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Introduction
Welcome to Vancouver Island University. I am pleased you have joined our vibrant, supportive VIU community. We know our faculty and staff are the most important resource we have – and are the reason we can provide such a unique, exceptional experience for our students.

In joining VIU, you have become part of the VIU Education Enterprise Region – our vision for the local economy that is evolving from resource extraction to knowledge-based. We see our role in this enterprise as training those who will complete this transformation, and you, like all of our faculty and staff will be a vital part of that process. Each person who works here – regardless of what their job description says – makes an important contribution to the educational, personal and professional successes of each student.

We believe that education is the most reliable way to improve the socio-economic conditions of a population and drive social change. In this role, we hope to expand our reach and continue to develop strong community relationships within our region, and grow the network of post-secondary institutions we work with. We are also very proud of the relationships we have with Indigenous Peoples in our regions and beyond, and are committed to taking a leadership role in supporting the process of reconciliation.

The biggest opportunity we have is to help those who would not otherwise attend post-secondary education understand why they should and provide the encouragement and support they need to apply. As a learning-first institution, we aim to surround our students with the supports they require to achieve their best possible outcomes. This goes far beyond the content in the classroom – it is providing the appropriate additional services so, if and when they need help, they can easily find it in VIU's inclusive, safe environment.

These supports extend to our faculty and staff as well. We will strive to ensure you have a positive, engaging work environment where you can thrive personally and professionally. Along with this goes a high set of expectations because we believe so strongly in your ability to do great things here.

Again, welcome and thank-you for joining our team of passionate, creative professionals who are dedicated to helping our students succeed each and every day.

Sincerely
Dr. Ralph Nilson
President & Vice-Chancellor
Vancouver Island University
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, Health Care Assistant, Nursing, Practical Nursing, Social Work, School and Education Assistant and Community Support, 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, and is delegated many day to day aspects of operations.

Organizational Chart

Figure 1: HHS Organizational Chart
## Contact List

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

<table>
<thead>
<tr>
<th>Role</th>
<th>Name</th>
<th>Extension</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dean</td>
<td>Patricia O'Hagan</td>
<td>6241</td>
</tr>
<tr>
<td>Associate Dean</td>
<td>TBA</td>
<td>6242</td>
</tr>
<tr>
<td>Elder-in-Residence</td>
<td>Geraldine Manson</td>
<td>2068</td>
</tr>
<tr>
<td>Dean’s Assistant</td>
<td>Linka van As</td>
<td>6272</td>
</tr>
<tr>
<td>HR Assistant</td>
<td>Kathryn Oldham</td>
<td>TBA</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>
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<tbody>
<tr>
<td>Child and Youth Care</td>
<td>Manjeet Uppal (6651)</td>
<td>TBA (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></td>
<td>Andrew Hollenberg (2377)</td>
<td></td>
</tr>
<tr>
<td>Early Childhood Education and Care</td>
<td>Sheila Grieve (6635)</td>
<td>Jocelyn Byfield (6251)</td>
</tr>
<tr>
<td>Education Assistant/Community Support</td>
<td>Sheila Grieve (6635)</td>
<td>Jocelyn Byfield (6251)</td>
</tr>
<tr>
<td>Health Care Assistant</td>
<td>Kim Fraser (6249)</td>
<td>Rose von Schilling (6569)</td>
</tr>
<tr>
<td>Nursing</td>
<td>Leslie Sundby (6260)</td>
<td>Amy Moen (6175)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Deb Roe (6175)</td>
</tr>
<tr>
<td>Practical Nursing</td>
<td>Wilma Zaal DeLongchamp (6249)</td>
<td>Rossanne Sutherland (6243)</td>
</tr>
<tr>
<td>Social Work</td>
<td>Louise Stern (6268)</td>
<td>Laurie Friskie (6447)</td>
</tr>
<tr>
<td>Professional Development &amp; Training</td>
<td>Nicole Bennett (6327)</td>
<td>Deirdre Godwin (6322)</td>
</tr>
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### Practicum Coordinators

<table>
<thead>
<tr>
<th>Role</th>
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<th>Extension</th>
</tr>
</thead>
<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>
</tr>
<tr>
<td>Health Programs</td>
<td>Ciara Mitenko (6270)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Amy Moen (6175)</td>
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</table>

### Health Lab Support

<table>
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<tr>
<th>Role</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>Brittany van Viegen (6224)</td>
<td></td>
</tr>
<tr>
<td>Equipment Supply Clerk</td>
<td>Lynn Brimacombe (250-618-1350)</td>
<td>Susje Semmler (6593)</td>
</tr>
<tr>
<td>Dental Supplies Clerk</td>
<td>Lynn Brimacombe (6240)</td>
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<tr>
<td>Dental Clinic Appointments</td>
<td>Call and leave message at 6240</td>
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*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 website.

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.

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.

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.

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 Education Assistant Community Support (EACS) Certificate program (or equivalent) and offers flexible delivery options.

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).
Education Assistant Community Support (EACS)
This program prepares graduates for a rewarding career working with and caring for people with challenging mental, physical or emotional conditions. It includes both theoretical studies and practical applications for working with people of all ages who have disabilities. You will learn how to support people in community programs, residential programs, and in schools as education assistants. Students participate in hands-on training during two separate practica, one in a school and one in a community setting.

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.

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.

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.

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.

**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.

**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 on the HHS PD&T website.

**Faculty Centres**

**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. The 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.
Working in the Faculty of Health and Human Services

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 is available on the InVIU website under Pro D Calendar. 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 employees at Vancouver Island University (VIU) are represented by VIUFA, BCGEU, or CUPE. The agreements are available online and form a component of your contract. Please ensure that you are familiar with the terms and conditions. If you have any questions regarding contractual interpretation, please check with your chair, the Dean, or your union steward.

Human Resources Support
Check out the Human Resources web page for information on support available through HR.
Vacation and Leave Requests

**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**
Regular CUPE employees receive vacation according to their years of employment, as laid out in the CUPE Collective Agreement. Term CUPE employees receive 6% vacation pay in lieu of paid time off. 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.

**VIUFA**
Each faculty member receives 44 days of paid vacation per year, taken June 15 to August 15 each year. Faculty who wish to take vacation any other time of the year 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.
Professional Development
All employees 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 your collective agreement for details.

Expenses

Travel and Other 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. Employee expenses are approved by the appropriate program chair. Program chair expenses are approved by the Dean. 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.
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. These responsibilities include, but are not limited to:

- Maintaining posted office hours;
- Meeting with students;
- Participating in departmental and institutional activities, such as program meetings, Faculty, and Faculty Council meetings;
- Curriculum development;
- Professional development activities;
- Other administrative responsibilities.

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, approximately 2 weeks. If you will be taking longer please ensure that you advise your students.

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.
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/). 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.

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 (see 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.

**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). Phone: (250) 740-6209. 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.

**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.
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

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.

**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.

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 Resources

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. If you are teaching at Cowichan or Powell River, please contact local library staff 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.

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 Employee Guide to Getting Started with VIU Technology website.

Security/Parking

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.

Classroom Access
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 you can 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.
Parking
Parking at the Nanaimo campus 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/

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
Departmental guest passes are available from the HHS Program Assistants, and 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.

Health and Safety (H&S)
VIU is responsible for ensuring that all employees are properly instructed and trained on how to do their work safely. This includes providing safety orientation for new and young workers. The VIU orientation will include general information for VIU, however a job specific orientation must also be completed by supervisors.

Effectively training and orienting our employees is key to helping them stay safe at work. The following steps will ensure that our employees are properly trained and oriented.

1. New workers should take the VIU New Worker Orientation course. This course can be done online through D2L (click on open learning) or once a year it is offered in person with registration on INVIU (click on Health and Safety Workshops).
2. Supervisors must also conduct a job specific orientation using the VIU Orientation Checklist. The job specific orientation will include a review of job hazards and any applicable safe work procedures and specialized training required.

Any questions and concerns should be directed to your Health and Safety Advisor.
**Reporting Injuries/Incidents**

All injuries involving employees, students, contractors, and visitors must be reported to Health and Safety Services in accordance with WorkSafeBC Regulations. Health and Safety Services is the central reception point for all incidents at VIU so incidents such as theft, vandalism, property damage or property loss or any incident involving student or employee conduct must be reported immediately.

Call WCB IMMEDIATELY at 1.888.621.7233 for:
1. Serious injury to or death of a worker
2. Major structural failure or collapse of a building, bridge, tower, crane, hoist, temporary construction support system, or excavation
3. Major release of a hazardous substance
4. Fire or explosion that had a potential for causing serious injury to a worker
5. Blasting incident causing personal injury
6. Dangerous incident involving explosives, whether or not there is personal injury

To report an incident, please fill out the VIU Incident Report and Incident Investigation Form and email it to us. Please include your immediate supervisor (manager, chair, dean) with the email as well so they are made aware of safety concerns and incidents in their areas and are given the opportunity to investigate and implement changes where necessary in order to prevent future incidents from occurring.

If you are unable to email this form you can also print this form, sign it, and send it via internal mail to Health and Safety Services in B305 / R272, Nanaimo Campus.

To report an unsafe situation please follow the guideline for Reporting Safety Concerns.

**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.

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

Student Regulations
Student regulations are outlined in general in the online Calendar.

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.

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):

“Non-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.

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.
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.

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 32.05) 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.
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.

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
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 (under review)
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.

Informal Appeals
The first step is for the student to confirm with their instructor that the grade is final. Once this confirmation has been made the student can then make 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 Appeals**

Formal grade appeals must begin within 15 days of assignment of final grades. Forms to request a grade appeal are available online, 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](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.
Faculty of Health and Human Services Policies

HHS Policies on Student Progress in Practicum
https://hhs.viu.ca/faculty-health-and-human-services-policies-and-procedures

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.

HHS Policies on Client Safety
https://hhs.viu.ca/faculty-health-and-human-services-policies-and-procedures

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.
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 Misconduct.

• 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.

**Deviations 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://campus-store.viu.ca/faculty_services.asp?

Program Assistants can provide additional directions.

Classlists
You can view your class list and waitlist via the Class List Management web page. 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.

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 Send Email to Students option once you have called up your class list.

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).

**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. 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. Grades are entered through Class List Management. Instructions on grade entry procedures can be found at [https://www2.viu.ca/facultyhelp/Grades.asp](https://www2.viu.ca/facultyhelp/Grades.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.

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.

**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.

**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) 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:

**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.

**Severe Weather Procedures**
The following procedures are used in the event that VIU must close campuses and facilities due to severe weather conditions.

VIU’s Associate Vice-President of Facilities and Ancillary Services, or designate, monitors local weather stations, RCMP advisories, and other weather and road information sources for reports. They also speak with partners in the region including School Districts and transit before making a decision to close campuses and facilities due to severe weather conditions.

**Morning Closures**
*Important:* A decision will be made by 6:30 am on whether or not campuses and facilities will be closed and morning classes and exams cancelled.

The first message announcing closures will be sent out through VIU’s Safety App. This will address closures and all campuses and facilities.

*Please note:* A decision to close or not to close is made based on the safety of the grounds of VIU’s campuses and facilities. Vancouver Island and region has many micro-climates.

This means the campus might be safe but other areas are not. Students, faculty and staff are asked to use their best judgement when deciding if they are able to come in if the campus is open. If they are not, accommodations will be made for missed work and exams – students can speak to their instructors about this; faculty and staff must inform their direct supervisor if they are unable to make it in.

Messages will then be posted on:
- Twitter: @viunews; @VIUniversity
- VIU’s Facebook pages: facebook.com/viuniversity; facebook.com/viunews
• Local Radio Stations: The Wave 102.3 FM – Nanaimo; The Wolf 106.9 FM – Nanaimo; CHLY 101.7 FM – Nanaimo; Beach 88.5 FM – Parksville; Juice 89.7 FM; The Peak 93.3 FM – Port Alberni; CBC 90.5 FM – Victoria; SUN 95.7 FM – Powell River; Coast 91.7 CKAY FM – Sechelt
• Email: faculty and staff emails; student emails
• VIU’s website banner: viu.ca
• Signs posted on the entrances of the Library, Bookstore, Theatre and Welcome Centre on VIU’s Nanaimo campus

Information will be updated through all of these methods throughout the day letting the community know if the campuses will remain closed or will reopen for afternoon or evening classes.

VIU will make every effort to keep the following buildings on the Nanaimo campus open during a closure:
• The Library Commons
• Cafeteria seating
• Transit loop
• Vancouver Island University Residences

**Afternoon Closures**
A decision will be made by 10:30 am on whether or not campuses and facilities will remain closed or will reopen for afternoon classes and exams that begin at 12.30 or later.

The first message announcing an afternoon closure will be sent out through VIU’s Safety App. Other messages will be sent out as per the ‘Morning Closures’ procedure above.

**Evening Closures**
A decision will be made by 2:30 pm on whether or not campuses and facilities will remain closed or will reopen for evening classes and exams beginning at 5.30 pm or later.

The first message announcing an evening closure will be sent out through VIU’s Safety App. Other messages will be sent out as per the ‘Morning Closures' procedure above.

There will be times when weather conditions change quickly and VIU’s ability to notify employees and students by 6:30 am will be impacted. Thank you for your patience and understanding.

**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. Furniture should be returned to its original configuration at the end of class.
**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**

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.

**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). 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.

Student Affairs
http://www.viu.ca/studentservices/

Admissions, Registration, and Records departments

Advising
https://services.viu.ca/advising/

Campus Career Centre
https://career.viu.ca/home.htm

Campus Rec
https://services.viu.ca/campus-recreation

Counselling

Math Learning Centre
https://scitech.viu.ca/math-learning-centre

Shq’apthut – A Gathering Place - Services for Aboriginal Students Centre
https://aboriginal.viu.ca/services-aboriginal-students/

Writing Centre:
http://www.viu.ca/writingcentre/
## Essential Links for Instructors

<table>
<thead>
<tr>
<th>Topic</th>
<th>Website</th>
</tr>
</thead>
<tbody>
<tr>
<td>HHS website</td>
<td><a href="https://hhs.viu.ca/">https://hhs.viu.ca/</a></td>
</tr>
<tr>
<td>Payroll</td>
<td><a href="http://www.hhs.viu.ca/payroll/">http://www.hhs.viu.ca/payroll/</a></td>
</tr>
<tr>
<td>Payroll portal</td>
<td><a href="https://isapp.viu.ca/hrisess/">https://isapp.viu.ca/hrisess/</a></td>
</tr>
<tr>
<td></td>
<td>Username = employee ID #, Password = SIN</td>
</tr>
<tr>
<td>Campus Map</td>
<td><a href="https://www2.viu.ca/map/">https://www2.viu.ca/map/</a></td>
</tr>
<tr>
<td>Parking Permits</td>
<td><a href="https://viu.westpark.com/permits.php">https://viu.westpark.com/permits.php</a></td>
</tr>
<tr>
<td>Employee ID Card</td>
<td><a href="https://library.viu.ca/viu-student-id-card-smartcard">https://library.viu.ca/viu-student-id-card-smartcard</a></td>
</tr>
<tr>
<td>VIU new employee orientation</td>
<td><a href="https://www2.viu.ca/employee/orientation/index.asp">https://www2.viu.ca/employee/orientation/index.asp</a></td>
</tr>
<tr>
<td>InVIU - Intranet for VIU employees</td>
<td><a href="http://inviu.viu.ca/Training/view.cfm?MenuID=10">http://inviu.viu.ca/Training/view.cfm?MenuID=10</a></td>
</tr>
<tr>
<td></td>
<td>Preventing &amp; Addressing Workplace Harassment</td>
</tr>
<tr>
<td></td>
<td>Health &amp; Safety Orientation</td>
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<tr>
<td></td>
<td>WHMIS</td>
</tr>
<tr>
<td>Teaching, Learning and Technology</td>
<td><a href="https://ciel.viu.ca/">https://ciel.viu.ca/</a></td>
</tr>
<tr>
<td></td>
<td>The Centre for Innovation and Excellence in Learning</td>
</tr>
<tr>
<td>Technology Essentials for Employees</td>
<td><a href="https://technology.viu.ca/employee-guide">https://technology.viu.ca/employee-guide</a></td>
</tr>
<tr>
<td>Employee Directory</td>
<td><a href="https://www2.viu.ca/directory/index.aspx">https://www2.viu.ca/directory/index.aspx</a></td>
</tr>
<tr>
<td></td>
<td>(how it pertains to you)</td>
</tr>
<tr>
<td>Copyright &amp; Licenses:</td>
<td><a href="http://libguides.viu.ca/licenses">http://libguides.viu.ca/licenses</a></td>
</tr>
<tr>
<td></td>
<td>Navigating the Information Environment</td>
</tr>
<tr>
<td>VIU Policies and Procedures - index</td>
<td><a href="https://www2.viu.ca/policies/policies-index.asp">https://www2.viu.ca/policies/policies-index.asp</a></td>
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<tr>
<td></td>
<td>31.02 Copyright Policy</td>
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<tr>
<td></td>
<td>31.06 Disruption-Free Learning &amp; Working Environment</td>
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<td></td>
<td>31.12 Ethics in Teaching</td>
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<td></td>
<td>32.05 Student Conduct Code</td>
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<tr>
<td></td>
<td>32.06 Student Conduct Appeals</td>
</tr>
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<td></td>
<td>95.03 Retention of Course Materials</td>
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<tr>
<td></td>
<td>96.01 Student Academic Code of Conduct</td>
</tr>
<tr>
<td></td>
<td>96.02 Student Academic Appeals</td>
</tr>
<tr>
<td>HHS Policies and Procedures</td>
<td><a href="https://hhs.viu.ca/faculty-health-and-human-services-policies-and-">https://hhs.viu.ca/faculty-health-and-human-services-policies-and-</a></td>
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<td></td>
<td>procedures</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>Health and Safety Services</td>
<td><a href="http://sites.viu.ca/healthandsafety/">http://sites.viu.ca/healthandsafety/</a></td>
</tr>
<tr>
<td>Emergency Information</td>
<td><a href="http://sites.viu.ca/healthandsafety/emergency-information/">http://sites.viu.ca/healthandsafety/emergency-information/</a></td>
</tr>
<tr>
<td>Human Resources</td>
<td><a href="https://www2.viu.ca/humanresources/">https://www2.viu.ca/humanresources/</a></td>
</tr>
<tr>
<td>Governance, Administration, &amp; Planning</td>
<td><a href="https://www2.viu.ca/gap/">https://www2.viu.ca/gap/</a></td>
</tr>
</tbody>
</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 workplace.
   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 Evaluation

### Student Evaluation of Faculty

### Summary of Results

<table>
<thead>
<tr>
<th>Faculty name:</th>
<th>Program:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester &amp; year:</th>
<th>Appointment type:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Regular Full-Time</td>
</tr>
<tr>
<td></td>
<td>Regular Part-Time (___ FTE)</td>
</tr>
<tr>
<td></td>
<td>Sessional or Term</td>
</tr>
</tbody>
</table>

**Evaluation type:**
- [ ] Formative
- [ ] Summative
- [ ] Right of First Refusal

<table>
<thead>
<tr>
<th>Course Code/Section</th>
<th>Course Name</th>
<th>Results</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Evaluation was administered online from March 6-19, 2017, using the VIU Instructor Evaluation form or Clinical Instructor Evaluation form or Practicum Instructor Evaluation form - HS form or Dental Clinic/Lab Instructor Evaluation form. #/11 evaluations were completed, for a response rate of 63.6%. Average: 4.51. Based on student feedback, this evaluation is satisfactory or unsatisfactory or inconclusive.</td>
</tr>
</tbody>
</table>

### Dean's Recommendation

This is a:

- [ ] Satisfactory evaluation
- [ ] Unsatisfactory evaluation
- [ ] Inconclusive evaluation due to low response rate

**Revised:** February 2017
Comments

This is an evaluation using the Standards for Evaluation of Professional Performance, and has resulted in:

- Confirmation of your right of first refusal (VLUA).
- Confirmation of your status as a regular employee with an ongoing appointment.
- Continuation of your probationary status.
- Termination as a VIU employee.

__________________________  ______________________________
Dr Andrea Smilski             Instructor name, Instructor

__________________________  ______________________________
Date                        Date

Note: If evaluation was unsatisfactory:

- Meeting with dean required, please call dean’s assistant at 250.740.6272 to book
- Forward to the dean’s assistant, no later than 2 weeks prior to meeting, a copy of the following:
  - Self-evaluation
  - Peer evaluations
  - Feedback from program chair
  - Portfolio demonstrating excellence
Faculty Self-Evaluation

Instructor: ___________________________ Semester(s): ___________________________
Date: ___________________________

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

1. Considering the feedback you have received from your student evaluations, and considering the Standards of Teaching in the “Standards for Evaluation of Professional Performance” document, please comment on the following.
   a) Your strengths as an instructor:
   
   b) Challenges (if any) you believe you need to overcome in order to improve your teaching effectiveness, how you intend to overcome these challenges, and/or what support(s) you may need/wish to help overcome these challenges:

2. Considering the Standards of Service as defined in the “Standards for Evaluation of Professional Performance” document, please comment on the following.
   a) Any service activity in which you have been engaged during the evaluation period:
   
   b) If you have not been engaged in any service activity, please outline the obstacle(s) you have faced that have prevented you from engaging in such activity, what you intend to do to overcome those obstacle(s), and/or what supports you would need to overcome such obstacles:

3. Considering the Standards of Scholarship as defined in the “Standards for Evaluation of Professional Performance” document, please comment on the following.
   a) Any scholarly activity in which you have been engaged during the period of the evaluation:
b) If you have not been involved in any scholarly activity, please outline the obstacle(s) you have faced that have prevented you from engaging in such activity, what you intend to do to overcome those obstacle(s), and/or what supports you would need to overcome such obstacles:

Other comments or reflections:
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</td>
<td>SLO #3</td>
<td>xx%</td>
</tr>
<tr>
<td>(brief descriptive title and/or description)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assignment #2</td>
<td>SLO #2</td>
<td>xx%</td>
</tr>
<tr>
<td>(brief descriptive title and/or description)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assignment #3</td>
<td>SLO #1</td>
<td>xx%</td>
</tr>
<tr>
<td>(brief descriptive title and/or description)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assignment #4</td>
<td>SLO #4</td>
<td>xx%</td>
</tr>
<tr>
<td>(brief descriptive title and/or description)</td>
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<td></td>
</tr>
<tr>
<td>Assignment #5</td>
<td>SLO #5</td>
<td>xx%</td>
</tr>
<tr>
<td>(brief descriptive title and/or description)</td>
<td></td>
<td></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)
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.

<table>
<thead>
<tr>
<th>Dates worked during the normal vacation period (June 15 – August 15):</th>
<th># of Days</th>
</tr>
</thead>
<tbody>
<tr>
<td>From: __________________________________________________</td>
<td>To: ____________________________</td>
</tr>
<tr>
<td>From: __________________________________________________</td>
<td>To: ____________________________</td>
</tr>
<tr>
<td>From: __________________________________________________</td>
<td>To: ____________________________</td>
</tr>
<tr>
<td>From: __________________________________________________</td>
<td>To: ____________________________</td>
</tr>
<tr>
<td>Total number of days: ____________________________</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Dates of proposed absence outside the normal vacation period:</th>
<th># of Days</th>
</tr>
</thead>
<tbody>
<tr>
<td>From: __________________________________________________</td>
<td>To: ____________________________</td>
</tr>
<tr>
<td>From: __________________________________________________</td>
<td>To: ____________________________</td>
</tr>
<tr>
<td>From: __________________________________________________</td>
<td>To: ____________________________</td>
</tr>
<tr>
<td>From: __________________________________________________</td>
<td>To: ____________________________</td>
</tr>
<tr>
<td>Total number of days: ____________________________</td>
<td></td>
</tr>
</tbody>
</table>

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