



UNIVERSITY OF
TORONTO
SCARBOROUGH

University of Toronto Scarborough

ACADEMIC HANDBOOK

for Faculty and Staff

This *Academic Handbook* is a resource for all faculty and staff. It provides essential information about University academic policies, as well as the policies and practices that pertain to UTSC. It also provides guidance for situations that instructors and staff encounter less frequently. 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 Assistant is a valuable resource.

Guidance regarding academic policy and practice can also be sought from the Academic Programs Officer, in the Office of the Dean (aknott@utsc.utoronto.ca).

Office of the Vice-Principal Academic and Dean
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1. General Information

1.1 University Policy on Equity

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

At the University of Toronto, we strive to be an equitable and inclusive community, rich with diversity, protecting the human rights of all persons, and based upon understanding and mutual respect for the dignity and worth of every person. We seek to ensure to the greatest extent possible that all students and employees enjoy the opportunity to participate as they see fit in the full range of activities that the University offers, and to achieve their full potential as members of the University community.

The University has a number of offices that deal with a great variety of equity issues, including disability, racism, 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](#)
- [Sexual & Gender Diversity Office](#)
- [Sexual Violence Prevention and Support Centre](#)

The furtherance of equity and diversity is a priority at UTSC. There are three offices that address equity matters on the campus:

- [AccessAbility Services](#)

The mission of AccessAbility 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 [2.4](#).

- [Equity & Diversity Office](#)

The Equity & Diversity Office 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 Office provides advice and assistance with programs relevant to inclusion, cultural diversity and religious accommodation; responds to concerns, resolves conflict 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 the Office 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.

- [Health & Wellness Centre](#)

The 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 [2.4](#).

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](#) (November 2004), 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 on Access to Information and Protection of Privacy and 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)

Academic accommodations for students with disabilities are provided in accordance with the statutory duty arising from the Ontario *Human Rights Code*. The goal of accommodations is to level the playing field. 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* (2004) "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 consider denying 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 *AccessAbility Services*, or requested by a student directly, without first consulting with *AccessAbility Services*.

1.3 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.

1.4 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 and Security](#) website.

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

- a. 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 Police 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 a test or examination, you must stop the students writing immediately. Students should leave their test/examination papers on their desks, but they may pick up any personal property as they exit the room. Again, follow instructions 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 *AccessAbility 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).

1.5 Off-Campus Safety

The University of Toronto recognizes that its faculty, staff and students will periodically engage in academic work, or participate in a wide range of activities, which take place at locations outside the geographical boundaries of its three campuses. Since the safety and wellbeing of its members, as well as others participating in the activities it offers, are of paramount concern, the University has developed the [Policy on the Framework on Off-Campus Safety](#) (April 2011), 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," and any environmental and health or safety incidents that occur must be reported in accordance with them. Online forms are available at <http://www.ehs.utoronto.ca>.

Safety Abroad:

The "Guidelines" apply to out-of-country activities that are organized by the University, including field research, exchange programs, and other courses and programs for academic credit, but they are not intended to address personal travel and activities that have not received approval by a department head.

The [Safety Abroad Office](#) offers training on logistics, safety, and cultural issues that students may face. You should consult with Safety Abroad when sending students abroad as they can help you to navigate the "Guidelines," and assist with risk assessments.

Students planning to travel abroad must register with Safety Abroad, and they are encouraged to attend a pre-departure 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.

1.6 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).

2. Working with Students

2.1 University Correspondence with Students

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.

All University of Toronto 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 for all University of Toronto students. Students are expected to monitor and retrieve their official correspondence on a frequent and consistent basis. In addition, students are responsible for maintaining current and valid contact information in ROSI/ACORN. Students are cautioned that neglecting to report changes in contact information in a timely manner will not be considered an acceptable reason for failing to act on official correspondence.

2.2 Departmental Student Associations

Departmental Student Associations (DSAs) are organizations that provide an official voice and 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.

2.3 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" web page](#).

2.4 Students with Disabilities

The University is committed to developing an accessible learning environment that provides reasonable 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](#) (November 2004) 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."

[AccessAbility Services](#) is a student service, academic service and University of Toronto equity office at UTSC. *AccessAbility* assists students and faculty with academic accommodations.

2.5 Students in Difficulty

Students will sometimes approach faculty or staff when they are experiencing medical, personal, familial, or financial problems that may be interfering with their academic work. If you're worried about someone's change in mood or behavior, here's what you can do to help.

Recognize

You may notice someone is experiencing difficulty through one or several indicators related to their academic, physical appearance, behavior or mood.

Respond

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.

Refer

UTSC has many student services on campus that can benefit students in many ways. Get informed about these services and share that information. "I know that the [Health & Wellness Centre](#) has some services that may be able to help."

More Feet on the Ground

[More Feet on the Ground](#) is an educational website on how to recognize, respond, and refer students experiencing mental health issues on campus. This is a free online training supported by the Council of Ontario Universities that you can do yourself to gain the tools you can use to help fellow students who require support. This training also provides you with a certificate to show that you have completed the training.

2.6 Student Support Services

UTSC has a wide range of support services for our students. 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.

[AccessAbility 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 *AccessAbility 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 *AccessAbility* 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 accommodating students with disabilities. 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 *AccessAbility Services*. Once *AccessAbility 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 *AccessAbility Services* regarding accommodations; and for instructors to implement and facilitate accommodations in a timely manner.

Instructors are encouraged to consult with *AccessAbility Services* for advice and assistance in matters concerning students with disabilities. Should you have concerns that an accommodation will compromise the essential criteria of the course please contact *AccessAbility Services*. Individual accommodations may be approved and/or updated at any time during the year.

For more information on the mission and services offered by [AccessAbility Services](#) visit their website.

Resource for faculty on accommodating students with disabilities can be found at:
<https://www.viceprovoststudents.utoronto.ca/students/academic-accommodation/>

[Centre for Teaching and Learning](#)

The Centre for Teaching and Learning (CTL) engages with all students, individually and through course support and other learning initiatives, to enhance foundational skills required for coursework and beyond. 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;
- [WebOption lecturecasting](#) - review some course lectures and materials online.

CTL also supports the training of [teaching assistants and graduate students](#) professional development.

[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.

The Centre also provides services related to health promotion, and the completion of the [Verification of Student Illness or Injury](#) form, which is available from the Office of the Registrar, Counselling services include personal counselling as well as group therapy and a wide range of mental health resources to help students deal with anxiety, depression, social anxiety, low self-esteem and stress.

[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.

[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, helpdesk@utsc.utoronto.ca
- Student Helpdesk, student-helpdesk@utsc.utoronto.ca
- Audio-Visual Support, av@utsc.utoronto.ca

[The International Student Centre](#)

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

[The UTSC Library](#)

The UTSC Library is part of vast resource of scholarly materials including print volumes, print journal subscriptions, sound collections, videos and films, serial collections, electronic journals, and electronic books. It also offers access to over 200 networked computer stations, individual and group study space, and extensive reference and research support. Students can receive research assistance in person, by telephone, through email and through the online [Ask a Librarian](#) chat service.

[The Office of the Registrar](#)

The Office of the Registrar supports current undergraduate students with their registration, financial needs, scholarships, awards, exams, graduation, petitions, and TCards. Our team specializes in understanding university policies and procedures to ensure that the quality of the support you receive meets your personalized needs. Connect with us in person, via email, during our online chat, or social media.

[The Office of Student Affairs](#)

The Office of Student Affairs & Services supports the academic and personal success of UTSC students by ensuring that appropriate, efficient and student-friendly services are always in place.

The Office of Student Affairs & Services provides strategic guidance and oversight for the following departments:

- Academic Advising & Career Centre
- AccessAbility Services
- Athletics and Recreation
- Health & Wellness Centre
- International Student Centre
- Student Housing and Residence Life
- Student Life

The Office also provides unique campus services such as budget leadership for the Council on Student Services, maintaining a [Parents & Family website](#), and managing the undergraduate [Academic Travel Fund](#). The Office also functions as a clearing house for information and referral related to the student co-curricular and extra-curricular experience.

Campus Safety & Security

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.

3. Organizing 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. CTL faculty and staff are available to consult about your student- and course-related questions including:

- Writing support - In-class workshops, consultations for assignment design, student writing skills;
- English language development support - language skills testing, support programs, consultations;
- Math and Statistics support - seminars, workshops, virtual tutoring, individual and group appointments;
- Experiential learning (EL) - EL in courses, community of practice, campus resources;
- Facilitated Study Groups - course-based study groups;
- Quercus and other technology support including the WebOption.

Consultations are also available on syllabus and course design, classroom management issues, 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.

3.2 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 and click on the link for [Quercus/Ed Tech Assistance](#). You can also contact the Ed Tech team at: quercus@utsc.utoronto.ca.

3.3 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. To contact the UTSC Bookstore directly, you can email them at utsbookstore@uoftbookstore.com.

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 with disabilities often require a list of course materials six to eight weeks prior to the use of the material in order to allow time for *AccessAbility* 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.

3.4 Library

The Library is your partner in academic instruction. They work with departments to embed academic skills into assignments and teach students how to critically navigate the research process. Librarians are also available to support your research. We work with researchers to assist with all aspects of research, from conducting research to navigating publishing rights. Contact your [Liaison Librarian](#) to request the following services:

Teaching Support

Research skills workshops: Librarians teach students important academic skills tied to your assignments (research process, evaluating resources, databases, peer review). Many Departments create space for library instruction sessions during class or tutorial time.

Assignment design consultation: We work with faculty to design the research components of your assignments. Students will receive the appropriate support from A-level to D-level courses, to succeed in the research process.

Custom course research guide: Librarians create tailored research guides that are directly embeddable into your course's Quercus site.

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

Course readings: 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.

Request an item for purchase: Contact your [Liaison Librarian](#) or [request that the library purchase materials](#) such as books, films, articles, and more to support your instruction.

Copyright support: Contact us to ensure you are following appropriate [Copyright guidelines](#) when using and assigning resources for your classes.

Course and film reserves: The library can place many items on reserve (short term loan) [for your classes](#), and we can hold films for you so that they will be available on a certain date for you to [show in class](#).

Additional library support: Information on [supporting teaching](#) and [library resources for faculty](#).

Research support

Collaborate with the Digital Scholarship Unit: The [Digital Scholarship Unit](#) helps with digital research design, digital pedagogy, and stewards the unique collections and research data of all UTSC departments.

Publishing support: Our [Scholarly Communication Librarian](#) can help you with Author's Rights, Open Access, Digital Preservation, and more.

Research Assistant (RA) training: Your [Liaison Librarian](#) can work with your Research Assistants to ensure they have the research skills to support your work.

Request an item for purchase: Contact your [Liaison Librarian](#) or [request that the library purchase materials](#) to support your research needs.

UTSC InfoExpress: [UTSC InfoExpress](#) is a premium document delivery service, available exclusively to UTSC faculty. InfoExpress retrieves books, articles and other primary materials and delivers them right to your office or inbox.

Scholarly communication and copyright: University of Toronto Libraries' [Scholarly Communications and Copyright Office \(SCCO\)](#) offers information to faculty, researchers, and students on the issues surrounding the dissemination and communication of scholarly information, including author rights, open access, policies of funding agencies and copyright.

Library Spaces:

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

Information and Reference Desk: The Information and Reference desk is on the main floor of the library next to the staircase. At the desk during [library hours](#) staff will be present to help you find the information that you need. Staff will assist you with researching for an assignment or on a topic and with many other things.

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

UTSC Library Makerspace: 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 realities, by making the resources to do so available and accessible.

The BRIDGE: The BRIDGE is a multi-purpose academic space that spans teaching, study, research, and experiential learning for business, finance, and entrepreneurship. It is a partnership between [UTSC's Department of Management](#) and the [UTSC Library](#) and located in the Instructional Centre.

Closed Captioning: Under the Accessibility for Ontarians Disability Act (AODA), *Information and Communication Standard*, communication supports include captioning in order for persons with disabilities to access media. Should you receive a request for

closed captioning, you can speak with the User Services, Access Services Team Lead and Copyright Officer at the Library about captioning of your in-class videos.

3.5 Teaching Assistants

Your Chair/Director (or designate) decides how much support from teaching assistants each course should have. 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. You should also complete a TA evaluation for each TA (usually near the end of the semester). If you become dissatisfied with the performance of one of them, document the issues and inform the departmental administrator responsible for TAs to discuss next steps. It is wise to check that none of your TAs have a conflict of interest, e.g. a relative or close friend in the course.

As per the Collective Agreement (16:08) you must meet with your TAs prior to the start of classes to let them know what your expectations of them are, to review the duties and allocation of time outlined in the DDAH form, and with discuss the course syllabus with them. Be sure they receive adequate training. You should talk to them regularly throughout the term, especially so that you can hear from them how their tutorials are going, or how students coped with an assignment that they have just graded.

The tri-campus Teaching Assistants' Training Program (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 go to <https://www.utsc.utoronto.ca/ctl/ta-support>.

3.6 Classroom Management

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

One area of concern is the use of cell phones and laptop computers in the classroom. While the use of cell phones, whether by students or the instructor, is generally unacceptable except in emergencies, and the inappropriate use of laptops should be discouraged, 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 go to:

<https://www.utsc.utoronto.ca/ctl/sites/utsc.utoronto.ca.ctl/files/u25/laptop-strategies-classroom-may2017.pdf>.

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

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

A useful resource for class management can be found on the Centre for Teaching Support & Innovation website: <https://teaching.utoronto.ca/teaching-support/strategies/classroom/>.

3.7 Office Hours

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

Providing the opportunity for interactive, one-on-one communication with your students is essential if you are to meet your obligations to the student experience to which UTSC is committed. One way to be accessible is to keep regular office hours on this campus; by keeping specific office hours you are indicating when you are available to consult with students and, by implication, that you are not generally available to be interrupted at any other time. Once you have established office hours, normally you would not alter them, except under extremely unusual circumstances; however, 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 those students who need to make special arrangements

to travel to campus (e.g., students with disabilities who must book special transportation).

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

3.8 Absence from Campus and Cancellation of Classes

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

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

Announcements regarding the cancellation of classes are made on the UTSC home page, the UTSC digital display screens, and by e-mail. Up-to-date status information can be found at: <https://www.utoronto.ca/campus-status>.

3.9 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 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.

Detailed information about the structure and administration of the course evaluation process, including UTSC guidelines and procedures, is available on the [Course Evaluations](#) page of the Centre for Teaching and Learning website.

At 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 new 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.

3.10 Inclusive Course Design

The Ontario Human Rights Commission has noted that “ensuring integration and full participation means designing society and structures for inclusiveness,” this includes course design (2016). The *Commission* also highlighted the Law Commission of Ontario's statement that “the concept of universal design, which requires those who develop or provide laws, policies, programs or services to take into account diversity from the outset, is connected to the principle of autonomy and independence in that, when properly implemented, universal design [including inclusive course design] removes from persons with disabilities the burden of navigating onerous accommodation processes and negotiating the accommodations and supports that they need in order to live autonomously and independently. In this way, the principle of autonomy and independence is closely linked to that of participation and inclusion” (2016).

Course instructors are therefore encouraged to consider the diversity of learners in the classroom during the design of each course. When this is done students with disabilities are provided the opportunity to participate and less time is spent on figuring out individual accommodations.

Inclusive teaching is a proactive approach to curriculum design that integrates active learning methods to respond to student learners who come to our classrooms with a breadth of different learning styles, abilities and backgrounds.

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 with disabilities, and teaching resources please visit:

- [Inclusive Teaching: Perspectives of Students with Disabilities](http://ctl.utsc.utoronto.ca/home/sites/default/files/Inclusive_Teach.pdf) found at http://ctl.utsc.utoronto.ca/home/sites/default/files/Inclusive_Teach.pdf
- the [Centre for Teaching and Learning](#) website
- the AODA Office's Teaching and Educational Resources website found at <http://aoda.hrandequity.utoronto.ca/teaching/>
- Council of Ontario Universities Educator's Accessibility Toolkit found at <http://www.accessiblecampus.ca/tools-resources/educators-tool-kit/>

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 what you expect of your students, what they can expect of you, and how you will evaluate them.

An effective way to create your course syllabus is to use the [Course Information System](#) (CIS). This system contains helpful design suggestions, and allows you to submit the syllabus to your departmental office.

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

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

The syllabus should be made available to students by the end of the first week of classes – either by posting it on your course website (Quercus) or by distributing it to students in class; and it must be filed with your Department Office as early as possible in each term, but no later than the last date to add the course (usually two weeks after the start of classes).

Your syllabus should 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 (as noted in section [3.7](#), 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);

Your syllabus **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 rules that will affect the marks; e.g., that students must pass a specific component (midterm, lab or final examination) to pass the course;
- d. Your practice as it applies to late delivery of assignments; spell out the rules, including: how students should submit their assignments (e.g., electronically, in person, at the departmental office), whether or not you require prior notification of impending lateness; the penalty that will be applied per unit of time of lateness; the maximum possible penalty for lateness; the ultimate deadline by which an assignment will no longer be accepted; and any documentation required¹ (for advice, consult your Undergraduate Assistant);
- e. Whether there is a final exam;
- f. It is prudent to include an explanation of how you will handle missed term tests (see section [6.1](#));
- g. For more information on methods of evaluation see section [4.2](#).

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, provided the vote is announced no later than in the previous class (see section [4.2.3](#)).

4.1.1 Use of Turnitin

Turnitin is a tool that can be used to detect and provide information around plagiarism. Turnitin is now integrated into Quercus, so instructors and students should no longer access it via the Turnitin website. Instructors intending to use Turnitin must inform students of this at the beginning of the course. Students must be told that use of Turnitin is voluntary, and an alternate means of submitting assignments must be provided for students who do not wish to use Turnitin. Instructors using Turnitin must include the following statement in their syllabus:

"Normally, students will be required to submit their course essays to Turnitin.com 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 Turnitin.com reference database, where they will be used solely for the purpose of

¹ If you request medical documentation for an extension, it should be noted that students who require an extension for disability related reasons are not required to provide instructors with the documentation. Students can be referred to AccessAbility Services. For further information about appropriate disability related accommodations/extensions, please visit [Guidelines on Academic Accommodations](#) and consult with AccessAbility Services.

detecting plagiarism. The terms that apply to the University's use of the Turnitin.com service are described on the Turnitin.com web site."

4.1.2 Accessibility Statement

Including the following statement in your syllabus will signal to students that you are aware of, and understand that, students may have the need for 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."

4.1.3 Academic Integrity Statement

You are strongly advised to put text into your syllabus regarding plagiarism and inappropriate collaboration, giving enough detail to guide students' behaviour rather than simply alluding to the terms on the assumption students will know what they mean in the context of your course. Students often plead ignorance, which is more easily countered if the rules and expectations are clearly spelled out. A sample statement is given below. For more information on academic integrity see section [9](#).

"The University treats cases of cheating and plagiarism very seriously. The University of Toronto's Code of Behaviour on Academic Matters (<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](#).

4.1.4 Recording in the Classroom

Your syllabus should point out that, for reasons of privacy as well as protection of copyright, unauthorized video or audio recording in classrooms is prohibited. This is outlined in the Provost's guidelines on [Appropriate Use of Information and Communication Technology](#). 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.”

Note, however, that these guidelines include the provision that students may obtain consent to record your lectures and, “in the case of private use by students with disabilities, the instructor's consent must not be unreasonably withheld” (see section [2.4](#)).

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

4.2 Methods of Evaluation

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

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

4.2.1 Methods of Evaluation in Disability Related Cases

Disability related cases may be treated on an individual basis, in consultation with AccessAbility 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 aspects 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 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](#) webpage.

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.

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**, provided the vote is announced no later than in the previous class (see section [4.1](#)). Any changes must be reported to your departmental office, or in the case of graduate courses, the graduate unit. *AccessAbility* 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, the student in question must be given a written statement, signed by both student and instructor, which indicates the specific nature of the alteration or allocation in his case.

4.3 Term Assignments

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

Students are responsible for ensuring you receive their term assignments on time. Students who submit their assignments using any method other than the one identified in your syllabus should be warned that they do so at their own risk. They should also be informed 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 [3.2](#)).

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

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

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

You should return term assignments directly to students in a manner that is consistent with FIPPA (see section [10.2](#)). In order to protect the privacy of students, grades on term assignments must not be posted or announced in class (see section [10.2.2](#)).

5. Grading Practices

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

The purpose of the policy is to ensure that:

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

5.1 Principles of Grading

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

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

5.2 Grade Scales and the Meaning of Grades

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

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

Undergraduate:

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

*F = Fail

Graduate:

Numerical Marks	Letter Grade
90 – 100%	A+
85 – 89%	A
80 – 84%	A-
77 – 79%	B+
73 – 76%	B
70 – 72%	B-
0 – 69%	FZ**

**FZ = Fail

5.3 Credit/No Credit

UTSC degree students may select up to 2.0 full 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 under any circumstances reverse this decision.

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 commits an academic offence in a Credit/No Credit designated course, the CR/NCR designation will be removed and a grade will appear on the student's record.

The CR/NCR option is open only to 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. Or 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 graded on a CR/NC% 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 NC%, and the course will be included as an "F" (value zero) in the grade point average.

In courses graded on a CR/NC% 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.

5.4 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. <ul style="list-style-type: none"> • 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.

5.5 Reporting of Grades

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

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

5.6 Distribution of Grades

As section B.3.4.2 of the [University Assessment and Grading Practices Policy](#) (July 2012) states, the distribution of grades in any course shall not be predetermined by any system of quotas that specifies the number or percentage of grades allowable at any grade level. 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.

6. Assessing Your Students

6.1 Term Tests

The administration of term tests is the responsibility of the academic units. You may schedule term tests in regular class periods or at times outside of class. Faculty and/or the departmental office are responsible for submitting the scheduling details 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 arrangements for any term tests that are scheduled outside of class. 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 the multi-section courses with large enrolments. Please also ensure that you follow these regulations:

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

Students who miss a term test for an acceptable reason should be offered a make-up test. For some courses it may be appropriate to allocate the value of the missed test to

another test, or other piece(s) of term work, however, for A-level courses at UTSC, it is not permissible to transfer the value of a missed midterm to the final exam. Additionally, the practice of transferring the value of a missed midterm to the final exam in upper-level courses is strongly discouraged.

A student may be unable to write a mid-term test for disability-related reasons. Accommodation in this instance would normally require that scheduled tests be adjusted by providing similar evaluation on alternate dates – see the Office of the Vice-Provost, Student’s [Academic Accommodations](#) webpage.

6.2 Extensions to Complete Term Work

The deadlines in each Session for submission of all term work are published in the *Calendar* (see Sessional Dates). These deadlines apply to all courses, including supervised study and research courses. 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 [8.1](#).

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 – see the Office of the Vice-Provost, Student’s [Academic Accommodations](#) webpage.

6.3 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, [AccessAbility Services](#) will often contact the Faculty directly to discuss the accommodation request. If a student approaches you directly, and indicates a disability-related need, consult with AccessAbility Services before denying any accommodation request.

6.4 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.

6.5 Assessment of Student Performance in Placements

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

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

If a clinical or field placement conflicts with the timing of a final examination, students should inform their instructor as soon as possible. Instructors can then work with the Office of the Registrar to arrange for the student to write his/her examination under the supervision of the director of the placement (see section [6.10](#)). Alternatively, students may petition to write a deferred examination.

6.6 Examination Requirement

For all undergraduate courses, except where exemptions have been approved (see section [6.7](#)), a final examination must be scheduled for each course. In courses that meet regularly as a class there must be an examination conducted formally under UTSC auspices and worth at least one-third of the final grade. Students must be told the relative value of each part of an examination and, in the case of a written examination, the value must be indicated on the examination paper. If students must pass the final examination in order to pass the course, this must be explicitly noted in your course syllabus.

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

6.7 Exemptions to the Examination Requirement

Where a final examination is normally required a course instructor may waive this

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

6.8 Substitution of Term Tests for Examinations in B, C and D Level Courses

In B-, C- and D-level courses a supervised term test or tests, worth (alone or in aggregate) at least one third of the final grade, may be substituted for formal final examinations. You must request this and receive approval from your Chair or Director every year the course is offered. You must also be mindful that, as noted in section [6.1.b](#): “No test worth more than 10% of the final grade may be given in the last two weeks of a term.”

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

6.9 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.

Final Oral Examinations (FOEs) can be held on the UTSC campus. The Campus Graduate Administrator (seisner@utsc.utoronto.ca) will work with academic unit to facilitate this process. For more information about FOEs faculty should contact their home graduate academic units.

6.10 Scheduling an Examination

Your departmental office will send you the link to the Course Information System (CIS) to request the scheduling of final examinations in your courses. 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 s/he is 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 [2.3](#)); 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.

6.11 Exam Memorandum to Instructors and Invigilators

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

The full text of the “Memorandum” and the “UTSC Procedures: Conducting Final Exams” can be found on the [Office of the Dean](#) website. Of particular importance are the following:

- a. Course instructors **must** submit a copy of their final exam(s) to the departmental office, 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 his/her 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 (ideally one male and one female) 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.

6.12 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 petition to write a deferred exam on eService within 72 hours of the missed exams; there is a fee. Students must also submit their supporting documentation within 10 business days from the date they submit their petition. Late petitions will not be accepted.

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. Otherwise, you will be asked to send an exam paper for the deferred exam to the Office of the Registrar as soon as possible.

Students are given only one opportunity to sit a deferred exam. 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 second deferral of the examination be considered. Students writing deferred examinations may not exceed a credit load of 2.5 credits in the session leading up to the deferred examinations.

6.13 Exams Cancelled Because of Winter Weather

If the campus is closed because of inclement weather for a day or part of a day during the 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.

6.14 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.

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, 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.

6.15 Final Grades

You must not release or post final grades to students. They will be posted on ROSI/ACORN once your Chair or Director has approved them. Submit your final grades to the Office of the Registrar via eMarks. The grade distribution information should be based upon the grades of all students who are registered in the course.

6.16 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 the his/her approval, and only under the following circumstances:

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

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

7. 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 Undergraduate Assistant 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.

ROSI/ACORN is U of T's automated student record system and Student Web Service. Students log into ROSI/ACORN at www.rosi.utoronto.ca. ROSI/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.

7.1 Course Enrolment

Course enrolment on ROSI/ACORN occurs in waves, based on students' year of study. Course enrolment begins in early July for Fall or Winter sessions and in early April for the Summer session; 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 full credits per session, and are not permitted to enroll in more than 3.0 credits per session, without permission from their Program Supervisor/Director. Students who are enrolled in 1.5 full credits or more in a session are considered full-time.

7.2 Waitlists and Admitting Students to Full Courses

The number of students enrolled in a course or section cannot exceed the capacity of the room allocated to hold it. Every attempt is made to ensure that the room assigned to a course accommodates the number of students expected to enroll; however, as there is limited space, some students may not obtain a place in every course they want. When a course (or enrolment category) is full, students may use ROSI/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. A Course Enrolment Request Form, signed by the Program Supervisor authorizes the Office of the Registrar to admit a student to a course. These requests should be assessed carefully as other students on the waitlist could be displaced in their ranking if an exception is made. Also, students should only be approved for enrolment if there is no other option available for them. Students should provide proof of their situation in order to support their request, i.e. academic record/timetable from ROSI/ACORN or other suitable documentation.

7.3 Course Changes

Students are permitted to add courses until the deadline identified on the [Dates and Deadlines](#) page of the Office of the Registrar website – usually two weeks into the term. Similarly, students may withdraw from courses on ROSI/ACORN without academic penalty until the end of the 10th week of classes. Students may change meeting sections on ROSI/ACORN, provided there is space, until the last day to add courses for the session. Instructor approval is required after the last day to add courses for the session. Instructors should contact their departmental administrators who can prepare the Departmental Request form to and submit the changes to the Office of the Registrar.

7.4 Class Lists

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

7.5 Late Course Additions

Students wanting to add courses after the published deadline must submit a petition through [eService](#). They are expected to have instructor approval and may be required to pay a late registration fee (see section 8). Please note that you are under no obligation to admit a student to a course after the deadline, particularly if the student will have missed a substantial amount of class time and/or assignments. If a student is granted permission to join your course after the deadline to add a course has passed, you will receive official confirmation.

7.6 Course Prerequisites and Corequisites

ROSI/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. A Program Exception Form² is required when a program requirement is waived by the Program Supervisor.

7.7 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 ROSI/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 ROSI/ACORN.

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

7.8 Late Course Drops

The deadline for 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 wanting to drop a course after the deadline must submit a petition (see section [8](#)).

7.9 Auditing

² The Program Exception form should be signed by the departmental Chair/Director (or designate).

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](#) (July 2002) 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.

8. Petitions & Appeals

8.1 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);
- 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 10 business days of its submission (3 business days for requests to add a course late).

Petitionable matters include:

- Errors with students' course registration on ROSI/ACORN;
- Deferred exams;
- Late withdrawal from a course without academic penalty;
- Remarking/rereading of final exams;
- Deferral of academic suspension;
- Some matters related to term work, for example:
 - Checking the calculation of marks on a term test or assignment;
 - 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 miscalculation;
- Show that the alleged miscalculation 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).

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](#) or a personal counselor in the [Health & Wellness Centre](#).

The Registrar (or designate) has adjudicatory power 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

8.2 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

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, s/he 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 2012) 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 Vice-Dean, Undergraduate.
- 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 their having

been given an extension to complete the work for reasons relating to the individual student and not the rest of the class.

8.3 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 appeal no later than 90 days after the petition has been denied by the Office of the Registrar. Obtain a Request for Review of Petition Decision form from the [Office of the Registrar](#). Students will be notified via [eService](#) as to when their appeal will be heard, as well as 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 in the [Office of the Campus Council](#) located in the Bladen Wing, room BV502.
- 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.

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 an 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 well being of that relationship whose parties define one another's roles as teacher and student, based upon differences in expertise, knowledge and experience, though bonded by respect, by a common passion for truth and by mutual responsibility to those principles and ideals that continue to characterize the University.

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

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

malevolent or even mischievous disruption is not allowed to threaten the educational process.

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

9.2 Preventing Academic Offenses

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

- a. To forge or in any other way alter or falsify any document or evidence required by the University, or to utter, circulate or make use of any such forged, altered or falsified document, whether the record be in print or electronic form;
- b. To use or possess an unauthorized aid or aids or obtain unauthorized assistance in any academic examination or term test or in connection with any other form of academic work;
- c. To personate another person, or to have another person personate, at any academic examination or term test or in connection with any other form of academic work;
- d. To represent as one's own any idea or expression of an idea or work of another in any academic examination or term test or in connection with any other form of academic work, i.e., to commit plagiarism;
- e. To submit, without the knowledge and approval of the instructor to whom it is submitted, any work for which credit has previously been obtained or is being sought in another course or program of study in the University or elsewhere;
- f. To submit any academic work containing a purported statement of fact or reference to a source which has been concocted.

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

- 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. These include:

- 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 stressing its importance, and emphasize this point by discussing penalties. A statement reiterating this point should also be included in your syllabus and in the instructions of every assignment – for a sample statement see section [4.1.3](#). Tell your students how to avoid the offenses most likely to occur, and give them a handout sheet on the subject. Surprisingly few students seem to understand what constitutes an academic offense, or where discussion and collaboration regarding an assignment turns into cheating. Tell them also that offenders are caught, and sanctions can be severe (zero in the course, suspension for a year with annotation on the transcript for several years, and even expulsion).

To help prevent plagiarism change essay topics frequently, and keep a record of the topics you have used (and when); the more often assignments are repeated, the easier it is for students or essay services to obtain previous versions. Students can now find essays on many topics online, making it harder than ever to prevent extreme cases of plagiarism. However, should you suspect that plagiarism has occurred, it can be relatively easy for you to search the internet and find explicit evidence of the offense (i.e. search for sentences or constructions that seem especially symptomatic). In addition, technology-based plagiarism detection systems now exist (e.g. turnitin.com – see section [4.1.1](#)). If you are interested in using such services, visit the [Teaching and Academic Integrity](#) page of the Centre for Teaching and Learning website.

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

Maintain security in major tests, preferably using checks of 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 s/he must report to you with her/his T-

card within 24 hours of the exam or it will not be marked. When the student arrives, ask her/him to re-sign her/his Examination Candidate form, and check to make sure the signatures match. If the signatures do not match then the student who wrote the exam is likely an imposter.

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

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.

The Centre for Teaching and Learning supports [academic integrity across the curriculum](#).

9.3 Dealing with Academic Offenses

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

- a. Please note that under the [Code of Behaviour on Academic Matters](#) (July 2019) the Instructor may not settle a case or give a sanction, even where there is clear evidence or an admission of guilt from the student;
- b. If you suspect that an academic offense has occurred, you should discuss the matter with the student right away; and
- c. If this discussion does not allay your suspicions (or if the student fails to respond to your invitation to discuss the matter) then, as soon as possible, you should:
 - Write down all the facts;
 - Make copies of any relevant material, such as essays, answer sheets, etc. (keep originals if possible, since these are best when handwriting analysis is required), and also provide supporting documentation, such as plagiarized sources cross-referenced to the student's work (be sure to note the student number, and the weight of the assignment in question in the final grade);
 - Provide a report of the matter, including any relevant materials, to your Chair/Director. The Chair/Director will normally interview the student; where an assignment or test is worth 10% or less of the final grade in a course and the student admits to the offense, the Chair/Director can impose a sanction and report this to the Academic Integrity Officer in the Dean's Office (the sanction sought must be no more than zero for the work); 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 Officer;

- 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 Officer, along with supporting documents; a copy of any such reports will be sent to the Chair/Director of the academic unit and the instructor will be informed of the allegation;
- 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); 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 directly at: integrityadmin@utsc.utoronto.ca.

10. Privacy & Confidentiality

10.1 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 we 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: bduguid@utsc.utoronto.ca) or the [FIPP Office](#) directly.

10.2 FIPPA Advice

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

10.2.1 Assignments

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

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

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

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

Q2: How should I collect students' work?

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

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

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

Q3: How should I return students' work?

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

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

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

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

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

10.2.2 Posting Grades

Q4: What practices should I follow for posting grades?

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

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

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

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

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

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

10.2.3 Attendance and Class Lists

Q5: How should I take attendance in class?

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

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

The above practices should be adapted where they are inconsistent with group work practices or peer evaluation, which are established or necessary parts of the curriculum.

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

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

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

Q6: How should I take attendance at final exams?

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

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

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

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

Where confidentiality is appropriate, use available secure electronic sign-up methods, or consider posting sign-up sheets with tear-off tabs or providing coded cards for each session in class so students can fill in and return the tab or coded card to you confidentially.

You may also use a supervised sign-up sheet in class. In this case, it is best if each successive entry on the sheet is covered so that previous student identities are not visible to subsequent ones. Avoid unattended sign-up sheets for students to use.

10.2.4 E-mail

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

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

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

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

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

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

When possible, avoid "reply all" responses. If you need to communicate with a group of students, consider the use of the "bcc" function of your e-mail to avoid easily disclosing recipient identities to the whole group, and to prevent the over-distribution of subsequent exchanges. There are methods of creating individualized e-mail messages to a single group, like a class; ask your information technology specialists for advice. Blackboard also has options for creating individualized messages to each member of a class.

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

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

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

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

If a student corresponds by e-mail from another ISP account (e.g. hotmail, gmail), 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*.

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

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

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

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

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

10.2.5 Student Records

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

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

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

If you have any doubt about your right to access academic records, consult the [Access and Privacy Practices: General and Administrative](#) (June 2011), your departmental office, or your Divisional Access Control Representative BEFORE attempting such access.

Q12: What about student access to their own records?

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

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

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

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

Personal information is defined in FIPPA as "recorded information about an identifiable individual". Some examples include: student name, home address, home phone number, student's e-mail address (home or university), identifying numbers (e.g. student

number, employee number or SIN), education or health history, sexual orientation, race, national or ethnic origin, religion, marital or family status, etc.

Your own professional contact information is not personal information (faculty member's business phone number, University e-mail, business mailing address). Likewise, information about your professional/work activities is not personal information.³

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

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

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

The University is governed by the [University Assessment and Grading Practices Policy](#) (January 2012), 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.

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.

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

A: Personal information includes still and moving images of students. The same principles apply as for other types of personal information: the collection and use of the personally identifiable images must be necessary to the course/instruction/activity or

³ For the definition of personal information see http://www.e-laws.gov.on.ca/html/statutes/english/elaws_statutes_90f31_e.htm - BK2.

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.

10.2.6 Reference Letters

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

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

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

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

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

10.2.7 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
- 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. Professors can also access accommodation letters by logging into the instructor AccessAbility myAIMS account at <https://clockwork.uts.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 AccessAbility 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.

11. 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.

For more information on contracts and other legally binding documents see the "[UTSC Guideline on Approval and Signing Authority for Academic Contracts and Agreements](#)," the [UTSC Guideline on Approval and Signing Authority for Academic Contracts and Agreements Flowchart](#), and the "[Provostial Guideline for Academic Divisions on Contracts](#)". 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)