



UNIVERSITY OF
TORONTO
SCARBOROUGH

Academic Handbook: for Faculty (and Staff)

This *Academic Handbook* is a dynamic resource for all faculty (and staff), both new and experienced. It gives basic information about grading schemes, exams, academic integrity etc., and also provides guidance for situations that instructors encounter less frequently, like disruptions in classes or medical emergencies during exams. Relevant University policies are referenced in each section and a full collection of policies is available on the [Governing Council](#) website.

Office of the Dean and Vice-Principal (Academic)
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I GENERAL INFORMATION

I.1 Your Departmental Office

The first place to turn if you have any questions regarding your classes, or other matters, is your Departmental Office. The Undergraduate Assistant is the point person for all the technical details of conducting a course. Your Departmental Office can also provide the contact information of your Departmental Student Association, the organization that provides an official voice and source of information for students in your Department.

I.2 Support Services on Campus

Please see section [Appendix A](#) at the end of this handbook for a comprehensive list of services available to assist students.

I.3 Students in Distress

If a student comes to you with problems out of the ordinary you should refer them to the appropriate support service on campus (see above, section [I.2](#)). For difficulties with their study skills or career plans, they can get advice from the [Academic Advising and Career Centre](#). If they seem to have a disability that may be affecting their work, let them know of [Access Ability Services](#) (see also below, section [IX.4](#)). Students with serious health problems, physical or mental, should be referred to the [Health and Wellness Centre](#). In some cases it may be advisable to accompany them personally to the Centre.

I.4 Fire Safety and Fire Alarms

Fire Safety responsibilities are set out under various codes under the *Occupational Health & Safety Act*, the “Ontario Fire Code,” the National Fire Protection Association, and Ontario law. For more information or guidance visit the [Campus Safety and Security](#) website.

As a faculty member, in the event of a fire emergency, you have a legal responsibility to ensure that all students, and any staff that report directly to you, are evacuated in a safe and efficient manner. If you discover smoke or fire:

- a. Yell out loud: FIRE, FIRE, FIRE;
- b. Leave the area immediately via the nearest or safest exit, taking all persons in the immediate vicinity with you;¹
- c. Close the doors to the fire area (but do not lock them), and do not use the elevators;
- d. Sound the alarm by activating the nearest fire alarm pull station;
- e. If you encounter smoke when entering a stairwell, use an alternate exit; if you encounter smoke while you are in a stairwell, exit the stairwell at the nearest floor and use an alternate exit on that floor;
- f. Contact 911 from a safe location, and alert Campus Police at 416-287-7333;

¹ If you are unable to exit your area due to smoke or fire, move to a protected room and close the door (keep it closed). Dial 911 and inform the Fire Service of your location. If possible, seal all the cracks around the door with wet towels or tape. Move to the most protected area of the room.

- g. Once outside the building, proceed to the designated exterior assembly area and report to fire officials any persons unaccounted for or injured; and
- h. Do not re-enter the building until it is deemed safe to do so by the Chief Fire Official on site.

If you are working in your office or lab when a fire alarm sounds follow instructions b through h above. If you are teaching a class you must immediately stop the class, and again follow instructions b through h above. This applies even if you suspect that the alarm is false.

If you are supervising a test or examination, you must stop the students writing immediately. Students should leave their test/examination papers on their desks, but they may pick up any personal property as they exit the room. Again, follow instructions b through h above. This applies even if you suspect that the alarm is false.

I.5 Off-Campus Safety

The University of Toronto recognizes that its faculty, staff and students will periodically engage in academic work, or participate in a wide range of activities, which take place at locations outside the geographical boundaries of its three campuses. Since the safety and wellbeing of its members, as well as others participating in the activities it offers, are of paramount concern, the University has developed the [Policy on the Framework on Off-Campus Safety](#) (April 2011) and a set of “[Guidelines on Off-Campus Safety](#)” (April 2011). It is essential that you familiarize yourself with these documents, and ensure that your off-campus activities, be they local or further afield, are in compliance.

The *Framework* provides a set of core planning principles with respect to safety, and applies to all academic and non-academic activities held off the premises of the University, which are organized or sponsored by the University or any of its divisions. The *Framework* does not apply to the activities of independent campus organizations, such as student societies, except where those activities are formally sponsored by, or organized with the direct participation of, the University. In addition to the *Framework*, the Provost’s Office has developed “Guidelines” which are designed to assist in the planning and execution of off-campus activities.

Safety in Field Research:

Primary responsibility for health and safety in field research (which consists of work activities conducted for the purpose of study, research or teaching conducted by faculty, post-doctoral fellows, graduate and undergraduate students, staff and authorized volunteers) lies with the academic supervisors in charge of field research projects, and the team leaders who are involved in directly supervising research on location. All field research should be conducted in compliance with the “Guidelines,” and any environmental and health or safety incidents that occur must be reported in accordance with them. Online forms are available at <http://www.ehs.utoronto.ca>.

Safety Abroad:

The “Guidelines” apply to out-of-country activities that are organized by the University, including field research, exchange programs, and other courses and programs for academic

credit, but they are not intended to address personal travel and activities that have not received approval by a department head.

The [Safety Abroad Office](#), which resides in the Centre for International Experience, offers training on logistics, safety, and cultural issues that students may face. You should consult with the Office when sending students abroad as they can help you to navigate the “Guidelines,” and assist with risk assessments. Students planning to travel abroad must register with the Safety Abroad Office, and they are encouraged to attend a pre-departure workshop. The Safety Abroad Office also has a “[Safety Abroad Manual](#),” which is useful for instructors.

Sponsorship of Off-Campus Activities Undertaken by Campus Organizations:

The “Guidelines” apply to situations in which divisions, departments or units of the University of Toronto provide financial, and other, support to student groups and other campus organizations undertaking activities which may include an off-campus component.

I.6 Appropriate Use of Information and Communication Technology

The University provides Information and Communication Technology (ICT) (both hard and software) for use by faculty, staff and students. ICT is the property of the University, and is intended to be used in a manner that is consistent with the University’s policies and codes.

You are expected to limit your use to the performance of University-related activities, and should not have an expectation of complete privacy in using the University’s ICT and related services. For more information about the appropriate use of ICT visit the [Office of the Vice-President & Provost](#) website.

I.7 Freedom of Information and Protection of Privacy (FIPPA)

All Ontario universities are covered by the *Freedom of Information and Protection of Privacy Act (FIPPA)*, which supports access to University records and the protection of privacy, including the protection of personal information about individuals that is held by the University, and the provision of access for individuals to their personal information. The University of Toronto’s own values and policies on the protection of privacy and access to information are largely consistent with FIPPA, and consequently, what is required is an awareness of FIPPA rather than any radical change in practice.

Personal and other confidential information should, at all times, be protected with effective security. Such information in electronic form should be kept in a secure server environment with appropriate restricted user rights. If it is outside a secure server environment, such information must, at all times, be protected with properly implemented encryption. Personal and other confidential information in hard copy form should be kept in a secure institutional environment. If it is outside a secure institutional environment, such information must, at all times, be protected with strong, effective security measures.

For guidelines to practices see the document “[Access and Privacy Practices: General and Administrative](#)” (June 2011), which sets out key definitions and contains a complete

description of important practices around the collection, use or disclosure, retention, and destruction of personal information.

For some best practices for student-faculty interactions, please refer to section [X](#) below. For further guidance or advice on specific questions please contact the campus Freedom of Information Liaison Officer in the Dean's Office (208-4717) or the [FIPP Office](#) directly.

I.8 University Correspondence with Students

University correspondence with students is governed by the [Policy on Official Correspondence with Students](#) (Sept 2006). The University and its divisions use both the postal mail system and e-mail (or other computer-based on-line correspondence systems) to deliver official correspondence to students.

Students are informed that they are responsible for maintaining current and valid contact information on the Repository of Student Information (ROSI), and are warned that neglecting to report changes in contact information in a timely manner will not be considered an acceptable reason for failing to act on official correspondence.

I.9 Academic Continuity

Although it is committed to fulfilling its core academic mission of educating students, the University recognizes that events such as pandemic health emergencies, natural disasters, prolonged service interruptions, and ongoing labour disputes are potential threats to academic continuity. The policy on [Academic Continuity](#) (July 2012) provides a framework, which guides the University, and enhances its ability to fulfill its academic mission in the face of potential threats to academic continuity. The *Policy* applies to circumstances and events that are potential threats to the continuity of academic operations, and its scope includes the academic continuity of programs, departments or faculties, campuses, and the University as a whole. Additional related policies and guidelines are the [Code of Student Conduct](#) (July 2002), the [Policy on Crisis Preparedness and Response](#) (Feb 2005), and the "[Emergency Preparedness and Crisis Management Plan](#)" (May 2009.)

All members of the University community share in the responsibility to enhance and maintain the continuity of academic programs. In particular, instructors are responsible for:

- a. Preparing course syllabi in a manner that supports academic continuity;
- b. Altering course procedures, requirements and methods of evaluation in consultation with academic administrators to help ensure academic continuity; and
- c. Making reasonable accommodations for students who are unable to attend classes or complete academic requirements due to a disruption.

Students are responsible for:

- a. Completing all coursework and academic requirements; and
- b. Keeping informed of any state of disruption, and changing requirements and procedures.

II ORGANIZING YOUR COURSES

UTSC's [Centre for Teaching and Learning](#) (CTL) is an excellent resource for matters related to teaching. On the CTL website you will find information on classroom management, working with TAs, preparing your syllabus, course design, professional development and more.

II.1 Course Materials

The [University of Toronto Bookstore](#) operates a location at UT Scarborough through which you can order your course materials. Deadlines for ordering are generally 8 weeks prior to the start of term. Later orders are accepted, but it should be noted that materials ordered may take 2 to 4 weeks for delivery from Canadian suppliers, 4 to 6 weeks for delivery from U.S. suppliers, and 6 to 8 weeks for delivery from U.K. suppliers. For online ordering visit the main [Bookstore website](#), or you can drop into the Bookstore in the Bladen building.

Custom course materials including readers and lab manuals are not ordered through the Bookstore, but through Academic Printing and Custom Publishing Services (Print Shop). For information on how to order your course packs please visit the [Print Shop](#) website.

The Print Shop makes every effort to produce cost effective materials, but it should be noted that they must work within copyright regulations. The University of Toronto is licensed by Access Copyright, and there are very specific rules guiding the copying of material for classroom use. Fines for copyright infringement are significant. It is the responsibility of all faculty members to ensure UTSC complies fully with copyright regulations by working with the Print Shop's [Photocopying Services](#) for all course pack needs. For additional information see the "[Copyright and Fair Dealing Guidelines](#)" developed by the Provost's Office.

II.2 Blackboard and Intranet

There are two learning management systems available to faculty at UT Scarborough. One is the UT Scarborough Intranet and the other is Blackboard (for help with Blackboard see [Blackboard Support](#) on the CTL website). Both systems allow you to post documents and announcements for your courses, host discussion forums, and create on-line quizzes. As well they provide secure facilities for collecting assignments submitted electronically, keeping a grade book and posting grades.

Please note that UT Scarborough is transitioning from the Intranet to Blackboard. You will have the option of continuing to use the Intranet up until the end of April 2013, but on May 1, 2013, the Intranet's learning management module will be turned off, and Blackboard will be the only learning management module available to you. For more information visit the [Centre for Teaching and Learning](#) website.

II.3 Library

The University of Toronto Scarborough Library provides a vast resource of scholarly materials to you and your students. It holds a wide array of materials in many formats –

digital, visual, audio and print – to support your academic needs. For more information visit the [Library](#) website.

Liaison Librarians and Classroom Instruction: Liaison Librarians are assigned to each discipline. Instructors may request curricular and research support from the Liaison Librarian. In-classroom or lab instruction for students in the use of scholarly resources is also available. Contact the Liaison Librarian for your discipline <http://guides.library.utoronto.ca/UTSC>.

Reading Lists and Course Reserves: the Library will place materials on Course Reserve in the Library at the request of the instructor. For print materials the instructor will designate a loan period (1 hour, 3 hour loan, etc.). Some print materials may be scanned and placed in a password protected electronic reserve environment using LibGuides software. Licensed digital materials available through the University of Toronto Library system may be linked to directly using a course management system (e.g. Blackboard). Please send reading lists to readinglist-library@utsc.utoronto.ca

Course Collections: instructors may submit reading lists to the Library to check for electronic materials available through the University Library. The Library will identify books and articles available electronically and create durable links on the instructor's course page using the 'library resources' link. Material that is not available electronically can be scanned and uploaded to the course page, or forwarded to the Printing Department for the printing of course collections.

Library Acquisitions: instructors who wish to request the acquisition of scholarly material for the library may submit their requests to the Library through the library website <http://utsc.library.utoronto.ca/suggest-book-film-journal-or-other-materials> or contact their Liaison Librarian <http://guides.library.utoronto.ca/UTSC>.

T-Cards: all instructors will require a T-Card (photo identification) to borrow materials from the University Library. [The T-Card Office](#) is located in the Library. Please check the website for hours.

Library Hours: hours vary throughout the term. Please check the [Library](#) website for current hours.

Class Assignments: instructors may deposit (in person at the Reference Desk or electronically at assignments-library@utsc.utoronto.ca) a copy of their class assignments, which allows the Librarians to be prepared to assist students with their research.

II.4 Teaching Assistants

Your Chair or Director decides how much support from teaching assistants each course should have. S/he may delegate this responsibility. Teaching assistants (TAs) teach tutorials, conduct labs, grade assignments, and/or invigilate tests and exams. They belong to a union and are employed under the CUPE 3902, Unit 1 collective agreement. Copies of the current agreement can be found on the [Human Resources](#) website. The Undergraduate Assistant in

your Department is responsible for drawing up the contracts of teaching assistants. You must sign the contracts of your TAs and conduct a mid-course review for each TA. If you become dissatisfied with the performance of one of them, document the issues and inform the Undergraduate Assistant. It is wise to check that none of your TAs have a conflict of interest, e.g. a relative or close friend in the course.

You should meet with your TAs at the beginning of classes to let them know what your expectations of them are, and to discuss the course syllabus with them. Be sure they receive adequate training. You should talk to them regularly throughout the term, especially so that you can hear from them how their tutorials are going, or how students coped with an assignment that they have just graded.

II.5 Classroom Management

It is your responsibility to make your expectations about classroom norms clear. Of course a university instructor does not have the disciplinary responsibilities of a secondary school teacher, but you should make it clear to your students that behaviour disrespectful to you or other students, and which compromises the learning environment, will not be tolerated. Remember that you are also a role model in this regard.

One area of concern is the use of cell phones and laptop computers in the classroom. It should be noted that the use of cell phones, whether by students or the instructor, is unacceptable except in emergencies. In addition, the inappropriate use of laptops should be discouraged.

In cases of a more serious nature involving problematic or inappropriate student behaviour, inside or outside of the classroom, consult with the [Director of Campus Safety & Security](#). In case of an emergency the [Campus Police](#) can be reached at (416) 287-7333 (the general Campus Police line, for non-emergency situations, is 416-287-7398).

Students will occasionally ask to use class time to make announcements about outside activities. This is entirely at your discretion, but with the exception of special announcements from an office such as *AccessAbility Services* or official student government representatives, people should instead be encouraged to use other means of communication. NOTE: the collection of money in support of any cause should never be permitted during your class.

II.6 Office Hours

You can expect students to ask questions about matters related to course content and possibly your area of academic interest. This includes students enrolled in one of your courses, as well as those contemplating taking one, and former students seeking your advice about future related study or requesting a letter of reference.

Providing the opportunity for interactive, one-on-one communication with your students is essential if you are to meet your obligations to the student experience to which the University is committed. In order to be accessible you must keep regular office hours on this campus. A recommended best practice is to provide at least two hours per week per course. By

specifying your office hours you are indicating when you are available to consult with students and, by implication, that you are not generally available to be interrupted at any other time. You should not alter your schedule of office hours except under extremely unusual circumstances.

You are also expected to be available to students via e-mail, although the same proviso that applies to office hours also applies to e-mail. You are not expected to be on-call 24 hours per day, but students should receive a response within a reasonable period to a reasonable inquiry.

II.7 Absence From Campus and Cancellation of Classes

Whenever you are unable to meet with your classes you must make alternative teaching arrangements and inform the students and your Departmental Office of them. In the case of an emergency where it is not possible to make such arrangements, let the Department know so that they can inform your class. If you are away from the University for more than two days during a term in which you are teaching you must notify your Chair or Centre Director.

In exceptional circumstances, including severe weather conditions, the decision to close the campus may be made by the Office of the Vice-President and Principal. In the event of a closure, all faculty, staff and students are expected to leave the campus, with the exception of staff engaged in essential services and students who live in residence. Events being held on campus will be cancelled, and announcements regarding the closure will be made. The campus will automatically re-open on the day following the closure.²

Individual instructors do not have the authority to cancel classes. In the event of the cancellation of classes, until the decision to close all operations is announced, non-class related events, and non-teaching operations, may continue.

Announcements regarding the cancellation of classes are made on the UT Scarborough and U of T home pages, the UT Scarborough digital display screens, by e-mail and via the emergency information line (416-287-7026).

II.8 Course Evaluations

The University of Toronto is committed to ensuring the quality of its academic programs, teaching, and the learning experiences of its students. An important component of this commitment is the regular evaluation of courses by students. Course evaluations are conducted for the following reasons:

- a. To provide instructors with information which they can use for continuous improvement of their course content and teaching;
- b. To provide members of the University community, including students, with information about teaching and course content at the institution;

² Should it be necessary to continue the closure beyond the first day, the procedures described above will be followed in their entirety.

- c. To collect data used in the summative evaluation of teaching for administrative purposes such as annual merit, tenure and promotion review; and
- d. To provide data used by departments and divisions for program and curriculum review.

The [*Policy on the Student Evaluation of Teaching in Courses*](#) (May 2011) outlines the principles and parameters that guide the evaluation of courses at the University of Toronto. In addition, detailed information about the structure and administration of the course evaluation process, including UTSC guidelines and procedures, is available on the [Course Evaluations](#) page of the Centre for Teaching and Learning website.

At UT Scarborough all undergraduate and graduate courses will be evaluated using the University's centralized course evaluation framework and online delivery system. Normally, evaluations will be administered at the end of each term during the two weeks following the last day to drop courses without academic penalty.

II.9 Inclusive Teaching

Inclusive teaching is an approach to curriculum design that integrates active learning methods to respond to student learners who come to our classrooms with a breadth of different learning styles, abilities and backgrounds. More information on inclusive teaching, and accommodating the needs of students with disabilities can be found in the document [*Inclusive Teaching*](#). For more information about teaching resources please visit the [Centre for Teaching and Learning](#) website.

III COURSE SYLLABUS

III.1 Course Syllabus

Your course syllabus establishes a learning contract between you and your students. It outlines the topics you plan to cover and the learning objectives of the course; it lays out what you expect of your students, what they can expect of you, and how you will evaluate them. Your syllabus can be an effective tool for setting the tone of your course. It is a good practice to make clear in it how the labs, assignments and projects assigned fit with its learning objectives and goals. You may also indicate how quizzes, term tests and the final examination will evaluate students' progress towards these objectives. In planning your syllabus it is a good idea to be aware of other courses on campus with content related or relevant to your course.

The syllabus should be made available to students by the end of the first week of classes, and must be filed with your Department Office as early as possible in each term, but no later than the last date to add the course (usually two weeks after the start of classes). Your syllabus should describe the course format (lecture, seminar, etc.) and explain what this means. It should also contain the following standard information:

- instructor contact information (e.g. office phone number, e-mail address) and preferred method of contact;

- office hours;
- the timing of all tests and assignments, as well as the grading scheme;
- required and recommended reading (see above, sections [II.1](#) and [II.3](#)); and
- whether there is a final exam.

The grading scheme must specify how students will be graded, including the relative value and timing of each component of their final grades. If students must pass any specific course component (e.g. midterm, lab or final examination) to pass the course, state this explicitly in your syllabus. It is also prudent to include an explanation of how you will handle missed term tests (see below, section [V.1](#)). Note that, for both undergraduate and graduate courses, if you decide to change the method, timing or relative weight of any grade elements you must have the consent of a majority of the students enrolled in the class, provided the vote is announced no later than in the previous class (see below, section [III.2](#)).

Particularly in introductory courses, it is important not to assume that students will understand your expectations of the norms of a university classroom. Both you and your students have the right to expect an atmosphere conducive to learning; it is your responsibility to create and maintain this, but students are expected to conform to it. It is perfectly reasonable for your syllabus to point out that you expect students to pay attention in class and not interfere with their fellow students' ability to hear, but keep the focus on creating an environment that maximizes learning.

Your syllabus should also point out that, for reasons of privacy as well as protection of copyright, unauthorized video or audio recording in classrooms is prohibited. This is outlined in the Provost's guidelines on [Appropriate Use of Information and Communication Technology](#). Note, however, that these guidelines include the provision that students may obtain consent to record your lectures and, "in the case of private use by students with disabilities, the instructor's consent must not be unreasonably withheld" (see below, section [IX.3](#)).

Additionally, your syllabus should explicitly state that the University treats academic integrity very seriously and should cite the [Code of Behaviour on Academic Matters](#) (see below, section [VIII](#)).

Your first class should include time to review the syllabus, and to explain the classroom procedures as well as your expectations regarding student behaviour. This will vary by class size and format as well as your pedagogical preferences.

For further guidance on designing your syllabus, consult the Centre for Teaching and Learning, your Chair or Director, or, in the case of new faculty, your faculty mentor. You can find information on developing learning objectives, syllabus content, a syllabus template, and accessibility and academic integrity statements on the [Centre for Teaching and Learning](#) website.

III.2 Methods of Evaluation

Methods of evaluation at the University of Toronto are governed by the [Assessment and Grading Practices Policy](#) (July 2012), which applies to both undergraduate and graduate courses,

Under the *Policy*, you are required to make the methods by which you will evaluate your students' performance available to the class as early as possible in each term (and not later than the last date to enroll in courses). In undergraduate courses, this can be done via the course syllabus. In graduate courses, this can be done via the course syllabus, if one is provided, otherwise it should be done via the course outline. Include whether the methods of evaluation will be essays, tests, class participation, seminar presentations, examinations, or other; the relative weight of these methods in relation to the overall grade; and the timing of each major evaluation. You must also file the methods of assessment for each course with your Departmental Office.

After the methods of evaluation have been made known to your students, you may not change them or their relative weight without the consent of at least a simple majority of the students enrolled in the course, provided the vote is announced no later than in the previous class (see above, section [III.1](#)). Any changes must be reported to your Departmental Office, or in the case of graduate courses, the graduate unit. *Access/Ability* related cases may be treated on an individual basis.

Student performance in an undergraduate course must be assessed over more than one assignment, and no single piece of work (essay, test, examination, etc.) should have a value of more than 80% of the grade. Undergraduate field courses, independent study courses and project courses may be exempt from this requirement – in such courses, more than 80% of the final mark may be based on a thesis, a research essay or project, or an examination. In graduate courses, there is no requirement for multiple assessments, however, if any one essay, test, examination, etc. has a value of more than 80% of the grade, this must be made clear to students either via the course syllabus or outline. If participation forms part of the final grade it should not have a value of more than 20% of the grade.

For undergraduate courses, at least one piece of term work which is part of the evaluation of student performance, and has a weight of at least 20% of the final grade, must be returned to the student prior to the last date to withdraw from the course without academic penalty. In graduate courses, there is no requirement for term work to be returned before the last date for withdrawal from the course without academic penalty, however, if no work will be returned by this date, this must be made clear to your students via the course syllabus or outline.

In any case in which the marking structure for a course is altered on an individual basis, the student in question must be given a written statement, signed by both student and instructor, which indicates the specific nature of the alteration or allocation in his case.

III.3 Term Assignments

Pedagogical literature makes it plain that undergraduate students benefit greatly from timely and frequent feedback in a course. You should provide clear instructions to students concerning the dates on which term assignments are due and the way in which they are to be submitted.

Students are responsible for ensuring you receive their term assignments on time. Students who mail or e-mail their assignments, or who “slip them under the door” should be warned that they do so at their own risk. They should also be informed that student petitions to resubmit lost essays allegedly submitted in this fashion are generally denied. Some Departments allow students to submit essays through the Departmental Office, but unless this is your Department’s explicit policy, do not ask Departmental staff to accept or return students’ written work. If you choose to accept assignments electronically, then it is advisable to use Blackboard or the Intranet (see above, section [II.2](#)).

You are not obliged to accept late work, except where there are legitimate, documented reasons beyond a student’s control. In such cases, a late penalty is normally not appropriate. If you intend to accept and apply penalties for late submissions, you must state this clearly in your syllabus or course outline.

Please advise your students to retain copies of their essays until they are returned, and to retain all of their returned term assignments at least until they have received a final grade in the course.

When you grade term work you should include helpful commentary and provide time for students to discuss it with you, typically during your office hours.

You should return term assignments directly to students in a manner that is consistent with FIPPA (see below, section [X.2](#)). In order to protect the privacy of students, grades on term assignments must not be posted or announced in class (see below, section [X.3](#)).

IV GRADING PRACTICES

Grading practices at UT Scarborough are governed by the [Assessment and Grading Practices Policy](#) (July 2012), which sets out the principles and key elements that should characterize the assessment and grading of student work in for-credit programming at the University of Toronto. The *Policy* applies to the evaluation of student performance at both the undergraduate and graduate levels within all divisions and faculties of the University. This policy must be adhered to, therefore be aware of it as you construct your course syllabi. Deviations from it not only can cause inconvenience and disruption for students, but also seriously compromise the integrity of what we do.

The purpose of the policy is to ensure that:

- a. Grading practices across the University are consistent and reflect appropriate academic standards;
- b. The evaluation of student performance is made in a fair, accurate, consistent and objective manner against these academic standards; and
- c. The academic standing of every student can be accurately assessed even when courses have been taken in different divisions of the University and evaluated according to different grading scales.

As well there is a [“Tricampus Memo on Grading”](#) (July 2009), introduced by the three arts and science divisions, which expands on the *Assessment and Grading Practices Policy*.

IV.1 Principles of Grading

The academic standards for a course should be appropriate to the discipline and to the level of the course. If you are teaching an existing course for the first time, you should consult with previous instructors, and look at old assignments and tests to get a feeling for what an appropriate standard might be. If your grades are to effectively assess what students have learned they must be assigned in a manner that is thoughtful and fair. They should be closely tied to the learning objectives set out in the course syllabus.

When grading assignments or tests, it is essential that your grading should be reasonable and consistent. If a student inquires about their grade you will then be able to explain with confidence how you arrived at your assessment. It is a bad practice to adjust a grade just because a student is “twisting your arm”.

IV.2 Grade Scales and the Meaning of Grades

Grades are a measure of the performance of a student. They are an indication of the student’s command of the content of the components of the academic program.

All grades are numerical. The following tables explain how numerical grades are interpreted as refined letter grades or grade point values:

Undergraduate:

NUMERICAL MARKS	LETTER GRADE	GRADE POINT VALUE
90 – 100%	A+	4.0
85 – 89%	A	4.0
80 – 84%	A-	3.7
77 – 79%	B+	3.3
73 – 76%	B	3.0
70 – 72%	B-	2.7
67 – 69%	C+	2.3
63 – 66%	C	2.0
60 – 62%	C-	1.7
57 – 59%	D+	1.3
53 – 56%	D	1.0
50 – 52%	D-	0.7
0 – 49%	F*	0.0

*F = Fail

Graduate:

NUMERICAL MARKS	LETTER GRADE
90 – 100%	A+
85 – 89%	A
80 – 84%	A-
77 – 79%	B+
73 – 76%	B
70 – 72%	B-
0 – 69%	FZ**

**FZ = Fail

In addition to numerical grades, UTSC students may select up to 1.0 full credit of their degree credits to be assessed on a Credit/No Credit basis. To achieve a status of CR (Credit), a student must achieve a final mark of at least 60%. Marks below that will be assessed as NCR (No Credit). Courses with a final status of CR can be counted as Breadth Requirements or degree credits but cannot be used to satisfy program requirements. Certain courses, including some visual and performing arts courses, are graded on a Pass/Fail (P/F) basis. In these courses to achieve a status of P (Pass), a student must achieve a final mark of 50%. For more information on CR/NCR and P/F grades, see the UTSC [Calendar](#).

IV.3 Reporting of Grades

For undergraduate courses, the refined letter grade, and normally the numerical grade, will be reported for courses using the standard grade scales. An undergraduate student who completes a fully graduate course will be assessed according to the undergraduate grading scale.

For graduate courses, final grades will be assigned according to the graduate grade scale. A graduate student who completes a fully undergraduate course will be assessed according to the graduate grading scale, and the course will be clearly identified as an undergraduate course on the student's transcript.

IV.4 Distribution of Grades

As section B.3.4.2 of the [Assessment and Grading Practices Policy](#) (July 2012) states, the distribution of grades in any course shall not be predetermined by any system of quotas that specifies the number or percentage of grades allowable at any grade level. Your department has a table for each of its courses showing the distribution of grades in recent years, which you may find helpful. There should be a reasonable consistency in the distribution from year to year. As well there should be some consistency in the distribution of grades across comparable courses.

The assignment of letter grades – A, B, C, D or F – are related to defined numerical percentage scores (e.g. an F letter grade is less than 50%), and it is important that these scores accurately measure student mastery of the course learning objectives. Special thought should be given to the assignment of A's and F's as these grades often have the largest impact on a student's immediate and future plans. One gauge that you might wish to apply in

undergraduate C or D-level courses when assigning an A, is whether the student's work suggests that they are prepared for postgraduate work.

In general there is an expectation that the proportion of A's and B's will be higher in C- and D- level courses than in A- and B- level courses and that the proportion of D's and F's will be lower. In A- and B- level courses with more than 40 students the proportion of A's might reasonably vary from 15% to 35%. At the other end of the scale, the proportion of F's in an A- or B- level course should generally not exceed 10%. An instructor proposing a percentage of A's outside the range of 15-35% in first- or second-year courses should review the marks to ensure that the assessments used in the course were fair and consistent with disciplinary practice. Similarly, an instructor proposing a percentage of F's greater than 10% should consider those grades carefully.

V ASSESSING YOUR STUDENTS

V.1 Term Tests

You may schedule term tests in regular class periods or at times outside of class. If you wish to do the latter, please inform your Departmental Office by the end of the preceding term. That Office will submit a request to the Registrar's Office to make the necessary arrangements. The Registrar's Office produces the term test schedule by the end of the second week of classes enabling instructors to announce test dates to students at the beginning of term. Priority for such scheduling is given to the multi-section courses with large enrolments. Please also ensure that you follow these regulations:

- a. Any change to the date of a term test must be made at least 2 weeks in advance of the new proposed date, and must have the consent of the majority of the students present at the regular class where the change is presented (having first provided notice at the regularly-scheduled class meeting prior to the one at which the change is presented);
- b. No test worth more than 10% of the final grade may be given in the last two weeks of a term;
- c. No test may be given during Reading Week or other Study Breaks preceding the examination periods as the purpose of these times is to enable students to catch up with, or get ahead in, their reading;
- d. If students must pass the midterm to pass the course, this must be explicitly stated in your course syllabus; and
- e. The relative value of each part of a term test must be indicated to the student, and for written examinations the value must be indicated on the test paper.

Students who miss a term test for an acceptable reason should be offered a make-up test. For some courses it may be appropriate to allocate the value of the missed test to another test, or other piece(s) of term work, however, for A-level courses at UTSC, it is not permissible to transfer the value of a missed midterm to the final exam. Additionally, the practice of transferring the value of a missed midterm to the final exam in upper-level courses is discouraged.

V.2 Extensions to Complete Term Work

The deadlines in each Session for submission of all term work are published in the *Calendar* (see Sessional Dates). These deadlines apply to all courses, including supervised study and research courses. You and your Chair/Director have joint authority to grant extensions for up to a week after the deadlines. Longer extensions may be granted only on petition. For more information on petitions see below, section [VII.1](#).

V.3 Keeping Term Work

As per FIPPA, you should retain all unclaimed student work for at least one full year, and then arrange with your Department for it to be properly destroyed.

V.4 Assessment of Student Performance in Placements

The assessment of a student's performance in clinical or field settings should be conducted in accordance with the [Assessment and Grading Practices Policy](#) (July 2012). Where this performance is to be assessed for-credit, the evaluation must encompass as a minimum:

- a. A formal statement, made available to all students before or at the beginning of the placement, describing the evaluation process, including the criteria that will be used in assessing the performance of students and the appeal mechanisms available; and
- b. In the case of undergraduate placements, a mid-way performance evaluation with feedback to the student and written documentation of the final assessment.

If a clinical or field placement conflicts with the timing of a final examination, students should inform their instructor as soon as possible. Instructors can then work with the Registrar's Office to arrange for the student to write his/her examination under the supervision of the director of the placement (see below, section [V.8](#)). Alternatively, students may petition to write a deferred examination.

V.5 Examination Requirement

For all undergraduate courses, except where exemptions have been approved (see below, section [V.6](#)), a final examination must be scheduled for each course. In courses that meet regularly as a class there must be an examination conducted formally under UTSC auspices and worth at least one-third of the final grade. Students must be told the relative value of each part of an examination and, in the case of a written examination, the value must be indicated on the examination paper. If students must pass the final examination in order to pass the course, this must be explicitly noted in your course syllabus.

For graduate courses, there is no requirement for a final examination, however, where examinations are used, the relative value of each part of an examination should be indicated to the student.

V.6 Exemptions

Where a final examination is normally required a course instructor may waive this requirement, or assign the final examination a weight less than one-third of the final grade, only by permission of the Chair or Director responsible for the course. Requests for such exemptions must be made every time the course is offered, and must be accompanied by the proposed marking scheme; the Chair or Director should grant a request only if s/he is satisfied that the proposed marking scheme safeguards the integrity of student evaluation in the course. Normally, requests for waiving a final exam are appropriate in the case of some advanced courses, field courses, and practice-based courses such as in art studio and music performance.

V.7 Substitution of Term Tests for Examinations in B, C and D Level Courses

In B-, C- and D-level courses a supervised term test or tests, worth (alone or in aggregate) at least one third of the final grade, may be substituted for formal final examinations. You must request this and receive approval from your Chair or Director every year the course is offered.

In granting permission to substitute term tests for formal final examinations, your Chair or Director must be satisfied that the tests provide the sorts of controls and objective assessment sought by the examination requirement. In particular, invigilators must be present, students must be seated in an arrangement that minimizes the possibility of cheating, and the identities of the students writing the test(s) must be checked.

V.8 Scheduling An Examination

Your Departmental Office will provide you with the form necessary to request the scheduling of final examinations in your courses. A provisional examination timetable is circulated by the Registrar's Office to instructors approximately two months before each exam period, but is not made available to students. Changes do occur! Please do not announce examination times for your courses until the final version of the exam timetable is published.

Final examination schedules are published on the [Registrar's Office](#) website approximately one month before each exam period.

Special arrangements to write examinations at other than the scheduled times will be made only under the following circumstances:

- a. A student has a timetable conflict between two examinations: in such cases the student is normally given the examinations consecutively with a supervised luncheon break;
- b. A student is scheduled to write examinations in three consecutive time slots: in such cases, normally the last examination is moved to the next available examination time in the same examination period;
- c. A student is scheduled to write an examination at the same time s/he is participating in a University sponsored athletic event; in such cases the student should inform the course instructor who will work with the Registrar's Office to make appropriate

- arrangements;
- d. A student is scheduled to write an examination at the same time s/he is participating in a clinical placement or field course; in such cases the student should inform the course instructor who will work with the Registrar's Office to make appropriate arrangements; and
- e. Where an examination is scheduled on a religious holy day (see below, section [IX.2](#)).

In cases where a student is writing with *AccessAbility* Services, the Service has the authority to deal with conflicts, consecutive exams, and any other accommodation requiring modification to the exam schedule.

In all other circumstances, students must petition for special arrangements. Such petitions are rarely granted.

Students who make personal commitments during the examination period do so at their own risk. No special consideration will be given, and no special arrangements made, in the event of personal commitments. Instructors do not have authority to allow a deviation from the published examination timetable.

Only examinations officially scheduled by the Registrar's Office may be given in the final examination periods.

V.9 Exam Memorandum to Instructors and Invigilators

The "Exam Memorandum to Instructors and Invigilators" is updated prior to each examination period and distributed by your Departmental Office, along with the "Guidelines and Best Practices for the Conducting of Exams". It is important that you read the Memorandum, as it will highlight any changes in exam procedures.

The full text of the "Memorandum" and the "Guidelines and Best Practices for the Conducting of Exams" can be found on the [Office of the Dean](#) website. Of particular importance are the following:

- a. Course instructors must submit a copy of their final exam(s) to the Departmental Office 5 working days prior to the scheduled date of the exam;
- b. The course instructor **MUST** be present at the exam unless his/her absence is approved by the Chair or Director;
- c. Instructors must visit rooms where students are writing exams under the supervision of *AccessAbility* Services;
- d. There must be at least two invigilators (ideally one male and one female) present in every exam room of up to 50 students - one additional invigilator is required for every additional 50 students;
- e. Instructors and invigilators should arrive at the examination room at least 20 minutes prior to the start of the exam to facilitate exam set up; and
- f. No materials or electronic devices may be used at an examination except those authorized by the instructor. In addition, paper coffee cups, water bottles with sleeves, pencil cases, and cell phones are not permitted on exam room desks. Students wearing peaked caps must remove them prior to sitting down to write their exams.

V.10 Missed/Deferred Exams

Students are advised that if they arrive at an examination room more than fifteen minutes after the exam has commenced, they generally will not be permitted to enter. Although you are encouraged to use your own discretion in this matter, under no circumstances should students arriving late for an examination be permitted to enter the exam room after students already in the exam room have been permitted to leave. Students arriving late for an examination should be deemed as “failed-to-appear” for that examination, and should request a deferred exam.

Alternatively, sometimes students encounter circumstances where it is impossible for them to write a final examination. They may request permission to defer writing it until the next examination period.

The UT Scarborough policy on deferred exams may be found at [*Missed Final Examination Policy*](#). Students must fill out a form, available on Registrar’s website, requesting a deferred exam. The deadline for this is generally one week after the last day of the exam period.

If a student in one of your courses requests a deferred exam, the Registrar’s Office will notify you early in the following term. If the course is also being taught in that term, the student will normally write the final exam set for that term. Otherwise, you will be asked to send an exam paper for the deferred exam to the Registrar’s Office as soon as possible.

Under the policy you are under no obligation to give a student who is preparing for a deferred exam any help or support.

V.11 Exams Cancelled Because of Winter Weather

If the campus is closed because of inclement weather for a day or part of a day during the December exam period, all missed examinations will be rescheduled on the first Saturday of the Winter term. For each rescheduled exam, the time and room location will be the same as for the originally scheduled examination. A notice to this effect will be posted on the UT Scarborough homepage and the campus emergency information line (416-287-7026).

V.12 Marking Final Examinations

Examination papers must be kept in a secure place at all times, even while you are marking them. In cases where a student is assigned a failing grade in your course, you must re-read the final examination paper if there is one. When you have finished marking, take the examination papers to your Departmental Office, and they will arrange for storage.

During the ninety days following the examination period, students may request an opportunity to review their final examinations. For this reason, you should mark examinations clearly, and in a manner that may be understood by the student. Although students who request an opportunity to review their final examinations must be given the opportunity to do so, the protocols for this process are decided at the

Departmental/Academic Unit level. For guidance consult your Departmental Assistant.

After ninety days, examination papers are stored for FIPPA purposes only, and are not available to faculty, students or staff. The papers are destroyed after a period of one year.

V.13 Final Grades

You must not release final grades to students. They will be posted on ROSI once your Chair or Director has approved them. Submit your final grades electronically to the Registrar's Office. You will be sent a spreadsheet for this purpose. At the same time complete a Grade Summary Sheet and submit it to your Departmental Office. The grade distribution information should be based upon the grades of all students who are registered in the course.

V.14 Grade Changes

Do not discuss or negotiate final grades with students. After grades have been approved by your Chair or Director, they may be changed only with the his/her approval, and only under the following circumstances:

- a. A student has successfully petitioned to have his/her work re-read (either part of a final examination or term work returned after the instructor has submitted grades) and the Department determines that a miscalculation of a substantial nature has occurred;
- b. A student has officially requested (through the Registrar's Office) a clerical check of the calculation of his/her final grade; and
- c. An instructor discovers either an error in the calculation of a student's grade or a substantial error in the evaluation of a given piece of work. In these cases the instructor should propose a grade change for the approval of the Chair/Director.

Where students approach instructors to request re-checking of marks, re-reading of work, or simply higher grades, it is essential that these students be required to go through the appropriate channels. Students sometimes make such requests for inappropriate reasons.

VI ENROLMENT IN PROGRAMS AND COURSES

To graduate with an Honours B.A. or B.Sc. degree, undergraduate students must complete a Specialist program, two Major programs, or a Major program with two Minor programs. To graduate with a Bachelor of Business Administration (B.B.A.), a student must complete either a Specialist Program in Economics for Management Studies, or one of the Specialist Programs in Management.³ Oversight of a program is the responsibility of the Program Supervisor, who is selected from among the faculty in the department offering the program. Course instructors are not directly involved in program matters and should refer all inquiries to the Undergraduate Assistant or Program Supervisor.

³ See www.utsc.utoronto.ca/~registrar/calendars/calendar/Degrees.html - Degree Requirements.

A subject POST is a student's program of study. Once students have completed four credits, they must be registered in an appropriate subject POST on the Repository of Student Information (ROSI) in order to be eligible to enrol in courses. Students registering in programs without enrolment limits may change their program without the permission of the Program Supervisor, but they are advised to consult them. Students are not required to obtain the permission of the Program Supervisor to withdraw from a program. For a more general exploration of program options students should be advised to consult with staff in the [Academic Advising and Career Centre](#). The Program Supervisor and Registrar's Office are responsible for the verification of program and degree completion.

ROSI is U of T's automated student record system and Student Web Service. Students log into ROSI at www.rosi.utoronto.ca. ROSI functions are listed below:

- View course enrolment start times;
- Add and drop courses;
- Change course meeting sections;
- Update personal information;
- Request, add, change or drop a subject POST;
- View personal timetable;
- View registration status and financial record; and
- Request graduation.

VI.1 Course Enrolment

Course enrolment on ROSI occurs in waves, based on students' year of study. Course enrolment begins in early July for Fall or Winter sessions and in early April for the Summer session.⁴ Before enrolling in courses, students are expected to consult:

- a. The [Calendar](#) for degree, program and course requirements; and
- b. The web [Timetable](#) for course meeting times, rooms, enrolment restrictions and special enrolment instructions.

Students may initially enroll in a maximum of 2.5 full credits per session, and are not permitted to enroll in more than 3.0 credits per session, without permission from their Program Supervisor. Students who are enrolled in 1.5 full credits or more in a session are considered full-time.

VI.2 Waitlists and Admitting Students to Full Courses

The number of students enrolled in a course or section cannot exceed the capacity of the room allocated to hold it. Every attempt is made to ensure that the room assigned to a course accommodates the number of students expected to enroll; however, as there is limited space, some students may not obtain a place in every course they want. When a course (or enrolment category) is full, students may use ROSI to place themselves on the waitlist for the

⁴ See http://www.utoronto.ca/~registrar/current_students/courses for more information about course enrolment.

course. When a space becomes available the student with the highest priority, as determined by their timestamp/enrolment category, is admitted to the course.

There are circumstances in which a small number of students must be enrolled in a course outside of the waitlist process: for example, graduating students in their final year of study who need to meet program requirements. For these students, and others where special consideration is deemed necessary, the Program Supervisor for the course has the authority to admit the student. A Course Enrolment Request Form, signed by the Program Supervisor authorizes the Registrar's Office to admit a student to a course. These requests should be assessed carefully as other students on the waitlist could be displaced in their ranking if an exception is made. Also, students should only be approved for enrolment if there is no other option available for them. Students should provide proof of their situation in order to support their request, i.e. academic record/timetable from ROSI or other suitable documentation.

VI.3 Course Changes

Students are permitted to add courses until the deadline identified in the [Calendar](#) (see Sessional Dates) – usually two weeks into the term. Similarly, students may withdraw from courses on ROSI without academic penalty until the end of the 10th week of classes. Students may change meeting sections on ROSI, provided there is space, until the last day to add courses for the session. Instructor approval is required after the last day to add courses for the session. A Section Change form, signed by the instructor, must be submitted by the student to the Registrar's Office.

VI.4 Class Lists

The Registrar's Office sends class lists to instructors prior to the first day of classes and again 2 weeks after the start of the session (the last day to add courses).

The Registrar's Office is the keeper of the official class list. Instructors should not add students to their class list manually; instead, students should be directed to the Registrar's Office to clarify their enrolment.

VI.5 Late Course Additions

Students wanting to add courses after the published deadline must submit a petition to the Sub-committee on Standing. They are expected to have instructor approval and may be required to pay a late registration fee (see below, section [VII](#)). Please note that you are under no obligation to admit a student to a course after the deadline, particularly if the student will have missed a substantial amount of class time and/or assignments. If a student is granted permission to join your course after the deadline to add a course has passed, you will receive official confirmation.

VI.6 Course Prerequisites and Corequisites

ROSI does not automatically check pre- and corequisites. Students are informed by the Registrar's Office:

- a. That it is their responsibility to ensure they meet the prerequisites and corequisites for enrolment in each course;
- b. Instructors do enforce course admission requirements; and
- c. Instructors have the right to waive the prerequisites or corequisites for their courses.

Announce, during the first week of class, that students lacking the requirements must either drop the course or obtain a waiver from you.

Should you decide to waive a prerequisite for a student, please inform your Departmental Office in writing. If the prerequisite waiver is for a course listed as a program requirement, please remind the student they must discuss this with their Program Supervisor because it may cause them serious problems in being able to complete their program. A Program Exception Form⁵ is required when a program requirement is waived by the Program Supervisor.

VI.7 Permission of the Instructor

Where "permission of instructor" is stated as a requirement for admission to a course, students must follow the enrolment instructions provided in the web Timetable. Students requesting these courses on ROSI will be given a status of INT (interim). Prior to the start of classes, instructors inform the Registrar's Office of their decisions regarding these requests, and the Registrar's Office then updates the student's enrolment status on ROSI.

For Supervised Study courses (including thesis courses), students are required to obtain the instructor's written authorization in advance. Supervised Study forms are available from the Registrar's Office, and must be completed and submitted to the Registrar's Office by the last day to add courses for the session.

VI.8 Late Course Drops

The deadline for students to withdraw from a course without academic penalty is stated in the *Calendar*. Students wanting to drop a course after the deadline must submit a petition to the Sub-committee on Standing (see below, section [VII](#)).

VI.9 Auditing

University policy allows students to audit courses only if they have the instructor's permission and there is space in the course. Auditing means that students are permitted to attend and participate in classes, but they will not receive an evaluation for participation, nor are they allowed to submit assignments or write examinations and tests, except with specific permission to do so from the instructor. The University's [Code of Student Conduct](#) (July 2002) is

⁵ The Program Exception form should be signed by the Departmental Chair/Director (or designate).

applicable to auditors. Auditing students will not be granted retroactive registration or credit but may request a Certificate of Attendance. In some cases students are required to pay a fee to audit a course, and in all cases they must pay to receive a Certificate of Attendance. For more information see the [Policy on Auditing of Courses](#) (Oct 1994).

VII PETITIONS & APPEALS

VII.1 Petitions

The *Calendar* contains a complete statement of the procedures students must follow to submit petitions and appeals.⁶ Similar information is also available on the [Office of the Registrar website](#).

A petition is a formal request from a student that an exception to an academic regulation be made in his/her case. The student must have a good reason to make the request, and must show that he/she has acted responsibly and with good judgment in observing the academic regulations.

Petitions must be filed by the deadline identified in the *Calendar* (and on the Office of the Registrar website), but even if a petition has been filed by the deadline, it will not be considered if documentation is not provided within three days of its submission for requests to add a course, and within ten business days of its submission for all other requests.

Students submit their petitions online using e-Service, and all submissions are submitted to the students' home campus, regardless of where the course is held. Students are advised (but not required) to seek advice or assistance from their instructor, program supervisor or the Department Chair/Centre Director - particularly when serious personal problems are involved. Students are required to submit whatever documentation is necessary to support the request including medical certificates, and statements from social workers, lawyers, clergy or other professionals. Petitions for re-reading of final examinations and of term work returned after the end of a session, and after the instructor has submitted grades for the course, will be granted only if the student articulates clear grounds for reconsideration, and shows that the alleged misevaluation is of a substantial nature.

The Registrar (or designate) has adjudicatory power over petitions, and decisions regarding petitions are posted on e-Service. Students who are not satisfied with the decision made by the Registrar (or designate) may request a review by the Sub-committee on Standing⁷.

⁶ See the UTSC Calendar: [Special Consideration, Petitions and Appeals](#).

⁷ Membership of the Sub-committee on Standing includes: the Vice-Dean, Undergraduate (or designate), the Registrar (or designate), the Director of the Academic Advising and Career Centre, the Director of Access/Ability Services, four members of faculty as selected by Academic Committee, and one student selected by the Scarborough Campus Students' Union. The Chair of the Sub-committee on Standing is chosen from among the faculty members.

VII.2 Appeals

Students who have had an appeal to the Sub-committee on Standing denied, may appeal the decision to the **Sub-committee on Academic Appeals**, which is made up of faculty members, a student representative and the Vice-Dean, Undergraduate or designate.

Students must file a Notice of Appeal on the form provided for this purpose by the Academic Integrity Officer⁸ no later than ninety days after the decision being appealed has been communicated to the student in writing. Students are informed, in writing, of the Committee's decision.

Students who are not satisfied with the decision made by the Sub-committee on Academic Appeals may submit an appeal to the **Academic Appeals Committee of Governing Council**. Students must file a Notice of Appeal to the Office of the Governing Council, Judicial Affairs Office on the form provided for this purpose no later ninety days after the decision being appealed has been communicated to the student in writing. The normal time for a hearing and response at this level of appeal may extend from several months to almost a year.

VII.3 Appeals Concerning Term Work

Where a student wishes to appeal the instructor's evaluation of a piece of term work or the instructor's grading practices, the student should first speak with the instructor. If this does not settle the matter, it should be referred to the Chair/Director of the Department/Centre. As a last resort the student may appeal the decision of the Chair/Director to the Vice-Dean, Undergraduate or designate.

Where a student wishes to appeal a grade on term work returned after the instructor has submitted the grades, or wishes to appeal a grading practice that comes to light only after the instructor has submitted their grades, a petition is required.

VIII ACADEMIC INTEGRITY

VIII.1 University Policy

The responsibilities of all parties to the integrity of the teaching and learning relationship are defined in the University's [*Code of Behaviour on Academic Matters*](#) (August 1995). Here is the preamble of the *Code*:

The concern of the Code of Behaviour on Academic Matters is with the responsibilities of all parties to the integrity of the teaching and learning relationship. Honesty and fairness must inform this relationship, whose basis remains one of mutual respect for the aims of education and for those ethical principles which must characterize the pursuit and transmission of knowledge in the University.

⁸ The current Academic Integrity Officer is Janis Jones, room AA433, <mailto:janis@utsc.utoronto.ca>

What distinguishes the University from other centres of research is the central place which the relationship between teaching and learning holds. It is by virtue of this relationship that the University fulfills an essential part of its traditional mandate from society, and, indeed, from history: to be an expression of, and by so doing to encourage, a habit of mind which is discriminating at the same time as it remains curious, which is at once equitable and audacious, valuing openness, honesty and courtesy before any private interests.

This mandate is more than a mere pious hope. It represents a condition necessary for free enquiry, which is the University's life blood. Its fulfillment depends upon the well being of that relationship whose parties define one another's roles as teacher and student, based upon differences in expertise, knowledge and experience, though bonded by respect, by a common passion for truth and by mutual responsibility to those principles and ideals that continue to characterize the University.

This Code is concerned, then, with the responsibilities of faculty members and students, not as they belong to administrative or professional or social groups, but as they co-operate in all phases of the teaching and learning relationship.

Such co-operation is threatened when teacher or student forsakes respect for the other--and for others involved in learning--in favour of self-interest, when truth becomes a hostage of expediency. On behalf of teacher and student and in fulfillment of its own principles and ideals, the University has a responsibility to ensure that academic achievement is not obscured or undermined by cheating or misrepresentation, that the evaluative process meets the highest standards of fairness and honesty, and that malevolent or even mischievous disruption is not allowed to threaten the educational process.

These are areas in which teacher and student necessarily share a common interest as well as common responsibilities.

VIII.2 Preventing Academic Offenses

The University and its members have a responsibility to ensure that a climate that might encourage, or conditions that might enable, cheating, misrepresentation or unfairness is not tolerated. As an instructor, it is your responsibility to ensure the highest possible level of academic integrity in your classes. Familiarize yourself with Section B.i.1 of the *Code*, which lists the possible academic offences that may be committed by students. You should also familiarize yourself with Section B.i.2 of the *Code*, which lists the possible academic offences that may be committed by faculty. These include:

- a. Evaluating academic work by a student via reference to any criterion that does not relate to its merit, to the time within which it is to be submitted or to the manner in which it is to be performed; and
- b. To forge or in any other way alter or falsify any academic record, or to utter, circulate or make use of any such forged, altered or falsified record, whether the record be in print or electronic form.

To help preserve academic integrity in your classroom, begin your class by stressing its importance, and emphasize this point by discussing penalties. A statement reiterating this point should also be included in your syllabus and in the instructions of every assignment. Tell your students how to avoid the offenses most likely to occur, and give them a handout

sheet on the subject. A suggested Academic Integrity Statement for your course syllabus is given below, in section [Appendix B](#). Surprisingly few students seem to understand what constitutes an academic offense, or where discussion and collaboration regarding an assignment turns into cheating. Tell them also that offenders are caught, and sanctions can be severe (zero in the course, suspension for a year with annotation on the transcript for several years, and even expulsion).

To help prevent plagiarism change essay topics frequently, and keep a record of the topics you have used (and when); the more often assignments are repeated, the easier it is for students or essay services to obtain previous versions. Students can now find essays on many topics via the internet, making it harder than ever to prevent extreme cases of plagiarism. However, should you suspect that plagiarism has occurred, it can be relatively easy for you to search the internet and find explicit evidence of the offense (i.e. search for sentences or constructions that seem especially symptomatic). In addition, technology-based plagiarism detection systems now exist (e.g. turnitin.com). If you are interested in using such services, you should contact the [Centre for Teaching Support and Innovation](#).

Academic offenses frequently occur in the context of multiple-choice exams. If you have to use them, change the majority of questions each year, and keep previous papers secure. In addition, the use of assigned seating, and multiple test versions, make it more difficult for students to conspire to commit this type of academic offense.

Maintain security in major tests, preferably using checks of student ID cards (T-cards) and signatures as is required in exams. Recent evidence indicates there are services that will provide impersonators for a fee. Students are informed by the Registrar's Office that they are required to present their T-card as proof of identification at tests and exams. Should students arrive at an exam without a T-card, make a note of this on the Examination Candidate form and ask to see another form of photo identification. If the student does not have any photo identification, report the matter on an Examination Invigilator's Report form and make a note on the student's Examination Candidate form. Then inform the student that s/he must report to you with her/his T-card within 24 hours of the exam or it will not be marked. When the student arrives, ask her/him to re-sign her/his Examination Candidate form, and check to make sure the signatures match. If the signatures do not match then the student who wrote the exam is likely an imposter.

Take seriously instructions for keeping exam papers secure. Highly motivated but unethical students will go to considerable lengths to preview tests. Hard copies should never be left in your office; instead test and examination papers should be stored in your Departmental Office's secure storage area from the time they are set until the time of the test.

Avoid using e-mail to transmit exams, but should it be necessary use only e-mail addresses (both sender and receiver) within the utoronto.ca domain. See also questions 10 and 11 in section [X.5](#).

For more information on academic integrity, visit the University of Toronto's [Academic Integrity](#) website.

VIII.3 Dealing with Academic Offenses

Some vigilance and obvious precautions will go a long way in reducing academic offenses; however, you may still encounter them. When you do:

- a. Please note that under the [Code of Behaviour on Academic Matters](#) (August 1995) the Instructor may not settle a case or give a sanction, even where there is clear evidence or an admission of guilt from the student;
- b. If you suspect that an academic offense has occurred, you should discuss the matter with the student right away; and
- c. If this discussion does not allay your suspicions (or if the student fails to respond to your invitation to discuss the matter) then, as soon as possible, you should:
 - Write down all the facts;
 - Make copies of any relevant material, such as essays, answer sheets, etc. (keep originals if possible, since these are best when handwriting analysis is required), and also provide supporting documentation, such as plagiarized sources cross-referenced to the student's work (be sure to note the student number, and the weight of the assignment in question in the final grade);
 - Provide a report of the matter, including any relevant materials, to your Chair/Director. The Chair/Director will normally interview the student, impose a sanction and report this to the Academic Integrity Officer in the Dean's Office (where an assignment or test is worth 10% or less of the final grade in a course and the student admits to the offense, the sanction sought is no more than zero for the work); in other cases the Chair/Director will forward the report to the Academic Integrity Officer;
 - In the case of deferred examinations invigilated by the Registrar's Office and examinations invigilated by AccessAbility Services, the invigilator is responsible for meeting with the student and sending reports on possible academic offences to the Academic Integrity Officer, along with supporting documents; a copy of any such reports will be sent to the Chair/Director of the Academic Unit and the instructor will be informed of the allegation;
 - The Academic Unit Office will arrange for the student to be given a GWR (Grade Withheld Pending Review) standing in your course (while this standing remains, the student will not be permitted to drop the course); and
 - If at any stage you need advice, do not hesitate to contact either your Chair/Director or the [Academic Integrity Officer](#) directly.

IX EQUITY

IX.1 University Policy

UT Scarborough shares the University of Toronto's strong commitment to equity as articulated in the University's statement on [Equity, Diversity, and Excellence](#) (December 2006).

At the University of Toronto, we strive to be an equitable and inclusive community, rich with diversity, protecting the human rights of all persons, and based upon

understanding and mutual respect for the dignity and worth of every person. We seek to ensure to the greatest extent possible that all students and employees enjoy the opportunity to participate as they see fit in the full range of activities that the University offers, and to achieve their full potential as members of the University community.

The University has offices which deal with a great variety of equity issues, including racism, sexual harassment and LGBTQ problems. More information about equity and the resources available at UT Scarborough is available on the [Vice-President and Principal's website](#).

IX.2 Religious Observances

Students at UT Scarborough have a wide range of religious beliefs. It is the policy of the University of Toronto to arrange reasonable accommodation for the needs of students who observe religious holy days other than those already accommodated by ordinary scheduling and statutory holidays.⁹

Accommodations for term work in a course are the responsibility of the instructor. If the date of a final examination falls on a holy day observed by a student, the student should write to the Vice-Dean, Undergraduate or designate requesting an accommodation. This will normally be granted.

A ready reference on issues related to this topic can be found on the ["Accommodations for Religious Observances" web page](#).

IX.3 Students With Disabilities

The University of Toronto supports and accommodates students, faculty and staff with disabilities. This is in keeping with its commitment to create a community that is inclusive of all persons and treats all members of the community in an equitable manner. In creating such a community, the University aims to foster a climate of understanding and mutual respect for the dignity and worth of all persons. The University strives to provide the full range of activities to individuals with disabilities as is provided to others, while at the same time ensuring the protection of their privacy, confidentiality and autonomy.¹⁰

IX.4 AccessAbility Services

AccessAbility Services at UT Scarborough is responsible for supporting students with disabilities. Once a student requests accommodation and provides appropriate documentation for their disabilities, staff in AccessAbility Services assess their needs and determine appropriate and reasonable accommodations, consulting with faculty where

⁹ See *Policy on Scheduling of Classes and Examinations and Other Accommodations for Religious Observances* <http://www.governingcouncil.utoronto.ca/policies/religious.htm> as well as the February 2005 PDAD&C memo <http://www.provost.utoronto.ca/public/pdadc/0405/50.htm>.

¹⁰ See the "Statement of Commitment Regarding Persons with Disabilities" <http://www.governingcouncil.utoronto.ca/policies/disabled.htm>.

appropriate. All information that AccessAbility Services collects from students about their disabilities is kept in strict confidence as prescribed by law.

As an instructor, you play a key role in accommodating students with disabilities. If you suspect that a student is having difficulties which may be caused by a disability, please encourage him/her to seek advice from AccessAbility Services. Once AccessAbility Services has determined appropriate accommodations for a student in your course, they will contact you. The two most common accommodations about which you might be contacted are the presence of note takers in your lectures, and the provision of alternate test and exam arrangements. Instructors are encouraged to consult with AccessAbility Services for advice and assistance in matters concerning students with disabilities. For more information on the mission and services offered by [AccessAbility Services](#) visit their website.

X PRIVACY & CONFIDENTIALITY

The advice provided below outlines some best practices for student-faculty interactions that occur in the course of normal university business. It should be taken in light of the U of T's [FIPPA – Access and Privacy Practices: General and Administrative](#) (June 2011) the [University Assessment and Grading Practices Policy](#) (January 2012), and the [Policy on Official Correspondence with Students](#) (September 2006).

X.1 General Information About FIPPA

The Freedom of Information and Protection of Privacy Act (FIPPA) is provincial legislation that has applied to Ontario's public universities since June 10, 2006.

The Act speaks to two seemingly paradoxical things: access to information and protection of privacy of information:

- a. Access: anybody can request records held or created by the University, including e-mail and notes of voice mail messages, though not all requests will be granted (e.g., human resources information); and
- b. Privacy: personal information held by universities must be protected. Student work, their grades, and their student numbers are examples of personal information that should be protected as they are collected, used, shared or destroyed.

Here is a simplified overview of FIPPA privacy requirements:

- a. Personal information is information about an identifiable individual;
- b. Only collect the personal information you need to do your work;
- c. Let people know what you intend to do with their personal information;
- d. Only use personal information for purpose(s) for which it was collected; and
- e. Do not disclose personal information other than to the individual to whom it belongs.

For interpretations of FIPPA, consult the UT Scarborough's Freedom of Information Liason (FOIL), Lesley Lewis, at (416) 208-4717 or <mailto:llewis@utsc.utoronto.ca>, or the FIPP

Director Rafael Eskenazi at: 416-946-5835, <mailto:rafael.eskenazi@utoronto.ca> and the [FIPP](#) website.

The ways in which we operated before FIPPA applied to the Ontario university environment are generally acceptable. However, there are some specific areas where we need to exercise explicit care, specifically:

- a. Handling and returning assignments;
- b. Posting of grades;
- c. Taking attendance; and
- d. E-mail correspondence.

The following advice below has been developed by the FIPP Office to assist with some of the key issues regarding the interpretation of FIPPA guidelines. This advice can also be found on the [FIPP](#) website.

X.2 Assignments

Student assignments contain a variety of personal information belonging to students. This includes the student's name, identification number, and personal views or opinions contained in the assignment.

Q1: What practices should I follow for handling assignments submitted physically?

A: Write grades and comments inside test books, papers and other materials where they cannot be easily seen by others.

Fold, staple or tape test books, papers and other materials closed where possible, to ensure that grades and comments are not visible to other students when materials are returned.

Q2: How should I collect students' work?

A: Students' work should be collected with adequate supervision and security so that students cannot see each other's assignments or their evaluations. Ideally, collect assignments in class under supervised conditions.

If this cannot be done, arrange for drop-off in your Departmental office, TA office, or some place where assignments can be collected and held securely for your retrieval. Alternatively, the Department could provide a fixed, secure drop box or a mail slot in a central area. Submitted assignments should be retrieved frequently.

Unsupervised methods of drop-off (i.e. mail or "slipping under the door") should be discouraged.

Q3: How should I return students' work?

A: Assignments should be returned in class and not left in a public place for general pick up. Assignments should only be returned to the student who prepared the work and not to other individuals, unless written permission has been given. Students' work should be returned to them personally, and grades or evaluations should be revealed only to the individual submitting the assignment.

Supervise the return of tests and papers to ensure that students pick up only their own work. Students may opt to provide a stamped, self-addressed envelope of suitable size.

Departments who wish to develop student consent forms for procedures to return marked assignments outside of the classroom should seek the advice of the FIPPA FOIL before proceeding.

Under FIPPA you should retain all unclaimed student work, including final exams, for **one full year**, and then arrange for them to be properly destroyed.

NOTE: The above practices should be appropriately adapted in courses where peer evaluation or group work are established or necessary parts of a program or curriculum. In such cases students may need to have access to or knowledge of each other's work and evaluations. Nevertheless, students in such programs should be notified about the ways in which their work, evaluations, and other personal information will be shared with or created by other students.

X.3 Posting Grades

Q4: What practices should I follow for posting grades?

A: When posting grades, remember that student identifiers, including student numbers, are personal information, as are student marks. Let students know that posting of grades is a courtesy to give them early notice of grades but is not the official mark for the course, which is provided through ROSI.

You should reveal grades and evaluations of tests and assignments only to the student to whom they pertain.

Use secure electronic media (such as Blackboard) so individuals see only their own grade.

If no alternative exists, post results in hardcopy using truncated student numbers (e.g. last four digits only) to reduce the ability of students to identify one another's grades.

At the start of each session, advise students how you will be posting their grades (what fields will be posted, the posting location and the posting duration). For example, you might wish to post grades at one or two of your lectures and for 1/2 hour before and after the lecture. This limits exposure of grades and retains control over the posted results.

In order to release academic and personal information about a student to a third party (e.g. a parent), the student must provide written consent. The consent of the student is also required when their work is to be published or used as an example in class.

X.4 Attendance and Class Lists

Q5: How should I take attendance in class?

A: The presence or absence of a student is the personal information of that student, however, the collection of this information about a student is in many instances necessary to do our work. Collect only the information that you need to verify a student's presence.

Continue to take attendance at lectures, seminars and labs as needed, but be sensitive to the manner in which this information is gathered. The student's full name and complete student ID number should not be visible to others. One option is to pass around sheets where students can record the last four digits of their student ID number. In smaller classes, students can verbally affirm their presence at the prompting of roll call.

The above practices should be adapted where they are inconsistent with group work practices or peer evaluation, which are established or necessary parts of the curriculum. For example, ask the students at the beginning of term to provide the personal information necessary to conduct the class. This may include providing a name and phone number or e-mail addresses to share with fellow students so that group work schedules can be developed. Keep this information confidential, notify students if there is any change to how the collected information is to be used, and get the students' permission to use it in any new way that is not consistent with the purpose for which it was collected.

In all cases, students should be informed at the start of the course how their personal information, including attendance, will be collected.

Students' personal information should not be released to anyone except in the performance of their University responsibilities. Do not release personal information to anyone else. If you receive an inquiry from someone other than the student, all such inquiries should be referred to the Registrar.

The University's Notice of Collection under FIPPA informs students that their personal information is collected, among other things, "for the purpose of administering admissions, registration, academic programs . . ." Verification of attendance and verification of identity of students in class and at examinations is a necessary activity in the delivery of the University's academic programs. Nevertheless, such verification must be conducted in the least privacy-invasive manner allowable by course and program requirements.

Q6: How should I take attendance at final exams?

A: Where written proof of attendance is necessary, students should provide it in such a way that their personal information (i.e. their presence or absence) is not made known to another student. You should not circulate an attendance list that allows students to learn each other's personal information such as full name, full student number or their presence/absence.

At UT Scarborough, Examination Candidate forms are distributed to students during the exam. These forms ask for the date, the student's full name, full student number, course number and session, and the instructor's name. The form is completed at the beginning of

the exam, and placed beside the student's photo ID card (T-card) on the examination desk. As invigilators walk around the room to verify T-cards, they will ask students to sign their Examination Candidate form. The forms are collected along with the exam at the end of the examination. Examination Candidate forms should be kept in a secure place for at least one year after the date of the exam and then destroyed, along with the exams.

Q7: How should I have students sign up for group work?

A: Employ practices that do not require students to reveal unnecessary personal information to other students. Ideally students should have access to a secure, confidential electronic portal function for group sign-up. In some contexts, it will be appropriate and necessary for students to know each other and interact to different degrees to do group work, or develop academic or professional communities. The specific group work purposes and context should help you to define specific practices for the class.

Where confidentiality is appropriate, use available secure electronic sign-up methods, or consider posting sign-up sheets with tear-off tabs or providing coded cards for each session in class so students can fill in and return the tab or coded card to you confidentially. You may also use a supervised sign-up sheet in class. In this case, it is best if each successive entry on the sheet is covered so that previous student identities are not visible to subsequent ones. Avoid unattended sign-up sheets for students to use.

X.5 E-mail

Q8: What practices should I follow for e-mail correspondence with students?

A: Note that your e-mail messages are University records and may be accessible under FIPPA. UTORmail records of employees are the property of the University.

E-mail is not necessarily secure. Unless the message is encrypted, it is best not to communicate highly sensitive information by e-mail because of the ever-present possibility of interception or hacking.

E-mail correspondence that contains confidential or sensitive personal information (student educational or medical history, financial information, special arrangements about course work, evaluations, etc.) should be handled with particular care. Transfer the e-mail to a specific e-mail folder, or if it is feasible, print out the message for filing and delete the e-mail.

E-mails from and to students that contain personal information which you use (for example, in evaluation or to advise them) must be retained for at least one year under FIPPA, like all other personal information that you use in University business.

Be mindful that information used for making official decisions or information that has a direct impact on a student's rights is particularly likely to be requested or revisited during the one year (minimum) retention period. This includes correspondence that may pertain to an appeal. In these cases, archiving relevant e-mail in folders is particularly recommended.

When possible, avoid "reply all" responses. If you need to communicate with a group of students, consider the use of the "bcc" function of your e-mail to avoid easily disclosing

recipient identities to the whole group, and to prevent the over-distribution of subsequent exchanges. There are methods of creating individualized e-mail messages to a single group, like a class; ask your information technology specialists for advice. Blackboard also has options for creating individualized messages to each member of a class.

Be scrupulously professional in your e-mail communications, which can easily be copied, forwarded and cached without your knowledge. Remember also that they can now be requested (although not always disclosed) under FIPPA.

Once a request has been made under FIPPA, do not delete any e-mail messages related to that request.

Q9: What if a student e-mails me from a non-utoronto.ca account?

A: Let students know at the beginning of the course what e-mail practices you will follow. Remind your classes that you are expected to correspond with students only through their “utoronto.ca” e-mail accounts, and that they are responsible for any information communicated to them this way. Using a utoronto.ca e-mail account is more secure than using other e-mail service providers and is consistent with our [*Policy on Official Correspondence with Students*](#) (September 2006).

If a student corresponds by e-mail from another ISP account (e.g. hotmail, gmail, sympatico), use your judgment in whether to reply to that e-mail address or whether to advise the student to use their UTOReMail address to make requests of you regarding their work. Factors to consider include: whether the information is private or sensitive and should be communicated through the more secure utoronto.ca e-mail; and whether it is important information you may subsequently wish to rely on as having been formally conveyed to the student at utoronto.ca, as provided for in the *Policy on Official Correspondence with Students*.

Q10: What practices should I follow in regard to e-mail correspondence with other faculty members and administrators?

A: The same general advice applies as regards e-mail with students. E-mail is generally not considered secure or an appropriate vehicle for the transmission of highly sensitive personal information.

Forward e-mail with caution; do not over-distribute messages, and use appropriate business style language.

E-mails that contain personal information must be retained for one year, at a minimum. Manage your e-mail in folders as you would paper correspondence.

Remember that an e-mail message can be copied, and forwarded instantaneously to people for whom the message was not intended. Do not create a message that you do not want to appear in a newspaper.

X.6 Student Records

Q11: Am I entitled to have access to students' academic records?

A: In general, access to personal information such as student academic records is only given on a need-to-know basis as required by faculty and staff of the University as part of their professional duties, and as necessary and proper in the discharge of the University's functions. This means that instructors will usually not have the right to access student academic records.

Faculty who serve on appeals panels or who are charged with academic advising functions, for example, may confidentially access student records for those purposes. Chairs/Directors and their specified administrative staff may access records for administrative purposes only, and are not authorized to share these records with faculty.

If you have any doubt about your right to access academic records, consult the [Access and Privacy Practices: General and Administrative](#) (June 2011), or ask the Registrar or your FOI Liaison BEFORE attempting such access.

Q12: What about student access to their own records?

A: Under the "[Guidelines Concerning Access to Official Student Academic Records](#)," (May 2008), students have a right to access their official student record and related academic information. If a student wishes to access records held by an academic department, it is advisable to contact, or to discuss the request with, the Registrar or FOI Liaison.

The student must view his or her file in the Department Office under the supervision of office staff or the Chair/Director. Copies of records may be provided, so long as they do not contain excepted information. If a student wishes to change the personal information contained in the file, they can do so through the student web service or through the Registrar's Office.

Q13: What types of student records do I need to retain and for how long?

A: All records containing personal information must be retained for at least one year after the last use by the University.

Personal information is defined in FIPPA as "recorded information about an identifiable individual". Some examples include: student name, home address, home phone number, student's e-mail address (home or university), identifying numbers (e.g. student number, employee number or SIN), education or health history, sexual orientation, race, national or ethnic origin, religion, marital or family status, etc.

Your own professional contact information is not personal information (faculty member's business phone number, University e-mail, business mailing address). Likewise, information about your professional/work activities is not personal information.¹¹

¹¹ For the definition of personal information see http://www.e-laws.gov.on.ca/html/statutes/english/elaws_statutes_90f31_e.htm - BK2.

Q14: Are grades personal information under the current privacy legislation?

A: Yes. In the university context, personal information includes assignment work of identifiable individuals. Students' papers and tests, their grades, standing, and evaluative comments relating to their work are just a few examples of such personal information.

Under FIPPA, you must not disclose personal information, such as grades and evaluative remarks, to anyone except the student to whom it pertains. If students are notified along with other course requirements that you employ peer/group evaluation, it is appropriate to require them to share their work/evaluations for purposes of such peer/group evaluation.

The University is governed by its [Assessment and Grading Practices Policy](#), and by the [Access and Privacy Practices: General and Administrative](#). You are advised to become familiar with these, since many practices expected of faculty members are explained within them.

It is advisable and reasonable for all student work to be returned to the student before the end of the academic term. Since final exams and unclaimed assignments are not returned to students, it is necessary under FIPPA to retain them for at least one year before destroying them.

The one-year FIPPA retention requirement for personal information is a minimum requirement. Other, longer retention requirements may apply to different record types. For example, you should also retain all documents and correspondence that may be relevant to a petition or Academic Appeal process or a proceeding under the [Code of Behaviour on Academic Matters](#) until any proceedings have been completed or until the date for a possible petition or academic appeal has passed.

Q15: Can I take and display photos or videos with my students in them?

A: Personal information includes still and moving images of students. The same principles apply as for other types of personal information: the collection and use of the personally identifiable images must be necessary to the course/instruction/activity or there must be voluntary, informed consent from the individual before the image is collected.

Where image collection is not necessary for, or part of, core University services it should not occur unless individuals explicitly opt in.

Note: For privacy reasons, the photo used to produce the T-card is destroyed immediately.

X.7 Reference Letters

Q16: Should I agree to write letters of recommendation for students or colleagues?

A: Yes, if you would have done so prior to FIPPA you should do it now.

Under FIPPA, the University does not have to reveal confidentially supplied evaluative or opinion material that was supplied solely to assess teaching materials or research, or to determine suitability, eligibility or qualifications for admission to academic programs or for an honour or award.

If the person who is being evaluated uses FIPPA to request access to their own personal information in that evaluation or opinion material, the University has the discretion under FIPPA to refuse that request.

If you are writing a letter of reference for another organization or employer, be aware that the FIPPA exemptions may not apply.

XI OTHER FACULTY ACTIVITIES

XI.1 Paid Activities

A paid professional activity is an activity funded by sources other than the University which (1) arises from the faculty member's academic position and expertise, and (2) confers a financial benefit.

A paid professional activity is viewed as *major* if it involves:

- a. Teaching for remuneration outside the University, other than occasional lectures, whether at another academic institution or for a professional development program;
- b. A commitment to any individual project totaling more than 20 days in an academic year; or
- c. Any combination of paid professional activities that are likely to exceed 45 days during an academic year.

All major paid activities require the prior written approval of the person to whom the faculty member reports.

A *minor* paid professional activity is any paid professional activity which involves more than a minimal amount of the faculty member's time.

A *Secondary Research Contract* is a contract between the University and an individual faculty member, outside the faculty member's normal employment contract, which is pursuant to a primary research contract between the University and a third party, and authorizes payment of self-employment income to the faculty member(s) responsible for the research under the primary contract.

XI.2 Annual Activity Report

Part of your annual pay increase is awarded for merit. This is assessed each May by your Chair/Director with the help of a committee. The assessment is based mainly on the Annual Activity Report which you must submit by the end of April. In this report you describe what you have accomplished in the past 12 months in your research, professional development, teaching and service, both at the University and professionally. It is important that you describe what you have been doing in detail. You cannot assume that your colleagues who are evaluating your work will know about your achievements and activities.

To help evaluate your teaching, the committee will have the student evaluations for your courses, but, to give a more complete picture, it is a good practice to include materials such as course syllabi and interesting materials or assignments which you have given your students.

Together with the Report you must also submit a complete and up-to-date CV. It is a good practice to use a format which is standard in your discipline or one recognized by the granting councils, such as the [Canadian Common CV](#).

XI.3 Execution and Approval of Contracts

Legally binding agreements made without appropriate approval and execution continue to be a serious challenge for the University even to the point of litigation or other risk for the institution.

Legally binding agreements - or contracts - come under many titles including agreements, letters of intent, and memoranda of understanding. A plain letter, an exchange of emails or a verbal commitment can also be deemed a contract in certain circumstances.

Caution should always be exercised in any institutional commitments that you make - whether written or verbal. In particular, you should not sign any document if:

- a. You do not explicitly have signing authority;
- b. You are at all unclear as to whether you have such authority; or
- c. You do not understand any part of the document.

Please note that even if you have signing authority for a contract or agreement, you may need to obtain one-up approval for unusual items (signing authority does not necessarily represent approval authority).¹² If you have any questions regarding documents you are signing please consult with your Chair or the Dean's office.

¹² For more information on contracts and other legally binding agreements please visit http://www.governingcouncil.utoronto.ca/policies/Policy_on_Approval_and_Execution_of_Contracts_and_Documents.htm.

APPENDIX A: Support Services on Campus

UT Scarborough provides a number of professional services that you can consult or refer your students to. Faculty are strongly encouraged to contact service providers personally, who are always available to partner with you in promoting student success. The [Office of Student Affairs and Services](#) also provides all faculty with a quick guide to referral known as the "Pink Folder". You can find a list of the current incumbents of positions listed below in the annual directory published to accompany this handbook.

[Academic Advising and Career Centre](#)

AC213, 416-287-7561

Provides drop-in support, one-on-one appointments seminars and workshops, print and electronic resources for: program and course selection, change of program advising, study habits, learning skills, self-assessment, career and employment research, resume and job search, professional and graduate school applications.

[AccessAbility Services](#)

S302, 416-287-7560

Services include assessment of student needs, alternative testing, note takers and adaptive material, resource lab equipped with assistive technology, facilitation of inclusion on campus.

Accommodations for students are based on established assessment procedures and mandated by Human Rights legislation

[UT Scarborough Bookstore](#)

416-724-8213

Located in the third floor of the Bladen Wing, the bookstore is open to the university community and the public year round. They carry a complete selection of required course material as well as a wide selection of crested clothing and gift items, and stationery. The bookstore has an in-store computer shop which carries computers, hardware, software and licensing.

[Campus Safety & Security](#)

416-287-7539

Provides advice and consultation on matters of student behaviour and manages procedures under the university's *Code of Student Conduct*. Is also responsible for UTSC Community Police services, UTSC Parking Services and the UTSC Emergency Medical Response Group.

[The Health and Wellness Centre](#)

SL270, 416-287-7065

Provides diagnostic, treatment and referral services for all illnesses ranging from the medical to psychological to health promotion. The professional staff of physicians, nurses and

counsellors provide personal advice and assistance with family issues, eating disorders, depression, stress, drug and alcohol abuse, relationship issues, a positive space for gender/sexuality issues, and more.

[Information/ & Instructional Technology Services](#)

BV487

Provides computing and audio-visual support and services:

- Staff/Faculty Helpdesk, 416-287-7618, helpdesk@utsc.utoronto.ca
- Student Helpdesk, 416-287-7391, student-helpdesk@utsc.utoronto.ca
- Audio-Visual Support, 416-287-7380, audio-visual@utsc.utoronto.ca

[The International Student Centre](#)

IC349, 416-287-7518

Provides social, cultural logistical assistance to students who come from all over the world to study at UTSC. This includes those on formal international study permits as well as the internationally minded interested in exploring study outside Canada.

[The UT Scarborough Library](#)

AC235, 416-287-7500

- Course Reserves
- Circulation Services, 287-7482
- Reference, Research & Instruction Services, 287-7481
- Collections Services, 287-7484

[The Registrar's Office](#)

AA142

- Admission to programs, course and program registration (all ROSI-related matters), fees, student records, course and exam scheduling, transcripts, grades, classroom bookings and graduation;
- Financial aid (scholarships, bursaries, OSAP) and provides confidential financial advice to students;
- Management of petitions;
- Transfer credits; and
- Study at other universities.

[The Office of Student Affairs and Services](#)

SL157, 208-4760

- Overall responsibility for the following student service units:
 - Access *Ability* Services
 - Athletics and Recreation

- Academic Advising & Career Centre
- Health & Wellness Centre
- International Student Centre
- Student Housing and Residence Life
- Student Life
- Provides advice and consultation to faculty about student life, student government and enhancing the student experience;
- Provides off campus referrals for notarial services, including:
 - Administration of oaths, taking affidavits;
 - Study visas;
 - Certification of documents that accompany various Citizenship and Immigration Canada (CIC), SIN, Canadian Revenue Agency (CRA) or Canadian Government applications;
 - Certification of copies of documents as "true copies";
 - Certification of true copies of work permit applications or research grant documents;
 - Certification of documents that accompany work permit applications; and
- Coordinates student clubs and societies and manages First Year Experience programming such as the Student Mentorship Program, Leadership Program and Passport Program.

Centre for Teaching and Learning

- Provides workshops and confidential consultation on course and assignment design, assessment, and feedback on classroom instruction technique (with or without videotaping); and
- Provides a wide range of support services for students, including:
 - English Language Development;
 - Math & Statistics Learning Centre, AC312
 - Research Skills Instruction
 - Science Engagement, AC312C
 - Writing Centre.

APPENDIX B: Academic Integrity Statement

Suggested Academic Integrity Statement to be included in your course Syllabus

Academic integrity is one of the cornerstones of the University of Toronto. It is critically important both to maintain our community which honours the values of honesty, trust, respect, fairness and responsibility and to protect you, the students within this community, and the value of the degree towards which you are all working so diligently.

According to Section B of the University of Toronto's [*Code of Behaviour on Academic Matters*](#) (August 1995), which all students are expected to know and respect, it is an offence for students:

- To use someone else's ideas or words in their own work without acknowledging that those ideas/words are not their own with a citation and quotation marks, i.e. to commit plagiarism;
- To include false, misleading or concocted citations in their work;
- To obtain unauthorized assistance on any assignment;
- To provide unauthorized assistance to another student. This includes showing another student completed work;
- To submit their own work for credit in more than one course without the permission of the instructor;
- To falsify or alter any documentation required by the University. This includes, but is not limited to, doctor's notes; and
- To use or possess an unauthorized aid in any test or exam.

There are other offences covered under the *Code*, but these are by far the most common. Please respect these rules and the values which they protect.