The Senate Committee on Academic Standards (SCAS) has struck a sub-committee to continue the review of the Academic Concession Regulation that governs requests from undergraduate students for missed assignments and exams. This review will consider updates to both the in-course concession process and the process after which grades have been submitted (including the deferral and extended deferral [Request for Academic Concessions, RAC] process, the Withdrawal Under Extenuating Circumstances [WE] process, the back-dated drop process, and the Aegrotat grading notation). Updating the regulation will also support the university’s work to ensure that its procedures support students’ retention, timely completion and academic success (e.g., as outlined in the Strategic Enrolment Plan’s Goal 2, Strategies 2 and 3). As this review progresses, the sub-committee is interested in sharing some of the work completed to date and in seeking further feedback.

Recognizing that this work has been ongoing for several years and that there have been many issues identified throughout this time frame, SCAS acknowledges that some community members may already have been consulted. Nevertheless, as the sub-committee identifies emerging best practices, further consultation with the campus community on perspectives regarding this regulation becomes vital both in terms of understanding how the regulation currently works for those affected and how it is envisioned in the future.

Members of the university community who may be affected by the administrative and academic work involved in the regulation are invited to provide input on a) the term used, b) the process for requesting academic concessions (in-course and after the course has ended), including the RAC form, and d) the implementation of an updated process. Please email Ada Saab, Associate University Secretary (aus@uvic.ca), with any feedback on the following points of inquiry by Friday, January 31, 2019. People may choose to provide individual feedback, or collaborate on feedback from various units or groups.

SCAS and the sub-committee appreciate your participation. Although it will not be possible to incorporate all the changes, the suggestions will be carefully considered and weighed as the revisions are created.
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The work to date has identified the following series of key principles that will be the foundation for the sub-committee’s work moving forward:

- In the application and interpretation of the regulation and guidelines, there will be an assumption of good faith on the part of student, staff and faculty unless there is clear, compelling and conclusive evidence to suggest otherwise.
- Students have a right to request an academic concession (in-course and after grades have been submitted) and to have the request impartially evaluated.
- Students are responsible adults able to manage their academic schedule.
- Students have an ability, when necessary, to identify a proxy to request an academic concession.
- A well-designed and well-resourced regulation and guidelines will serve students, faculty and staff and streamline administrative functions while also ensuring a) that students are treated fairly, equitably and consistently, and b) that the university’s academic standards are maintained.

PROPOSED GROUNDS
Building on the principles above, the previous work has identified the following circumstances as representing legitimate grounds for undergraduate students to request an academic concession (in-course, deferral, and extended deferral):

1. Unexpected circumstances, including, but not limited to, bereavement or illness, injury or trauma with a prognosis of short duration, and
2. Conflicting responsibilities including, but not limited to, short-term circumstances such as:
   - Fulfilling Indigenous cultural or community obligations,
   - Serving in the armed forces on unexpected notice,
   - Representing the university, the province or the country in a competition or performance,
   - Navigating an unexpected change in the requirements of a course, or
   - Managing an unexpected responsibility to care for a family member.

POINTS OF INQUIRY
The sub-committee considers the following questions especially important for discussion by the university community:

I. “ACADEMIC CONCESSIONS”
Many students are not familiar with the term “Academic Concession” not only due to its uncommon usage in the general student vocabulary but also as many institutions across North America label the request for an exception under different labels.
   a. Is the term “Academic Concession” best suited to describe the regulation it encompasses?
   b. What other term(s) might be more readily understood?
II. **IN-COURSE ACADEMIC CONCESSIONS** (sometimes termed extensions)
Presently, in-course academic concessions are handled between the instructor and the student in an informal manner. The students approach each instructor when an academic concession is required and arrange for the missed assignment with each course separately.
   a. Are these academic concessions working in a fair, equitable, consistent and transparent manner?
   b. How could this process be improved?
   c. Do the proposed grounds for in-course concessions accurately reflect the circumstances presented by students?
   d. Are there other grounds for in-course concessions that should be considered?
   e. What would be appropriate documentation to accompany these requests?

III. **REQUEST FOR ACADEMIC CONCESSIONS (RAC) FORM**
The Request for Academic Concession (RAC) form must be filled out by the student and submitted to the Office of the Registrar within a deadline outlined on the form.
   a. Do you, and the people you work with (students, colleagues, etc.) find the form easy to understand?
   b. Are there any revisions to the form you would suggest?

IV. **DEFERRALS and EXTENDED DEFERRALS**
Presently, the only grounds for deferrals and extended deferrals set out in the existing regulation are accident, illness and affliction. These deferrals are meant for students who will need to complete an assignment or exam after the course is complete.
   a. Are these deferrals working in a fair, equitable, consistent and transparent manner?
   b. How could this process be improved?
   c. Do the proposed grounds for deferrals (above) more accurately reflect the circumstances presented by students?
   d. Are there other grounds for deferrals and extended deferrals that should be considered?

V. **AEGROTAT, WITHDRAWN UNDER EXTENUATING CIRCUMSTANCES, BACK-DATED DROP**
In addition to deferrals and extended deferrals the RAC form is used to request Aegrotat grade notations, Withdrawals Under Extenuating Circumstances and back-dated drops.
   a. Does the inclusion of these requests on the same form as the RAC cause confusion?

VI. **IMPLEMENTATION OF THE REGULATION**
As part of the review and revision of the regulation and guidelines, their implementation will be a key consideration.
   a. How well are the current processes for dealing with requests for academic concessions (both in-course and after the course has ended) working?
   b. How can the current processes be improved?