**Tips for Productive Use of Your Time as a Course Instructor**

This document contains information that is important to all teaching Faculty members, some of which may actually make your time with students more satisfying. *Please read; you may be experienced, but UBC procedures do sometimes change.*

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**WELLBEING (*wellbeing.ubc.ca*) for students and for you**

Your students will learn more if they feel well both physically and mentally. You are not responsible for all that they choose to do or are affected by outside of class. However, you can support them through the way you organize the course material, the learning assessments you assign, and the way you respond when they encounter challenges. ***Research at UBC has identified several ways in which the classroom environment you design can enhance student learning. See*** <http://blogs.ubc.ca/teachingandwellbeing/files/2016/12/TLEF_Handout_Round2_v2.pdf>.

Of course, your own wellbeing is critical to your ability to help your students learn. See [www.hr.ubc.ca/wellbeing-benefits/](http://www.hr.ubc.ca/wellbeing-benefits/).

*EVENING MIDTERM TESTS* present a particular challenge.

On the plus side, more time allows for two-stage tests, which have some proven benefits for learning, and one time slot allows for the same test to be given to multiple sections of a course so students are treated uniformly.

However, faculty don’t actually have a call on students’ time outside of scheduled course activities so discussing with the class the reasons for wanting to use evening hours is a good first step. Students, too, have commitments other than to their courses: some work to pay their way, others volunteer, and many commute anywhere from a few minutes to a couple of hours each way. If they have an evening midterm they might not get the last bus home and they may also have an 8 a.m. class the next day.

*REQUEST FOR EXTENSIONS or MAKE-UP TESTS.*

You have lots to do and can’t afford the time to deal with many requests to accept late assignments or to reschedule tests. Students are responsible for managing their time so that they do not create “conflicting responsibilities” that limit their ability to participate fully in your course. However, “unforeseen events” do occur and students should know their options in the context of your course.

**Medical Notes**: Please do *not* require a medical note from a student who claims to have been ill the day of a test. A physician will not confirm that a student *was* ill in the past if the doctor has not been treating the student.

***You can lessen the stress for both you and the students if you set rules in the course syllabus****.* See the UBC Calendar for **GRADING PRACTICES** (http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,42,96,0#217)and **Academic Concession** (http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,48,0,0).

Rules could be: “There are five assignments but only the best four marks will be used” or “There are no make-up midterm tests but the weight of a missed test will be added to the weight of the final exam”.

**There is a new alternative to a “medical note”**. The new “stepped-care model” for Wellbeing UBC includes a team of Wellness Advisors who can work individually with students to develop plans for taking better care of their health. You can request that a student bring a form from the Wellness Centre attesting to having taken that step. Often a student will not make more than one request for accommodation during a course.

*WHAT ABOUT* ***REPEATED*** *REQUESTS FOR CONCESSIONS?*

The student’s home-faculty advisors would like to know if a student makes repeated requests for extensions or make-up’s. Those are signs that the student is struggling and you should not have to explore the issues behind the requests. If you try to solve their problems, you can get immersed in complicated social, emotional, and medical issues that go far beyond what your job description calls for.

*Please use* ***EARLY ALERT*** if you identify a student who exhibits signs they are struggling, e.g., a student who stops attending class, stops submitting homework, or interacts poorly with fellow students (or with you), don’t hesitate to submit an EARLY ALERT through <https://facultystaff.students.ubc.ca/systems-tools/early-alert>. It’s a simple process and it results in an assessment by an expert panel of the level of concern and the appropriate way to reach out to support the student. The reach-out is usually through an advising staff member, taking the onus off you to solve the student’s problem. The earlier we can talk to a student, the more likely it is that effective remedies can be implemented.

If you want a short introduction to Early Alert, please contact the Director of Science Advising.

# MISSED FINAL EXAMS & DEFERRED STANDING

# Direct any student who misses your final exam to their home faculty’s advising office to discuss “academic concession”. Unclassified students should consult their Enrolment Services Professional (ESP).

# *Please don’t forget to enter a grade based on work completed (with zero for the missed test) and also the standing “DNW” (Did Not Write).* Those two steps make what happens after much smoother.

If a student sleeps in or encounters traffic problems on the way to an exam and therefore arrives after the normal half-hour cut-off time for entering the room, you can decide whether or not to let them enter (as long as no other student has left the room). If the remaining exam time is insufficient for the student to have a fair chance, please send the student to their faculty’s advising office; it is possible that the outcome will be a fail on the exam, but a request for a deferred exam may also result.

Refer Science students to “Illness, Academic Concession, and Deferred Standing” (<http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,215,410,1462>).

**Only the student's Dean has the right to grant deferred standing.** However, "the Dean" needs information from the instructor in order to make a reasoned decision. Hence, Science Advising will usually send you an e-mail asking for information on the student’s performance during the term. A prompt reply including the rules for reweighting course components (if any apply) can greatly expedite the process.

If deferred standing is approved, “SD” will be added to the student’s record on the SISC and the (failing) grade will be hidden from view on the Student Service Centre. The student will be given instructions on when the deferred exam will be scheduled (e.g., early January for some first-term winter-session courses, or in the summer). You are not obliged to offer an exam whenever a student requests it (but you may if you wish).

**When your deferred exam takes place, only students with deferred standing should be permitted to write.**

If you have not received a notice from the student's Dean/Advising Office or do not see “SD” standing on your class list, then feel free to contact that office.

# If a student does not grant deferred standing or write an authorized deferred final exam, then the partial grade you entered becomes the final grade.

The Faculty of Science does not schedule the deferred exam dates. **There are four options** for a make-up or deferred exam:

* + 1. **In-schedule Make-up Exam:** In rare cases, the instructor and/or department may schedule a make-up exam within the exam period. It is the student’s responsibility to determine from the instructor/department whether, and if so when, an exam date has been set.
    2. **Department-scheduled Exam – usually in early January when the first-term winter course is prerequisite to a second-term course.** If there is an 'early' make-up exam in your course for more than the rare case, please inform Science Advising so that we can inform students and other Faculties’ advising offices.
    3. **Next Regularly Scheduled End-of-Term Exam:** The student can be instructed to write the next regularly scheduled exam in the course (e.g., for a second-term course, a Summer Session exam if the course is offered). The student will need to consult the instructor(s) involved to determine if any additional or different material will be examined. ***A student granted deferred standing should be able to rely on the course materials already in her/his possession and, at present, will not likely have access to the Course Management System on-line site after the course has ended.***

### N.B. Options 1-3 are preferred over option 4 below. Science Advising communicates with both the student and Enrolment Services to ensure that students will know their obligation and not get conflicting instructions. The goal is to ensure that summer deferred exams are used only when earlier opportunities are not available or, because of the student’s health, for example, do not work.

* + 1. **Official Deferred Exam Period:** Enrolment Services sets the official deferred exam period in the summer (late July to mid-August). Students who are granted "SD" are informed of their obligation to write the scheduled deferred exam if the course has not been completed in another way. Students are informed by Enrolment Services of the process to follow.

# PROMOTING ACADEMIC INTEGRITY

## Appropriate behaviour is context-specific. Don’t assume your students know what is expected in each course or even on each assignment or test.

## During the Term: For some students, how to extract useful information from published literature without simply copying text is a new requirement. For others, getting the idea that some assignments are to be done strictly on their own (without reference to a classmate, a tutor, or an on-line source) while others are group projects is confusing.

## Help your students and yourself by providing clear instructions. Written instructions (on the CMS site for 24/7 access) but also oral instruction are important.

**During Exams: Be prepared and prepare those who will help you invigilate the exam. Be organized, be vigilant, and don't provide the conditions for a student to give** **in to temptation. It is much easier to do so than to deal with the fallout of catching a cheater.**

1. Prepare your students for the exam by previewing the rules and what will happen when they arrive at the exam venue, etc.
2. **Be prepared for an alarm**. You need to know the proper evacuation procedure from the exam room (e.g., which stairwell to use). See INSTRUCTIONS IN CASE OF EXAM DISRUPTION below.
3. **Present all students with the Rules Governing Formal Examinations** [[**http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,41,90,0**](http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3%2C41%2C90%2C0)] on every exam to avoid claims of ignorance. **If you have additional rules, append them to the official set.** The rules are printed on the official exam booklets, but if your students write answers on the exam paper itself, all the rules **must** be printed on the cover. At the start of the exam, tell the students to read the rules.Remind students that it is their responsibility not to exhibit behaviour which could lead an invigilator to suspect that they were looking at a neighbour’s paper or were purposefully exposing their paper to another student.
4. **Count the exams** before handing them out and again when they are handed in. You may mark the exams themselves with an identifying mark to discourage the submission of prewritten pages (digital photocopiers are able to add unique serial numbers) and to help keep count.
5. **Control the distribution of exams** in a way that ensures none will disappear. In large venues, it may be necessary to distribute the exam papers before the students enter, but if possible, let students into the room 10 minutes early and then distribute the exam papers one by one. Monitor the movement of students so that no one can take an exam and leave the room.
6. **Tell students to use the toilet before the exam.** Monitor studentswho leave the exam room to use the toilet. Students have been known to hide course resources in toilet stalls, garbage cans, etc. Have an invigilator check the nearby washrooms in the first half-hour of the exam. If possible, do not let more than one student out of the room at a time. Have an invigilator accompany the student to the door of the washroom.
7. **Limit the materials that the students have with them**.

* Tell them at the start of the exam that they must not have any unapproved materials (to avoid the excuse “I forgot that I had a page of notes in my pocket.”). Nothing but the essentials (writing instruments, student ID card, page of notes if permitted, textbook if permitted, acceptable calculator, etc.) should be on the student’s desk.
* Permit students to store valuable articles of clothing and purses out of reach.
* All electronic devices not authorized for use must be powered down.
* Hats can be used to conceal notes and should be carefully monitored (don’t hesitate to check them), but an occasional student who is bothered by fluorescent lights needs one.
* Do not let students have within reach any pencil cases, cell phones(often justified as a “watch”, but camera phones have been used to send exam information to an absent student), pagers, music recorders, electronic dictionaries, and programmable calculatorsthat you have not checked for banned memory.
* Do not hesitate to confiscate such equipment especially if the student will not show you what information it contains. **Be on the outlook for the newest gadget, a wristwatch that has the capacity to receive information wirelessly.**

1. **Count the students** in the room. Collect and count all exams from unoccupied desks. Control the movement of students. No student should be permitted to leave within the first half hour and no student should be permitted to enter after the first half hour. If an obviously stressed student arrives a little later, having misread the schedule or missed a bus, and no student has left your room, you may decide to let the latecomer in.
2. **Insist that students identify themselves on the exam paper in ink with name, student number, and signature.** Require all students to provide their UBC card and **check their identity** against the class list. If the exams have been serialized, write the serial number of the student’s exam next to their name on your list. If a student does not have a student card, ask for a U-Pass, driver's license or other photo-id. This check should be carried out during the exam despite the awkwardness of moving along rows in fixed-desk rooms.

## Keep the students informed of the time remaining.

1. **Be obvious at all times**. It is difficult to watch over the class while seated, so invigilators should circulate frequently.

## Stop suspicious behaviour *when it is first observed*. Don’t wait until the end of the exam.

**Talk to the student the first time you notice** any behaviour (e.g., body position, etc.) that even hints at an infraction and report to the person in charge. You don't need to be heavy-handed, because in most cases, the student will have been careless rather than cheating. If you want to be able to watch a student more closely, then move them quietly to another seat, first identifying the student(s) whose paper(s) may have been viewed inappropriately.

**Take immediate action for obvious infractions** or if a student is found with unauthorized materials or equipment. Appropriate action is confiscation of the exam and any unauthorized material, and informing the student of the next steps (see REPORTING AN OFFENSE below). To wait means you risk losing the evidence. It may be necessary to photograph a body part if information was written on it.

1. **Control the collection of exams** to prevent a student from leaving without handing in an exam. Insist that no students leave the room in the last 10 or 15 minutes (the ones who leave prior to that usually can be controlled). When the writing time is up, give a clear signal and tell the students to put down all writing instruments. Then, either walk around and collect the exams, checking off names as you go, or control the flow of students so that long lines do not develop (they encourage last-minute writing and may allow a student to slip out with the exam). **Students complain when they observe other students talking and comparing answers while waiting in the hand-in lines.**

If there is a discrepancy between the invigilation list and the number of papers handed in, do a careful check of the room to confirm that a missing exam has not been overlooked.

### REPORTING AN OFFENSE

In the event of a student being suspected of, or being apprehended in the act of, an offense, the student "shall be notified within a reasonable period of time of intention to report the alleged offense to the department head, dean, or other appropriate person" (UBC Calendar).

* First, contact both your Head (or Associate Head) and the Associate Dean, Students immediately.
* Next. give the student an opportunity to respond to the allegation; normally that entails a face-to-face meeting. That meeting may convince you that an offence did not occur.
* If you still believe that an offence occurred, then write a report to the Head of the Department (or delegated Associate Head or Undergraduate Chair) who passes it to the Associate Dean (representing the Dean) who almost always interviews the student and decides whether or not to send the case forward for a hearing by the President’s Advisory Committee on Student Discipline. Since the penalty imposed may be suspension from the University, it is important that all procedures are followed correctly. Any questions concerning procedures that should be taken during or after an alleged incident of cheating should be directed to [adstudents@science.ubc.ca](mailto:adstudents@science.ubc.ca).

***The following five items may affect you or your students:***

# UBC POLICY ON RELIGIOUS HOLIDAYS

## [<http://www.universitycounsel.ubc.ca/files/2010/08/policy65.pdf>]

“UBC permits students who are scheduled to attend classes or write examinations on holy days of their religions to notify their instructors in advance of the holy day of their wish to observe it by absenting themselves from class or examination. Instructors provide opportunity for such students to make up work or examinations missed without penalty." (UBC Calendar).

Students may approach you directly; **they are required to give two weeks’ notice**, but may not be so diligent. Please try to find a second exam time that will be mutually acceptable.

If you are unfamiliar with the specifics of a request, don’t hesitate to contact Associate Dean (adstudents@science.ubc.ca).

Requests for accommodation under this policy are not the same as requests for deferred standing. Students whose religious observances conflict with an exam should be given the option of writing the exam as close to the scheduled day/time as possible. You may need to have the student sign a confidentiality agreement to ensure that no communication occurs between the student and others in the class, whether the alternative exam occurs before or after the scheduled exam. If your course will have a make-up exam early in the next term, you may offer that as the alternative, but the student does not have to accept it.

# UBC SENATE POLICY REGARDING EXAMINATION HARDSHIPS

## [[http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,41,91,0](http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3%2C41%2C91%2C0)]

A student facing an exam hardship, defined as three or more exams scheduled within a 24-hour period, **shall be given an alternative date for the *second* exam causing hardship by the respective instructor or department**. The student must notify the instructor of the second exam *no later than one month prior* to the exam date. An alternative exam should be scheduled as close as possible to the original date.

## What is an Exam Hardship?

Students may report to you that their exam schedule is a hardship but often their third exam falls just outside the 24-hour period. For example, with the first exam on a Monday at 8:00 a.m., the second on Monday afternoon at 3:30, and the third on Tuesday at 8:00 a.m., there is no official hardship because the third exam starts just after the 24-hour period expires. Such a sequence of exams will put pressure on students but they will have to accommodate.

The exam schedule avoids any student having two exams scheduled at the same time and then minimizes back-to-back exams. Within those two criteria, the schedule reflects the myriad of combinations of courses that students take.

# SPECIAL EXAM CONDITIONS FOR STUDENTS WITH DISABILITIES

## [[http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,34,0,0](http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3%2C34%2C0%2C0)]

Students with special needs should be identified to you through the Access & Diversity unit in Brock Hall. If in doubt, ask a student to contact that unit first. The staff there can

evaluate a student's needs and act as an advocate. You may be asked to supply an exam directly to Access & Diversity so that the student can write there under supervision. Students with disabilities normally make arrangements at the start of term, but sometimes an injury during the term results in a mobility or writing impediment, which necessitates a hasty plan for accommodation.

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# SUBMITTING GRADES

You will receive information directly from Enrolment Services about submitting grades through the **Faculty Service Centre.**

Grades may be entered manually or uploaded from a spreadsheet onto the Faculty Service Centre. If you do not have access to the FSC, e-mail [SISSecurity@exchange.ubc.ca.](mailto:SISSecurity@exchange.ubc.ca)

Please include your name and the course(s) for which grade submission access is required, e.g. John Brown, BIOL 477, MATH 129. Your ID and password will be emailed to you.

Note that you will receive access only to those courses that are listed as being taught by you in the department responsible for offering the course. Course listings are handled by individual departments.

*Student DID NOT WRITE*: **If a student does not write your final exam, calculate a percentage grade based on work completed with a zero for the final exam and add the DNW standing.** If 'the system' works, the Dean's Office will have a record of all students who qualify for academic concession and someone there will enter the SD into the records system online at the appropriate time.

*(****REFRAIN FROM****) POSTING GRADES*

It is not necessary for you to post grades because students can access their grades online through the Student Service Centre. The Registrar's staff will begin releasing grades on-line late in the exam period.

With the introduction of the “Freedom of Information and Protection of Privacy” Act (FOIPOP) in November of 1994, we were faced with the possibility of contravening the law by posting grades for final exams. We are not supposed to reveal a student’s grades to a third party.

Do NOT give grades over the telephone or e-mail since it is not possible to identify the caller/writer.

***What if You don’t Submit Marks in a Timely Way?***

Then students will not be able to continue into follow-up courses in the next term (or session) or will not be assessed for graduation in a timely manner.

# INSTRUCTIONS FOR EXAM INVIGILATORS IN CASE OF EXAM DISRUPTION

**At the start of an exam the invigilator in charge should inform all other invigilators of the procedure to be used should the fire alarm ring. If there is a power outage, fire alarm or bomb threat, the first priority is to get everyone to a safe location.** Obey the authorities (fire fighters, Campus Security, RCMP). It is a good idea for an invigilator to keep an eye on fire alarms outside the exam room while students are gathering and for a few minutes after an exam starts. Numbers of invigilators assigned to an exam may, however, not be sufficient for this activity. **If an alarm rings, students must leave all exam papers** on their desks but take valuables (e.g., wallets, purses) with them when they leave the exam room.

**Invigilators are responsible for ensuring that the students stay together, remain silent, do not discuss the exam, and do not consult notes or texts** while the proper authorities evaluate the situation. This is difficult but can be accomplished. Students may find your actions “heavy handed” but be firm. Many students resent it when others take the opportunity for “group study”. There is limited time between the start of successive exams. Depending on when an exam is halted, you have to decide if it can be resumed when the exam room is declared safe to re-enter. Lost time should be added to the time available to students.

## If the time lost is too great, the exam will have to be rescheduled. The room will probably be used in the next exam time slot and some students may have another exam to go to. Students should be given clear instructions about where to look for information about a rescheduled exam before being allowed to leave. The on-line exam schedule will be updated. Your course web site is a secondary possibility.

**Contact the Science Information Centre** or the Associate Dean (e-mail: adstudents@science.ubc.ca) and someone will then contact Scheduling Services to determine the possibilities for rescheduling the exam.

**Contact your departmental office** so that inquiries from students can be answered there as well.

# DISRUPTION OF ACTIVITIES BY INCLEMENT WEATHER

Please refer to Policy 68 “Disruption of Classes/Services by Snow”, found at: [**http:// universitycounsel.ubc.ca/files/2010/08/policy68.pdf]**