</tr>
</tbody>
</table>

Faculty Comments
Review your evaluations for the period being evaluated and summarize the numerical results –average, response rate in the chart above. Make note of any student comments that highlight teaching performance or which you wish to work on. Comment specifically on the Professional Teaching Standards (attached) in relation to your performance.

Dean’s Comments
After reviewing the materials submitted in conjunction with the student comments I am able to make the following comments in relation to the standards of teaching used within the faculty.

Service

Faculty Comments
Review your service activities for the period being evaluated and summarize your contributions to university life through departmental, faculty, and university wide committee work. Describe any community engagement activities that you have undertaken as a VIU representative. Comment specifically on the Professional Service Standards (attached) in relation to your performance.

Dean’s Comments
After reviewing the materials submitted I am able to make the following comments in relation to the standards of service used within the faculty.

Scholarship

Faculty Comments
Review your scholarly activities for the period being evaluated and identify which type of Boyer’s Model of Scholarly Activity you have undertaken. Describe how you have involved undergraduate students in
VIUFA Faculty Evaluation: Probationary Period

research or community engagement. Note any knowledge dissemination activities that you have undertaken this year. Comment specifically on the Professional Standards for Scholarship (attached) in relation to your performance.

Dean’s Comments
After reviewing the materials submitted I am able to make the following comments in relation to the standards of scholarship used within the faculty.

Formative Evaluation – Year 1
Identify 3-5 specific goals for improvement for the next year.

Dean’s Comments
Since this is the first year of your probationary period as a regular faculty member, this is a formative assessment of your performance, using the Standards for Evaluation of Professional Performance, after the Spring term. Together, we have identified an action plan for improvement, including any changes that must be demonstrated prior to the end of probation.

Summative Evaluation – Year 2 (Regular Two-Year Probation)

Dean’s Comments
Since this is the final term of your probationary period as a regular faculty member, this is a summative evaluation, using the Standards for Evaluation of Professional Performance. The summative evaluation incorporates formative feedback from students in the first year, your self-evaluation, and a review of your portfolio.

This evaluation has resulted in [one of the following]:

☐ Confirmation of your status as a regular employee with an ongoing appointment (refer to VIUFA Article 7.2.6).
☐ Continuation of your probationary status (refer to VIUFA Article 7.2.5).
☐ Termination as a VIU employee (refer to VIUFA Article 7.2.7).

Dr Carol Stuart, Dean

Faculty Member

Date

Date
Sessional / Term Faculty Template

Faculty Evaluation

Name: 

Program(s): 

Semester & Year: 

Appointment Type:  
- Regular Full-Time  
- Regular Part-Time (___ FTE)  
- Sessional / Term

Evaluation:  
- Formative  
- Summative

Previous Appointments:  
*Describe any previous appointments at VIU, or other post-secondary experience, including dates.*

Identify any interruptions in your current appointment (eg. Leaves):

Overview
Instructor responsibilities involve teaching and preparation, and participation in departmental and institutional activities, as per article 7.2.2 of the VIUFA collective agreement and article 14.2 of the BCGEU collective agreement.

This constitutes an evaluation:
- for the purpose of right of first refusal (article 9.2.2.2 of the VIUFA collective agreement)  
- to provide formative feedback regarding student concerns (BCGEU and VIUFA)

The appointment letter indicates the following conditions:  
*(Faculty to fill in and comment on whether these have been fulfilled / progress toward)*

In preparing this evaluation the following sources have been reviewed and are attached (check/cross out).

- Student evaluations of the faculty member completed in (list terms below)
  -  
- Peer evaluations submitted by the faculty member
- Feedback from the Program Chair
- Self-evaluation submitted by the faculty member [below]

Summarize evidence from these inputs below and include originals with submission.
Self-Evaluation of Standards for Professional Performance

Teaching

<table>
<thead>
<tr>
<th>Course</th>
<th>Section</th>
<th>Title</th>
<th>Summary Numerical results</th>
</tr>
</thead>
<tbody>
<tr>
<td>CYC 111</td>
<td>F15D01</td>
<td>Child Development</td>
<td>Evaluation was administered online March 23 – April 3, 2015, using the VIU Instructor Evaluation form. All x/x evaluations were completed for a response rate of 100%. Average x/5</td>
</tr>
<tr>
<td>NURS 175</td>
<td>I16N01</td>
<td>Consolidated Practice</td>
<td>Evaluation was administered online March 23 – April 3, 2015, using the VIU Instructor Evaluation form. All x/x evaluations were completed for a response rate of 100%. Average x/5</td>
</tr>
</tbody>
</table>

Faculty Comments
Review your evaluations for the period being evaluated and summarize the numerical results – average, response rate in the chart above. Make note of any student comments that highlight teaching performance or which you wish to work on. Comment specifically on the Professional Teaching Standards (attached) in relation to your performance.

Dean’s Comments
After reviewing the materials submitted in conjunction with the student comments I am able to make the following comments in relation to the standards of teaching used within the faculty.

Service

Faculty Comments
Review your participation in departmental activities for the period being evaluated, and summarize your contributions to the program. Comment specifically on the Professional Service Standards (attached) in relation to your performance.

Dean’s Comments
After reviewing the materials submitted I am able to make the following comments in relation to the standards of service used within the faculty.

Action Plan by Instructor
Identify 3-5 specific goals and strategies for improvement.
Faculty Evaluation

Dean's Comments
After reviewing the materials submitted I am able to make the following comments in relation to the standards of scholarship used within the faculty.

Evaluation

Dean's Comments
This is an evaluation using the Standards for Evaluation of Professional Performance, and has resulted in [one of the following]:

☐ Confirmation of right of first refusal (VIUFA).
☐ Recommendations that must be undertaken during ongoing appointment.
☐ Recommendations that must be met prior to further employment.

Dean's Recommendations

This is a:

☐ Satisfactory evaluation
☐ Unsatisfactory evaluation

Dr Carol Stuart, Dean

Date

Faculty Member

Date
Appendix C: Sample Course Syllabi

Sample Course Syllabi (minimum requirements/guidelines)

**Please consult the Program Assistant for “Standard wording” for your program area.

1. Title Page to include:
   a) Institution Info (Institution Name, Department/Faculty, Logo)
   b) Course prefix, number, title (units), e.g., Nurs 113, Professional Practice II: Introduction to the Discipline of Nursing
   c) Instructor’s name, office number, office telephone number and/or e-mail address, and office hours
   d) Class term
   e) Days and Times (Day of Week, Start and End times for classes, Start week and End week date, days class is not held due to holidays or religious observances)
   f) Meeting times, and location
   g) Labs/Tutorials (Location, Times, Teaching Assistants/Resources)
   h) URL of Course Web site OR location within course management system

2. Course Description (Overview)
   Description of the course as it will appear in the Calendar cannot exceed 40 words.
   Note: practice (fieldwork) hours, service learning, clinic experience, lab or material fees, designation of the course as "Credit/No Credit" or "Letter grade only (A-F)", or other requirements that do not describe the content of the course are not included in the 40 word limit.
   a) Prerequisites (Courses, Skills, Permissions, Signatures)
   b) Overview of Course (Key concepts/topics, how course fits within program, ideal audience for course, rationale/benefits of taking course)

3. Student Learning Outcomes (SLO)
   What students should know and be able to do upon completion of the course.

4. Outline of Subject Matter
   Course subject matter should be directly aligned with Student Learning Outcomes. The number of the corresponding SLO should appear in parentheses after relevant content.

5. Teaching/Learning Strategies
   List of strategies used in course e.g., lectures, group activities, questions, debates, videos, podcasts, to give students a sense of how the class will run
   Workload (Estimated amount of time you expect students to prepare for class, working on assignments etc. Students appreciate an honest approximation of your expectations
6. Required Course Materials (e.g., textbooks, readings other than textbook, course pack, library reserves, specific course tools such as calculator, medical supplies)

7. Assessments and Grading System

7.1 The Standard Course Outline should contain course prerequisites, type (practice/lab/classroom), hours, designation of course (e.g., grade, credit/no-credit), expected instructor timelines, and guidelines about extensions.

7.2 The Standard Course Outline should contain a description of key assessments that measure student performance on course SLOs. The number of the corresponding SLO should appear in parentheses after relevant assessments. The description of these assessments should be sufficient to allow course instructors to incorporate them in course syllabi. Course instructors may have additional assessments that are explicitly linked to SLOs. The following matrix is an example of how to display course assessments linked to SLOs:

Assessment in Course XXX:

<table>
<thead>
<tr>
<th>Assignment Description</th>
<th>Linked to SLO</th>
<th>% of Course Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment #1 (brief descriptive title and/or description)</td>
<td>SLO #3</td>
<td>xx%</td>
</tr>
<tr>
<td>Assignment #2 (brief descriptive title and/or description)</td>
<td>SLO #2</td>
<td>xx%</td>
</tr>
<tr>
<td>Assignment #3 (brief descriptive title and/or description)</td>
<td>SLO #1</td>
<td>xx%</td>
</tr>
<tr>
<td>Assignment #4 (brief descriptive title and/or description)</td>
<td>SLO #4</td>
<td>xx%</td>
</tr>
<tr>
<td>Assignment #5 (brief descriptive title and/or description)</td>
<td>SLO #5</td>
<td>xx%</td>
</tr>
</tbody>
</table>

7.3 Grading policies and procedures and the percentage of the course grade associated with each assessment must be explicit on each instructor’s syllabus. Instructors must develop scoring guidelines for assessments, which must be made available to students.

7.4 The final course grade will be based on a descriptive scale such as the following:

Grade Scale (effective September 2010)

<table>
<thead>
<tr>
<th>Grade</th>
<th>=</th>
<th>Percentage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>90 - 100</td>
<td>Excellent (First Class Standing)</td>
<td></td>
</tr>
<tr>
<td>A</td>
<td>85 - 89</td>
<td>A mastery of the relevant course standards</td>
<td></td>
</tr>
<tr>
<td>A-</td>
<td>80 - 84</td>
<td>Good</td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>76 - 79</td>
<td>Above average proficiency of the relevant course standards</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>72 - 75</td>
<td>Good</td>
<td></td>
</tr>
<tr>
<td>B-</td>
<td>68 - 71</td>
<td>Above average proficiency of the relevant course standards</td>
<td></td>
</tr>
<tr>
<td>C+</td>
<td>64 - 67</td>
<td>Satisfactory proficiency of the relevant course standards</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>60 - 63</td>
<td>Satisfactory proficiency of the relevant course standards</td>
<td></td>
</tr>
<tr>
<td>C-</td>
<td>55 - 59</td>
<td>Satisfactory proficiency of the relevant course standards</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>50 - 54</td>
<td>Poor</td>
<td></td>
</tr>
</tbody>
</table>
8. Policies for Attendance, Withdrawal, Late Assignments

The instructor’s syllabus must contain explicit statements of attendance, withdrawal and late assignment policies, which must be consistent with University policies. Instructors should refer to the current VIU website (http://www.viu.ca/policies/) for campus guidelines and policy statements as they develop their individual course policies. Information may be found in the Faculty Orientation/Resource Manual.

9. Rights and Responsibilities of Students

Many institutions are developing rights and responsibility statements with both instructor and student bodies. Here are some examples that are showing up in syllabi:

- Right of students to have class meet on required days throughout term; instructors have right to expect students to show up on time for learning
- Right of students to have an instructor organized and prepared class; instructors have right to similarly expect students to be prepared and ready for learning each class
- Right of students to expect instructors to grade and return assignments and tests within a reasonable time frame; instructors have right to expect students to hand in assignments on time

10. Students with Disabilities

Required statement in standard course outline and each syllabus:

Students with disabilities who need reasonable modifications, special assistance, or accommodations in this course should promptly direct their request to the course instructor and to Disability Services. If a student with a disability feels that modifications, special assistance, or accommodations offered are inappropriate or insufficient, he/she should seek the assistance from Disability Services (https://www.viu.ca/disabilityservices/) on campus.

Phone: (250) 740-6446, Email: disabilityservices@viu.ca

11. Selected Bibliography (1-2 pages; please check with VIU to see what format is required - e.g., APA, MLA, Harvard, Chicago.)

12. In keeping with the VIU’s Innovation and Excellence in Learning, instructors are required to make their course syllabi and materials accessible to all students, including print and e-versions. If e-versions are used as a standalone then the instructor must provide explicit direction for how this may be accessed.
13. Disclaimer

It is wise to include a statement about the subject of change. Guest speakers, length of time to cover a topic, a field trip, or even some class formats may change due to a variety of reasons. Try not to change assignment and test dates. If there are any changes, inform the students both in writing and orally in class. Provide an updated syllabus on your course web site.
# Appendix D: Forms

## Request for Vacation Exchange

**VIUFA Article 12.2**

Name: __________________________

The VIUFA vacation period is **June 15 to August 15**, inclusive. No form is required to take vacation during this time. Requests for vacation time outside the normal vacation period (excluding December 25-January 1) must be made in writing by completing this form and having it approved and signed by the program chair and dean. Faculty who are required to work within the normal vacation period will be given equivalent time off. The request and arrangements for time off must be made in writing.

### Dates worked during the normal vacation period (June 15 – August 15):

<table>
<thead>
<tr>
<th>From:</th>
<th>To:</th>
<th># of Days</th>
</tr>
</thead>
<tbody>
<tr>
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<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total number of days __________

### Dates of proposed absence outside the normal vacation period:

<table>
<thead>
<tr>
<th>From:</th>
<th>To:</th>
<th># of Days</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

Total number of days __________

### Courses or scheduled work during this time:

### Arrangements to cover responsibilities (if necessary):

### Contact telephone / address if available:

Faculty signature: __________________________ Date: __________
Chair’s signature: __________________________ Date: __________
Dean’s signature: __________________________ Date: __________

Copy: Faculty member
Dean’s office

Revised: May 17, 2016
V:\HR\Templates\Vacation Exchange Form