

Memo

Brock University
Niagara Region
1812 Sir Isaac Brock Way
St. Catharines, ON
L2S 3A1 Canada

To: Tim Dun, Chair, USAC

From: Rajiv Jhangiani, Vice Provost, Teaching and Learning

Date: December 7, 2022

Subject: **Potential revisions to FHB 3.A.9. (Examination)**

brocku.ca

Dear Dr. Dun,

In line with the short-term plan priority of USAC to “correct outdated and limiting language in Section 3.A.9 of the Faculty Handbook – Examination,” the Office of the Registrar and the Centre for Pedagogical Innovation have conducted a review of the language in this section and would like to request feedback from USAC members on a range of potential revisions. This USAC will inform draft revisions that will be brought to an upcoming USAC meeting for consideration.

The following is a summary of the potential revisions, grouped by category:

1. Staying out of the weeds

- a. Using global language (e.g., no examination aids other than those specified on examination scripts) instead of listing specifics that may evolve over time (e.g., translation dictionaries, etc.).
- b. Removing granular operational details (e.g., duties of the Assistant Invigilator related to announcements, sorting of attendance cards, etc.) in favour of broader guidance, where appropriate (e.g., Assistant Invigilator duties assigned by the Chief Invigilator).

2. Updating language to reflect current practice

- a. Removing language requiring the return of marked progress examination scripts.
- b. Codifying availability of invigilators for on-campus exams on Brock’s main campus for classes larger than 25 students.
- c. Removing language that is redundant due to legislation or broader university policy (e.g., smoking prohibited in examination rooms).

3. Distinguishing between on-campus and online examinations

- a. Specifying elements of the policy that only relate to on campus examinations (e.g., need for proctors to be present, duties of the Chief Invigilator, 2- or 3-hour length, students not being able to leave for the first 30 minutes, etc.).
- b. Providing guidance related to online examinations (e.g., retention of data files, student inspection of examinations, support for accommodations, reporting of irregularities, etc.).

4. Submission of exam scripts

- a. Revising the submission procedure for exam scripts from delivery by hand to secure

electronic submission.

5. Empowering faculty

- a. Respecting academic freedom of faculty by removing elements such as Chairs discussing teaching methods and marking of examinations with new colleagues.
- b. Enabling instructors to consider the match between their exams and course learning outcomes instead of requiring Department Chairs to assess comparability of exams across multi-section courses.
- c. Removing language suggesting that final exams may be considered an integral part of courses.
- d. Removing language requiring a different exam script for exams written at any time other than the scheduled exam.

6. Scheduling of examinations

- a. Requiring out of class midterm exams to be booked through the Office of the Registrar to avoid scheduling conflicts.
- b. Requiring scheduling of online examinations by the Office of the Registrar to align with on campus examinations.
- c. Requiring all final exams (including take-home exams) to be scheduled during the final examination period.
- d. Providing guidance related to take-home final examinations.

7. Deferred examinations

- a. Standardizing the time for completion of deferred examinations (currently varies from 4-7 months).
- b. Instituting a deferred examination period.
- c. Underscoring the need to respect religious obligations that render a student unable to write a formally scheduled examination (e.g., when Ramadan falls during the final examination period).