University of Toronto Scarborough
ACADEMIC HANDBOOK
for Faculty and Staff

Office of the Vice-Principal Academic and Dean
(August, 2022*)

This *Academic Handbook* is a resource for faculty and staff at UTSC. It provides essential information about University academic policies and practices pertaining to UTSC, and guidance on scenarios that faculty, sessionals and course instructors, teaching assistants, and staff may encounter. Relevant University policies are referenced in each section; a full collection of policies is available on the Governing Council website.

When you have any questions about any academic matters, your first point of contact is your departmental office; your Undergraduate Department Administrator is a particularly valuable resource. If supporting graduate students, note that the School of Graduate Studies may develop additional regulations and guidelines; contact your Graduate Administrator for additional assistance.

Guidance regarding academic policy and practice can also be sought from the Academic Programs Officer, in the Office of the Dean.

***Note**: While the Academic Handbook is typically reviewed and reassessed annually, this iteration represents the first substantive revision since the COVID-19 pandemic. We are in the process of re-imagining the handbook to ensure that it is reflective of the recommended actions of the UTSC Campus Curriculum Review, as well as post-pandemic learnings. Your feedback is invited as we continue this work in 2022-23 and can be sent to the UTSC Programs & Curriculum email.

Contents

1. Foundational Context

A priority of U of T Scarborough (UTSC) is to ensure that inclusion, Indigeneity, and anti-racism are reflected across the curriculum and embedded in pedagogical approaches and supports. This is in response to key commitments that are foundational to the Academic Handbook. These commitments include:

- [2020-25 Strategic Plan, Inspiring Inclusive Excellence](#)
- [The Recommended Actions of the UTSC Campus Curriculum Review](#)
- [Answering the Call Wecheehetowin: Final Report of the Steering Committee for the University of Toronto Response to the Truth and Reconciliation Commission of Canada.](#)
- [The Anti-Black Racism Task Force Report](#)
- [The Scarborough Charter on Anti-Black Racism and Black Inclusion in Higher Education in Canada](#)

1.1 University Policy on Equity

UTSC 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.

Furthering a culture of belonging is a priority at UTSC, and this commitment anchors our [2020-25 Strategic Plan, Inspiring Inclusive Excellence](#).

1.2 Persons with Disabilities

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, the University of Toronto supports and accommodates faculty, staff and students with disabilities. As outlined in its *[Statement of Commitment Regarding Persons with Disabilities](#)* (February 2021), the University aims to foster a climate of understanding and mutual respect for the dignity and worth of all persons, and it 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.

The University is committed to acting conscientiously and in keeping with its own policies and existing legislation related to disability. These include:

- University of Toronto *Statement Regarding Access to Information and Protection of Privacy at the University of Toronto* (November 2006)
- University of Toronto Employment Equity *Policy* (March 1991)
- University of Toronto *Statement on* Human Rights (July 2012)
- University of Toronto *Statement of* Institutional Purpose (October 1992)
- University of Toronto *Statement on* Prohibited Discrimination and Discriminatory Harassment (March 1994)
- Ontario *Accessibility for Ontarians with Disabilities Act (AODA)* (2005)
- Ontario Human Rights Code (1990)

The goal of accommodations and, more broadly, the use of Universal Design for Learning (UDL) principles, which supports the success of all students, bring us closer to our commitment to excellence and innovation.

Academic accommodations for students with disabilities are provided in accordance with the statutory duty arising from the Ontario *Human Rights Code* and ultimately assist to provide a fair and equitable learning environment. It is important to note that accommodations do not give students with disabilities an advantage over students without disabilities or compromise the essential components of a course. The University's *Statement of Commitment Regarding Persons with Disabilities* (2021) "re-affirms that all individuals are expected to satisfy the essential requirements of their program of studies or employment, while recognizing that students and employees with disabilities may require reasonable accommodations to enable them to do so."

The *Code* (2004) clearly states "every student with a disability is entitled to accommodation **up to the point of undue hardship**. The Code sets out only three elements that may be considered in assessing whether an accommodation would cause undue hardship:

- Cost to the university (not to an individual department but the entire university budget);
- outside sources of funding, if any;
- health and safety requirements, if any

It is the OHRC's position that this means that only factors that can be brought within these three elements should be considered" (p. 28).

In the education sector, compromising the essential requirements of a course or program can be grounds to reconsider accommodation requests. However, the University of Toronto must be able to demonstrate how the course or program will be compromised through the provision of accommodations.

With this in mind, it is **essential** that faculty not deny accommodations noted by Access*Ability* Services, or requested by a student directly, without first consulting with Access*Ability* Services.

2. General Information

2.1 Offices at UTSC

The University has several offices whose mandate is to foster a culture of belonging, with particular areas of focus including disability, racism, Indigeneity, cultural diversity, community safety, sexual harassment, multi-faith and sexual and gender diversity. The Tri-campus offices include:

- Accessibility for Ontarians with Disabilities Act (AODA) Office
- Anti-Racism & Cultural Diversity Office
- Community Safety Office
- Family Care Office
- Health & Well-being Programs & Services
- Indigenous Initiatives
- Sexual & Gender Diversity Office
- Sexual Violence Prevention and Support Centre

In addition to these tri-campus resources, there are a number of offices at UTSC that provide support on matters related to equity, accessibility, anti-racism, and Indigeneity on the campus. They include:

- Access*Ability* Services

The mission of Access*Ability* Services is to ensure that all students with disabilities can freely and actively participate in all facets of university life; to provide and coordinate services and programs that enable students with disabilities to maximize their educational potential and to increase awareness of inclusive values among all members of the University community. For more information see section 5.2 Students with Disabilities.

- Equity, Diversity and Inclusion Office

The Equity, Diversity and Inclusion Office (EDIO) is a central resource for all UTSC community members (students, staff, and faculty), providing training, programming, and engagement initiatives related to equity, access, discrimination, and harassment. The EDIO promotes an equitable and inclusive campus community, free from discrimination or harassment based on age, disability, race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, gender expression, gender identity, sexual orientation, family status, marital status, and / or record of offences.

The EDIO provides advice and assistance with programs relevant to inclusion, cultural diversity and religious accommodation; responds to concerns, resolves conflicts and manages complaints of discrimination and harassment; and consults and advises on policy matters. You can expect

confidentiality, a safe and supportive environment, a respectful and non-judgmental approach to your concerns, and a timely response. You should contact EDIO when you need assistance in resolving an issue that involves equity, discrimination or harassment; you want to become involved in making UTSC a more equitable and inclusive space for everyone; and you have questions or concerns about university policy on equity or diversity issues.

- [Office of Indigenous Initiatives](#)

The Office of Indigenous Initiatives at UTSC is located within the EDIO and includes supports for programming, outreach, and working with the UTSC Elders and Knowledge Keepers Circle.

- UTSC [Health & Wellness Centre](#)

The UTSC Health & Wellness Centre offers convenient and confidential health, counselling and health promotion services for all registered students at UTSC. It is a safe, accessible and culturally responsive environment that works to optimize students' personal, academic and overall wellbeing. For more information see section [5.2 Students with Disabilities](#).

- UTSC [Healthy Campus](#)

The Healthy Campus Website is a one-stop hub for staff, faculty, librarians and students to access mental health and wellness resources. Includes links to resources such as campus safety, wellness related events, and trainings.

2.2 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, including the *[Policy on Information Technology](#)* (February 2007) and the Vice-President and Provost's guidelines regarding the "[Appropriate Use of Information and Communication Technology](#)".

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.

The University has also adopted a *[Policy on Information Security and the Protection of Digital Assets](#)* as a means to protect the privacy, confidentiality, authenticity and integrity, and availability of Digital Assets, including information systems that store, process and transmit data which applies to all academic and administrative units, including third-party agents of the University and affiliates authorized to access institutional data, services and systems.

As part of the *[Policy on Information Security and the Protection of Digital Assets](#),* those tasked with managing and securing of Digital Assets shall operate in a manner that reduces and mitigates

vulnerabilities by following Standards, Guidelines and Procedures for protecting the University's Digital Assets. The University's Information Security Council has therefore endorsed the [University of Toronto's Information Security Standard](#) consisting of a set of baseline control statements in alignment with the National Institute of Standards and Technology (NIST) 800-171 for protecting data.

For additional information or questions about Information Security or Information Technology, UTSC faculty can contact helpdesk@utsc.utoronto.ca

2.3 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* (January 2012) provides a framework that 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.

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.

Additional related policy is found in the *Policy on Crisis and Routine Emergency Preparedness and Response* (June 2018).

The Dean's Office will continue to update departments on continuity-related matters arising from the ongoing uncertainties of the COVID-19 context. Faculty are asked to continue to plan their courses with continuity in mind, drawing on [Universal Design for Learning (UDL)](#) principles to ensure that students are supported in their work if they need to miss class due to illness or self-isolation.

2.4 Face Masks on Campus

The University of Toronto's mask mandate has been paused as of July 1, 2022, and is subject to change in accordance with public health guidelines. While we encourage members of the UTSC community to

mask if they are able, we ask that everyone respect each other's decisions, comfort levels and health needs. Faculty may encourage and request that students to mask in classrooms, but may not require it; please keep in mind as well that some students are not able to wear a mask for health or disability-related reasons.

Please refer to [UTogether](#) for guidance related to pandemic response in 2022-23. Further updates will be provided to the UTSC community as needed.

3. Planning Your Courses

3.1 [The Centre for Teaching and Learning](#)

CTL provides leadership in educational excellence through supporting and inspiring transformative and inclusive teaching and learning at the University of Toronto Scarborough.

Consultations are available on syllabus and course design, impactful classroom learning concerns, course troubleshooting, degree learning expectations, curriculum mapping and the Scholarship of Teaching and Learning. Teaching grants are available to support innovative course-related initiatives. CTL also supports training for teaching assistants and graduate student professional development.

CTL programs and services include:
- [Writing support](#) and [English language development support](#) - appointments, workshops, peer groups, online resources and more;
- [Math and stats support](#) - group and individual tutoring, seminars, workshops, calculus/pre-calculus modules and more;
- [Facilitated study groups](#) - weekly study sessions for specific courses;
- [Experiential learning](#) - opportunities for students to deepen their understanding of their academic discipline and gain hands-on experience and guidance for instructors on integrating experiential learning into courses;
- [Educational development for faculty](#), instructors, teaching assistants and post-doctoral fellows;
- [Education development](#) focused on Universal Design Learning (UDL), Anti-Racist Pedagogies, and Indigenous Pedagogies.
- [Educational technology support](#) for instructors;
- Curriculum and course support for in-person, hybrid, and online courses
- [Teaching Enhancement Grants](#);
- Dossier consultations and support for teaching award nomination packages;
- Scholarship of Teaching and Learning;

CTL also supports the training of [Teaching Assistants and graduate students'](#) professional development.

CTL has developed a comprehensive set of Academic Resources for Faculty that includes information and support specific to teaching within the uncertainties of the pandemic context.

3.2 Inclusive Course Design & Compassionate Pedagogy

The diversity of our students at UTSC is a strength of this campus. The design of each course should reflect consideration of the diversity of backgrounds, knowledges, and experiences that students bring to the classroom. This approach will provide all students, including neurodiverse students and students with disabilities, with an inclusive learning environment that is considerate of their unique needs and supportive of their success.

During the pandemic, students at UTSC have been struggling with many competing pressures, including familial responsibilities, financial stresses, and feelings of isolation. Faculty are encouraged to build in flexibility for course assessments, deadlines, and policies; to communicate with students with care; and to consider how pedagogies of kindness and compassion might be centered within your teaching. For more information on resources available for faculty, please visit the UTSC Academic Resources for Faculty website.

Universal design for learning (UDL) is a proactive approach to curriculum design that integrates active learning methods to respond to student learners who come to the classrooms with a breadth of different learning styles, abilities and backgrounds. The Ontario Human Rights Commission has noted that "ensuring integration and full participation means designing society and structures for inclusiveness"; this includes course design (2018).

Accommodation	Inclusive Teaching
Access is a problem for the individual and should be addressed by that person and disability services	Access issues stem from an inaccessible or poorly designed environments and should be addressed by the designer
Access is achieved through accommodations and/or retrofitting existing requirements	The system/environment is designed, to the greatest extent possible, to be usable by all
Access is retroactive/reactive	Access is proactive
Access is often provided in a separate location or through special treatment	Access is inclusive
Access must be reconsidered each time a new individual uses the system	Access, as part of the environmental design, is sustainable

Adapted from Gill, 1994

More information on inclusive teaching, accommodating the needs of students registered with AccessAbility, and teaching resources please visit:

- CTSI Inclusive Teaching Resources

- [AODA Office's Teaching and Educational Resources](#)
- [Council of Ontario Universities Educator's Accessibility Toolkit](#)

3.3 Creating Your Teaching & Learning Environment

It is helpful and impactful to express and share your expectations about classroom norms. You should outline to your students that it is everyone's responsibility to support and uphold a safe and inclusive learning environment. Remember that you are also a role model in this regard. For more resources on how to support your learning environment, please see the Centre for Teaching and Learning's [Academic Resource Site](#) and note in particular resources on [Navigating Microaggressions in the Classroom](#) and [Teaching Sensitive Materials](#). A useful resource for fostering an equitable, diverse, and inclusive learning environment can be found on the [Centre for Teaching Support & Innovation](#) website. Also, a resource hub to support faculty on curricular and pedagogical work in response to the Working Circle report is under development.

It is important to bear in mind that laptops and other mobile devices can enable students with disabilities to engage in their learning and they may be required as an accommodation. For strategies on the appropriate use of laptops in the classroom, please consider booking a [1:1 with a CTL educational developer](#).

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 Access*Ability* Services or official student government representatives, students 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.

In cases of serious nature involving problematic or inappropriate student behaviour, inside or outside of the classroom, consult with the [Director of Campus Safety Operations](#). In case of an emergency [Campus Safety](#) can be reached at (416) 978-2222 (the general Campus Safety line, for non-emergency situations, is 416-287-7398).

3.4 The Office of Community Partnerships & Engagement

[The Office of Community Partnerships & Engagement](#) is available to help you identify potential community partners and strengthen experiential learning opportunities within your courses. The Office works with faculty on developing relationships, increasing access to post-secondary education, research and knowledge mobilization, and building inclusive excellence in education.

3.5 Quercus

Quercus is the University of Toronto's Learning Management System. It offers advanced content design, a variety of student communication tools, easy-to-use course administration features and a mobile application for access to key functions from a phone or tablet. For help with Quercus, including

access to a number of tools and tips for faculty and students, visit the CTL website. You can also contact the Ed Tech team. Also, the Library can support you with uploading syllabi and reading lists to course pages on Quercus, see section 3.6 Library for more information.

3.6 Course Materials

The University of Toronto Bookstore operates a location at UTSC 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. You can email the UTSC Bookstore for more information.

Some custom course materials including readers and repro-text can be ordered from the Bookstore; faculty should contact their Bookstore Course Materials Coordinator. Lab manuals can be ordered through Academic Printing (Print Shop).

Students registered with Access*Ability* often require a list of course materials six to eight weeks prior to the use of the material in order to allow time for Access*Ability* Services to arrange the conversion to alternate format (i.e., braille, e-text).

When selecting reading materials, Faculty are encouraged to ask publishers if they have, or can provide, an electronic version of the material to avoid this conversion wait time for students. Faculty are also encouraged to speak to a Librarian about Open Source materials.

3.7 Library

UTSC Library's successful Liaison Librarian Program embeds academic librarians into each department. Their role is to provide dedicated expertise to faculty and instructors to advance their instruction and research goals.

Liaison librarians work closely with faculty to embed academic skills into assignments and teach students how to critically navigate the research process to achieve academic success. The librarians are partners in your academic research who will work closely with you to advance all aspects of your research projects, from conducting research to navigating publishing rights. You can find your Liaison Librarian on the Library website.

Teaching Support
The Library can help meet your teaching goals and students' learning needs. At UTSC, Librarians often partner with departments to help with instructional scaffolding and new program development.

Contact your Liaison Librarian to learn more about the following:

In-class teaching and workshops: Librarians teach students the information skills that they will need for your course:

- In-class presentations customized to your assignments
- Office hours or drop-in sessions outside of class
- [Online research help guides](#)
- [Short, instructional videos](#)

Assignment design: Librarians work with faculty to design the research components of assignments from A-level to D-level courses.

Custom course research guide: Librarians create tailored research guides that are directly embeddable into your course's Quercus site.
- [Explore current research guides.](#)

Training for Teaching Assistants (TAs): Librarians train TAs to support students with research assignments. Sample topics include finding scholarly and non-scholarly resources, evaluating resources, and developing and focusing on a topic.

Course reading & reserves: The Library can help ensure you are following appropriate copyright guidelines when using and assigning resources for your classes. The Library will embed online course readings into the **Quercus Library Course Reserves module**, including links to online articles and other Internet resources, scanned pages from books, and links to print titles in the catalogue. To request course readings to be posted to Quercus, email the course syllabus to your Liaison Librarian or readinglist-library@utsc.utoronto.ca. The Library can also place many physical items on reserve (short-term loan) for your classes, and can hold films for you so that they will be available on a certain date for you to show in class.

Alternative formats for course materials: Under the Accessibility for Ontarians Disability Act (AODA), Information and Communication Standard, communication supports include captioning for persons with disabilities to access media. Should you receive a request for alternative formats, you can speak with the [User Services Resource Sharing & Accessibility Technician](#) at the Library about captioning of your in-class videos.

- Learn more about [making course readings available](#) on course reserve or in the learning management system (Quercus)
- Request [course reserves](#) for print books and online journal articles
- Additional [services for persons with disabilities](#)

Requesting and item for purchase: Contact your Liaison Librarian or complete the [online form](#) to request that the Library purchase materials to support your instruction (books, films, articles, and more).

Experiential and service learning & Alternative Assignments: The Library hosts and helps design curricular and co-curricular opportunities for students, including supporting experiential learning.

The Library is available to support the integration of the [Makerspace resources](#) into your research and course materials. The UTSC Library's [Digital Scholarship Unit](#) (DSU) provides high quality experiential, curricular and co-curricular learning for students at UTSC. The DSU also collaborates with faculty and CTL staff on the creation of assignments in digital scholarship and digital research.

Research Support
The Library is your partner in research excellence at the University of Toronto. Librarians can work with you at all stages of your research lifecycle and participate as part of your research team. Your [Liaison Librarian](#) can help you with:

- Managing and citing research
- Preparing to visit other university libraries and archives
- Training Research Assistants
- Discovering, cleaning, mining, visualizing and representing data
- [Knowledge synthesis studies](#) (e.g. systematic & scoping reviews)
- Delivering books, articles, and other primary materials to your office or inbox through [UTSC Info Express](#)
- [Acquiring items for the Library's collection](#)
- Developing, designing, and publishing your online research projects
- Preserving and disseminating your data and research publications
- Negotiating your rights as an author with your publishers
- Complying with funding agencies' [open access](#) and data management requirements
- [Determining the impact of your publications](#)

Liaison Librarians also support faculty through the Library's [Digital Scholarship Unit](#), which provides advanced support for digital scholarship in addition to maintaining the library's local digital collections. Learn more about tri-campus research services via [Digital Scholarship Services](#).

More About the UTSC Library
Library hours: Space and service hours vary throughout the term. Please check the Library website for current [hours.](#)

Library collections: The UTSC Library holds a local collection of about 400,000 print items, journal subscriptions, sound recordings, videos and films, a leisure reading collection, special research and archival collections.

Full access to the entire U of T Libraries system (the third-largest academic library system in North America, behind Harvard and Yale) includes over 12 million print volumes in 128 languages, close to 100,000 serial subscriptions, 660,000 electronic journals and over 1,000,000 electronic books.

For materials unavailable through the University of Toronto's network of libraries, the Library will use its national and international agreements to get the requested material for you. Materials can be delivered directly to UTSC.

The Library encourages you to collaborate with your Liaison Librarian or request that the Library purchase materials such as books, films, articles, and more to support your instruction and research. It takes pride in building the Library collection at UTSC that reflects the unique needs of instructors, researchers and community members.

Community events and news: The UTSC Library hosts a wide variety of events each year, including the Undergraduate Research & Creative Forum, Author Readings, Indigenous Book Club, UTSC Trading Competition, Digital Storytelling awards and more. For more information please visit Latest Library News

Specialized Library spaces and services: In addition to the Library's extensive collections, the Library also offers access to over 200 networked computer stations and individual and group study space (including a "Silent Study" room).

The UTSC Library, Archives & Special Collections: This mandates to acquire, preserve, arrange, describe and provide access to rare and unique materials that support curricula and research at the University of Toronto Scarborough, and materials documenting the history of the University of Toronto Scarborough campus and the Scarborough community.

The UTSC Library Makerspace: Provides access to a space equipped with modern technology, such as 3D printers, iMac computers, specialty software, Arduino, Raspberry Pi, and more. It has been designed to turn creative ideas into reality, by making the resources to do so available and accessible.

The BRIDGE: Jointly ventured between UTSC's Department of Management and the UTSC Library, this is where business, research and innovation converge, delivering extraordinary student experiences through entrepreneurship, research, advanced training programs, and work-integrated learning. It is a state-of-the-art facility including a business research library, data lab, and collaboration lounge. The Bridge is a UofT accelerator focused on student formation, and a pathway for industry and community partnerships.

The UTSC Library Digital Scholarship Unit (DSU): Provides UTSC-specific support for digital scholarship in the areas of data, the digital humanities, digital collections building, digital preservation, and scholarly communications.

3.8 Teaching Assistants

Departments, through the Chair, are responsible for determining how much support from teaching assistants each course should have, factoring in discipline-specific needs as well as equity considerations and general consistency across the campus as a whole. 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.

As the instructor, you must complete and sign a Description of Duties and Allocation of Hours (DDAH) form for each of the TAs assigned to your course(s) and conduct a mid-course review for each TA. It is important to confirm at the start of the course that none of your TAs have a conflict of interest, e.g. a relative or close friend in the course. As per the Collective Agreement (16:08) you must meet with your TAs prior to the start of classes to let them know your teaching and learning expectations, to review the duties and allocation of time outlined in the DDAH form, and discuss the course syllabus with them.

It is important for TAs to receive training and support. You should connect with them regularly throughout the term, so that you can get regular updates on tutorial sessions, or on students' feedback. You serve an important mentorship role for your TAs; as a part of this, you should complete a TA evaluation for each TA (usually near the end of the semester). If there are issues or concerns with a TA's performance, document the issues and discuss next steps with the departmental administrator responsible for TAs.

Training is available for TAs through the tri-campus [Teaching Assistants' Training Program (TATP)](). The TATP aims to enhance the teaching skills of both Teaching Assistants (TAs) and graduate students who are not TAs. The program's offerings help TAs improve their effectiveness in tutorials and in grading. In addition, the credit workshops are intended to benefit any students who seek to develop their preparation and credentials for later teaching responsibilities in their careers. For more information please visit the CTL [Tech Support for Teachers]() website.

3.9 Office Hours

Student should be encouraged to ask questions about matters related to course content and 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 to the student experience to which UTSC is committed. One way to be accessible is to keep regular office hours; by keeping specific office hours you are indicating your availability for student consolation. Once you have established office hours for a particular term, normally you would not alter them, unless for exceptional reasons; if you must alter your office hours you should inform your class of the change with advance notice, where possible. This is especially important for in-person office hours, recognizing that students registered with Access*Ability* may need to book special transportation and students may need to make arrangements due to familial and professional obligations.

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 or during evenings or weekends, but students should receive a response to an inquiry within a reasonable period. Please communicate policies and opportunities clearly to students.

3.10 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, please 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 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. Should it be necessary to continue the closure beyond the first day, these same procedures will be followed in their entirety.

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 UTSC home page, the UTSC digital display screens, and by e-mail. Up-to-date status information can be on the Campus Status and Announcement website.

3.11 Course Evaluations

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.

UTSC is committed to ensuring the quality and inclusivity of its academic programs, teaching, and the learning experiences of its students. Course evaluations are an important component of this commitment. Course evaluations are conducted for the following reasons:

a. To provide instructors with information 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;
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.

At UTSC all undergraduate and graduate courses will be evaluated using the University's centralized course evaluation framework and online delivery system. Instructors will be invited by email to select additional questions, as well they will be provided with a link to opt out of sharing their summary with students. Students will be contacted by email and asked to link to a site where they complete the course evaluation for each of their courses. The system will contact each course instructor directly with a detailed analysis of the student responses. An executive summary of each course's questions 1-6

(student report) will be shared with students unless the instructor opts out.

During the pandemic, [additional parameters have been established by the university for the use of course evaluation data](#). Faculty have the right to choose not to have course evaluation data included in review processes. Where course evaluation data is reviewed, it should be considered in the context of the pandemic.

4. Course Syllabus

4.1 Course Syllabus

Your course syllabus establishes an important learning contract between you and your students. It should outline the topics you plan to cover, as well as the course learning outcomes; it is a good practice to make clear in it how the labs, assignments and projects assigned fit with the course learning outcomes and goals. The syllabus lays out mutual expectations from faculty and students, and your evaluation methods.

The syllabus can be an effective tool for setting the tone of your course; particularly in introductory courses. Both faculty and students have the right to an atmosphere conducive to learning, and the syllabus can be helpful in highlighting a safe and equitable teaching and learning environment. It can benefit both you and your students to outline what you are doing as an instructor as well as what students can do to help foster equity, diversity and inclusion in the classroom.

An effective way to create your course syllabus is to use the [Course Information System](#) (CIS). This system contains helpful design suggestions, as well as customizable templates for institutional statements. It also allows you to submit the syllabus to your departmental office to enable review of your proposed marking scheme in advance of the start of the term. CTL also provides support on syllabus design.

Your first class should include time to review the syllabus, and to explain the classroom procedures as well as your expectations for respectful interactions. These may vary depending on class size and format and will also be shaped by your pedagogical preferences.

The syllabus should be made available to students no later than the first day the class meets, either by posting it on your course site (Quercus) or by distributing it to students in class. The finalized syllabus must be filed with your Department Office, ideally via the Course Information System (CIS) and no later than the last date to add the course (usually two weeks after the start of classes).

Your syllabus should contain the following standard information:

   a.   Course code, title and description;

b. Your name, contact information, preferred method of contact, and your expectations regarding communicating with you;
c. Your office hours (a recommended best practice is to provide at least two hours per week per course);
d. All required and recommended reading;
e. The pedagogical objectives for the course (i.e., the course learning outcomes); explicitly stated learning outcomes can serve as a reference point throughout the course, allowing students to track their progress;
f. Whether tutorials are a part of the course, including: their purpose; your expectations regarding student attendance, preparation and participation; and the role of the TA(s);
g. Whether you will be using Quercus; explain what students will find there and what use you expect them to make of it;
h. Information about any sessional dates that may impinge on the course (e.g., statutory holidays);
i. Statements on Equity, Diversity, Inclusion, and Accessibility (see section 4.1.1 Equity, Diversity, Inclusion and Accessibility Statements); and
j. Guidance related to academic integrity (see section 4.1.2 Academic Integrity Statement and 4.1.3 Use of Ouriginal).
k. The acknowledgement of religious and cultural observances during the course and the process of requesting accommodations for Religious Observances (see section 5.6 Religious Observances)

Your syllabus constitutes a contract with students and as such **must** include a marking scheme that describes the course methods of evaluation (i.e., each assignment or test that will be marked), including:

a. Their percentage weight in the course mark;
b. Their due date, or timing;
c. Any criteria that will affect the student's overall grade; e.g., that students must pass a specific component (midterm, lab or final examination) to pass the course and it should clearly indicate if a placeholder grade will be utilized to indicate a failed exam
d. Your practice as it applies to late delivery of assignments; spell out the rules, including an explanation of how you will handle any missed term tests (see section 7.1 Term Tests)
e. Whether there is a final exam;
f. For more information on methods of evaluation see section 4.2 Methods of Evaluation.

Important Note: for both undergraduate and graduate courses, if you decide to change the method, timing or relative weight of any grade elements described in your marking scheme you must have the consent of a majority of the students enrolled in the class, and the vote must be announced in advance, no later than in the previous class (see section 4.2.3 Changes to the Methods of Evaluation).

Land Acknowledgement

Faculty may also want to consider including a Land Acknowledgement on their syllabi and/or Quercus course site as a basis for discussion and reflection (see section 4.1.1 Equity, Diversity, Inclusion and Accessibility Statements), as well as resources such as a list of offices for student supports.

For more information on the Land Acknowledgment and its importance, please see Acknowledging the Land: UTSC Student Experience and Well-Being and Land acknowledgements: uncovering an oral history of Tkaronto videos.

4.1.1 Equity, Diversity, Inclusion and Accessibility Statements

Including the following statement in your syllabus will signal to students that you understand the importance of providing accommodations:

> "*Students with diverse learning styles and needs are welcome in this course. In particular, if you have a disability/health consideration that may require accommodations, please feel free to approach me and/or the AccessAbility Services Office as soon as possible.*
>
> *AccessAbility Services staff (located in Rm AA142, Arts and Administration Building) are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations 416-287-7560 or email ability.utsc@utoronto.ca. The sooner you let us know your needs the quicker we can assist you in achieving your learning goals in this course.*"

You may also include a statement around your commitment to equity, diversity and inclusion. Here is a sample statement that can be used in your syllabus:

> "*The University of Toronto Scarborough is committed to equity, human rights and respect for diversity. All members of the learning environment in this course should strive to create an atmosphere of mutual respect where all members of our community can express themselves, engage with each other, and respect one another's differences. UTSC does not condone discrimination or harassment against any persons or communities.*"

Another way to create an inclusive environment is to use a land acknowledgement. A land acknowledgement is a formal statement that recognizes the unique and lasting relationship that exists between Indigenous Peoples and their traditional territory. If you do wish to include a land acknowledgement, it is recommended to discuss it with your class on the first day, and invite them to reflect on the responsibilities all members of the UTSC community have to treaties and to the land. For more information, please see the UofT Indigenous Gateway.

> *"I (we) wish to acknowledge this land on which the University of Toronto operates. For thousands of years it has been the traditional land of the Huron-Wendat, the Seneca, and the Mississaugas of the Credit. Today, this meeting place is still the home to many Indigenous people from across Turtle Island and we are grateful to have the opportunity to work on this land."*

4.1.2 Academic Integrity Statement

You are strongly advised to put text into your course syllabus regarding academic integrity, giving enough detail to prevent academic offences rather than simply alluding to the terms on the assumption students will know what they mean in the context of your course. Students come with varied prior educational experience, learning abilities, and initial cultural assumptions, therefore it is best practice to be clear about rules and expectations in your course to guide students toward good outcomes. A sample statement is given below. For more information on academic integrity see section 9. Academic Integrity.

> *"The University treats cases of cheating and plagiarism very seriously. The University of Toronto's Code of Behaviour on Academic Matters, 2019 (http://www.governingcouncil. utoronto.ca/policies/behaveac.htm) outlines the behaviours that constitute academic dishonesty and the processes for addressing academic offences.*
>
> *Potential offences in papers and assignments include using someone else's ideas or words without appropriate acknowledgement, submitting your own work in more than one course without the permission of the instructor, making up sources or facts, obtaining or providing unauthorized assistance on any assignment.*
> *On tests and exams cheating includes using or possessing unauthorized aids, looking at someone else's answers during an exam or test, misrepresenting your identity, or falsifying or altering any documentation required by the University, including (but not limited to) doctor's notes."*

The Centre for Teaching and Learning supports academic integrity across the curriculum.

4.1.3 Use of Ouriginal

Ouriginal is a tool that can be used to detect and provide information around plagiarism. Ouriginal is integrated into Quercus. Instructors intending to use Ourginal must inform students of this at the beginning of the course. Students must be told that use of Ouriginal is voluntary, and an alternate means of submitting assignments must be provided for students who do not wish to use Ouriginal. As part of the licensing agreement with the University's plagiarism detection tool instructors are required to inform students at the start of a course that this program will be used to check their papers. Further, students should be informed of its use, since their papers are retained in the company's database. However, that students retain the copyright on their work. Instructors using Ourginal **must** include the following statement in their syllabus:

> *"Normally, students will be required to submit their course essays to the University's plagiarism detection tool for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the tool's reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of this tool are described on the Centre for Teaching Support and Innovation website.*

For more information about the plagiarism detection software, please visit Integration: Plagiarism Detection Tool website. Also, instructors can email for direct assistance.

4.1.4 Recording in the Classroom

Your syllabus should note 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*. Your syllabus can include the following statement:

> *"Recording or photographing any aspect of a university course - lecture, tutorial, seminar, lab, studio, practice session, field trip etc. – without prior approval of all involved and with written approval from the instructor is not permitted."*

Please note that these guidelines include the provision that students may obtain consent to record your lectures and, in the case of private use by students registered with, the instructor's consent must not be unreasonably withheld.

Conversely, you may wish to record your lectures in order to support students by providing them with an online recording of class. It is important that you provide a statement to let students know, depending on your objectives with the recordings. For guidance on recording lectures and the statements that may be appropriate in your syllabus, please visit the Centre for Teaching Support and Innovation's page on Instructor Recording. Please visit the Online Course Delivery Tools for guidance on tip sheets and tools on Synchronous Delivery Guide, Asynchronous Delivery Guide, Recording Lectures through Zoom, and Online Exam Guide.

4.2 Methods of Evaluation

Methods of evaluation at the University of Toronto are governed by the *University Assessment and Grading Practices Policy* (January 2020), which applies to both undergraduate and graduate courses. For more information on grading practices see section 8. Grading Practices.

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. The proposed methods of evaluation and related marking breakdown for a course must be filed with your Department Office, ideally via the Course Information System (CIS), at least 10 days prior to the start of each term for review by the Chair. At UTSC faculty must also include the methods of evaluation in the course syllabus or course outline, and the course syllabus/outline must be shared with students no later than the first day on which the class meets. This information should 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 (see section 4.1 Course Syllabus). New instructors should consult with their Chair or faculty mentor when developing proposed marking schemes to ensure consistency with departmental and divisional practice.

Further details about the content and structure of particular assessments can be shared with students through documentation that complements the syllabus.

4.2.1 Methods of Evaluation in Disability-Related Cases

Disability-related cases may be treated on an individual basis, in consultation with Access*Ability* Services. The Ontario Human Rights Commission's *Policy on Accessible Education for Students with Disabilities* (2018) provides the following:

> "An appropriate accommodation at the post-secondary level would enable a student to successfully meet the essential requirements of the program, with no alteration in standards or outcomes, although the manner in which the student demonstrates mastery, knowledge and skills may be altered. In this way, education providers are able to provide all students with equal opportunities to enjoy the same level of benefits and privileges and meet the requirements for acquiring an education without the risk of compromising academic integrity…It may likely be an essential requirement that a student master core aspect of a course curriculum. It is much less likely that it will be an essential requirement to demonstrate that mastery in a particular format, unless mastery of that format (e.g., oral communication) is also a vital requirement of the program."

Providing accommodation for students registered with Access*Ability* Services without consultation may lead to inconsistent practice, and faculty and students may not be appropriately supported. Further information can be found on the Office of the Vice-Provost, Student's Academic Accommodations website.

4.2.2 Modes and Number of Assessments

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. If participation forms part of the final grade in an undergraduate course, criteria for assessment should be made clear to students. It is also important to consider multiple pathways for participating, including but not limited to oral in-class contributions. If an instructor is considering assigning a value of more than 20% for participation in an undergraduate course, particularly if the course is not seminar- or workshop-based, they should consult with the Chair.

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 via the course syllabus/outline. If participation forms part of the final grade it should not have a value of more than 20% of the grade.

4.2.3 Changes to the Methods of Evaluation

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, and the vote must be announced no later than in the previous class (see section 4.1 Course Syllabus). Any changes must be reported to your departmental office and reviewed by the Chair, or in the case of graduate courses, the graduate unit. Access*Ability* related cases may be treated on an individual basis.

4.2.4 Requirement to Return At Least One Piece of Marked Term Work Prior to the Drop Date

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 similar requirement, 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, this should be considered carefully to ensure consistency for the class as a whole and documented between the student and instructor. Universal design for learning principles can help to support flexible pathways for student assessment that will benefit all students.

4.3 Term Assignments & Late Work

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 should be encouraged to submit their assignments using the method identified in your syllabus. They should also be advised that student petitions to resubmit term work that has been "lost" 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 Quercus (see section 3.4 Quercus).

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. A reminder that faculty are encouraged whenever possible to design assessments and deadlines with universal design for learning principles and compassionate pedagogy in mind.

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 section 11.2 FIPPA Advice). In order to protect the privacy of students, grades on term assignments must not be posted or announced in class (see section 11.2.2 Posting Grades).

5. Supporting Students

5.1 Student Wellbeing

The experience of the pandemic has intensified mental health concerns for many members of the UTSC community. Many students will be coming to the UTSC campus for the first time in Fall 2022 after experiencing much of their learning at high school and University online, and learning to adapt to a change in their learning environment once again.

Within this context, students in our classes may be experiencing a greater range of challenges, related to medical, personal, family, professional, social or financial stressors that may be affecting their academic work. Faculty can help create a safe space for students to learn and communicate these concerns. Supports and resources for students in distress can be found on the Mental Health Resource website, and the areas mentioned in section 5.3 Student Support Services. If you are worried about someone's change in mood or behavior, here is what you can do to help:

1. **Identify**
   You may notice someone is experiencing difficulty through one or several indicators related to their academic, physical appearance, behavior or mood.
2. **Assist**
   If you know the person and are concerned, letting them know you are there to listen can be very supportive. "It sounds like you are having a tough time lately, I am here to listen." If you do not know the person, you can ask for a professional opinion which can be done anonymously and allow you to gather information including options, services, and resources on how to help.
3. **Refer**
   UTSC has many student services on campus that can help students in many ways. Get informed about these services and share that information. For example, "I know that the Health & Wellness Centre has some services that may be able to help."

Identify, Assist, Refer Online Training

Identify, Assist, Refer is an online training that prepares you with skills and information to support someone experiencing mental health challenges. This training also provides you with a certificate to show that you have completed the training.

5.2 Students with Disabilities

The University is committed to developing an accessible and equitable learning environment that provides accommodations to enable students with disabilities to meet the essential academic requirements of the University's courses and programs.

Academic accommodations for students with disabilities are provided in accordance with the statutory duty arising from the Ontario Human Rights Code. Some reasonable accommodations are outlined in the Ontario Human Rights Commission's *Policy on Accessible Education for Students with Disabilities* (2018).

The University's *Statement of Commitment Regarding Persons with Disabilities* (February 2021) provides that "the University will strive to provide support for, and facilitate the accommodation of individuals with disabilities so that all may share the same level of access to opportunities, participate in the full range of activities that the University offers, and achieve their full potential as members of the University community."

Access*Ability* Services is a student service, academic service and University of Toronto equity office at UTSC. Access*Ability* assists students and faculty with academic accommodations.

5.3 Student Support Services

UTSC has a wide range of support services for our students and who can assist in responding to student concerns. These include:

Academic Advising and Career Centre

The AA&CC is a team of professionals who advise, counsel and coach students with their learning and career development. The Centre integrates developmental advising, learning skills, career counseling and employment coaching through individual appointments, workshops, experimental programming, and events. They also provide a range of online resources for program and course selection, change of program, study habits, learning skills, self-assessment, career and employment research, resume and job search, professional and graduate school applications.

Access*Ability* Services

The role of this office is to:

- Receive and review the student's documentation (by a practitioner licensed to diagnose) on a confidential basis;
- Verify the student's disability on behalf of the University;
- Determine, whether accommodations are appropriate, based on the documentation provided, with the student, the faculty member, and the academic department as needed;

- Determine what accommodations would be effective and adjust accommodations as needed;
- Collaborate with faculty and academic staff to implement accommodations in the classroom, for practicums, labs, graduate programs, and with respect to multiple forms of assessment.

Students are not required to reveal their private medical information to, or seek accommodation directly from, their instructor. Accommodation requests should be handled through Access*Ability* Services. Under the Human Rights Code provisions, students may choose to provide their *Letter of Academic Accommodation* directly to a faculty member or request that the accessibility office send the letter of accommodation to the faculty member. Faculty may also find the *Letter of Academic Accommodation* by logging onto myAIMS for Instructors. This letter verifies that the Access*Ability* office has received and reviewed documentation confirming a disability and provides details on the proposed accommodation. Letters of Academic Accommodation may be issued at any time during the year. If faculty do not see the student's letter online please contact the service directly.

As an instructor, you play a key role in creating an equitable and empowering learning environment. If you suspect that a student may need supports for disability-related reasons (e.g., impact of mental health, vision or hearing loss, medical, etc.), please encourage the student to seek advice from Access*Ability* Services. Once Access*Ability* Services has determined appropriate accommodations for a student in your course, they will contact you. Accommodations about which you might be contacted are the presence of note takers in your lectures, the provision of alternate test and exam arrangements, and extensions on course work.

The Human Rights Commission (2018) highlights that "accommodations must be provided in a timely manner. Delays in providing accommodation have the potential to directly impede a student's ability to access and take part in the curriculum. Delayed accommodations may also contribute to disability-related behavioural issues and the challenges faced by front-line educators in dealing with these issues." It is therefore essential for timely communication between instructors and Access*Ability* Services regarding accommodations; and for instructors to implement and facilitate accommodations in a timely manner.

Instructors should consult with Access*Ability* Services for advice and assistance. If you are concerned that an accommodation will compromise the essential criteria of the course, please contact Access*Ability* Services. Individual accommodations may be approved and/or updated at any time during the year. Consider the principles of universal and inclusive pedagogy when planning your courses. See section 3.2 Inclusive Course Design & Compassionate Pedagogy, and Universal Design for Learning resources at the Centre for Teaching Support and Innovation.

For more information on the mission and services offered by Access*Ability* Services visit their website.

Resource for faculty on accommodating Students registered with Access*Ability* the Academic Accommodations website.

Centre for Teaching and Learning

The Centre for Teaching and Learning (CTL) provides leadership in educational excellence. CTL faculty and staff support educators in their development as expert teachers and engage with all students, individually and through course support and other learning initiatives, to enhance foundational skills required for coursework and beyond. They assist instructors with educational technologies (including Quercus) and provide consultation in areas ranging from curriculum development and in-person and online course design to inclusive curricular and pedagogical teaching and learning practices.

The Health and Wellness Centre

The Health & Wellness Centre provides a full range of general health services, including diagnostic, treatment and referral services for illnesses ranging from the medical to psychological.
It is important that faculty are **not** asking for the Verification of Student Illness or Injury form.

Sexual and Gender Diversity Office (U of T)

The Sexual & Gender Diversity Office is at the forefront of community and policy development on emerging and ongoing equity issues within higher education from the perspective of sexual and gender diversity. The Office provides innovative education, programming, resources and advocacy on sexual and gender diversity for students, staff and faculty across the University's three campuses.

The proper use of pronouns is a fundamental approach to show respect to gender identity. It is important to state your pronouns to students and to ask and correctly use a student's pronoun during your interaction.

Sexual Violence Prevention and Support Centre (U of T)

The Sexual Violence Prevention and Support Centre works to create a campus environment where all members of the University community can study, work and live free from sexual violence. The Centre has locations on each campus to help students, staff and faculty who have been affected by sexual violence or sexual harassment access support, services and accommodations. At UTSC the Centre is located in the Environmental Science & Chemistry Building, EV141.

Information & Instructional Technology Services

IITS works closely with faculty, staff, and student groups to support the academic and administrative work of the UTSC community. They provide a wide range of services, including: computer software, computer recommendations, classroom support, phone support, website development, video conferencing, working from home, video production, security and backup, and much more. For help contact:
- Staff/Faculty Helpdesk
- Student Helpdesk
- Audio-Visual Support

The International Student Centre

Provides social, cultural, immigration and health insurance 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 university activities outside Canada (virtually or in-person).

Key Contacts:
- International Student Centre, HL 434
- University Health Insurance Plan (UHIP)
- Global Mobility and Global Classrooms: Alyssa Graham
- Immigration Advising: Nassim Yahyaei

The UTSC Library

As the physical and virtual portal to a vast array of information and expertise, the Library aims to make these services accessible to all and works to amplify marginalized and underrepresented voices. The Library aims to provide safe, welcoming and inclusive physical and virtual spaces, and to respect and embrace the diversity of staff, faculty and students. It takes seriously the bond of trust to utilize public and institutional resources for the common good and operate with responsibility and integrity to uphold the Library's values, including supporting broad and open access to information, inclusive and diverse collections, collaborative partnerships, innovation, critical information literacy skills, and a library that is accessible for all. For a more comprehensive overview of the ways the Library can work with you to plan your course and support students, see section 3.6 Library.

The Office of the Registrar

The Office of the Registrar supports undergraduate students with their registration, financial needs, scholarships, awards, exams, graduation, petitions, and TCards. The team specializes in understanding university policies and procedures to ensure that the quality of the support you receive meets your personalized needs. Connect with the office in person, via email, online chat, or social media. Graduate students are supported by their home graduate department for Registrarial support.

The Office of Student Experience & Wellbeing

The Office of Student Experience & Wellbeing (OSEW) supports the academic and personal success of UTSC students by ensuring that appropriate, efficient and student-friendly services are always in place. OSEW provides strategic guidance and oversight for the following departments:
- Academic Advising & Career Centre
- Access*Ability* Services
- Athletics and Recreation
- Student Life Programs
- Health & Wellness Centre
- International Student Centre

- [Student Housing and Residence Life](#)
- [Indigenous Outreach Program](#)

[My Student Support Program](#)

Available for all students in over 146 languages and ongoing confidential 24/7 counselling support for free though the phone or a chat. They can [Download the My SSP App](#) or call 1-844-451-9700. Outside of North America, call 001-416-380-6578

[Good2Talk](#)

Free, confidential helpline with professional counselling, information and referrals for mental health, addictions and well-being, 24/7/365 Call: 1-866-925-5454

[Navi Student Mental Health Virtual Agent](#)

A mental health way finder available 24/7. All you have to do is click on the chat button and tell Navi what you need help with or how you are feeling. From stress and anxiety to feelings of discrimination or loneliness and everything in between, Navi helps by quickly searching for and providing you with contact information and direct links to U of T and community resources.

[UTSC Mental Health Network](#)

UTSC Mental Health Network, consisting of students, staff and faculty, developed [this list](#) of resources to navigate mental health services on and off campus based on following categories. The Mental Health Network hopes you find it useful and welcome any suggestions or additions to help to make this list relevant to the campus community.

[Campus Safety Operations](#)

Provides advice and consultation on matters of student behavior. Is also responsible for UTSC Community Police services, UTSC Parking Services and the UTSC Emergency Medical Response Group.

5.4 University Correspondence with Faculty, Staff and Students

All University of Toronto faculty, staff and students are provided with an official University UTmail+ email address (@mail.utoronto.ca), and are expected to use it while conducting official University related correspondence. Setting up this official account is mandatory. Faculty, staff and students are expected to monitor and retrieve their official correspondence on a frequent and consistent basis. In addition, all members at the university are responsible for maintaining current and valid contact information in ROSI/ACORN to ensure faculty, staff, and students are receiving updated information from the university.

University correspondence with students is governed by the *Policy on Official Correspondence with Students* (September 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, however, email is the primary method of communicating with students regarding registration, student accounts, and other important or time-critical business.

5.5 Departmental Student Associations

Departmental Student Associations (DSAs) are organizations that provide support, voice concerns, and a source of information for students in all UTSC academic units. Your departmental office can provide the contact information for all of the DSAs associated with your academic unit.

5.6 Religious Observances

Students at UTSC hold a wide range of religious beliefs. In accordance with the University *Policy on Scheduling of Classes and Examinations and Other Accommodations for Religious Observances* (June 2005) reasonable accommodation must be arranged for students who observe religious holy days other than those already accommodated by ordinary scheduling and statutory holidays.

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 submit, through eService, a request for accommodation no later than two full weeks before the commencement of examinations. This will normally be granted with an explanation.

A ready reference on issues related to this topic can be found on the Accommodations for Religious Observances website.

6. 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. Oversight of a program is the responsibility of the Program Supervisor/Director, who is selected from among the faculty in the academic unit offering the program. Course instructors who are not directly involved in program matters should refer all inquiries to the Department Administrator or Program Supervisor.

A Subject POSt is a student's program of study. Once students have completed four credits (4.0), they must be registered in an appropriate Subject POSt on ROSI/ACORN 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/Director, but they are advised to consult them. Students are not required to obtain the permission of the Program Supervisor/Director 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 & Career Centre. The Program Supervisor and the Office of the Registrar are responsible for the verification of program and degree completion.

University of Toronto student records are maintained by a student-friendly web-based system called ACORN. These records are shared with Degree Explorer, a web-based academic audit and advising system. ACORN 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.

6.1 Course Enrolment

Undergraduate

Course enrolment on ACORN occurs in waves, based on students' year of study. Course enrolment begins in June (beginning with year 4/5 students) for Fall or Winter sessions and in late March or early April for the Summer session; for more information, students should visit the Course Enrolment page of the Office of the Registrar website. 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 credits per session, and are not permitted to enroll in more than 3.0 credits per session, without permission from the Office of the Registrar. Limited exceptions are made for students working towards a BBA degree; for more information consult the Management section of this *Calendar*. Students who are enrolled in 1.5 credits or more in a session are considered full-time.

Graduate

Graduate students should contact their graduate unit regarding enrolment procedures. Enrolment should be completed by the deadline noted in the Graduate Sessional Dates.

6.2 Waitlists & Admitting Students to Full Courses

Undergraduate

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 ACORN to place themselves on the waitlist for the 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/Director for the course has the authority to admit the student. These requests should be submitted by department administrator to the Office of the Registrar through the eService departmental request module for processing. 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 ACORN or other suitable documentation.

Graduate

Graduate students should contact their graduate unit regarding enrolment procedures. Enrolment should be completed by the deadline noted in the Graduate Sessional Dates.

6.3 Course Changes

Students may add courses or drop courses without academic penalty through ACORN up to the dates stated in the [Academic Dates](). The deadlines for adding or dropping courses are strictly applied. The deadlines for adding or dropping courses are strictly applied. Students may change meeting sections in a course, on ACORN, until the last day to add a course in the session. Students wishing to change sections after the last day to add a course, should speak to an advisor in the academic unit, who will submit the request via eService if approved.

Note that if an allegation of academic misconduct is pending, students are not permitted to cancel or withdraw from a course, from the time of the alleged offence until the final disposition of the accusation. Such courses are designated GWR until the allegation is resolved. Graduate course changes must follow the Graduate Sessional Dates. For more information please see the [SGS Calendar]().

6.4 Class Lists

The Office of the Registrar and department staff maintain official class lists. Instructors should not add students to their class list manually; instead, students should be directed to the Office of the Registrar to clarify their enrolment.

6.5 Late Course Additions

Undergraduate students wanting to add courses after the published deadline need to obtain permission from the respective instructor (s). Exceptional requests are typically considered in weeks 3 and 4 of the term and should be submitted by department administrator to the Office of the Registrar through the eService departmental request module for processing. Please note that instructors 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 a course after the add a course deadline, the person who submitted the eService request will receive official confirmation.

6.6 Course Prerequisites and Corequisites

ACORN does not automatically check pre- and corequisites. Students are informed by the Office of the Registrar:

  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/Director because it may cause them serious problems in being able to complete their program. Such exceptions should be recorded directly in Degree Explorer by department admin or the Program Supervisor.

Graduate students should contact their graduate unit regarding transfer credits or course exemptions.

6.7 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 [Timetable](#). Students requesting these courses on ACORN will be given a status of INT (interim). Prior to the start of classes, instructors inform the Office

of the Registrar of their decisions regarding these requests, and the Office of the Registrar then updates the student's enrolment status on ACORN.

For Supervised Study courses (including thesis courses), students are required to obtain the instructor's written authorization in advance. Supervised Study forms are submitted to the Office of the Registrar through eService by the Department Administrator and/or Program Supervisor, prior to the last day to add courses for the session.

6.8 Late Course Drops

The deadline for undergraduate students to withdraw from a course without academic penalty is stated on the Dates and Deadlines page of the Office of the Registrar website. Students will have an additional opportunity to withdraw from courses after this deadline by requesting Late Withdrawal (LWD) on eService through the last day of classes in the term. These courses will remain on the student's record with a notation of LWD but will have no impact on the student's GPA. Students may request up to 3.0 LWD credits throughout their undergraduate studies. Students wanting to drop a course after the LWD deadline must submit a petition. Such petitions will require strong and compelling evidence and documentation indicating that the student was unable to meet either of the previous deadlines due to circumstances beyond their control (see section 10. Petitions & Appeals). Graduate students must follow the Sessional Dates as stated in the SGS Calendar.

6.9 Auditing

The University's *Policy on the Auditing of Courses* (October 1994) 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* (December 2019) is 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.

7. Assessing Your Students

7.1 Term Tests

The administration of term tests is the responsibility of the academic units. You may schedule term tests in regular class periods or to request a time outside of class. Faculty and/or the departmental office are responsible for submitting scheduling requests via the Intranet for all term tests to the Office of the Registrar by the first day of classes. The Office of the Registrar will make the necessary

<u>arrangements for any term tests that are scheduled outside of class.</u> The Office of the Registrar 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 multi-section courses with large enrolments. Please also ensure that you follow these regulations:

a. Unless a change is due to an exceptional circumstance (e.g. power outage or weather closure), 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); faculty and/or the departmental office should notify the Office of the Registrar of any changes to the term test schedule;
b. No test worth more than 10% of the final grade may be given in the last two weeks of a term; this applies only to originally scheduled tests, and not to make-up tests;
c. No test, other than those scheduled by the Office of the Registrar, may be given, and no other assignment can be due, during the Study Breaks, including Reading Week;
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 (e.g. illness or bereavement) 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. It is not permissible to transfer the value of a missed midterm to the final exam for A-level courses, and typically the practice of transferring the value of a missed midterm to the final exam even in upper-level courses is strongly discouraged.

If the reason for the missed test is due to a Access*Ability* accommodation, this would normally require that a make-up test or similar evaluation be provided on an alternate date – see the Office of the Vice-Provost, Students [Academic Accommodations](#) webpage. Transferring the value of the missed term test to another test or to term work would not usually be considered an acceptable accommodation if a test is missed due to disability-related reasons, unless this guidance is provided by Access*Ability* Services.

7.2 Extensions to Complete Term Work

Undergraduate

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. Course instructors, jointly with the Chair/Director of the academic unit, has the authority to grant an extension for up to a week after the last date to submit term work. Longer extensions may be granted only on petition. For more information on petitions see section [10 Petitions & Appeals](#).

A student may be unable to complete graded term work for disability-related reasons. Accommodation in this instance would normally require that scheduled graded term work be adjusted by providing similar evaluation on alternate dates, visit the Office of the Vice-Provost, Student's [Academic Accommodations](#) webpage.

Graduate

Graduate course extension requests are managed by the graduate unit in which the course is offered and follow [graduate sessional dates](#). Contact your [graduate admin](#) for the procedure (for more information see section 6.2.5 of the [SGS Calendar](#).)

7.3 Accommodation After a Deadline, Test or Course Has Been Completed

The Human Rights Commission has highlighted (2018) that "Education institutions need to consider all requests for accommodation meaningfully on an individualized basis. Policies and practices that ***state or imply*** that education institutions ***will not consider requests for accommodation after the completion of a deadline, test, course, etc. raise human rights concerns.***

Depending on the nature of a disability, a student may not be able to request accommodation in a timely way. For example…A student may be experiencing a disruption in their functioning but may not be able to follow the institution's process for arranging accommodation."

In these cases, [Access*Ability* Services](#) will often contact the faculty member directly to discuss the accommodation request. If a student approaches you directly, and indicates a disability-related concern, consult with Access*Ability* Services before making decisions on any accommodation requests.

7.4 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.

7.5 Assessment of Student Performance in Placements Settings

The assessment of a student's performance in clinical or field settings should be conducted in accordance with the *[University Assessment and Grading Practices Policy](#)* (January 2020). 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 Office of the Registrar to arrange for the student to write the examination under the supervision of the director of the placement. Alternatively, students may petition to write a deferred examination.

7.6 Examinations and Final Assessments

The *University Assessment and Grading Practices Policy* (January 2020), outlines the expectation that most undergraduate courses at the University of Toronto that meet regularly as a class, a final examination conducted formally under University auspices and worth at least one-third of the final grade will be scheduled, except where exemptions have been approved (see section 7.8 Exemptions to the Examination Requirement and Alternative Pedagogical Formats Scheduled During the Examination Period). 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.

Examinations are a valuable pedagogical tool for many disciplines, but UTSC also recognizes that departments are increasingly moving towards a broader range of modalities and pedagogical formats for final assessments. This is something that has been accelerated by the pandemic, and an area that the campus wishes to encourage and support, especially given campus commitments to accessible and inclusive course design.

In courses where a final examination will be taking place, 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. Examinations might be scheduled as in-person or online assessments depending on the course. Examinations might also be take-home in format, with the submission date listed in the examination schedule.

7.7 Design of Online Examinations and Final Assessments

While UofT urges instructors to explore a range of appropriate assessment methods, the Centre for Teaching and Learning remains eager to assist with online exam, and deferred exam, preparation and delivery. Please ensure that any exam frameworks can be supported by CTL (using Quercus "quiz" or "assignment").

For detailed information on designing your assessments, promoting academic integrity, and administering exams in Quercus - including possible exam formats and directions on using the Honour Pledge - please refer to the following sites:
- For Assessment Design

- For Exam Resources

For instructor questions and support related to the development of online exams and final assessments, contact quercus@utsc.utoronto.ca.

CTL continues to offer 30-minute 1:1 virtual consultation on a rolling daily basis. An Ed Tech will work with you to load the exam and ensure it is properly configured during these sessions. Appointments should be booked by the [CTL Appointment Booking](#) service.

7.8 Exemptions to the Examination Requirement and Alternative Pedagogical Formats Scheduled During the Examination Period

At UTSC, in courses where a final examination is normally required, a substantial final project, research essay, performance or arts-based work, or similar that is worth at least one-third of the final grade may be a more appropriate format. If an instructor wishes to pursue such an alternative to be included as a part of the final examination schedule and worth at least one-third of the final grade, a formal exemption request is not required. The instructor must submit this information as a part of their proposed marking breakdown through the Course Information System (CIS) prior to the start of term. Details about the proposed format must also be shared with the Registrar's Office as a part of the exam request process via CIS (recognizing that the term 'exam' encompasses a range of modalities and pedagogical formats) to ensure that the submission date is included as a part of the final examination schedule. Project- or practice-based formats are common in the case of advanced seminars, field courses, and practice-based courses such as in art studio and music performance.

If an instructor wishes to waive the examination requirement entirely, wishes to assign a weight less than one-third of the final grade, or does not anticipate having any component that falls within the final examination schedule, these cases should be submitted through CIS as a formal exemption request to the Chair or Director. Please note: if an instructor would like to have an examination worth less than one-third of the final grade included as part of the examination schedule, in addition to the approved exemption this request will also need to be submitted to the Registrar's Office as a part of the exam request process via CIS to ensure it is scheduled.

Instructors may also request substituting a supervised term test or tests, worth (alone or in aggregate) at least one third of the final grade for formal final examinations. In considering this, instructors must be mindful that, as noted in section [8.1 Term Tests](#): "No test worth more than 10% of the final grade may be given in the last two weeks of a term."

Requests for waiving a final exam are common in the case of advanced seminars, field courses, and practice-based courses such as in art studio and music performance. Exemption requests will be considered on a case-by-case basis and on pedagogical grounds, being mindful also of consistency for multi-section courses. Requests for exemptions must be made via the Course Information System (CIS) at least 10 days before the start of term and must be accompanied by the proposed marking scheme or course syllabus; the Chair or Director will grant a request only if they are satisfied that the proposed marking scheme safeguards the integrity of student evaluation in the course. Your departmental office will keep an up-to-date record of all instructors and courses that have been approved for an examination exemption, and will review course syllabi each term to ensure the methods of assessment in each syllabus are aligned with the exemption record.

7.9 Graduate Examinations

Graduate examinations will follow the same protocols as undergraduate examinations, and use the same reporting forms – "Exam Incident Report – Academic Integrity", "Exam Incident Report – Illness/Behavioural" and "Possession of Unauthorized Electronic Device Report". These forms can be found on the Faculty Resources page of the Dean's website.

7.10 Scheduling an Examination

The Office of the Registrar will send you the link to the Course Information System (CIS) to request the scheduling of final examinations in your courses, recognizing that the term 'exam' encompasses a variety of pedagogical formats and modalities. Faculty and/or the departmental office are responsible for submitting the final exam details for all courses via CIS to the Office of the Registrar by the end of the second week of classes.

A provisional examination timetable is circulated by the Office of the Registrar to instructors 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 Examination Schedule page of the Office of the Registrar 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 they are participating in a University sponsored athletic event, or in a clinical placement or field course; in such cases the student should submit a petition through the eService and inform the course instructor who will work with the Office of the Registrar to make appropriate arrangements;
d. Where an examination is scheduled on a religious holy day (see section 5.6 Religious Observances); and
e. Where a student requires a disability-related exam.

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 Office of the Registrar may be given in the final examination periods.

7.11 Exam Memorandum to Instructors and Invigilators

The "Exam Memorandum to Instructors and Invigilators" is updated prior to each examination period and distributed by the Office of the Registrar to your departmental office, along with the "UTSC Procedures: Conducting Final Exams". It is important that you carefully read both documents, as they will highlight any changes in exam procedures.

Of particular importance are the following:

a. Course instructors **must** submit a copy of their final exam(s) to the departmental office, ideally via the Course Information System (CIS), 5 working days prior to the scheduled date of the exam;
b. The course instructor **must** be present at the exam unless their absence is approved by the Chair or Director;
c. Instructors must visit rooms where students are writing disability-related accommodated exams;
d. There must be at least two invigilators (at least one identifying as a woman and one identifying as a man) present in every exam room of up to 50 students; for exam rooms with more than 50 students, as a general guideline, 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.

7.12 Missed/Deferred Exams

In general, students will not be permitted to enter an examination room later than **fifteen (15) minutes** after the commencement of the examination, nor permitted to leave the exam room, except under supervision, until at least **one half (½) hour** after the examination has commenced. 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 instructors are encouraged to use their 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 have been permitted to leave** (instructors should be mindful that there may be students with accommodations who are writing in alternate locations; a best practice is to confirm with the Office of the Registrar that no students have been released from these locations prior to allowing a late entrance to an exam). Students arriving late for an examination should be deemed as "**failed-to-appear**" for that examination, and should **petition for a deferred examination through the Office of the Registrar**.

Students are expected to write their final exams at the end of their courses and are strongly discouraged from missing a final exam; however, sometimes students encounter circumstances where it is impossible for them to write a final examination. In such cases, they may request permission to defer writing it until the next deferred examination period. The UTSC policy on deferred exams can be found on the "Missing an Examination" page on the Office of the Registrar website. Students must submit a petition and appropriate supporting documentation within 5 business days from the date of the missed exam; this process also includes a fee.

If a student in one of your courses requests a deferred exam, the Office of the Registrar 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. You may be asked to send an alternative exam paper to the Office of the Registrar if needed.

Students who miss a deferred examination will receive a mark of zero for the examination; only under exceptional circumstances (e.g., hospitalization or severe personal emergency), which are supported by strong and compelling evidence, will a petition for a subsequent deferral of the examination be considered by the Office of the Registrar. Normally, students writing deferred examinations may not exceed a credit load of 2.5 credits, including the weight of any approved deferred exams, in the session leading up to them; however, students may request to waive the course load restriction and maintain a course load (including the weight of deferred exams) up to 3.0 credits. Students requesting a course load that would exceed 3.0 credits, including the weight of any approved deferred exams, should follow the course overload (3.5 credit) request process through the Office of the Registrar.

7.13 Exam Cancellation Due to Limited Normal Campus Operations

If the campus is closed because of events impacting normal campus operations (i.e. inclement weather) for a day or part of a day during the examination period, all missed examinations will be rescheduled within the same examination period, if possible; or will be held on the first or second Saturday of the next session (e.g., if the missed examination is in the Fall session, the next session will be the Winter session). For the time and room location check the Office of the Registrar website.

7.14 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. Online exams need to be downloaded and stored electronically.

Within 90 days of the relevant examination period students may request a copy of their final exam. For this reason, you should mark examinations clearly, and in a manner that may be understood by the student. Students must submit this request through eService. Where copying of the final exam is permitted, students will receive a photocopy of their exam. Where photocopying of the final exam is

not permitted, or in the case of an examination held online, students will be given an opportunity to view their exam under the supervision of a staff member. A non-refundable fee is charged. After 90 days, examinations are no longer available.

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.

7.15 Final Grades

Instructors are not permitted to release or post final grades to students. Final grades will be posted on ROSI/ACORN once they are approved by the Chair or Director. Instructors must submit final grades to the Office of the Registrar via eMarks, within 5 business days of the date of the exam. The grade distribution information should be based upon the grades of all students who are registered in the course.

7.16 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 their approval, and only under the following circumstances:

   a. A student has successfully petitioned to have their 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 misevaluation of a substantial nature has occurred;
   b. A student has officially requested (through the Office of the Registrar) a clerical check of the calculation of their 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.

8. Grading Practices

Grading practices at UT Scarborough are governed by the *University Assessment and Grading Practices Policy* (January 2020), 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 institutional integrity.

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.

8.1 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 your Department Chair and with previous instructors. It may be helpful also to look at past 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.

8.2 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 understanding of the content and the components of the academic program.

All grades at the University of Toronto 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

8.3 Credit/No Credit

Undergraduate

UTSC undergraduate, in-degree students may select up to 2.0 credits of their degree credits to be assessed on a Credit/No Credit basis. Courses identified as program requirements, or that are intended for individual study, such as supervised reading courses, are not eligible for Credit/No Credit assessment. UTSC students must choose, or cancel, this mode of assessment via ACORN no later than the last day of classes at UTSC, regardless of the division at which the course is taught. Once the deadline has passed, students may not reverse this decision. For guidance about selecting CR/NCR, students are encouraged to reach out to their departmental advisors and/or the Academic Advising & Career Centre.

To achieve a status of CR (Credit), a student must earn a final grade of at least 50%. Grades below that will be assessed as NCR (No Credit). Courses with a final status of CR will count as degree credits but will have no effect on the student's GPA. They may count as breadth requirements and degree credits, but cannot be used to satisfy program requirements.

Courses with a final status of NCR will not count as degree credits but will not count as failures, and will also not be included in the GPA calculation. If a student is found to have committed an academic offence in a Credit/No Credit designated course and a sanction is imposed, the CR/NCR designation may be removed and a grade that reflects the sanction will appear on the student's record.

The CR/NCR option is open only to in-degree students. Once students have graduated, they may not complete courses on a CR/NCR basis, even if they enrolled in the course before their graduation; for example, a student graduating in June, selecting a Summer course as CR/NCR. For a student graduating in November, selection a Fall or Winter course as CR/NCR, will have the CR/NCR designation removed and a percentage grade will appear on the student's record.

Certain courses, including some music courses, are regularly graded on a CR/NCR basis. In these courses, to achieve a passing grade a student must receive a final mark of at least 50%. This will be designated as CR on a transcript and will not be included in the grade point average. A failing grade (below 50%) will be designated on the transcript as NCR, and the course will be included as an "F" (value zero) in the grade point average.

In courses graded on a CR/NCR basis, students may opt for a normal graded assessment with specific grades assigned. Students must choose this mode of assessment no later than the last day to enrol in the relevant course. Requests for this type of assessment are made through the course instructor offering the course. Once the deadline has passed, students may not under any circumstances reverse this decision.

Graduate

Degree students in the School of Graduate Studies may not normally select any degree credits to be assessed on a Credit/No Credit basis. Graduate units may identify specific graduate programs in which students may elect to be assessed on a Credit/No Credit basis in specific courses on a limited basis. In some graduate programs, there are courses that are regularly assessed as CR/NCR. For more information see section 6.2.10 of the SGS Calendar.

8.4 Other Course Grade Notations

The following notations have no grade point value, do not yield credit, and are not included in the calculation of CGPA:

AEG	Aegrotat standing: grade is assigned on the basis of work completed where medical or similar evidence demonstrates that a student is unable to complete course requirements within a reasonable time, and where a student has already completed at least 60% of the work of the course with a grade of C minus or better. - Students must petition for the assignment of an AEG grade to a course. - Where a student is assigned AEG standing, the course counts as a credit but is not included in the CGPA. - Students who require a letter grade will be expected to complete the work of the course.

LWD	Late withdrawal: withdrawal after the last day to drop courses without academic penalty, but before the examination period begins.
WDR	Withdrawal without academic penalty after the relevant deadline. • Students must petition for the assignment of a WDR grade to a course.
GWR	Grade withheld pending the review of an alleged academic offence.
NGA	No grade available.
SDF	Standing is deferred on the basis of incomplete course work because of medical or similar reasons.
IPR	Course is in progress.

8.5 Reporting of Grades

Undergraduate

For undergraduate courses, the refined letter grade, and normally the numerical grade, will be reported for courses using the standard grade scales. The CR/NCR alternative grading scale may be used in courses approved to use that scale or for individual students as set out in section 9.3 Credit/No Credit. An undergraduate student who completes a fully graduate course will be assessed according to the undergraduate grading scale.

Graduate

For graduate courses, final grades will be assigned according to the graduate grade scale. The CR/NCR scale may be used in courses approved to use that 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.

8.6 Distribution of Grades

As section B.3.4.2 of the *University Assessment and Grading Practices Policy* (January 2020) 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. There should be a reasonable consistency in the distribution of grades 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. Instructors also have the option to provide the department Chair and Directors background context that may have affected a particular courses' grading distribution. This should be considered especially if there is an unusually high number of A's or F's in a particular course.

9. Academic Integrity

The term "academic integrity" describes the values that are essential to the pursuit of scholarship and participation in an educational community: honesty, trust, fairness, respect and responsibility. In order for ideas to develop and thrive, there needs to be an open conversation among faculty, students and staff that clearly acknowledges the ideas expressed by each contributor. All members of the university community must create and support a learning environment that fosters academic integrity. In addition, maintaining the values of academic integrity protects the value of the University of Toronto degree.

9.1 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* (July 2019). 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.
>
> 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 wellbeing 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.

9.2 Supporting Academic Integrity

The preferred approach to promote academic integrity is prevention. Applying Universal Design for Learning (UDL) to course and assignment development, careful handling of assignments, and use of the University's plagiarism detection tools are all methods to encourage positive student outcomes in your courses.

Familiarize yourself with Section B.I.1 of the *Code*, which lists the possible academic offences that may be committed by students:

a. Plagiarism – using the words or ideas of another person without citing the sources;
b. Unauthorized aids – using unauthorized aids such as notes, books, calculators, a cell phone or electronic device to contact another person or access electronic sources, which could be considered cheating, on tests and exams;
c. Unauthorized assistance – having someone else do the work for you;
d. Forgery or falsification – making a false statement, presenting a false document or signing someone else's name on a document required by the University;
e. Personation – having someone else write an exam for you, or writing an exam for someone else;
f. Concocting – using false data, or providing false references;
g. Self-plagiarism – submitting work for credit when you have submitted it in another course.

Section B.I.2 of the *Code* lists the possible academic offences that may be committed by faculty.

a. Approving any of the offences described above;
b. Evaluating an application for admission or transfer to a course or program of study by reference to any criterion that is not academic justified;

c. To evaluate academic work by a student by reference to any criterion that does not related to its merit, to the time within which it is to be submitted or to the manner in which it is to be performed.

Section B.I.3 of the Code lists the possible academic offences that may be committed by faculty and students alike.

a. 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;
b. To engage in any form of cheating, academic dishonesty or misconduct, fraud or misrepresentation not otherwise described, in order to obtain academic credit or other academic advantage of any kind.

To help preserve academic integrity in your classroom, begin your class by emphasizing its importance, providing examples of possible academic integrity offences, and offering tools to prevent academic integrity offences from occurring. A statement reiterating this point should also be included in your syllabus and in the instructions of every assignment and quiz/test/exam – for a sample statement see section 4.1.2 Academic Integrity Statement). Tell your students how to avoid the offences most likely to occur, give them a handout sheet on the subject, and encourage questions seeking clarification on this topic. It's important to note that students have diverse educational experiences, cultural assumptions, and learning styles, thus their understanding of what constitutes an academic offence may be varied.

One of the best strategies for promoting academic integrity is to think about it throughout your course design process. For strategies on course and assignment design to promote academic integrity, visit the Academic Integrity Strategies Page. Some additional strategies that might help to help prevent plagiarism would be to 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. 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. Ouriginal). If you are interested in using such services, visit the Centre for Teaching and Learning website.

As you reflect on your course, your writing assignments and your citation needs, students may require additional support to build up these skills. It may be helpful to reach out to the Centre for Teaching and Learning to inquire about Writing support and how CTL might support this skill development.

Academic offenses frequently occur in the context of multiple-choice exams; an online exam modality may also increase the risk of an academic offense. 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 to commit this type of academic offense.

Maintain security in major tests, preferably using checks of valid University student ID (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 Office of the Registrar 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 they must report to you with their T-card within 24 hours of the exam or it will not be marked. When the student arrives, ask the, to re-sign their 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.

In the case of online exams, students may be asked to show their T-card via their webcam. UTSC does not recommend the use of e-proctoring tools for online exams.

Taking steps to follow all examination protocols will help support your goals towards academic integrity throughout your course.

Email should not be used to transmit exams; instead, the University's File Transfer System should be used for all sensitive and confidential materials. For information, visit the File Transfer page of the IITS website.

For more information on academic integrity, visit the UTSC Academic Integrity website.

9.3 Documenting & Reporting Academic Offences

Vigilance and precautions help in reducing academic offences; however, you may still encounter them. When you do:

a. Please note that under the *Code of Behaviour on Academic Matters* (July 2019) the Instructor may not settle a case or give a sanction, even where there is clear evidence or an admission of the offence from the student;
b. If you suspect that an academic offence has occurred, you should invite the student to discuss the matter right away; and
c. If this discussion does not alleviate your suspicions or if the student fails to respond to your invitation to discuss the matter (after two attempts) 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.

       a) Matters may be resolved at the departmental level only when the academic work in question is worth 10% or less. In such cases, only the Chair/Director can apply a sanction and report the case to the Academic Integrity Officer in the Dean's Office for tracking purposes. The sanction sought must be no more than zero for the work.

       b) In cases where the assignment or test is worth more than 10% of the final grade, the Chair/Director will forward the report to the Student Conduct and Academic Integrity Office.

- In the case of examinations invigilated by the Office of the Registrar, the Office is responsible for meeting with the student and sending reports on possible academic offences to the Student Conduct and Academic Integrity Office, 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;
- In the case of quizzes/tests/exams invigilated by the Accommodated Test & Exam Office, the Office will forward a report along with supporting documents to the Academic Integrity Office and notify the professor that a possible academic offence has occurred during their course quiz/test/exam.
- Your departmental 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);
- Regardless of when CR/NCR status in a course is declared, if a student has specified the CR/NCR option for a course in which an academic offence has been committed, the CR/NCR option will be revoked and the percentage mark will stand as the course mark. If no academic sanction is applied, the CR/NCR status can be reinstated.
- Please refer to A Guide for Instructors for instructions, forms, and where to submit an academic integrity case; and

If at any stage you need advice, do not hesitate to contact either your Chair/Director or the Student Conduct and Academic Integrity Officer.

10. Petitions & Appeals

10.1 Petitions

The University is governed by a series of rules and regulations to ensure that all students are treated fairly and equitably. A petition is a formal request made to the University asking to be exempted from an academic regulation or policy. Students must have good reason to make such a request, and must show they have acted responsibly and with good judgment in observing the academic regulations. In particular, students are expected to seek support when needed, and make informed academic decisions proactively. The University understands that, in some instances, students may have valid reasons to ask for special consideration. While students have the right to petition, the University reserves the right to grant or deny requests.

Students are cautioned that some academic matters cannot be petitioned, although they can sometimes be resolved by working directly with the instructor or academic unit offering a course. Non-petitionable matters include:

- Fee refunds;
- Most term work;
- Late enrolment in course after the published deadline;
- Minor illnesses (students are expected to make every effort to write exams and complete assignments, unless public health measures prevent them from doing so);
- Matters involving the conduct of an instructor, grading practices, and course organization should be addressed by the academic unit responsible for the course.

Where a petition is justified, it must be filed by the appropriate deadlines, and with the appropriate documentation. Even if a petition has been filed by the deadline, it will not be considered if documentation is not provided within 5 business days of its submission.

Petitionable matters include:
- Deferred exams;
- Withdrawal from a course after academic deadline and the late withdrawal (LWD) deadline;
- Remarking/rereading of final exams;
- Deferral of academic suspension or returning early from suspension;
- Some matters related to term work, for example:
  - Checking the calculation of marks on an assignment that was returned after the term ended. Since term tests are normally returned during the term, students who wish to check the calculation of marks on a term test should deal directly with the instructor.
  - Requesting an extension beyond the last date to submit term work.

Petitions for re-reading of final examinations and of term work returned after the end of a term or session and after the instructor has submitted grades for the course will be granted only if students:
- Articulate clear grounds for reconsideration, addressing the substance of an answer in relation to the mark given it or otherwise identifying the nature of the alleged misevaluation;
- Show that the alleged misevaluation is of a substantial nature: in an objective answer, that a correct response has been counted as incorrect, or in a subjective or essay answer, that the response has been under-evaluated substantially; and
- Support their argument with evidence or documentation that must be submitted with the petition along with a photocopy of the final examination (when available).

Undergraduate students submit their petition online via eService. If the issue is complex, students may want to speak first with their instructor, program supervisor, or discipline representative. If serious personal problems are involved, students are advised to meet with an academic advisor in the Academic Advising & Career Centre, a Disability Consultant in Access*Ability* Services, a Coordinator in

the [Equity, Diversity, and Inclusion Office](#) or the [Office of Indigenous Initiatives](#), or a personal counselor in the [Health & Wellness Centre](#).

The Registrar (or designate) makes decisions over petitions, and decisions regarding petitions are posted on eService. Students who are not satisfied with the decision made by the Registrar (or designate) may request an appeal.

Graduate student appeals must be initiated within the student's home graduate unit. Refer to the [SGS Calendar statement under Academic Appeals Policy](#). Consult with your graduate administrator for support.

10.2 Disagreements Regarding Marks and Grades

Grades in Term Work

Students who think a mark on a term test or assignment has been calculated incorrectly are advised to ask the course instructor to check the mark as soon as possible, and certainly before the end of the session. Students who wish to appeal an instructor's decision about the grading of term work are advised to speak with, or write to, the Chair/Director of the academic unit offering the course.
- Students who believe a mark should be reviewed on term work returned after the end of term, and after the instructor has submitted grades for the course, may submit a formal petition within 90 days of the relevant examination period.

Final Grades

Undergraduate students who think there is an error in the calculation of their final grade can, within 90 days of the relevant examination period, request a clerical check through [eService](#). A clerical check is arithmetical only; final exams will not be re-read or re-marked. Students are cautioned that a fee is charged for this service. If an error is discovered which results in a change of the final letter grade, the fee will be refunded. **If the clerical check results in a grade change, the amended grade will stand whether it is higher or lower.**

- Students are advised that before submitting any failing grade, instructors are required to recheck the calculation of term and final marks.
- If, after reviewing a copy of a final examination, a student wishes to request it be re-read, they must submit a petition for re-reading within 90 days of the relevant examination period. When approved by petition, re-reading is arranged by the academic unit offering the course, which also authorizes any change in grade. Normally the re-reading is done by the course instructor, unless the student makes a convincing argument that the work should be re-read by another faculty member. Claims of prejudice must be supported in detail and wherever possible confirmed by a third party. Whenever a grade is changed, the amended grade will stand whether it is higher or lower.

Violations of the University Assessment and Grading Practices Policy

- Students who believe an instructor has violated the *University Assessment and Grading Practices Policy* (January 2020) are advised to discuss the complaint with the instructor. If the violation relates to the announced schedule of assignments or the marking scheme, students must do this no later than the fourth week of classes. If it relates to changes in or divergence from the announced marking scheme, students must do this before the end of the final examination period.
- If discussion with the instructor does not result in a satisfactory solution, students may appeal the instructor's decision to the Chair/Director of the academic unit offering the course. If this appeal does not resolve the problem, students may appeal to the Associate Dean, Undergraduate Programs and Curriculum.
- Students who wish to withdraw from a course after the last day to withdraw without academic penalty on the grounds of a violation of the *University Assessment and Grading Practices Policy* must submit a formal petition. If the petition is granted because a violation of the policy has occurred, no record of registration in the course will appear on the transcript. Students cannot petition to withdraw from a course on the grounds that no work was returned before the last day to withdraw without academic penalty if this is the result of there having been given an extension to complete the work for reasons relating to the individual student and not the rest of the class.

Graduate student appeals must be initiated within the student's home graduate unit. Refer to the [SGS Calendar statement under Academic Appeals Policy](#). Consult with your graduate administrator for support.

10.3 Appeals

Tier 1: The Office of the Registrar

Petitions are reviewed at the Office of the Registrar, where they are granted or refused. If a petition has not been granted, students can appeal this decision, and the petition will be reviewed by additional University Committees and Councils as follows:

Tier 2: Review by the Dean's Advisory Committee

Students must submit a "Request for Review of Petition Decision" no later than 90 days after the petition has been denied by the Office of the Registrar. Request for Review of Petition Decision form is available on the [Office of the Registrar](#) website. Students will be notified via [eService](#) when a decision has been made.

Tier 3: The Subcommittee on Academic Appeals

If an appeal to the Dean's Advisory Committee is denied, students may appeal to the Subcommittee on Academic Appeals.

- Students must submit their request no more than 90 days after the second refusal of the petition has been communicated to them. Students must file a Notice of Appeal, which is available via email.
- Students will be notified in writing as to when their appeal will be heard. Students are not required to attend in person, but it is to their advantage to do so.

Final Tier: Academic Appeals Committee of Governing Council

If an appeal to the Subcommittee on Academic Appeals is denied, a final appeal may be made to the Academic Appeals Committee of Governing Council. This is the most formal panel, and is chaired by a legal expert. The normal time frame for a hearing and response at this level may extend anywhere from several months to a year.
- Students must submit their request for an appeal no more than 90 days after the refusal of the Appeal described in Tier 3 has been communicated to them.
- An appeal is commenced by filing a Notice of Appeal form to the Director or Coordinator of the Academic Appeals Committee of Governing Council.

Graduate student appeals must be initiated within the student's home graduate unit. Refer to the SGS Calendar statement under Academic Appeals Policy. Consult with your graduate administrator for support.

11. Privacy & Confidentiality

11.1 Freedom of Information and Protection of Privacy (FIPPA)

All Ontario universities are covered by the *Freedom of Information and Protection of Privacy Act* (*FIPPA)* (1990), 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.

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.

Personal and other confidential information must, 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.

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.

There are some specific areas where you need to exercise explicit care, specifically:

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

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 further guidance or advice on specific questions you can contact the campus Freedom of Information Liaison Officer (Brent Duguid, Director of Partnerships and Legal Counsel: brent.duguid@utoronto.ca) or the FIPP Office directly.

11.2 FIPPA Advice

The following advice has been developed by the FIPPA 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.

11.2.1 Assignments & FAQS
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.

What practices should I follow for handling assignments submitted physically?
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.

How should I collect students' work?
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 a 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.

How should I return students' work?
Assignments should be returned in class or on Quercus 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.

11.2.2 Posting Grades
What practices should I follow for posting grades?
When posting grades for various course assessments, the best practice is to use secure electronic media (such as Quercus) so that students see only their own grade. Remember that student identifiers, including student numbers, are personal information, as are student marks. You should reveal grades and evaluations of tests and assignments only to the student to whom they pertain.

If no acceptable electronic media exists for sharing assessment grades with students, you can 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. If you are posting grades in hardcopy, advise students how you will be posting their grades (what fields will be posted, the posting location and the posting duration). In order to limit exposure of grades, you should consider posting hardcopy grade results for only a limited time (for example, you might wish to post the grades for thirty minutes before and after specific class meetings).

Let students know that official grades are only those that appear in ACORN. Final grades should not be shared in hardcopy format.

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.

11.2.3 Collection of Student Information for Course-Related Purposes
The presence or absence of a student in class is the personal information of that student. It is also important to note that student participation in a class may take a variety of forms, including but not limited to, oral contributions.

If you are choosing to take attendance at lectures, seminars and labs, 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.

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 Office of 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.

How should I take attendance at final exams?
At UTSC, Examination Candidate forms are distributed to students during an in-person 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 or other acceptable photo identification) 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.

Online examinations create a different environment for verifying identity. Some instructors may rely purely on the submission to indicate that a student was present. Others may choose to view student identification online or to have students upload a photo of their identification as a part of the exam. Generally, the use of online proctoring is discouraged.

11.2.4 Privacy and Group Work
How should I set up groups?
In cases where group work practices or peer evaluation are established or necessary parts of the curriculum, you may ask the students at the beginning of term to provide the personal information necessary to conduct the class. Quercus enables instructors to set up groups without sharing personal information, but in some cases, this may include providing a name, preferred pronoun(s), 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.

How should I have students sign up for group work?
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, e.g. via Quercus. 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.

11.2.5 E-mail FAQs
What practices should I follow for e-mail correspondence with students?
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. Quercus also has options for creating individualized and group messages for students in your classes.

Be 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.

What if a student e-mails me from a non-utoronto.ca account?
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), encourage them to continue to use their UTORmail by ensuring them that UTORmail provides certain protections that other domains do not. If a student continues to correspond with another ISP account, then use your judgment in whether to reply to that e-mail address or whether to advise the student to use their UTORmail 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*.

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

11.2.6 Student Records FAQs
Am I entitled to have access to students' academic records?
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), your departmental office, or your Divisional Access Control Representative BEFORE attempting such access.

What about student access to their own records?
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.

What types of student records do I need to retain and for how long?
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.[1]

Are grades personal information under the current privacy legislation?
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 the *University Assessment and Grading Practices* Policy (January 2020), and by the *Access and Privacy Practices: General and Administrative* (June 2011). 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.

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

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* (July 2019) until any proceedings have been completed or until the date for a possible petition or academic appeal has passed.

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

11.2.7 Reference Letters FAQ
Should I agree to write letters of recommendation for students or colleagues?
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.

11.2.8 Disability-Related Information
The Ontario Human Rights Commission (2018) has noted

- "It is important that an education provider take steps to ensure that students feel safe disclosing a disability. To avoid labelling or stereotyping, it is essential that education-providers take precautions to safeguard the disability-related information of students
- Maintaining confidentiality for students with disabilities is an important procedural component of the duty to accommodate and a safe and equitable learning environment
- Students at the post-secondary level should not be required to reveal their private medical information to, or seek accommodation directly from, their professors, instructors, teaching assistants, administrative staff, *etc.* as a condition of receiving academic accommodations.

Here are a few examples of areas where caution is needed:

Letter of introduction: A student with a disability may choose to provide you with a letter outlining their accommodations. This letter contains their name, student number, accommodations, and identifies them as a student with a disability. You must ensure that you file this letter in a secure location to ensure that unauthorized persons do not view it. As well, you must shred it when it is no longer required for use. If the letter is received electronically, it must be deleted and removed from the trash folder when it is no longer required. Instructors can also access accommodation letters by logging into the instructor Access*Ability* myAIMS account at
https://clockwork.utsc.utoronto.ca/myAIMS/user/instructor/login.aspx

Recruiting a note taker: You may be asked to make an announcement to the class requesting a volunteer note taker. To ensure confidentiality, it is crucial that you do not identify the student and/or their disability to anyone, including the note taker. The note taker must work directly with Access*Ability* Services instead of connecting with the student.

Asking advice from a colleague about supporting a student with a disability: You are not permitted to share personal information about a student with a disability except to those who need the information to perform their duties. General, non-identifying information can be shared when seeking advice on providing support to a student.

When speaking about, or with, a student with a disability: You must ensure that you are not in a location where the conversation can be overheard and please do not ask students with disabilities about the nature of their disability.

12. Safety Regulations

12.1 Health and Safety

In accordance with its [*Health and Safety Policy*](#) (2020, updated in 2021), the University of Toronto is committed to the promotion of the health, safety and wellbeing of all members of the University community, to the provision of a safe and healthy work and study environment, and to the prevention of occupational injuries and illnesses.

Managers and supervisors, whether academic or administrative, are responsible and accountable for the health and safety of all workers (i.e., employees and certain others as set out in OHSA – Bill 18) under their direction and those workplaces under their charge. However, all University workers, including faculty, librarians, and non-unionized and unionized employees, have general responsibility in ensuring overall health and safety in the workplace. Employees will work safely and in compliance with the Occupational Health and Safety Act and its regulations, and University policies and procedures. Employees will report all unsafe and unhealthy conditions and practices in the workplace to their immediate supervisors so that they may be promptly remedied.

The University is also committed to ensuring that health and safety is considered in all aspects of student life, for more information on student support services related to health and wellbeing please see section 5.3 Student Support Services.
Students are responsible for conducting themselves in a safe manner, and are required to comply with all relevant legislation, as well as University policies and procedures.

12.2 Fire Safety

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 Operations 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. Leave the area immediately via the nearest or safest exit, taking all persons in the immediate vicinity with you. 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, and move to the most protected area of the room;
b. Close the doors to the fire area (but do not lock them), and do not use the elevators;
c. Sound the alarm by activating the nearest fire alarm pull station;
d. 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;
e. Contact 911 from a safe location, and alert Campus Safety at 416-978-2222;
f. Once outside, proceed to any area that is at least 10 meters away from the building, and report to fire officials any persons unaccounted for or injured; and
g. 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 a through g above. If you are teaching a class you must immediately stop the class, and again follow instructions a through g above. **This procedure applies even if you suspect that the alarm is false.**

If you are supervising an in-person 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 a through g above. **This procedure applies even if you suspect that the alarm is false.**

Note: Faculty will be informed of students with disabilities in their class who may need assistance during an evacuation via the student directly or through Access*Ability* Services. Assistance may include

providing a visual warning of the need to evacuate or informing fire and police of a person requiring assistance (e.g., unable to evacuate via stairs).

12.3 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), a set of "Guidelines on Off-Campus Safety" (April 2011), and a "Framework 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 on Off-Campus Safety, and any environmental and health or safety incidents that occur must be reported in accordance with them. Online forms are available at Environmental Health & Safety.

Safety Abroad

The "Guidelines" apply to travel-related and 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 International Student Centre offers UTSC-based training on logistics, safety, and cultural issues that students may face. You should consult with the Global Mobility team at the ISC when sending students abroad as they can help you to navigate the "Guidelines," and assist with risk assessments, and will refer you to the tri-campus Safety Abroad Office for any support that cannot be offered locally.

Students planning to travel abroad must register with Safety Abroad Registry, and must complete the [Pre-Departure Online Workshop](#).

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.

13. Additional Policies & Regulations

Below you will find a list of important policies and regulations with which faculty and staff should become familiar.

[*Student Academic Records: Guidelines Concerning Access to Official Student Academic Records*](#) (May 2008)

Purpose: The University supports appropriate access to, and privacy of, official student academic records consistent with its commitment to the requirements of Freedom of Information and Protection of Privacy Act (FIPPA). These guidelines are intended to outline university-wide procedures and criteria for access, privacy, custody, and retention of the academic records of students of academic divisions of the University in order to ensure clarity and consistency of practice.

[*Policy on Conflict of Interest – Academic Staff*](#) (June 1994)

The purpose of this Policy is to set out what constitutes a conflict of interest, to describe the procedures to be followed when faculty members engage in professional work from which they derive supplementary income, and to establish procedures for other situations which could give rise to an apparent conflict of interest.

A conflict of interest exists when:
- A faculty member's paid professional activities undermine rather than enhance the faculty member's ability to meet the faculty member's responsibilities to the University; or

- A faculty member's non-professional activities which are engaged in for personal gain undermine rather than enhance the faculty member's ability to meet the faculty member's responsibilities to the University; or

- A faculty member's personal or financial interest conflicts with the faculty member's responsibilities to the University.

[*Policy on Approval and Execution of Contracts and Documents*](#) (April 2004)

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.

If you have any questions regarding documents you are signing please consult with your Chair/Director, or with the Dean's Office.

[*Copyright Policy*](#) (February 2018)

The Copyright Policy has the following basic objectives:

- To determine the ownership of copyright works created by members of the University community.
- To foster the creation and development of copyright works in support of the University's academic mission.
- To provide for the equitable sharing of the revenues arising from copyright works between authors and the University.

This Policy applies to all Works created after the date fixed for implementation of this Policy by the University, and to trademarks relating to those Works. This Policy does not apply to Works created in the course of demonstrably private research unrelated to the Author's University functions or in the course of private consulting activities to outside bodies, or to trademarks relating to those Works.

This Policy replaces the *Policy on Copyright and Other Proprietary Rights* (May 19, 1977) and the *Policy on Computer Software* (April 14, 1998).

[*Statement on Protection of Freedom of Speech*](#) (May 1992)

[*Publication Policy*](#) (May 2007)