

August 28, 2025

Response to the recommendations of the Joint Working Group on Class Recording

Dear Maureen,

Thank you for submitting the report and recommendations on behalf of the Joint Working Group on Class Recording. I appreciate the analysis, consultations, and discussions that informed the group's work and led to the April 2025 report. My thanks go to all members of the Working Group and those who supported this important work.

In accordance with the Letter of Understanding in the Collective Agreement (Appendix Q), I am pleased to provide this response to the recommendations. Implementation planning and responses have been developed in consultation with the Division of Learning and Teaching Innovation (LTI) and University Systems, ensuring alignment with both academic and operational considerations.

This response, along with the Working Group's report and recommendations, is now available on the [VPAC website](#).

Sincerely,

Elizabeth Croft
Vice-President Academic and Provost
University of Victoria

Recommendation	Response and implementation strategies
<p>a) When scheduling courses, classroom recording needs should be considered, where feasible. [...] instructors should be informed of available recording capabilities when assigned a teaching space.</p>	<p>I support this recommendation.</p> <p>As the Working Group has noted in their report, all centrally scheduled classrooms at UVic (~141) support basic recording functionality. To enhance instructor awareness and uptake of classroom recording:</p> <ul style="list-style-type: none"> • OREM will be encouraged to communicate recording capabilities during the space assignment process. University Systems recently launched a searchable online classroom database that outlines the equipment and capabilities available in each centrally scheduled classroom. Instructors are encouraged to consult this tool as they prepare for their courses. • LTI will continue to maintain and update instructor-facing support resources on Teach Anywhere, ensuring that guidance for using classroom recording tools is visible, accessible, and up to date. <p>University Systems and LTI continue to collaborate to support classroom recording software and develop training resources for instructors using these systems. University Systems also provides urgent technical support for audiovisual issues in these spaces.</p> <p>OREM is responsible for assigning centrally scheduled classrooms and will be encouraged to continue prioritizing pedagogical and accessibility considerations in the scheduling process wherever possible.</p> <p>For specialized recording needs (e.g., dual delivery, enhanced audio/video quality), instructors are encouraged to communicate early with their departments so these can be factored into scheduling requests.</p> <p>In the case of restricted-use classrooms, the responsibility for ensuring classroom recording capabilities rests with the scheduling unit. If recording is deemed a priority, faculties and departments are expected to assess whether the assigned space meets those needs and to consult with University Systems for guidance on equipping the room with appropriate technology. University Systems is available to advise on equipment options and installation, and the faculty or department is responsible for securing the necessary funding and coordinating implementation.</p>

<p>b) Multi-access classrooms should continue to prioritize capacity, with further data collection to assess instructor interest in multi-access teaching.</p>	<p>I support this recommendation provided there is good utilization of current multi-access classrooms.</p> <p>UVic will continue to prioritize multi-access infrastructure upgrades in high-capacity, centrally scheduled classrooms where the potential impact on student access is greatest. This approach ensures responsible use of institutional resources while supporting flexibility in course delivery where it is most needed.</p> <p>Multi-access teaching is both pedagogically and logistically complex, and not suitable for all instructional contexts. Any further expansion of multi-access infrastructure should be guided by clear, data-informed evidence of pedagogical need and instructor interest.</p> <p>VPAC supports limited and targeted data collection on instructor interest in multi-access teaching, as part of broader efforts to ensure that instructional investments align with UVic’s teaching and learning priorities—including commitments to accessibility and inclusion. These efforts will be carefully balanced with UVic’s identity as a primarily face-to-face institution.</p> <p>LTI and University Systems will continue to monitor classroom technology usage and gather feedback from instructors to inform future planning and investment.</p>
<p>a) Instructors should establish and communicate clear expectations regarding classroom recording at the start of each course. Appendix A [of the report] provides guidance for instructors in the interim. The signing of a contract in each class would significantly increase workload on individual instructors.</p>	<p>I support this recommendation and understand work is underway to support implementation.</p> <p>Expectations for the appropriate use of classroom recordings are addressed in the updated <i>Integrity in Practice</i> modules (see recommendation 2c) providing a consistent, institution-wide approach that supports academic integrity and reduces the need for individual student contracts. Instructors are encouraged to communicate clear expectations with their students at the beginning of each course and may draw on the draft language provided in Appendix A of the report as necessary.</p>
<p>b) If an instructor records their lectures, the course syllabus should outline these expectations using provided template language. [...] Misuse of class recordings should be considered an academic integrity violation.</p>	<p>See response to 2a.</p> <p>Given instructors’ concerns regarding potential misuse of classroom recordings, the Academic Integrity Policy is currently under revision to address related issues. As this revision is subject to approval by the Senate Committee on Academic Standards and Senate, we cannot yet confirm specific policy language related to misuse of recordings as an academic integrity violation.</p>

<p>c) LTI should explore incorporating classroom recording responsibilities into the <i>Integrity in Practice</i> module which all students will eventually be required to take.</p>	<p>I support this recommendation and understand work is underway to support implementation.</p> <p>LTI will incorporate guidance on the appropriate use of classroom recordings into the <i>Integrity in Practice</i> modules to support student understanding of their responsibilities. This content will emphasize that classroom recordings are part of the instructor's intellectual property and must be used in accordance with institutional policies, including those related to academic integrity (e.g., GV0215), copyright, and respectful conduct. The <i>Integrity in Practice</i> modules will be ready for fall 2025.</p>
<p>d) As UVic policies are reviewed, they should align with existing guidelines on rights, intellectual property, and impersonation.</p>	<p>I support this recommendation and will connect with the University Secretary's office to confirm that any institutional guidelines or practices developed in this area—including the Academic Integrity Policy—will continue to align with UVic's existing frameworks on intellectual property, privacy, and impersonation. LTI and relevant units will ensure that guidance provided to instructors is consistent with these foundational principles.</p>
<p>a) Changes in classroom technology should be communicated clearly to affected instructors, and in a timely manner, making sure to give them time to adjust and familiarize themselves with the changes.</p>	<p>I support this recommendation and understand new resources have launched to support clear and timely communication with instructors about classroom technology.</p> <ol style="list-style-type: none"> 1. University Systems collaborated with Facilities Management to centralize classroom accessibility and technology information at uvic.ca/search/rooms/, providing details on available equipment in each centrally scheduled classroom, classroom layouts, accessibility information, and information on accessing technical support. 2. In-room placards have been installed in all centrally scheduled classrooms, providing contact information for urgent audiovisual issues and guidance on accessing non-urgent support, such as requesting a technology demonstration or support from LTI. <p>Historically, instructors were notified when their classes had to be temporarily relocated due to technology upgrades. Beginning with the 2025/26 classroom technology refresh (approved May 2025), University Systems will proactively contact instructors about planned upgrades to the room(s) they are scheduled to teach in,</p>

	with an offer of support to help instructors adjust and familiarize themselves with the updated technology.
b) Classroom support materials should be available in all learning spaces, outlining how to use the technology and whom to contact for support.	<p>I support this recommendation and understand University Systems and LTI have recently implemented changes in response, including those mentioned in 2a, with ongoing supports available.</p> <p>Support materials outlining how to use classroom technology and where to go for support are now available in all centrally scheduled classrooms. These include a tip sheet developed by University Systems, which provides guidance on operating the audiovisual equipment and contact details for both urgent and non-urgent support. In restricted-use classrooms, the assigned department remains responsible for the installation of these resources.</p> <p>Online support is also available through the Teach Anywhere site. Aligned with UVic's Digital Learning Plan, LTI is also developing new online resources for instructors and information tailored to students that responds to gaps in student-facing educational technology support.</p> <p>To further increase awareness and uptake of classroom technology support, University Systems is reaching out to faculties as part of the 2025/26 classroom technology upgrade initiative to offer in-person demonstrations. LTI will continue to promote and provide support through one-on-one consultations and workshops.</p>
a) LTI and University Systems should collaborate to provide targeted resources and workshops to help minimize faculty workload concerns related to technology training.	<p>I support this recommendation and understand work is underway to support implementation.</p> <p>Targeted resources and workshops are available to alleviate workload concerns related to video editing and post-production will be made available.</p> <p>LTI and University Systems are updating existing video editing guides, available for fall term 2025.</p> <p>They are also developing brief instructional videos and workshops aimed at reducing the time and effort faculty spend on post-recording tasks. New workshops for minimizing workload related to recording are in development.</p>

	<p>In addition to group workshops, LTI offers one-on-one consultations for tailored support for instructors. University Systems also continues to offer classroom technology demonstrations on demand, with scheduling information available on their website.</p> <p>LTI and University Systems plan to engage instructors directly through focus groups to better understand ongoing challenges and ensure resources remain relevant and effective.</p>
b) Faculty support should be flexible, needs-based, and responsive to feedback, offering a range of accessible options such as asynchronous guides, group training sessions, and consultation opportunities.	<p>I support this recommendation.</p> <p>A range of flexible, needs-based supports are available through LTI and University Systems, including asynchronous guides, group training sessions, and individual consultations. Both units will continue refining these supports in response to instructor feedback and will continue to develop new resources and enhance communication to ensure faculty are aware of the available options.</p>
c) A follow-up/feedback process should be established to ensure faculties are aware of the training and support structures.	<p>I support this recommendation and understand that feedback mechanisms are already in place in many faculties. As such, this recommendation is best operationalized at the faculty or departmental level, where localized approaches can align with existing communication and support structures.</p> <p>LTI and University Systems remain available to provide guidance and resources upon request and are receptive to feedback on their tools and services. Feedback can be sent to craigs@uvic.ca (LTI) or mgreens@uvic.ca (University Systems). For those wanting to request a consultation or demo directly with University Systems, please fill out their request form.</p>
a) LTI should develop guidelines and best practices for classroom recording, which could inform future policies on appropriate use.	<p>I support this recommendation.</p> <p>LTI will continue to maintain and update their classroom recording guidelines, which include recommendations on communicating with students about classroom recording. These guidelines will be reviewed and updated regularly to reflect evolving pedagogical practices, accessibility standards, and emerging technologies,</p>

	and can serve as a foundation for informing future institutional policy on classroom recording.
b) Guidelines should be reviewed by LTI every two years to ensure they remain relevant to evolving pedagogical and accessibility needs.	See response to 5a.
a) LTI should coordinate a pilot program with volunteer instructors to assess usability, reliability, and effectiveness of automated classroom recording technology.	<p>While I support this recommendation, timing is resource dependent, and I defer to LTI for timing and implementation viability.</p> <p>LTI has an informal pilot in place to assess the effectiveness of automated classroom recording technology. This exploratory phase will help identify the support, infrastructure, and resources necessary for broader implementation. There is no formal end date for this pilot, as it is intended primarily to inform internal improvements rather than to serve as a comprehensive evaluation.</p> <p>LTI has shared that, given current staffing constraints and limited access to appropriate classrooms, expansion of the pilot would require additional funding to ensure alignment with available support capacity. Given current resource constraints and other institutional priorities, a broader expansion of this pilot is not being pursued at this time.</p>
b) Findings from this pilot should inform future recommendations regarding automated recording services at UVic.	<p>See response to 6a.</p> <p>Insights gathered from the informal pilot will be used to refine current supports and practices.</p> <p>While LTI may be able to draft preliminary guidance on automated recording based on the pilot, broader implementation would require significant resourcing.</p>