



UNIVERSITY OF
REGINA

Faculty of Science

Instructor's Guide

(Revised September 2003)

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Introduction

Students expect instruction of the highest quality. In the Faculty of Science teaching proficiency is a prerequisite for the awarding of tenure and for promotion at all ranks. Permanent academic staff members are normally expected to teach a mix of courses at every level, from large introductory to specialized senior undergraduate and graduate courses.

In addition to offering formal courses, as part of the teaching function all permanent faculty members are expected to participate in advising students on course selection and helping students articulate long-term career goals. It is especially important that this be done well. Students must be carefully guided in course selection, timetabling, University rules and regulations, and work habits.

This handbook is meant to be a guide and resource to all academic staff members in the Faculty of Science involved in teaching. Part I provides some guidance to the characteristics of good teaching. Part II deals with Special Needs Students. Part III

deals with evaluation of teaching while Part IV deals with issues related to course management and university regulations pertaining to teaching.

(All statements in bold print are University or Faculty of Science regulations.)

I. Excellence in Teaching

Teaching should not be taken as synonymous with lecturing. An energetic and entertaining lecturer is not necessarily a good teacher. On the other hand, uninspiring teachers who give the impression that they would rather be doing something else are unlikely to provide the inspiration students need to learn. Academic staff members must develop a style of teaching suited to the nature of the course, their strengths and interests, and the needs of the students.

Teaching at the university level includes the selection, preparation and presentation of lecture and laboratory materials. In the experimental sciences it also includes the design and overall supervision of laboratories. **The academic staff member that is assigned the course is responsible for setting all assignments, laboratories and examinations associated with the course and the associated laboratory.** Good teaching is required for all academic staff members responsible for this activity. Our primary responsibility is to develop and maintain high standards for undergraduate and graduate instruction. Demonstration of teaching proficiency at all levels is a prerequisite for tenure and promotion.

Despite the acknowledged importance of teaching, its evaluation is commonly difficult. However, teaching that is clearly “poor” is readily detected in student assessments, and the reliability of serious complaints can be verified. Similarly, outstanding and inspiring teachers are easily recognized. Since good teaching is required in the Faculty of Science it follows that there must be a method of evaluating teaching on a regular basis. All academic staff members involved in teaching are required to keep a teaching dossier containing an outline of instructional philosophy, detailed syllabi of all courses taught including lists of textbooks and references, examples of assignments and copies of examinations. In the Faculty of Science courses are assessed initially by students to determine the level of student satisfaction. If there are perceived problems additional procedures will be required. The instructor will be invited to meet with the Department Head to discuss the results of the questionnaire and to determine if there is a genuine problem. If a problem is detected, ways to resolve the problem will be discussed. This may require classroom visits by the Department Head or appropriate peers. Part of the

solution may involve mentoring, particularly in the case of junior academic staff members.

What follows, is an attempt to identify those characteristics expected of good teachers in the hope that all academic staff members will find them useful in improving their own teaching.

1. Academic staff members must be well prepared. They should plan their courses ahead of time and think carefully about the method of presentation.
2. Academic staff members should select appropriate subject matter and organize it in a clear and logical manner. The subject matter should be presented at a suitable level of difficulty and in accordance with the prerequisites for the course. Commonly the expectations of academic staff members (particularly new members) are unrealistic, especially in introductory courses. While it is imperative that high academic standards be maintained, care must be taken to strike a balance so that the majority of students, who are not outstanding achievers, are not overwhelmed.
3. The amount of material covered in a course should be reasonable. Academic staff members must be aware that many students are concurrently taking five courses, some of which may have associated laboratories. New academic staff members, designing courses without an existing detailed syllabus, should consult with experienced academic staff members in their department about the volume of material they propose to cover, as well as the level of difficulty.
4. Academic staff members should realize that not all students in a course, particularly in large introductory courses, have the same motivation and reasons for taking the course. Academic staff members should attempt to provide a comfortable learning environment for all students who are prepared to work, not just potential honours or graduate students.
5. At the beginning of the course, academic staff members should articulate objectives and expected learning outcomes. The presentation of the course material and the examinations should be consistent with these objectives. For example, in a course where the goal is for students to be able to solve problems, the lectures should not place primary emphasis on formal theory and proofs.
6. Academic staff members must indicate clearly and in writing at the beginning of the course how the course will be evaluated and how the final grade will be calculated. Also, any conditions required for receiving a passing grade (i.e. must pass the final exam and/or the laboratory) must be clearly communicated in writing to the students.
7. Academic staff members should stress important ideas in class. Students are not always able to distinguish between concepts that are absolutely crucial to a discipline and those that are peripheral.

8. Examinations must be fair and consistent with the syllabus and the course material. The weighting of questions should be consistent with the time spent on the relevant topics.
9. Academic staff members should answer student questions carefully, courteously and accurately. When students are expected to come up with the answer by themselves, the academic staff member should offer hints that steer the student to the correct answer. Occasionally, an academic staff member may be caught off guard by a question in class and not have the answer at hand. In such cases the academic staff member should refrain from giving an “off the cuff” answer that may not be correct. Rather, the academic staff member should say that they do not have a complete answer and will respond during the next scheduled class.
10. Academic staff members must be available to students outside scheduled class times. Such consultations can be very useful learning experiences for the student, especially when the academic staff member attempts to lead the student to answer a question for himself or herself, or to remove difficulties for the student. These consultations can indicate to the academic staff member what ideas are causing difficulties for students. **Academic staff members must post office hours and must be available during those hours for consultation.**
11. Academic staff members should exhibit enthusiasm for the subject and leave an impression that they are enjoying what they are doing. They should, where possible, incorporate current material and indicate the relevance of the subject matter under discussion to topical problems and to other areas of knowledge. Whenever appropriate, they should point out how the material is related to the students’ own experiences as well as to the academic staff member’s experiences and research work.
12. Academic staff members must treat all students with respect. Students with wrong or misguided ideas should not be embarrassed or belittled by means of caustic comments inside or outside of the classroom. Rather, they should be shown in a considerate way why their approach is wrong and what the correct explanation is.
13. Academic staff members must be punctual, starting and ending classes on time. Students have other classes to attend, some in other buildings.
14. Academic staff members encountering disruptive activity in the classroom should take time to explain that such behaviour is unacceptable. Academic staff members must be firm and insist on decorum in class. If disruptive behaviour continues, the trouble maker(s) should be required to leave the classroom. Persistent disruptive behaviour should be reported to the Assistant Dean (Undergraduate).

II. Students With Special Needs

In December of 1996, the University of Regina approved “A Policy Regarding Students with Special Needs.” Part of this policy states that “faculties are expected to develop procedures for implementing this policy which are consistent with their internal goals and needs.” The current set of procedures has been developed to fill this need, and to encourage Special Needs students to seek accommodations while taking courses or programs in the Faculty of Science. These procedures deal with the practical implementation of the University’s Policy in the Faculty of Science, and as such are meant to be an extension and refinement of that Policy, not a replacement.

The University Policy states that “the intent of the accommodation is to allow students with special needs to be evaluated fairly without compromising academic standards.” One of the guiding principles of these procedures is that, while the Disability Resource Office can identify and vet a student’s special needs, and list the suggested accommodations from the medical and psychological literature, only the academic staff member (in consultation with the Department and Faculty) can decide if these requests can be reasonably met without compromising the academic standards of the course or degree program. These procedures, adopted by the Faculty of Science, are designed to set out what some of these academic standards are, to guide academic staff members when they are faced with accommodation requests.

The Course Syllabus & Special Needs Announcements

It is important that the Faculty encourage students with special needs to seek assistance in accommodating their disabilities as much as possible, but in a manner that preserves the privacy of the student as well as the academic standards of the Faculty. Academic staff members will attach the following statement to all course syllabi handed out to students at the beginning of a class: “*Any student with a disability who may need accommodations should discuss these with the course instructor after contacting the Coordinator of the Disability Resource Office, RC 251.15, at 585-4631.*”

Communication between Students, Academic staff members & Advisors

Under the University’s Special Needs Policy, students do not request special needs accommodations directly from academic staff members, but instead must request them from the University through the Disability Resource Office in RC 251.15. If a student approaches an academic staff member about a special needs request, and has not registered with the Disability Resource Office, the academic staff member will direct the student to the Disability Resource Office.

Students are expected to approach the Disability Resource Office with their special needs requests before the beginning of the course. Academic staff members are under no obligation to consider a special needs request until the student has registered with the Disability Resource Office (which will vet the student's medical documentation and prepare a list of suggested accommodations, based on the medical literature or accepted practices). If a student has already done some of the work in the course before seeking special needs accommodations, the grades from the completed material will not be changed. The one exception to this timeliness rule is when there are extenuating delays due to problems in getting the documentation prepared or vetted. Academic staff members can then contact the Disability Resource Office to make sure that the requests are being considered, and should then proceed as if the request has been approved until they hear otherwise.

It is important that students keep their advisors informed of their special needs status. Specifically:

- (a) students will keep their academic advisors informed of their special needs situation in any advising meeting.
- (b) students should see both a Departmental advisor about their major, and a Faculty (or College) advisor about their degree requirements.

In the Faculty of Science, a course may have a laboratory. It should be understood that the term "academic staff member" applies to the Laboratory Instructor as well as the course Instructor/Faculty member if a special needs accommodation pertains to the laboratory portion of the course. The Laboratory Instructor should discuss and coordinate laboratory special needs with the course Instructor/Faculty member.

Upon receiving a request from the University's Disability Resource Office for accommodations to be made, the academic staff member shall indicate the following to the student, with copies to the Disability Resource Office and the Assistant Dean (Undergraduate) of the Faculty of Science:

- (a) the date upon which the special needs request was received by the academic staff member.
- (b) the fact that these issues have been discussed with the student.
- (c) what accommodations have or have not been agreed upon by the academic staff member, what accommodations will be made and how these might differ from the letter requesting those accommodations.

The academic staff member may request assistance from the Assistant Dean (Undergraduate) at any time, but must discuss the special needs requests with the Assistant Dean (Undergraduate) in the following circumstances:

- (a) the academic staff member is unable to meet the special needs request of the student, and is unable to suggest an alternative acceptable to the student.
- (b) meeting the special needs request will require the Faculty to spend extra money for equipment, staffing or other purposes.

- (c) the academic staff member and the student are unable to agree on if or how the student's special needs are being met.

If the Assistant Dean (Undergraduate), academic staff member and student cannot arrive at an acceptable accommodation, the University Policy states that the student may seek mediation from Student Affairs in the first instance. If this mediation does not lead to agreement, the matter is referred to the Vice-President (Academic) for a decision.

The office of the Assistant Dean (Undergraduate) will monitor special needs requests and accommodations on an on-going basis, and will provide lists of students needing special accommodation to the departments involved. Academic staff members can communicate to the Assistant Dean (Undergraduate) at the end of each semester how successful the accommodation was in each case.

Taping of Lectures and Seminars

Special needs students frequently require help with note taking. Students can request access to lecture material; it is up to the academic staff member to decide if he or she wishes to provide copies of lecture notes. If taping of lectures is the only viable option, then this request will be met. The instructor will advise the class that taping is occurring. In addition, the student who is requesting the taping may be required to agree in writing not to use the tapes except for the purpose of studying the course material, and to erase the tapes after the course ends. When erasure is required the instructor will convey this requirement to the student in writing. Students who tape lectures are expected to attend them as well.

Accommodations in Evaluating Special Needs Students

The University's Special Needs Policy is designed to give Special Needs students an equal chance to show their academic ability without compromising academic standards. Sometimes, required academic standards mean that students will have to attempt to complete a required component of a course (potentially with the help of tutors), or avoid that course in their program selection. On the other hand, sometimes academic staff members will need to design alternative methods of testing if the student meets the academic standards needed to pass the course or achieve a specific standing. These alternatives might include substituting different types of written examinations or activities, or substituting oral examinations for written examinations depending on the student's disability.

It is important to consider what the evaluation is testing. If the evaluation is testing the student's knowledge of the course subject matter, then a variety of methods are available for such testing, and requests for substitution are reasonable. If the evaluation is testing (in whole or in part) the student's analytical or expository skills, written or oral, then there might be only a limited set of ways of doing this, and the request for substitution may have to be refused.

To summarize, if alternate evaluation methods are available and do not compromise academic standards, academic staff members will provide them in response to special needs requests. In many cases, the special needs request involves relatively minor accommodations such as allowing extra time for examinations, laboratories or in-class assignments, or a separate room to write in, or special typeface or coloured paper. The academic staff member will be expected to meet such minor accommodations. Students are expected to confirm these accommodations at least a week before any examination.

Some of these requests will lead to extra work for certain academic staff members or departments. The academic staff member's Department (through the help of the Department Head and administrative staff) and the Faculty of Science (through the help of the Assistant Dean (Undergraduate) and/or the Faculty Administrator) will work with the academic staff member to help reduce this workload.

Requests for Exemptions from Program Requirements

Occasionally students with disabilities request exemption from specific program requirements. These requests will be addressed to the Faculty of Science Student Appeals Committee. The following conditions will apply:

- (a) The Committee will generally expect the student to attempt the course (with appropriate accommodations) at least once before considering the request. While taking the course, the student and his or her academic advisor will monitor the student's progress, and the student will be encouraged to drop the course before the final drop date if failure seems likely.
- (b) The Committee will require documented medical evidence linking the student's disability to the specific course.
- (c) If satisfied that the request is reasonable and that academic standards are not unduly compromised, after consultation with the Department Head, the Committee will approve a substitute course in the student's program.
- (d) Laboratories, ENGL 100 and 110, MATH 103/105/110, and CS 110/130/170 cannot be substituted, although efforts will be made to accommodate students with special needs where appropriate.

III. Evaluation

Since good teaching is required of all academic staff members in the Faculty of Science, it follows that teaching must be evaluated on a regular basis. One aspect of teaching assessment is the use of student evaluations. Such an instrument is useful, not only for appraisal of an instructor's delivery skills, but for feedback on the course itself. Appendix 1 of this document contains the course/instructor evaluation questionnaire and comment forms that are used in the Faculty of Science, as well as the instructions for their use. The first part of the questionnaire deals with information about the course while the remainder deals with the academic staff member's performance. Appendix 2 outlines the procedures for administering student evaluations. Appendix 3 contains the laboratory/laboratory instructor evaluation questionnaire for use in laboratory sections of courses and Appendix 4 outlines the procedures for its administration.

There are two reasons for evaluating teaching. The first, and most important, is for improvement of teaching. Every academic staff member, no matter how competent, can benefit from feedback. Research indicates that feedback from student questionnaires, when integrated with a program of training and institutional support services for the academic staff member, can lead to improvement in instructional ability. The second reason for evaluating teaching is to provide input into decisions regarding career progress.

Student ratings are only one aspect of teaching evaluation. Student feedback can provide useful information about elements of course design such as appropriateness of level or of textbooks, volume of material covered, suitability of assignments and examinations, and grading standards. If there are perceived problems additional procedures such as evaluation by peers may be required.

When the results of student questionnaires indicate that there is a continuing cause for concern, the academic staff member will be invited to meet with the Department Head. The purpose of this meeting is to discuss the results of the questionnaire and to determine if there is a problem. This may require classroom visitations by the Department Head and/or appropriate peers. If it is determined that there is a problem another meeting will be held to agree on a program to rectify the problem. The academic staff member may be referred to a senior academic staff member who acts as a mentor.

A written report, outlining the steps taken to resolve the problem and how successful they were, will be submitted by the Department Head and placed in the academic staff member's personal file. If the problem cannot be resolved satisfactorily in the Department, the Department Head will notify the Assistant Dean (Undergraduate). At this point the academic staff member will be invited to meet with the Assistant Dean (Undergraduate) to discuss the problem and possible solutions. This may require visitations to the classroom by the Assistant Dean (Undergraduate) and, if appropriate, the Department Head (or designate). A written assessment of the teaching with

recommendations for improvement will be sent to the academic staff member and copied to the Department Head for the instructor's personal file. The academic staff member's teaching in subsequent courses will be monitored to see if there is improvement. The academic staff member will be required to write a self-evaluation outlining the steps taken to resolve the teaching problem and how successful these measures have been. The academic staff member will be required to write a self-evaluation outlining the steps taken to resolve the teaching problem and how successful these measures have been and submit this to the Department Head with a copy to the Assistant Dean (Undergraduate).

Every academic staff member being reviewed for renewal of probation, for tenure, for promotion, or for a merit award based, even in part, on teaching excellence, is required to present a teaching dossier. This dossier should contain a statement of instructional philosophy, detailed syllabi of all courses taught for the period under review including lists of textbooks and references, comprehensive examples of assignments and copies of examinations, information on new courses developed, instructional computer software and copies of articles published relating to pedagogy. The academic staff member may also include written comments from student evaluations and any other material, such as self-evaluation, considered to be relevant to the review of teaching performance. **The Department Head and/or Assistant Dean (Undergraduate) will also present a report on the individual's teaching. This report will contain summaries of course/instructor evaluations, the results of any peer evaluation, either internal or external, which may have been conducted, and will contain comments on any identified deficiencies, steps taken to address them, and progress made.**

For regular performance reviews, the Department Head will comment on the academic staff member's teaching and provide copies of the statistical summaries for the period under review. The academic staff member will be given an opportunity to respond to the Department Head's comments.

IV. Course Management

1. Handouts

During the first three hours of instruction in any course, the academic staff member will provide students with a written course outline which should include:

- **The content of the course;**
- **Any prerequisites for the course;**
- **A list of assignments and examinations, with due dates if possible;**
- **The grading scheme: weightings of the assignments and examinations;**
- **The academic staff member's policy on attendance, if any;**

- **The academic staff member's policy on late assignments and missed examinations.**

Any later proposed changes to the grading scheme must be circulated in writing and consented to by the students registered in and attending the course.

2. *Class Lists*

Class lists may be obtained from Web Mark Entry (<https://banner.uregina.ca:8000/>) at the start of each semester. Academic staff members should call out the names on this list in class. Students sometimes attend the wrong section of a course, or attend courses they think they are registered in but are not.

3. *Prerequisites*

The University's Banner registration system checks that students have the prerequisites for the courses that they are registering in. However, it cannot verify that a student has passed the course if that course is in progress at the time of registration. Academic staff members may wish to check for themselves that students have the appropriate prerequisites. If so, they should inform students within the first three hours of classes what the prerequisites for the course are and explain the reasons for them (see Handouts, above). Students lacking the prerequisites may be required to withdraw. Academic staff members have the right to waive prerequisites in individual cases if there appears to be good reason to do so.

4. *Office Hours*

Academic staff members in the Faculty of Science are required to set aside weekly office hours when they are available for student consultation. The times the academic staff member is available for consultation are to be posted on the office door. As a general rule, at least three hours a week should be set aside for each undergraduate course taught.

5. *Absence*

If an academic staff member must for any reason be off campus during scheduled classes, permission must be granted by the Department Head or designate. Academic staff members must make alternative arrangements for class coverage before such permission will be granted.

6. ***Withdrawal Dates***

The last day for withdrawal from a course without penalty of failure is **November 15th** for the fall semester and **March 15th** for the winter semester. The Undergraduate Calendar lists the corresponding dates for each session in the spring/summer semester. Academic staff members should inform their classes accordingly and should endeavour to provide some feedback on progress to their students in advance of the withdrawal date.

7. ***Examinations***

- (a) The final examination schedule is prepared by the Registrar's Office and is available at the time of registration.
- (b) The Registrar's Office pays for reproduction of final examinations if these are received in the Registrar's Office before a prescribed deadline (about 3 weeks before the end of semester). Otherwise, the cost is borne by the Faculty. This is a needless cost to the Faculty budget and can be avoided by academic staff members turning in their examinations to the departmental secretary for typing at least a month before the end of semester.
- (c) Final examinations are to be submitted to the Department Head for review prior to duplication.
- (d) **Extensions of deadlines for completion of assignments or writing of final examinations may be granted to students on the basis of illness, or accident, or other extreme and legitimate circumstances beyond their control.**
- (e) **The authority to approve deferrals of term work (assignments and mid-term examinations) within the semester belongs to the academic staff member instructing the course. All deferred work must be completed by the date of the final examination (or, if there is no final examination, by five days after the end of lectures).**

In the case of mid-term examinations, the academic staff member may assign a make-up examination or may transfer the weight of the examination to another examination or assignment, including the final examination.

- (f) **The authority to approve deferrals of final examinations and/or term work beyond the date of the final examination belongs to the Dean of the Faculty in which the student is enrolled.**

The Dean or designate will consult with the academic staff member responsible for the course to establish that the student is in good standing: that is, that the student would have a reasonable chance of

passing the course if a deferred final examination and/or deferral of term work were granted. *The academic staff member will submit a grade of NP (no paper) for the student (see Grading, below).*

An interim grade of DE is assigned (by the Registrar's Office) for a deferred final examination or deferral of both final examination and term work. An interim grade of IN is assigned (by the Registrar's Office) for deferral of term work alone. When the deferred final examination has been written and/or missing work completed, the academic staff member will grade the work and assign a percentage grade to replace the interim grade. A grade change form must be submitted (available from the departmental office).

Missing course assignments must (normally) be submitted, and deferred final examinations written, by January 31 for Fall courses, by May 31 for Winter courses, and by September 30 for Spring/Summer courses.

- (g) A number of regulations pertaining to examinations appear on the cover of University of Regina examination booklets. If an academic staff member wishes to impose additional or different regulations they should be announced to all students in the class prior to the examination period (eg., calculators will not to be allowed).
- (h) **In the event that an academic staff member discovers academic misconduct (cheating) during an examination, the academic staff member should confiscate the examination paper and request that the offender leave the examination room.** Academic staff members should follow the regulations governing Discipline for Academic Misconduct in the Undergraduate Calendar. (see Discipline for Academic Misconduct, below)
- (i) **After grading, students have a right to see their final examination papers under supervision and to discuss the final grade with the academic staff member.** This is also the first stage in the reassessment procedure that is discussed below.
- (j) **Final examination papers must be retained** (normally by the Department) **for a period of six months.**
- (k) **The privilege of writing supplemental examinations is granted at the University of Regina only to students enrolled in the Faculty of Engineering.** This privilege does not include courses offered by the Faculty of Science.
- (l) **No examinations for on-campus courses may be scheduled in the six days preceding the last day of lectures or on the days between the end**

of lectures and the start of the formal examination period, without prior written approval from the Assistant Dean (Undergraduate). The due date of take-home examinations falls within the terms of this regulation; laboratory examinations are excluded.

8. Grading

- (a) **The University of Regina uses a percentage grading system. A grade of less than 50% is a failing grade for undergraduate programs.**
- (b) **The academic staff member enters the final grades for a course using Web Mark Entry provided by University of Regina Computing Services (<https://banner.uregina.ca:8000/>). Once the marks are entered they must be both **SAVED** and **SUBMITTED FOR APPROVAL**.**
- (c) **If a student fails to complete a mandatory component of a course (laboratory, mandatory term paper, final examination) the grade of NP (no paper) should be recorded.**
- (d) **The grades of DE (deferred) and IN (incomplete) can be entered only by the Registrar's Office after documentation has been received confirming that a deferred exam has been granted. Academic staff members must enter a grade of NP. (see *Examinations, above*)**
- (e) **In rare circumstances, aegrotat standing (AG) in one or more courses in a semester may be granted on medical or compassionate grounds to a student who meets the five conditions set out in the Undergraduate Calendar.**
- (f) **According to council regulations, grades are to be submitted to the Registrar's Office within 5 calendar days of the final examination. This requirement may be waived in the event that an academic staff member has examinations in two or more large course sections written within a short time or that the academic staff member has an extremely large class. Academic staff members should discuss the need for an extension with the Assistant Dean (Undergraduate).**
- (g) **Grades must be approved by the Department Head and the Assistant Dean (Undergraduate) [Dean of federated college when course is taught by a federated college] after they have been entered using Web Mark Entry. Approval is done electronically using the same software. The academic staff member must be available until the grades have been approved by the Assistant Dean (Undergraduate) [Dean of federated college when course is taught by a federated college].**

- (h) **In the event that the Department Head or Assistant Dean (Undergraduate) does not approve the grades in a given course section, the Dean of the Faculty of Science will select a member of the Department concerned who, in the opinion of the Dean, is competent to assess the grades. All grades in the course will be reassessed with the academic staff member, Department Head and selected department member attempting to reach agreement. The agreed upon grades or, failing agreement the grades recommended by the three assessors, will be reported to the Dean who will make a final decision on the grades for the course.**
- (i) **Once the entered grades have been approved by the Department Head and Assistant Dean (Undergraduate) they can only be changed by using an official grade change form available from the Departmental Office. Such changes must come as a result of errors in grading, in grade calculation or as a result of a reassessment.** Changes cannot be made because of special considerations such as further examinations or further work, except where this has resulted from an incomplete or a deferral.
- (j) **Academic staff members should avoid manipulation of grades for disciplinary reasons. Incidents of misconduct should be reported to the Assistant Dean (Undergraduate).**

9. *Reassessment*

Students have the right to request the reassessment of any grade. At least 75% of the work used to arrive at a student's grade should be of such a nature that it can be reassessed by an independent examiner. Academic staff members are required to maintain proper records of the assessments of all work subject to assessment. These records must be made available to the Department Head, particularly if the academic staff member will be off campus for a long period of time during the time reassessment may take place.

A disagreement over a final grade should first be discussed with the academic staff member. The academic staff member will review the grading records and, if an error is found, the grade will be changed accordingly.

If informal discussion fails to resolve the disagreement, the student may formally appeal for reassessment to the Registrar's Office. The procedures for a formal reassessment are outlined in detail in the Undergraduate Calendar.

10. ***Guidelines for marking of examinations***

As a rule, in the Faculty of Science, academic staff members are expected to mark their own mid-term and final examinations. However, in very large introductory courses there may be justification for employing student assistants to help with some of the marking. In these situations the following guidelines will apply:

- (a) Graduate students and Professors Emeriti can be employed to mark examinations.
- (b) Student assistants are members of CUPE 2419. When students are employed to help with marking, it is necessary that the CUPE Collective Agreement be adhered to. In particular, students cannot be required to mark final examinations between the date of the last day of lectures and the date of their own last examination. As well, students must be paid in accordance with the appropriate wage scale in the agreement.
- (c) Marking assistants should only be employed to mark questions of a purely objective nature such as multiple-choice questions.
- (d) Assistants involved in marking are to be under the direct supervision of the academic staff member. The academic staff member is responsible for security and must retain custody of the papers. The academic staff member should be present at all times while assistants are marking. Assistants are not to remove examination papers from the room where the marking session is taking place.
- (e) Academic staff members should review the marking of a random selection of papers during the marking session to ensure that the student assistant is marking correctly.

11. ***Academic Misconduct***

Cheating

This includes but is not limited to dishonest or attempted dishonest conduct at tests or examinations, in which use is made of books, notes, diagrams, or other aids not authorized by the examiner. It includes communicating with others for the purpose of obtaining information, copying from the work of others, and purposely exposing or conveying information to other students who are taking the test or examination.

Plagiarism

This includes but is not limited to, the presentation or submission of the work of another person without citation or credit as the student's own work. Substantial plagiarism exists when there is no recognition given to the author for phrases, sentences, thoughts, code, or arguments

incorporated in the written work or software. Complete plagiarism exists when a whole essay or piece of software is copied from an author, or composed by another person and presented as original work. Unless, prior approval has been obtained, a similar situation is created when the same essay or software is submitted for credit in more than one course.

Discipline for Academic Misconduct

- (a) An academic staff member who suspects that misconduct has occurred shall investigate the matter immediately. If satisfied that the misconduct did occur, the academic staff member shall notify the student at once that the incident is to be reported, and shall immediately report it to the Department Head or appropriate person in the Faculty who, in turn, shall notify the Dean of that Faculty in which the student is registered (or designate) without delay. If after thorough investigation, during which the student shall have the opportunity to explain the incident, the misconduct is established, appropriate academic action may be taken by the Department or Faculty concerned.**

- (b) When the misconduct consists of cheating, zero credit or some other mark may be assigned by the Faculty for the examination or test in which cheating occurred, or for the entire course.**

- (c) When the misconduct consists of plagiarism, zero credit or some other mark may be assigned by the Faculty for the plagiarized submission or for the entire course.**

Appendices

Appendix 1

University of Regina
Faculty of Science

Course/Instructor Evaluation Questionnaire

Course Name and Section: _____ Semester: _____

Instructor: _____

In the following indicate the choice that best represents your assessment. If you have no opinion on a particular statement mark your response NA. **Select no more than one response for each statement.**

No Opinion
Strongly Disagree
Disagree
Agree
Strongly Agree

SA A D SD NA

1. The course is in my major area (SA); required in my program (A); an elective (D).
2. The prerequisites for the course are appropriate.
3. The amount of material covered in the course is reasonable.
4. The course material is too challenging (SA); at about the right level (A); insufficiently challenging (D) for the course level.
5. The textbook(s) is a useful resource.
6. The instructor clearly explained the syllabus, course prerequisites and grading procedures.
7. The course is well organized.
8. The methods of evaluation are fair.
9. The instructor explains ideas and concepts in a clear, logical manner.
10. The instructor is readily available for out-of-class consultation.
11. The instructor shows mastery of the subject.
12. The instructor treats students fairly and with respect.
13. The instructor stimulates critical thinking and independent learning.
14. I would recommend this instructor to others.

USE PENCIL ONLY

COURSE/INSTRUCTOR EVALUATION FORMS INSTRUCTIONS

**** FORMS ARE TO BE COMPLETED IN PENCIL.**

Please take some extra pencils to class with you.

1. Each student receives the following:
 - 1 course/instructor evaluation questionnaire (computer coded)
 - 1 course/instructor comment form.
2. Write the following information on the board:
 - Course name, number, and section
 - Current semester (i.e. 199930 for Fall classes)
 - Instructor's name.
3. ANNOUNCE TO YOUR CLASS:
 - Please **DO NOT** record your name anywhere on these forms.
 - Academic staff members **WILL NOT HAVE ACCESS** to the evaluations for your comments until **AFTER ALL FINAL GRADES HAVE BEEN SUBMITTED TO THE REGISTRAR'S OFFICE.**
 - Record across the top of both forms in the blanks provided the information which has been written on the board.
 - Complete the evaluation writing comments in the space provided on the comment sheet, and recording answers to the questionnaire in the appropriate space.
 - Complete the answer sheet in PENCIL ensuring that the circle is filled in COMPLETELY.
4. Approximately 15 or 20 minutes should be allowed for completion of the forms.
5. Choose a volunteer to collect the completed forms, placing the comment sheets in one envelope and the answer sheets in another. Have the volunteer seal the envelopes, initial across the seal, and deliver the envelopes to the Faculty of Science General Office, LB237. For off-campus courses the envelopes should be forwarded to the appropriate college administrative office.

Procedures for Administration of Course/Instructor Evaluations

1. Course/instructor evaluations are administered in all sections of three or more students.
2. Approximately 15 minutes of class time should be set aside for students to complete the questionnaire and comments. The instructor reads the instructions contained on the instruction sheet and writes the required information on the board. After selecting a volunteer to collect the forms, the instructor distributes the forms and leaves the classroom. The student volunteer returns the forms to the Faculty of Science General Office.
3. The Faculty of Science Administrator is responsible for preparing statistical summaries based on responses to the questionnaire. Averages and standard deviations are calculated using a 4 point scale; 1 for SD, 2 for D, 3 for A, 4 for SA. The NA responses do not contribute to the calculations although the number of such responses to each statement is recorded.
4. For each course section evaluated, four different averages and standard deviations are calculated for each of the statements 2-14;
 - a) for all respondents;
 - b) for those respondents for whom the course is in the major area;
 - c) for those respondents for whom the course is a program requirement;
 - d) for those respondents for whom the course is an elective.

As well, averages and standard deviations in these four categories are calculated on the totality of responses to statements 7-14.

5. One copy of the statistical summary for a given course section is forwarded to the instructor, one to the Department Head and one to the Assistant Dean (Undergraduate).
6. In the case of tenured faculty, the written comment forms are turned over to the faculty member after the grades for the course have been submitted. The Faculty Administrator records the number of comment forms turned over and places an identifying symbol on each form. The Dean or Department Head do not see the comment forms. These forms may form part of their teaching dossier.
7. In the case of non-tenured academic staff members the same procedures are followed except that the comment forms are forwarded to the Department Head for examination before being forwarded to the instructor. The Department Head may make copies of the forms for the records.
8. For course sections of 10 or fewer students the written responses are transcribed to preserve anonymity.

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Laboratory/Laboratory Instructor Evaluation Questionnaire

Course Name and Section: _____ **Semester:** _____

Laboratory Section: _____

Laboratory Instructor's Name: _____

In the following indicate the choice that best represents your assessment. If you have no opinion on a particular statement mark your response NA. **Select no more than one response for each statement.**

No Opinion
Strongly Disagree
Disagree
Agree
Strongly Agree
SA A D SD NA

COURSE EVALUATION

1. The laboratory work is a valuable part of this course.
2. The laboratory work is relevant to what is presented in class.
3. The laboratory has adequate facilities.
4. The laboratory work is interesting and stimulating.
5. The amount of material covered in each laboratory period is reasonable.
6. The methods of evaluation are fair.
7. The laboratory manual is a valuable resource.

INSTRUCTOR EVALUATION

1. The laboratory instructor provides clear and appropriate instructions during the pre-lab conference. (If no pre-lab conference is presented in the lab, indicate NA).
2. The laboratory instructor appears to have a thorough knowledge of the subject.
3. During the laboratory activities in the laboratory instructor gives clear and understandable explanations.
4. The laboratory instructor is accessible during the laboratory period.
5. The laboratory instructor treats students fairly and with respect.
6. I would recommend this laboratory instructor to others.

USE PENCIL ONLY

University of Regina
Faculty of Science

Lab/Lab Instructor Comments

Course Name and Section: _____ **Semester:** _____

Laboratory Instructor: _____

Please use this form for your personal comments. The laboratory instructor will not see them until after the final grades are in for your course. In small section sized courses the comments will be transcribed to preserve anonymity. Use the other side if you require more space.

Students should be aware that teaching evaluations are a serious matter and are used as a part of the career progress evaluation process within the Faculty of Science.

1. Identify what you perceive to be the main strengths and weaknesses:
 - a) of the laboratory program:

 - b) of the laboratory manual:

 - c) of the laboratory instructor:

2. What suggestions do you have that might improve the effectiveness:
 - a) of the laboratory program:

 - b) of the laboratory instructor:

3. Make any comments you wish about:
 - a) the laboratory program:

 - b) the laboratory instructor:

Procedures for Administration of Laboratory/

Laboratory Instructor Evaluation Questionnaire

1. Laboratory/laboratory instructor evaluations are administered to a representative sample of laboratory sections each semester as selected by the Department Head. In selecting the sections to be evaluated the Department Head should ensure that:
 - a) every introductory course with laboratory has at least one laboratory section evaluated every semester.
 - b) every senior course with laboratory has at least one section evaluated each year.
 - c) every laboratory instructor is evaluated in at least one laboratory section every year.
2. The procedures to be followed are essentially the same as for the course/instructor evaluation forms (Appendix I) except that the envelopes are to be returned by the departmental office.
3. The Faculty of Science Faculty Administrator is responsible for preparing statistical summaries based on the responses. Averages and standard deviations are calculated for each statement using a 4 point scale: 1 for SD, 2 for D, 3 for A, 4 for SA. The NA responses do not contribute to the calculations although the number of such responses to each statement is recorded.
4. One copy of the statistical summary for a given laboratory section is forwarded to the laboratory instructor, one to the Department Head and one to the Assistant Dean (Undergraduate).
5. The Department Head will examine the comment forms before forwarding them to the laboratory instructor. The Department Head may make copies of the forms for the record.

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