

INSTRUCTIONAL RESPONSIBILITIES

Approval Authority	President and Senate
Responsible Executive	Provost and Vice-President, Academic)
Related Policies / Legislation	<p>Student Academic Misconduct (70)</p> <p>Grade Reporting (109)</p> <p>Grading System (101)</p> <p>Safe Student Learning Community (204)</p> <p>Final Grade Appeal (217)</p> <p>Accommodation of Students with Disabilities (93)</p> <p>Appropriate Use of Information Technology Resources (14)</p> <p>Privacy (250)</p> <p>UFV Collective Agreement, articles 10.4, 18.1</p> <p>Board policy on Academic Freedom BRP-201.01</p> <p>Freedom of Information and Protection of Privacy Act of BC</p> <p>Accessible BC Act</p>

PURPOSE

The University of the Fraser Valley is a special purpose, teaching-intensive university that strives to provide the highest quality of education. This policy establishes an approach to instructional responsibilities that reflects a continuing commitment to maintain and promote teaching excellence (ey shxweli) at UFV to support student learning.

This policy is built on the premise that instructors set the stage for establishing the mutual responsibility of instructors and students to maintain positive learning environments. This policy (46) is intended to define and clearly articulate instructional responsibilities that set up these conditions for student learning and success.

This policy is not intended to restrict good judgment, effective practices, diversity of teaching and learning approaches, disciplinary and evidence-based trends that inform instructional responsibilities at UFV.

The policy is, however, intended to address situations that have often unintended but real impact on students and student learning, and reflect negatively on the role of instructors at UFV.

This policy applies to instruction in all courses delivered by permanent, sessional, and contract faculty at UFV.

SCOPE

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POLICY DEFINITIONS

Academic Freedom: Academic freedom is defined in UFV's Academic Freedom Policy and the Collective Agreement as the right, without restriction by prescribed doctrine, to teach and discuss materials and topics important for understanding a disciplinary topic without institutional censorship and in accordance with upholding human rights.

Administrator: The Dean, Associate Dean, or other designate (individual assigned responsibility for an academic department, school, or administrative unit).

Blended; mix of in-person and online instruction: A course delivered using a mix of in-person and online learning activities, which may be delivered in synchronous or asynchronous formats.

Course Syllabus: The expanded version of the official course outline, including content, instructional activities, student assessment and evaluation methods, course learning outcomes, and instructor and student responsibilities provided by instructors for individual courses.

Extenuating circumstances (instructor): These are defined as a situation beyond the instructor's control that prevents them from delivering a class(es). These are circumstances that are unexpected and/or uncontrollable. Some examples include illness, death of a loved one, a car accident, a medical emergency, an incapacitating illness, serious personal situation, etc.

Extenuating circumstances (student): These are defined as a situation beyond a student's control that prevents course completion. These are circumstances that are unexpected and/or uncontrollable and arise during the semester. Some examples include death of a loved one, a car accident, a medical emergency, an incapacitating illness, serious personal situation, etc.

Hyflex; flexible learning: During a course, students can choose to attend sessions in a face-to-face, online synchronous, or online asynchronous format depending on student need or preference. The flexibility enables students to choose their mode of attendance weekly or by topic.

Instruction: Activities undertaken by instructors to facilitate teaching, learning, and assessment in a course. These activities include the delivery of content using pedagogical approaches to support student learning. These may include student engagement, creation of course materials to support teaching and learning, and the development of formal and informal assessment and evaluation activities.

Learning Management System (LMS): A software application for the administration, documentation, tracking, reporting, and delivery of educational courses, training programs, materials, or learning and development programs

Official Course Outline: The Undergraduate Education Committee or Graduate Studies Committee approved course outline form.

Online only, no meeting times: A course that is delivered through remote means. In-person exams may be required for some courses. There are no scheduled meeting times for asynchronous (online only) classes.

Online with scheduled meeting times: A course that is delivered through remote means but includes regularly scheduled online classes. Dates, days, and times of scheduled online learning activities will be clearly listed in the UFV Timetable and the course syllabus. Attendance at in-person exams may be required.

Traditional (Face-to-face learning): A course that is delivered in a classroom, studio, shop, or lab setting, requiring a student's presence on a campus. Some online access to the LMS may be required. The dates, days, and meeting times of classes will be clearly listed in the UFV Timetable and the course syllabus.

POLICY

This policy provides a framework for instructional responsibilities at UFV to support teaching excellence (ey shxweli) and student learning.

1. Instructors are familiar with and comply with all university academic policies, procedures, and relevant legislation.
2. Instructors have a right to be informed of Policy 46 by Department Heads/Directors on appointment.
3. Instructors have rights as set out in the Collective Agreement and university policies, including but not limited to the right to participate in determining course requirements.
4. Instructors clearly communicate all course requirements, responsibilities, and expectations to students via the course syllabus and during course meetings (where appropriate).
This communication is accessible to all students and complies with accessibility legislation and considers UFV accessibility guidelines.
5. In keeping with UFV's commitment to Indigenization, instructors engage in opportunities to decolonize and Indigenize content, assessment, and instruction.
6. Instructors develop and use instructional materials and activities that reflect evolving disciplinary knowledge systems and evidence-based approaches for instructional practice, curriculum, assessment design, and course delivery to achieve student success.
7. Instructors create learning environments that respond to diverse student learning needs and are based on principles of Universal Design for Learning

- (UDL), anti-racist, and inclusive instruction.
8. Instructors ensure Centre for Accessibility Services (CAS) student accommodations are met and work with students and CAS to establish strategies for meeting them.
 9. Instructors develop the course in the mode indicated in the official UFV Timetable. For blended courses, dates for in-person and online sessions follow the posted UFV Timetable and are included in the syllabus. Any changes in course delivery mode are approved by the appropriate Administrator.

RESPONSIBILITIES

Within this policy, some instructor responsibilities require approval before they can be implemented. If an instructor is unsure if approval is needed, they consult the Department Head/Director for clarification. Responsibilities requiring prior approval:

Department Head/Director

- Changes in assessment/evaluation methods and weighting after the start of classes.
- When final exams are scheduled in the final week of classes (or on the last class for courses offered in different formats) for specific program needs.

Administrator (Dean or Designate)

- Planned absences that occur in regular scheduled class time.
- Changes in delivery mode differ from those specified in the UFV Timetable.
- Changes in exam delivery format after the registration period has started.

Instructor

A. Communicating Course Expectations:

1. Instructors provide a course syllabus to students no later than the first day of the semester. For programs that do not follow regular semester timelines, instructors provide the syllabus no later than the first scheduled class meeting. The syllabus is posted on the LMS course page or emailed to students.
2. The syllabus includes the course title, calendar description, and learning outcomes directly from the official course outline. The syllabus includes class delivery mode, location, and class time (if required), instructor contact information, days, times, and options for student office hours, assessment and evaluation methods, including weighting and due dates, information on required materials including textbooks, course expectations and policies (such as participation, use of AI, device use, citation expectations, late work etc.), links to relevant UFV policies, and links to UFV student support services. Instructors list the weekly topics on the course syllabus, recognizing that changes may be required for teaching purposes. Instructors are encouraged to include a territorial acknowledgement in the syllabus in accordance with Policy 5. Instructors are encouraged to discuss guidelines for all course expectations with their academic leaders, if needed.
3. In accordance with Policy 70, instructors inform students via the course syllabus and in discussion of the criteria for academic integrity that pertain to that course,

including appropriate citation format, acceptable level of group work, and use of Artificial Intelligence ("AI"). Instructors also uphold academic integrity and report cases of suspected student academic misconduct according to approved procedures.

4. Instructors use appropriate judgment to make minor adjustments to course due dates, activities, and topics in response to student progress concerns. Major changes require Department Heads/Directors to discuss and approve these changes.
5. Instructors clearly communicate expectations of student responsibilities for missed classes. Instructors also communicate expectations for exam deferrals, rewrites for exams or assignments, assignment extensions, grade changes, or similar requests. Instructors direct students to Policy 217 for grade change requests. This information is provided in the course syllabus.
6. Instructors communicate clear expectations for classroom behaviour that align with course expectations and report incidents to the appropriate Administrator, referencing Policy 204 where applicable.
7. Instructors inform students of relevant policies noted in the UFV Academic Calendar and in the Related Policies/Legislation section above.

B. Course Scheduling Information:

1. Instructors set attendance requirements in the syllabus. This includes expectations regarding field trip (or similar activity) attendance. Activities required outside of class time are noted in the UFV Timetable.
2. When notified about a student absence in advance, instructors work with them to address missed content. If absences are extended, instructors notify the student that they may access the Student Support Centre and/or Indigenous Student Centre.
3. Instructors provide online, self-directed learning materials via the LMS or through UFV email in the event of an instructor's planned absence from class (regardless of course delivery mode). Planned absences by instructors require prior approval by the appropriate Administrator.
4. If an instructor needs to cancel a class due to extenuating circumstances, they notify the Department Head/Director and contact students via UFV email and/or LMS announcement in advance of the class and with as much notice as possible. Instructors provide materials for review via the LMS or UFV email when they can do so.
5. Wherever possible, instructors communicate with students via the LMS or UFV email about how course materials will be addressed when UFV is closed due to severe weather or other circumstances.

C. Meeting and Communicating with Students:

1. Instructors communicate with students promptly, clearly, and respectfully. Communication with students occurs in person during class sessions or student office hours, via UFV email, through the LMS, or through web conferencing software. Instructors provide details on communication methods, response times, and availability in the course syllabus. During teaching semesters, instructors respond to student communications within two business days. Communication with students on weekends and statutory holidays is not required unless a course is scheduled at these times.
2. Instructors hold student office hours regularly, with at least one hour of pre-set student office hours per week as listed in the syllabus. This includes online asynchronous courses. Flexible meeting options are encouraged.
3. Instructors communicate to students via UFV email and the LMS, before or in the last week of classes, their availability during the final examination period.
4. Instructors in asynchronous (OLO) courses maintain clear communication with students and are available to meet students to provide support through online office hours and/or scheduled meeting times. Instructor engagement in these courses is to be equivalent to class-time/instructional time in a face-to-face course.

D. Assessment and Evaluation:

1. Instructors communicate assessment and evaluation criteria, weighting, penalties, and due dates used to determine the final course grade through the course syllabus, in assignment details, and on the LMS course page. When student participation or attendance is a component of the course grade, instructors describe how these are evaluated in relation to the course learning outcomes in the course syllabus. In courses that are credit/no credit, a rationale for determining the final grade is provided in the syllabus.
2. Instructors assign final course grades in all UFV courses according to Policy 101: Grading System, unless approved exceptions exist. Instructors submit final course grades in accordance with Policy 109: Grade Reporting.
3. Instructors generally schedule exams in the same format as the mode of course delivery. If exams are to be held in a different mode from the mode of course delivery, this is noted in the UFV Timetable prior to registration, in the syllabus, and discussed with the Administrator to identify any changes made.
4. In cases where students miss an assessment deadline or exam for extenuating circumstances (see definitions), instructors meet with the student to discuss the absence, exercise discretion, and determine alternative arrangements to ensure learning outcomes are met.

5. Instructors provide a variety of assessment methods to support student learning, which are aligned with the course learning outcomes and indicated in the course syllabus. Instructors provide students with timely feedback and/or grades to give students enough information on their current course standing. Wherever possible, a single assessment activity does not determine the overall outcome of a course.
6. Instructors who choose to re-weight assessments to benefit the student (i.e., “If you do better on the final exam, I will weight the midterm less”) are to do so equitably and communicate this re-weighting to all students via the syllabus, email, or the LMS.
7. Instructors invigilate all examinations in their courses (or assign an appropriate designate in consultation with the Department Head/Director).
8. Instructors ensure that approved student academic accommodations are implemented across all UFV modes of delivery. They are to work collaboratively with students and the Centre for Accessibility Services (CAS) to identify and establish effective strategies for meeting these accommodations. Instructors facilitate all academic accommodations on behalf of their students, including formal examinations except for accommodations that require external or technological support services, which are coordinated directly through CAS. Instructors are not responsible for providing accommodations when a student has given written confirmation, waiving one or more of their approved accommodations.
9. Recognizing the religious and spiritual diversity of the UFV Community, students may need to be absent from a class or exam due to the observance of a holy day (as identified by the Registrar). Instructors provide an opportunity for students, if they have been notified a minimum of one week in advance, to make up work or examinations missed without penalty.
10. Instructors do not schedule mandatory classes, exams, or assignment submissions during Reading Break or in the break between the last day of classes and the final examination period. Exceptions for specific program needs (such as external accreditation) are approved in advance by the Department Head/Director.

Not all courses require final exams. Instructors may determine appropriate evidence-based assessment methods for their course content. For courses with final exams, statements 11 and 12 apply:

11. Instructors schedule final exams during the final exam period.
Exams/quizzes, including take-home final exams, worth more than 20% of the course evaluation, cannot be scheduled on the last instructional day of a course. Exceptions are made for lab exams. Exceptions for specific program needs (such as external accreditation) are approved in advance by the Department Head/Director. For condensed courses (or others that do not follow the standard semester schedule), instructors do not schedule final exams during the last instructional week, unless required for specific

program needs and pre-approved.

12. The last instructional day of the semester is primarily used for instruction and other activities that support achieving learning outcomes. Assessment activities, such as presentations and other activities that cannot be scheduled during the final exam period, are permitted.
13. Instructors evaluate work submitted to meet the requirements of an Incomplete (I) grade within two weeks of the date agreed upon in the Incomplete Grade Contract. Sessional instructors evaluate work completed after the end of the course up until the end of their contract.
14. Instructors retain examinations and final projects that have not been returned to the students for one year after they have been written and/or submitted, unless an appeal process is underway. In this instance, materials are to be retained for a period of five years.
15. Under the Freedom of Information and Protection of Privacy legislation, instructors protect the privacy of students. This includes not leaving assignments/exams in public, not discussing or sharing grades or student work in public, not submitting student work to non-approved online tools, including non-approved AI tools, and not using student work for their own purposes without written student permission.

E. Use of Technology for Teaching and Learning:

1. When teaching a course with online components, instructors design activities that engage learners, are consistent with best practices for online instruction, and meet instructional hours as set out in the official course outline.
2. Instructors disclose to students if they intend to use online plagiarism detection software (or other tools) for assignment submission. This is communicated in the syllabus and assignment details.
3. Instructors adhere to [UFV's AI Principles](#), policies, and procedures when using AI for generating content, assessment activities, teaching materials, grading, or evaluation. Instructor use of AI to create teaching materials is to be clearly noted and cited.