MEMO
FROM: Dr. James Mandigo, Provost and VP Academic
DATE: November 10, 2020
SUBJECT: Senate Provost's Report – November 2020

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COVID-19 Updates

- Due to the rapid increases in positive COVID-19 cases in BC's Lower Mainland, new restrictions for the Fraser Health Region were put into place from November 8 – 23. After consulting with Fraser Health and the Ministry of Advanced Education, Skills and Training, UFV provided an update on November 9th around revised protocols to align with the new directives during this two-week period. These updated protocols prioritize the continuation of our academic programming and the health and safety of our internal and external community. The updates can be accessed on UFV's main COVID-19 website: https://www.ufv.ca/coronavirus/

- The Online Exam Task Force of the Academic Continuity Committee has completed their work. The Task Force met 6 times (September 10, September 17, October 5, October 8, October 16, and October 23). Their report is available through the Teaching and Learning Website located here. I have also attached a copy of their report as an appendix to my report for your reference. Members of the Task Force included: Peter Geller (Chair), Lisa Bavington (Tenure and Promotion), Nathan Bialas (Faculty of Science), Alan Cameron (Faculty of Humanities), David Harper (Faculty of Health Sciences), Carl Janzen (Faculty of Professional Studies), Michael Maschek (Faculty of Social Sciences), Renee Presad (Faculty of Applied and Technical Studies), Talia Q (Faculty of Professional Studies), Sean Rigter (Faculty of Access and Continuing Education), and Maureen Wideman (Teaching and Learning). I would like to thank all members of the Online Exam Task Force for their participation and sharing their time and expertise. This is an issue that all post-secondary institutions are struggling to address. I am confident that the recommendations provided in their report represent the best practices possible to maintain academic integrity and academic standards.

- The Winter 2021 timetable is now available here. Courses that have approved F2F components have been identified so that students are aware of the instructional methods to be used.

Integrated Strategic Plan

Work continues finalizing the draft of the strategic imperatives following UFV's online consultations. I have met with the Stakeholder Group on two occasions since receiving the feedback from the online consultations and I hope to be able to share the results of their work in a preliminary draft of the Integrated Strategic Plan in prior to the end of the calendar year. Senators can view the progress to-date here.

Equity, Diversity, and Inclusion

- The search for a new Director of Equity Diversity and Inclusion has begun. UFV has is working with the search firm Leaders International to assist us in helping find the best candidate to fill this position. You can access the Position Profile here. I would encourage all Senators to distribute the Position Profile as widely as possible so that we can attract the best possible candidate pool possible. I would also like to thank the following individuals for agreeing to serve on the Selection Advisory Committee (SAC):
    - Adrian Bontuyan - Coordinator, International Student Success, UFV International
    - Jerri-Lynne Cameron - Director, Research Services, and Industry Engagement
    - Martha Dow - Associate Professor, Department of Social, Cultural and Media Studies, & Acting Director, Centre for Health & Social Innovation Hub
    - Shirley Hardman - Senior Advisor on Indigenous Affairs, Indigenous Affairs Office
    - Jacqueline Nolte - Dean, College of Arts
    - Tanveer Saroya – Student
    - Joanna Sheppard - Associate Professor, School of Kinesiology, & EDI Committee Co-Chair
    - Jon Thomas - Associate Professor, School of Business, & BC Regional Innovation Chair on Canada-India Partnership Development
    - Alisa Webb - Vice-President, Students
    - Maureen Wideman, Associate Vice-President, Teaching and Learning
    - Marnie Wright - Associate Vice-President, Human Resources

The following are several highlights identified by leaders across our Academic Units of the important work that continued to take place during the summer months.

Our Faculty & Staff
- UFV's SASI Director and Associate Faculty in the Social, Cultural and Media Studies Department Dr. Satwinder Bains, along with co-editors: Rita Kaur Dhamoon, Davina Bhandar and Renisa Mawani, were given an honourable mention by The Canadian Studies Network for their book entitled: *Unmooring the Komagata Maru: Charting Colonial Trajectories.*
- Graphic and Digital Design's (GDD) Department Head and Associate Professor Karin Jager was featured in a Vancouver Sun article about a logo she designed for the World Food Programme (WFP) three decades ago. The WFP is a Nobel Peace Prize winner.
- The TED has made a firm commitment to anti-racism and equity this year by re-evaluating our policies and procedures in all aspects of our program, including our Admissions. We are also looking at pro-active ways to make our program more welcoming to diverse candidates and attract applicants who more accurately reflect the diversity present in the K-12 public school system in the Fraser Valley.
- Twelve Indigenous faculty and staff members completed the Indigenous Tools for Living (ITFL) experiential training where participants learned culturally relevant land-based skills and interventions to

effectively work with and sit beside complex trauma. These workshops were followed by training in how to facilitate workshops and apply this learning more broadly.

- The PDQA office submitted the final draft of the QAPA Institutional Report to UEC, GSC, APPC and Senate, as well as to the Way Finders advisory group, for review with revisions incorporated into the report submitted to the Ministry Secretariat on October 20, 2020. The QAPA external site visit is scheduled for December 14 and 15, 2020.

- The Peace and Reconciliation Centre has awarded its first grant to Political Science Associate Professor Dr. Fiona MacDonald, who will use the funds to bring a research partner from New Zealand to collaborate on a project focused on developing a restorative approach in Canadian healthcare.

- We are pleased to announce that Chilliwack is now a pickup location for the Select and Collect contactless pickup service. Library users can now place a hold on a desired item in the UFV Library catalogue, and library staff will retrieve the item from the shelves and have it ready for you to pick up at the library of your choice.

- The Library continues to grow its electronic collections in support of online teaching and learning. UFV students, faculty, and staff now have access to the Criterion on Demand database, which is a streaming video collection of more than 1500 feature films including classics, new releases, literary adaptations, documentaries and more. It also provides access to more than 1100 French titles and approximately 135 foreign language films with English subtitles. Please note that these films are for personal, non-commercial, and educational or research viewing only and cannot be shown at public events or student film nights.

- UFV librarians are now offering extended reference/research support sessions to students, using Zoom videoconferencing. All students are welcome to request a 30-minute appointment with a librarian. For students in 3rd year courses and above, we will try to match you up with the liaison librarian for your program. Appointments are available between the hours of 9:00am and 4:00pm, although some evening or weekend appointments may be possible.

- TLC faculty and staff continued to support the high demand from faculty and some students regarding online courses. TLC staff responded to more than 1175 emails, hosted 31 workshops, conducted 189 one-on-one faculty consultations, and sat in on 7 classes during online exams. The list of departments that we worked with this month includes ABT, BUS, CHEM, CIS, CRIM, ECE & CYC, ENG, GEOG, HIST, KIN, MOLA, NURS, PORT, PSYC, TRADES, and VA.

- Workshops hosted weekly are found here http://events.ufv.ca/tlc/ . The Learning Designers and Teaching and Learning Specialists teach these workshops which, in total, averages between 7 – 12 sessions per week. These include Wevu, Zoom, Micro Courses 1 – 7, Blackboard, Padlet, Camtasia, Turnitin, Weaving Knowledge Systems, and Educators Journey Towards Reconciliation.

- Chat – R is a special event that supports faculty and staff on their journey towards reconciliation after they have completed the Educators Journey Towards Reconciliation workshop. Lorna Andrews, TLC Specialist in Indigenization, hosts this event once a month to focus on the interests or needs of those in attendance. Anyone can sign-up here http://events.ufv.ca/tlc/events/chat-r-chat-reconciliation-3/ and once registered, will be sent the Zoom link. Participants can choose to attend one session or all sessions.

The goal is to continue conversations towards reconciliation and form a stronger allyship for Indigenization.

- ASC hosted four information sessions on Academic Integrity and ASC services for 123 students. In addition, 67 UFV students submitted their draft papers to WriteAway for feedback. The ASC facilitated 32 workshops which included Earn your Degree Honestly; Study with a Plan; Decode Your Assignment; APA Citation Basics; MLA Citation Basics; Chicago Citation Style; APA Citations – Beyond the Basics; Reshape Your Sources; Reflective Writing for Academic Work; and Developing Thesis Statements. Workshop link here https://www.ufv.ca/asc/asc-workshops/
- Dr. Jon Thomas and Dr. Keith Carlson will present as part of ScienceTalks Abbotsford Virtual Science Cafe on Nov 3 and Dec 1, respectively. Coordinated by the UFV Alumni Association

Our Students

- Two alumni and one student from the School of Creative Arts (SOCA) won Arts Arty Awards.
  - Chantelle Trainor-Matties won this year's Media Arts Arty Award for her graphic design work in the 16th Annual Arty Awards. Chantelle graduated with her diploma in Visual Arts from SOCA, earning a spot on the Dean's list and an Outstanding Achievement Award.
  - Emily Gauthier graduated from UFV with a Bachelor of Fine Arts and was the winner of this year's Emerging Artist category. Emily works primarily with silkscreen and etching methods in combination with film photography to create captivating and emotional works that address issues of emotion and anxiety.
  - Isabella Dagnino was the winner of the Visual Arts Arty Award in recognition of her photographic work. She is a fourth-year Bachelor of Fine Arts student at UFV who is also working on a minor in art history.
- SOCA held a grad exhibition, on view at the S'eliyemetaxwtexw Art Gallery, called *Unbounded* from September – October 8. As part one of a three-part series of Grad exhibitions, Dana Mandeville was the first graduate from this past winter's Senior Studio class to exhibit her installation. Dana was interviewed by Andrea Sadowski, Culture & Events Editor, from The Cascade. The S'eliyemetaxwtexw Art Gallery is currently showcasing part two of three from this series (from October 14 – November 4) of BFA Grad Exhibitions, featuring Albert Woods, Kimberly Vandenberg, and Candice McPherson.
- The Theatre Department is experimenting with an online performance of *Antigone* on November 25, 26, 27 (7pm) and 28 (2pm). Performances will be held via Zoom and are free of charge. Learn more.
- Criminology and Criminal Justice's Career Development Coordinator, Kim Nickel, worked with the Practicum Coordinator from Carleton University to connect students from both institutions to share their reflections, learnings, challenges, and opportunities with participating in practicum during COVID.
- A UFV student beat out hundreds of competitors from multiple universities to obtain a co-op placement at TRIUMF this winter semester. TRIUMF is Canada's particle accelerator centre and is one of the most desired employers for STEM students. Emily Rettich is a 4th year Physics student with a 4.20 GPA. She is currently completing her first co-op work term as a Physics Lab Assistant at UFV with Carmen Herman as part of the Federal Grant Funding SWPP program. This last summer Emily was honoured with an

Undergraduate Research Scholarship in Nuclear Physics. Over the course of the summer she gained experience in learning high level concepts remotely and utilizing existing code as well as writing her own code. She starts her co-co work term this winter with TRIUMF as a Research Student in Theoretical Nuclear Physics.

- Reallocating $15,000 from the student conference travel grant fund (which is not being utilized due to COVID travel restrictions) to support student-led research and engagement projects related to EDI, Indigenization, anti-racism, etc. Details TBA.
- In mid-October, The UFV chapter of the Canadian Nursing Students' Association (CNSA) hosted a virtual panel discussion on racism in healthcare. This was held in collaboration with the University of Victoria's Global Health Association.

Our Community
- The Faculty of Science has partnered with the Esposito Family Centre for Innovation & Entrepreneurship (EFCIE), a new research hub at UFV https://www.ufv.ca/innovation-entrepreneurship/, to offer innovation grants. These grants are open to joint UFV student-faculty teams to carry out research in either of 1) general and 2) in STEM related fields. Up to $5,000 are available for each of these grants. The application deadline is Nov 30, 2020. https://www.ufv.ca/innovation-entrepreneurship/students/innovation-grant/
- UFV's Climate Change video, directed by Biology Adjunct Professor Dr. Carin Bondar, was selected for the Chilliwack Independent Film Festival https://www.ciff.ca/the-festival. The video featured many of our UFV science and arts students, faculty, as well as Deans Lucy Lee and Jacqueline Nolte along with UFV President Joanne MacLean. VIDEO: https://youtu.be/Dr1tglWEJeA.

Thank you to all those who contributed to providing these updates from the Faculties and Academic Units and thank you to all those at UFV how have persevered in the face of adversity over the past several months and in the months ahead of us.

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Dr. James Mandigo
Provost & VP Academic

TO: James Mandigo, Chair, Academic Continuity Committee

FROM: Peter Geller, Chair, Online Exam Task Force

DATE: October 26, 2020

RE: **Report on Online Exams**

Background

The Online Exam Task Force was established by the Academic Continuity Committee, to provide guiding principles and best practices for online exams in the context of UFV's response to COVID-19. The Task Force members are: Lisa Bavington (Tenure and Promotion), Nathan Bialas (Faculty of Science), Alan Cameron (Faculty of Humanities), Peter Geller (Vice Provost), David Harper (Faculty of Health Sciences), Carl Janzen (Faculty of Professional Studies), Michael Maschek (Faculty of Social Sciences), Renee Presad (Faculty of Applied and Technical Studies), Talia Q (Faculty of Professional Studies), Sean Rigter (Faculty of Access and Continuing Education), and Maureen Wideman (Teaching and Learning). The Task Force met 6 times (September 10, September 17, October 5, October 8, October 16 and October 23).

The Task Force provides the Academic Continuity Committee with the following Recommendations for Online Exams, with the understanding that the ACC will then bring forward any recommendations to the UFV Senate. Also included are Resources for instructors.

Considerations

In bringing the Recommendations forward, the Task Force discussed the upcoming exam period for Fall 2020 and the number of online exams scheduled. With the possibilities of technical issues arising, the Task Force would like to note the potential increase in Information and Technology Services support required for students and instructors. This also includes the impacts of needing to re-schedule exams or considering other alternatives.

Attachments

1. Recommendations for Online Exams
2. Resources (from Teaching and Learning Centre)
   - Using Zoom to monitor exams
   - Online Test Checklist/Considerations
   - Considerations for Instructors
   - Considerations for Students
   - Assessment Resources (from BCcampus)

Recommendations for Online Exams
from the UFV Online Exam Task Force

Preamble

UFV recognizes that faculty have autonomy regarding their courses, including assessments. During the COVID-19 pandemic, faculty might be uncertain as to how to best deliver online exams and prepare their students for them. The Task Force recommends the following guidance for faculty electing to use online exams as part of their student assessment.

Pre-test planning
- Survey students early in the semester using a Blackboard survey tool (or similar) to find out if students have adequate technology, where they are located etc. TLC can help you design a survey.
- In advance, take the exam(s) yourself from a variety of devices to ensure it works from different platforms and to ensure that the exam settings are what you expect and/or need. Use the Student Preview mode in Blackboard to do this. TLC can help you with the review of the exam.
- Provide a short no-stakes practice quiz for students early in the course to familiarize them with the types of questions you'll be using and the way Blackboard presents the questions.
- Consider having the students prepare a practice exam in advance of midterms and finals. Have them submit questions to you and compile for them using the same conditions as the actual exam (e.g. time limits per question and types of questions).
- Help your students familiarize themselves with online assessments by including several lower stakes quizzes during the term, using the same question types and conditions. This will allow students to check their tech before a graded assessment without adding stress and to become familiar with the assessment tools used in the course.

Test design and options
- Keep questions and answers as concise as possible and of consistent length.
- Use a large question bank so that each student receives a random sample of these questions. This will make answer sharing more difficult between students.
- Randomize answer options for multiple-choice questions. To do so, you will need to be sure that you DO NOT randomize the answers that include, e.g., "All of the above" or "Both A and B."
- To determine appropriate exam duration (options)
    - Read all questions and answers aloud while timing and then double that time
    - Have a novice (e.g. a colleague or someone at home) take the exam, reading and answering all questions. They should finish in about 2/3 of the time you allow students
    - For future reference – monitor results; first students should finish in about 2/3 time allotted

- ○ Not all students will finish in the time allotted; roughly 10% will not which is similar to timed face-to-face exams
- ○ Class averages should be reasonable

Test settings
- If your exam is synchronous (i.e., all students take the exam at the same time), be sure to be available during the availability period; provide a protocol for students to follow to communicate with you if they want to ask questions or experience technical difficulties. Consider an alternate, later exam time for students in widely different time zones.
- For asynchronous exams, consider flexible time delivery for the exam (i.e. making it available for 12-24 hours). Once students begin the exam, they have a fixed amount of time to complete.
- Set the exam to open in the same browser window.
- Ensure that only one question appears on the screen at any given time on the test. This is to ensure that students are not able to capture the screen with all test questions at one time.
- Set the options to restrict the amount of feedback students receive on exam completion.
- Use the auto-submit option.
- Be sure to extend the time for students that have accommodations for that recommended by the Centre for Accessibility Services.

Academic Integrity
- Discuss academic integrity with your students frequently and also immediately prior to the online exam. Ensure that links to Policy 70 are provided on your course page and that students are required to review it.
- Include an academic integrity statement in the instructions of your online exam or require they acknowledge they have read and understood Policy 70 before continuing with the exam.

Other recommendations
- If your exam includes both questions that are graded by Blackboard and are subjective, written answers consider breaking this into two separate exam parts with a short break in between.
- Check over short answer (e.g. fill-in-the-blank) questions to assign part marks for spelling mistakes. Do not rely on auto-grading.

Resources for Online Exams

Using Zoom to monitor exams

Description: Consider the following if you are planning to use Zoom or Collaborate Ultra to monitor student activity synchronously while doing the exam.

Benefit: This emulates the in-class experience and may act as a deterrent, but still has its limitations. Students may still *appear* that they are checking notes or checking Google when in fact they are not. Proving that a student cheated using this option may be nearly impossible, but it may deter some.

Challenges: Internet stability may be compromised by having both Zoom and the testing platform active at the same time.

Technology:
- Zoom or Collaborate Ultra
- A very stable internet connection

Online Exam Checklist/Considerations

1. Survey students early to confirm they have appropriate test-taking knowledge and technology. Book a computer lab for students who have serious connectivity issues. Or provide flexible options such as an oral exam or alternative assignment.
2. Use the Student Preview mode in Blackboard to take your own test from at least two devices to ensure that the test's time settings are what you expect and/or need. For timed tests, ensure a reasonable amount of time is provided to students to complete the online test, but keep the amount of time for each question as short as reasonable (eg. 1 minute per recall multiple choice question; 2 minutes per application-based multiple choice question). This should also prevent answer sharing and limit the ability of students to look up the answer in another browser window.
3. Provide a practice exam for students prior to administering the online exam
4. Use a large question pool and random blocks to be sure each student receives a different version of the test.
5. Ask application or case-based questions that require critical thinking or problem-solving, rather than questions that can be looked-up. Assume that an online test is open-book. Do not rely on auto-grading; use short-answer and essay questions.
6. Discuss academic integrity with your students prior to the online exam. Post Policy 70 statement with review status in the exam instructions.
7. Discuss with students the protocol for asking questions during the exam period i.e., posting to the discussion board, sending email or course messages, or using the chat feature in Zoom or Collaborate.
8. Discuss with students how you will deal with technical issues during the exam so that they are prepared. Prepare them by sharing this video.
9. Research how to resolve student issues with tests.
10. Set the test options as recommended by TLC:
    ○ Set the availability window (display after times) to a minimum of 12 hours **OR** set a due date and choose the option "do not allow students to start the test after the due date has passed".
    ○ if your test is timed, use the auto-submit option so the test is submitted automatically when the time expires. **Do not use** force completion for a timed test.
    ○ Allow one attempt but add test availability exceptions for students registered with CAS
    ○ Set the feedback options to restrict the amount of feedback students receive on exam completion.
    ○ Present questions one at a time. This is to ensure that students are not able to capture the screen with all test questions at one time. Allow backtracking.
    ○ Randomize questions for multiple-choice and avoid "All of the above" options.

Considerations for Instructors

When choosing to assess with synchronous online tests and examinations, the following are some areas for consideration:

- While there are ways to encourage and further academic integrity when students take synchronous online tests, there are no methods that will entirely eliminate academic misconduct.
- There is a risk of technical failure for students due to the requirement for extended, sustained internet access.
- Students may not have access to reliable Internet access or may be relying on data plans to access course material and the testing platform.
- Not all students will have access to computers to complete the online exam; they may be relying on smartphones or other mobile devices, resulting in a highly stressful testing situation.
- Not all students will have webcams available or will only have cell phone cameras available. Internet access may not support live Zoom video and an online exam at the same time.
- Not all students have safe living spaces where they can turn on their cameras during an exam.
- Some students experience higher levels of anxiety with synchronous online exams.
- Students may be in different time zones and may have difficulty attending particularly if exams are held in the middle of the night.
- Additional student accommodations may be required.
- Consider open book tests (designed for students to complete with access to additional resources, such as websites, lecture notes, textbooks, etc.)
- Ensure a reasonable amount of time is provided to students to complete the online test, including time for each question (eg. 1 minute per recall multiple choice question; 2 minutes per application-based multiple choice question). This should also prevent answer sharing and limit the ability of students to look up the answer in another browser window.
- Consider having students contribute exam questions to the test bank.
- Ask application-based questions that require additional thinking, rather than questions that rely on student knowledge of basic course content. Use short-answer or essay-type questions and provide citation guidelines. Use questions that reference classroom discussions and activities to make the exam more robust.
- Ensure instructions are written in plain language to avoid misinterpretations.
- Consider using a computer lab for students who have serious connectivity issues.
- Provide an option for an oral exam or an option to write a "paper exam" on-campus following COVID-19 rules or provide an alternative assignment for students with significant connectivity issues.

Considerations for Students (can be posted on course site)

Technology
Follow the same requirements for a standard online class: https://ufv.ca/media/assets/adult-education/Online-Learning-System-Checklist.pdf

How to Prepare for an Online Test

Understand the online test logistics: What time is the exam? Is it available for a particular window of time? How long do I have to write the exam? Be careful with times if you are in a different timezone. Do you need to write the exam in one sitting or can you take a break and come back?

Become Informed: Find out what material and topics the test will cover. Understand the test format. Will there be multiple-choice questions or short answers? Will you write an essay? The format of the test will determine how you tackle learning the material.

Understand what resources you can use: Is this an open-book exam? Can I use course materials? Google? Outside research articles? Do you need in-text citations and/or a references page for your exam? Academic integrity still applies. Or is it a closed book exam where no outside resources are allowed.

Understand how your online test will be taken: Will it be administered through MyClass? Will you write an in-class essay via a Zoom synchronous session? Does your class offer a practice exam?

Make your own test material: Studies have shown that practice tests work better than simply highlighting or re-reading your notes.

Practice: Outline possible essay topics ahead of time. For mathematical tests, perform plenty of practice problems similar to ones that you know will appear. Make a list of questions that you think might show up on the test and answer them.

Test out your equipment: Ensure that your equipment works optimally well before your test date. Ensure that if you encounter issues, you will have time to resolve this with the help of the Student Device Support Program (SDS). Our Student Device Support (SDS) program is available to registered UFV students who require software and hardware support of their personal devices such as mobile phone, laptop, tablet. Find out more here: https://www.ufv.ca/ocio/it-services/student-device-support/

Create a test space: The ideal environment will be a private space, even if it is a corner of your bedroom, with a table and chair. However, we realize that everyone's situation is different:
- Restart your computer before the test window. Close any unnecessary windows on your computer. Turn off any unnecessary streaming devices such as Xbox, Netflix etc. to ensure a more stable internet connection.

- If you are working in a shared space, headphones or ear-plugs may help to muffle distracting noises.
- If you are unable to access a table but need a flat surface to work on, consider other pieces of furniture e.g. bed, cabinet, garden furniture, or even a deep window ledge or floor.
- Set up your laptop, PC, or other web-enabled devices to work on. If you do not have any web-enabled device, please contact the IT and library help desk
- Let everyone in the house know when you are studying or taking your exam, to try and limit interruptions, or choose times to study and take your exam when it is quieter in the house.
- Ensure you have water to drink; water helps to keep the mind focused.
- Anticipate technical difficulties.
- Do not forget to submit your exam when completed.

Assessment Resources

[Assessment]. (April 2020). BCcampus. This guide on assessment from BC Campus provides resources that help faculty to modify their exams and other course assessments as they move their classes online. Contents include:

• [Rule of 2's: Keeping it Simple as You Go Remote for COVID-19]
• [Flowchart when considering online exams]
• [Delivering a Final Online Exam]
• [Testing alternatives]
• [Alternatives to Standard Final Exams]
• [Alternate Activity Planner]
• [Possible Alternatives to Your Final Exam]