

ACADEMIC HANDBOOK FOR FACULTY & STAFF

August 2023



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SCARBOROUGH

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University of Toronto Scarborough
ACADEMIC HANDBOOK
for Faculty and Staff

Office of the Vice-Principal Academic and Dean
August 2023

Preamble and Land Acknowledgement

As faculty, librarians, staff, students, and community members of the University of Toronto Scarborough, we have individual and collective responsibilities to each other and to the land. We come here from across Turtle Island and beyond, bringing reflections of the lands, nations, and communities whose territories have shaped us, and of the related treaty responsibilities that bind all of us from different vantage points. The [Truth and Reconciliation Commission of Canada's 94 Calls to Action](#) clearly lay out the necessary work this entails in the process of Canadian reconciliation, and as we join together to form an educational institution at UTSC, we also take on a collective responsibility to learning. This includes becoming aware of and understanding the history and ongoing impacts of settler colonialism and the role that education and educational systems continue to play in enacting colonial violence and systemic injustices.

This Academic Handbook is a living document, published by the Office of the Vice-Principal Academic and Dean but composed from the collective labour of many groups and individuals across our campus. It will continue to adapt and grow as we engage in collective learning, guided by the recommended actions laid out in the [Report of the Campus Curriculum Review Working Circle 2020-2022](#) and open to the learnings and steps still to come. We are committed to following the Working Circle's call "to act toward 'uncolonizing' the institution through real reconciliation, retribution and restitution," acknowledging the labour of truth, trust, and relationship that this requires, and invite all members of our University community to join in this work.¹

A fundamental step in the work of uncolonizing the University is to recognize the land on which we are meeting. Faculty, staff, and students of UTSC can educate themselves about the Land Acknowledgement through [a resource available from the Equity, Diversity, & Inclusive Office](#), and use the following statement at University events as appropriate:

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

Finally, it is important to recognize that the guidelines contained in this Handbook for pursuing inclusive excellence in our teaching and learning environments are certainly not exhaustive. We welcome dialogue within the UTSC community on the terms, resources, and policies contained here. Feedback can be sent via e-mail to programs.curriculum.utsc@utoronto.ca, or addressed more directly to the appropriate office(s) or contact(s) listed in the relevant section(s) of the Handbook.

¹ This preamble draws from oral teaching of Giidaakunadaad (Nancy Rowe), Treaty Partner and Educational Advisor and Consultant, of the Mississaugas of the Credit First Nation, and from the *Report of the Campus Curriculum Review Working Circle 2020-2022*.

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1. Foundational Context

1.1 About the Handbook

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

Many of the policies in the Handbook relate specifically to faculty members' roles and responsibilities with regard to students and their work. Faculty and staff members with questions about academic matters have several options for finding support:

- Your departmental office is an excellent first point of contact; the relevant Undergraduate Department Administrator is a particularly valuable resource there.
- If supporting graduate students, note that the School of Graduate Studies may develop additional regulations and guidelines; contact your Graduate Administrator for additional assistance.
- Guidance regarding academic policy and practice can also be sought from the [Academic Programs Officer](#), in the Office of the Dean.

Questions, comments, and other feedback about the Academic Handbook can be directed by e-mail to the [UTSC Programs & Curriculum team](#).

1.2 Resources for New Faculty and Staff

Faculty and staff joining UTSC for the first time are encouraged to make use of available resources to tour the beautiful Scarborough campus. The Campus Map can be found [online here](#). Virtual tours are available at the [Visit U of T: Scarborough Campus Tours](#) page, where interested visitors can also book an in-person tour with a UTSC student guide.

Faculty who are planning courses at UTSC for the first time can refer to the [Centre for Teaching and Learning](#) (CTL), which provides a wide range of pedagogical support for faculty and course instructors (see [5.1](#)). New faculty may particularly benefit from consulting CTL's [New Instructor Kit](#) in the process of planning their courses.

1.3 UTSC Core Values

The University of Toronto Scarborough (UTSC) is committed to core values of intentional inclusion, partnership with students, reciprocity, and accountable stewardship in its pursuit of inclusive

excellence. These values form the foundation of UTSC's 2020-25 Strategic Plan, *Inspiring Inclusive Excellence*, and of this Handbook.

INTENTIONAL INCLUSION

Only by genuinely embracing and understanding different experiences, backgrounds, perspectives, and identities can we sustain our vibrant intellectual community and address our global challenges.

STUDENTS AS PARTNERS

Students are active participants and partners in the educational process.

RECIPROCITY

We are defined by collaborative, fair, and reciprocal partnerships for the mutual benefit of colleagues, students, alumni, Indigenous communities, neighbours, and global networks.

ACCOUNTABLE STEWARDSHIP

We continually challenge the status quo in order to be more effective stewards of our resources and to exemplify individual and collective accountability.

Faculty, staff, students, and the UTSC community are invited into the shared work of embedding inclusion, Indigeneity, and anti-racism across our curriculum, pedagogy, and research. Faculty are encouraged to familiarize themselves with certain key institutional commitments that form the context for their academic work at UTSC:

- [UTSC 2020-25 Strategic Plan, *Inspiring Inclusive Excellence*](#)
- [UTSC Campus Curriculum Review](#), including the Working Circle's [56 Recommended Actions](#)
- [Answering the Call Wecheehetowin: Final Report of the Steering Committee for the University of Toronto Response to the Truth and Reconciliation Commission of Canada](#)
- [The Anti-Racism Strategic Tables](#), including reports by the [Anti-Asian Racism Working Group](#), the [Anti-Islamophobia Working Group](#), the [Antisemitism Working Group](#), and the [Anti-Black Racism Task Force](#)
- [Scarborough Charter on Anti-Black Racism and Black Inclusion in Canadian Higher Education: Principles, Actions, and Accountabilities](#)
- [Okanagan Charter: An International Charter for Health Promoting University and Colleges](#), including the [UTSC Healthy Campus Commitments](#)
- [The International Strategic Plan 2022–2027](#) for the University of Toronto

1.4 Intentional Inclusion: Equity and Disability

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

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

Furthering a culture of belonging is a priority at UTSC, and the 2020-2025 Strategic Plan [*Inspiring Inclusive Excellence*](#) is anchored in the conviction that “inclusion . . . is a core prerequisite for realizing our vision.” Faculty play a key role in fostering a culture of belonging on the UTSC campus, including by advancing innovative course design (see [Section 5](#)), promoting students’ wellbeing (see [Section 3](#)), and practicing excellent and compassionate pedagogy (see [Section 7](#) and [Section 8](#)). Faculty are strongly encouraged to adopt inclusive pedagogies such as [Universal Design for Learning \(UDL\)](#), which proactively support the success of all students (see [5.2 Inclusive Pedagogical Approaches](#)).

As outlined in the [*Statement of Commitment Regarding Persons with Disabilities*](#) (February 2021), the University of Toronto aims to foster a climate of understanding and mutual respect for the dignity and worth of all persons. UTSC 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, in keeping with the commitments and duties described in relevant policies and legislation.

Academic accommodations for students with disabilities further assist in providing a fair and equitable learning environment. See [3.2 AccessAbility Services](#) for information related specifically to students with disabilities.

University of Toronto Policies

- [*Statement Regarding Access to Information and Protection of Privacy at the University of Toronto*](#) (November 2006)
- [*Employment Equity Policy*](#) (March 1991)
- [*Statement on Human Rights*](#) (July 2012)
- [*Statement of Institutional Purpose*](#) (October 1992)
- [*Statement on Prohibited Discrimination and Discriminatory Harassment*](#) (March 1994)

Ontario Legislation

- [*Accessibility for Ontarians with Disabilities Act*](#) (AODA) (2005)
- [*Human Rights Code*](#) (1990)

2. General Information

2.1 Offices at UTSC & Across Tri-Campus

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

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

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

UTSC Offices	Description
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 3.2 .
Equity, Diversity & Inclusion Office	The Equity, Diversity and Inclusion Office (EDIO) is a central resource for all UTSC community members (students, staff, and faculty) for training, programming, and engagement initiatives related to equity, access, discrimination, and harassment. The EDIO is a confidential, respectful, and supportive space, and provides advice and assistance with programs relevant to inclusion, cultural diversity, and religious accommodation; responds to concerns, resolves conflicts, and manages complaints of discrimination and harassment; and consults and advises on policy matters.
Office of Indigenous Initiatives	The Office of Indigenous Initiatives at UTSC is located within the EDIO and includes supports for programming, outreach, and working with the UTSC Elders and Knowledge Keepers Circle.

Health & Wellness Centre	The UTSC Health & Wellness Centre offers convenient and confidential health, counselling, and health promotion services for all registered students at UTSC. It is a safe, accessible, and culturally responsive environment that works to optimize students' personal, academic and overall wellbeing.
Healthy Campus	The Healthy Campus Website is a one-stop hub for staff, faculty, librarians and students to access mental health and wellness resources. Includes links to resources such as campus safety, wellness related events, and trainings.

2.2 Appropriate Use of Information and Communication Technology

The University provides Information and Communication Technology (ICT) (both hard and software) for use by faculty, staff, and students. ICT is the property of the University, and is intended to be used for the performance of University-related activities 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, [Appropriate Use of Information and Communication Technology](#) (regularly updated).

Note that users should not have an expectation of complete privacy in using the University's ICT and related services. See the [Policy on Information Security and the Protection of Digital Assets](#) for information on how the privacy, confidentiality, authenticity and integrity, and availability of Digital Assets and information systems used by the University and its affiliates are protected. The University's Information Security Council has endorsed the [University of Toronto's Information Security Standard](#) consisting of a set of baseline control statements in alignment with the National Institute of Standards and Technology (NIST) 800-171 for protecting data.

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

2.3 Academic Continuity

Although it is committed to fulfilling its core academic mission of educating students, the University recognizes that events such as pandemic health emergencies, natural disasters, prolonged service interruptions, and ongoing labour disputes are potential threats to academic continuity. The [Policy on Academic Continuity](#) (January 2012) provides a framework that guides the University, and enhances its ability to fulfill its academic mission in the face of potential threats to academic continuity. The *Policy* applies to circumstances and events that are potential threats to the continuity of academic operations, and its scope includes the academic continuity of programs, departments or faculties, campuses, and the University as a whole.

Responsive Pedagogy

In the event of a major disruption to academic operations, the Dean's Office will provide updates to departments on continuity-related matters. Faculty are asked to plan their courses proactively with respect to academic continuity, drawing on pedagogical frameworks which provide for responsive approaches to supporting students, including [Universal Design for Learning \(UDL\)](#) and [decolonial and](#)

[anti-racist pedagogies](#). Proactive application of these responsive approaches ensures that students are supported in their work if they need to miss class whatever the circumstances of the disruption.

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:

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

Students are responsible for:

- Completing all coursework and academic requirements; and
- 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).

2.4 Health & Wellbeing on Campus

The University is committed to promoting the health and wellbeing of all members of our community. Beginning with the [Healthy Campus Initiative hub](#) online, there are a variety of resources on campus to support faculty, staff, and students in this regard, including:

- [Campus Safety Operations](#) – Provides advice and consultation on matters of student behavior. Is also responsible for UTSC Community Police services, UTSC Parking Services and the UTSC Emergency Medical Response Group.
- [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.
- [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.
- [UTSC Mental Health Network](#) – The UTSC Mental Health Network is an organization of students, staff, and faculty, which developed [this list](#) of resources to navigate mental health services on and off campus.

See [3.1 Student Support Services](#) for a more comprehensive list of supports available to students at UTSC.

Public Health on Campus

The mask mandate instituted by the University of Toronto during the COVID-19 pandemic has been paused as of July 1, 2022, and is subject to change in accordance with public health guidelines. While we encourage members of the UTSC community to mask if they are able, we ask that everyone respect each other's decisions, comfort levels and health needs. Faculty may encourage and request students to mask in classrooms, but may not require it; please keep in mind as well that some students are not able to wear a mask for health or disability-related reasons.

Please refer to [UTogether](#) for updated guidance and policies related to COVID-19 and other matters of public health. Further updates will be provided to the UTSC community as needed.

See also [12. Safety Regulations](#) for the responsibilities of faculty, staff, and students on campus, in the classroom or workplace, in the event of fire, and during related off-campus activities including field research.

Campus Closures

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

In the event of the cancellation of classes, until the decision to close all operations is announced, non-class related events, and non-teaching operations, may continue.

Announcements regarding the cancellation of classes are made on the UTSC home page, the UTSC digital display screens, and by e-mail. Up-to-date status information can be on the [Campus Status and Announcement](#) website.

2.5 Additional Policies for Faculty

Conflict of Interest

Academic staff of the University should familiarize themselves with the [Policy on Conflict of Interest – Academic Staff](#) (June 1994). This policy sets out what constitutes a conflict of interest, describes the procedures to be followed when faculty members engage in professional work from which they derive supplementary income, and establishes procedures for other situations which could give rise to an apparent conflict of interest.

Institutional Commitments/Contracts

Legally binding agreements or contracts come under many titles including agreements, letters of intent, and memoranda of understanding. A plain letter, an exchange of e-mails or a verbal

commitment can also be deemed a contract in certain circumstances. Note the University's [Policy on Approval and Execution of Contracts and Documents](#) (April 2004), and exercise caution in any institutional commitments that you make; in particular, do not sign any document if:

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

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

Publication & Copyright

Since the dissemination of knowledge is one of the primary functions of the university, university research should be such that the results may be freely published or otherwise promptly disseminated. Publication can take a number of forms and occur in a variety of media, both in print and electronic, including academic journals and conferences, dissemination through websites, and public discussion among colleagues. Guidelines and qualifications concerning the publication of university research are governed by the [Publication Policy](#) (May 2007).

The University of Toronto Libraries' page on [Copyright Resources](#) contains guidelines, frequently asked questions, and resources related to issues of copyright; see also the University's [Copyright Policy](#) (February 2018), which 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.

Note that the *Copyright 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, but 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.

3. Supporting Students

The experience of the Covid-19 pandemic intensified mental health concerns for many members of the UTSC community. Many students will be coming to the UTSC campus in Fall 2023 after experiencing much of their learning at high school and university online, and are continuing to adapt to a rapidly changing world, including in their learning environment.

Within this context, students may be experiencing a greater range of challenges, related to medical, personal, family, professional, social, or financial stressors that may be affecting their academic work. Faculty and staff can help create a supportive space for students to learn and communicate these concerns, and this section outlines the available supports, resources, and University policies to advance students' well-being at UTSC.

Identify, Assist, Refer Framework

The Identify, Assist, Refer framework provides a guide in identifying someone experiencing a mental health challenge, offering assistance, and facilitating help-seeking behavior. Find the [IAR Quick Reference Guide here](#), or access a [free online training module](#) available to all members of the UTSC community. Faculty and staff are encouraged to make use of this training resource, which also provides a certificate of completion.

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

3.1 Student Support Services

UTSC has a wide range of support services for our students, and who can assist in responding to student concerns. There is [an online homepage for Student Resources](#), while the UTSC Mental Health Network, consisting of students, staff and faculty, developed [an extensive list of resources](#) specifically to navigate mental health services on and off campus. Note that students with disabilities should refer to the dedicated support of AccessAbility Services, which is described below in section 3.2.

[The Office of Student Experience & Wellbeing \(OSEW\)](#) provides strategic guidance and oversight for student services in the following departments:

- [Academic Advising & Career Centre](#)
- [AccessAbility Services](#)

- [Athletics and Recreation](#)
- [Health & Wellness Centre](#)
- [Indigenous Outreach Program](#)
- [International Student Centre](#)
- [Student Housing and Residence Life](#)
- [Student Life Programs](#)

Academic Support

[The Academic Advising and Career Centre](#) 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.

[The Centre for Teaching and Learning \(CTL\)](#) provides leadership in educational excellence. CTL faculty and staff support educators in their development as expert teachers and engage with students to enhance foundational skills required for coursework and beyond. See [5.1 The Centre for Teaching and Learning](#) for more information about CTL.

[The UTSC Library](#) is the physical and virtual portal to a vast array of information and expertise. The Library aims to make these services accessible to all and works to amplify marginalized and underrepresented voices. The Library provides broad and open access to information, inclusive and diverse collections, collaborative partnerships, innovation, and critical information literacy skills. Read the Library's [statement of values here](#), and see the more comprehensive overview of Library services for instructors in [5.5 The UTSC Library](#).

Administrative Services

[Information & Instructional Technology Services \(IITS\)](#) works closely with faculty, staff, and student groups to support the academic and administrative work of the UTSC community. They provide a wide range of services, including: computer software, computer recommendations, classroom support, phone support, website development, video conferencing, working from home, video production, security and backup, and much more. For help contact:

- [Staff/Faculty Helpdesk](#)
- [Student Helpdesk](#)
- [Audio-Visual Support](#)

[The Office of the Registrar](#) supports undergraduate students with their registration, financial needs, scholarships, awards, exams, graduation, petitions, and TCards. The team specializes in understanding university policies and procedures to provide support that is personalized to each student's needs. Note that graduate students are supported by their home graduate department for Registrarial support.

Student Well-Being

[Campus Safety Operations](#) provides advice and consultation on matters of student behavior, and is responsible for UTSC Community Police Services, UTSC Parking Services, and the UTSC Emergency Medical Response Group.

[Good2Talk](#) is a free, confidential helpline with professional counselling, information, and referrals for mental health, addictions, and well-being, available 24/7/365. Call: 1-866-925-5454.

[The Health and Wellness Centre](#) provides a full range of general health services, including diagnostic, treatment, and referral services for illnesses ranging from the medical to psychological. Instructors should note that they are not responsible for asking for the [Verification of Student Illness or Injury](#) form.

[The International Student Centre](#) provides social, cultural, immigration, and health insurance assistance to students who come from all over the world to study at UTSC. This includes those on formal international study permits as well as the internationally-minded interested in exploring university activities outside Canada (virtually or in-person).

[The My Student Support Program](#) is available for all students in over 146 languages and ongoing confidential 24/7 counselling support for free through the phone or a chat. Students can download the My SSP App or call 1-844-451-9700. (Outside of North America, call 001-416-380-6578.)

[Navi](#) is a chat-based virtual assistant that serves as a mental health wayfinder for U of T students. Navi helps by quickly searching for and providing contact information and direct links to U of T and community resources.

[The Sexual and Gender Diversity Office \(U of T\)](#) 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 for students, staff, and faculty across the University's three campuses.

[The Sexual Violence Prevention and Support Centre \(U of T\)](#) 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.

3.2 AccessAbility Services

The University is committed to developing an accessible and equitable learning environment that provides accommodations to enable students with disabilities to meet the essential academic requirements of the University's courses and programs. Academic accommodations for students with disabilities are provided in accordance with the statutory duty arising from the Ontario Human Rights

Code. See the Ontario Human Rights Commission's [Policy on Accessible Education for Students with Disabilities](#) (2018), and the University's [Statement of Commitment Regarding Persons with Disabilities](#) (February 2021).

A full description of the University's policies, best practices, forms, and other resources is available on the [Vice-Provost, Students Academic Accommodations page](#).

Students and faculty at UTSC can find assistance with academic accommodations from the [AccessAbility Services office](#). All accommodation requests should be handled through AccessAbility Services; students are not required to reveal their private medical information to, or seek accommodation directly from, their instructor. AccessAbility Services has the following role:

- 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.

AccessAbility Services will provide a *Letter of Academic Accommodation* which verifies that the office has received and reviewed documentation confirming a disability and provides details on the proposed documentation. Under the Human Rights Code provisions, students may choose to provide their *Letter of Academic Accommodation* directly to an instructor, or request that the accessibility office send it to the instructor; faculty may also find the *Letter of Academic Accommodation* by logging onto [myAIMS for Instructors](#). Note that Letters of Academic Accommodation may be issued at any time during the year. If faculty do not see a student's letter online, please contact the myAIMS service directly.

As an instructor, you play a key role in creating an equitable and empowering learning environment. If you suspect that a student may need supports for disability-related reasons (e.g., impact of mental health, vision or hearing loss, medical, etc.), please encourage the student to seek advice from AccessAbility Services. See also [5.2 Inclusive Pedagogical Approaches](#), and plan your course based on pedagogical guidelines and resources that promote equity and inclusive for all students, including those with disabilities.

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. If you are concerned 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.

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.” Timely communication is essential between instructors and AccessAbility Services regarding accommodations, as is timely implementation and facilitation of accommodations by instructors.

3.3 University Correspondence with Faculty, Staff, and Students

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

University correspondence with students is governed by the [Policy on Official Correspondence with Students](#) (September 2006). Note that while official University correspondence is sent via both the postal system and e-mail (or other online systems), e-mail is the primary method of communicating with students regarding registration, student accounts, and other important or time-critical business.

3.4 Departmental Student Associations

Departmental Student Associations (DSAs) are student-led organizations that provide support, voice concerns, and are a source of information for students in UTSC academic units. Each departmental office can provide the contact information for the DSA(s) associated with their academic unit.

3.5 Religious Observances

Students at UTSC hold a wide range of religious beliefs. In accordance with the duty to accommodate described in the Ontario Human Rights Commission’s [Policy on Preventing Discrimination Based on Creed](#) (2015) and the commitments in 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 the Office of the Registrar, a request for accommodation no later than two full weeks before the commencement of examinations. This will normally be granted with an explanation.

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

4. 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 appointed by the Department Chair from among the faculty in the academic unit offering the program. Course instructors who are not directly involved in program matters should refer all student inquiries that relate to program requirements to the Department Administrator or Program Supervisor.

A Subject POST is a student's program of study. Some programs are direct entry from high school, while others require students to enroll after meeting given credit and cGPA requirements; 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 or relevant Associate Chair, but they are advised to consult them. For a more general exploration of program options students should be advised to consult with staff in the [Academic Advising & Career Centre](#). Departmental program administrators and the Office of the Registrar are responsible for the verification of program and degree completion.

University of Toronto student records are maintained by a student-friendly web-based system called [ACORN](#). These records are shared with [Degree Explorer](#), a web-based academic audit and advising system. ACORN functions are listed below:

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

4.1 Course Enrolment

Undergraduate

Course enrolment on ACORN occurs in waves, based on students' year of study. Course enrolment begins in June (beginning with year 4/5 students) for Fall or Winter sessions and in late March or early April for the Summer session; for more information, students should visit the [Course Enrolment](#) page of the Office of the Registrar website. Before enrolling in courses, students are expected to consult:

- a. The [Calendar](#) for degree, program and course requirements; and

- b. The [Timetable](#) for course meeting times, rooms, enrolment restrictions and special enrolment instructions.

Students may initially enroll in a maximum of 2.5 credits per session, and are not permitted to enroll in more than 3.0 credits per session without permission from the Office of the Registrar. Limited exceptions are made for students working towards a BBA degree; for more information consult the Management section of this *Calendar*. Students who are enrolled in 1.5 credits or more in a session are considered full-time.

Graduate

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

4.2 Waitlists & Admitting Students to Full Courses

Undergraduate

The number of students that can enroll in a course or section is typically limited for practical and/or pedagogical reasons. Every attempt is made to ensure that courses can accommodate the number of students expected to enroll; however, as there is limited space, some students may not obtain a place in every course they want. When a course (or enrolment category) is full, students may use ACORN to place themselves on the waitlist for the course. When a space becomes available the student with the highest priority, as determined by their timestamp/enrolment category, is admitted to the course.

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

Graduate

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

4.3 Course Changes

Students may add courses or drop courses without academic penalty through ACORN up to the dates stated for each session's [Academic Dates](#) at UTSC. The deadlines for adding or dropping courses are

strictly applied. Students may use ACORN to change meeting sections in a course until the last day to add a course in the session. Students wishing to change sections after the last day to add a course should speak to an advisor in the academic unit, who will submit the request to the Office of the Registrar if approved.

Note that if an allegation of academic misconduct is pending, students are not permitted to cancel or withdraw from a course, from the time of the alleged offence until the final disposition of the accusation. Such courses are designated GWR until the allegation is resolved.

Graduate course changes must follow the Graduate Sessional Dates. For more information please see the [SGS Calendar](#).

4.4 Class Lists

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

4.5 Late Course Additions

Undergraduate students wanting to add courses after the published deadline need to obtain permission from the respective instructor(s). Exceptional requests are typically considered in weeks 3 and 4 of the term and should be submitted by the department administrator to the Office of the Registrar through the eService departmental request module for processing. Please note that instructors are under no obligation to admit a student to a course after the deadline, particularly if the student will have missed a substantial amount of class time and/or assignments. If a student is granted permission to join a course after the add a course deadline, the person who submitted the eService request will receive official confirmation.

4.6 Course Prerequisites and Corequisites

ACORN does not automatically check pre- and corequisites, or course exclusions. 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.

Instructors should announce during the first week of class that students lacking the requirements must either drop the course or obtain a waiver from them. As an instructor, should you decide to waive a prerequisite for a student, inform your departmental office in writing. If the prerequisite waiver is for a course listed as a program requirement, remind the student they must discuss this with their Program

Supervisor/Director or relevant Associate Chair because it may cause them serious problems in being able to complete their program. Such exceptions should be recorded directly in Degree Explorer by department administrative staff.

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

4.7 Permission of the Instructor

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

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

4.8 Late Course Drops

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

Graduate students must follow the [Sessional Dates](#) as stated in the [SGS Calendar](#).

4.9 Auditing

The University's [Policy on the Auditing of Courses](#) (October 1994) allows students to audit courses only if they have the instructor's permission and there is space in the course. Auditing means that students are permitted to attend and participate in classes, but they will not receive an evaluation for participation, nor are they allowed to submit assignments or write examinations and tests, except with specific permission to do so from the instructor. The University's [Code of Student Conduct](#) (December 2019) is applicable to auditors. Auditing students will not be granted retroactive registration or credit but may request a Certificate of Attendance. In some cases, students are required to pay a fee to audit a course, and in all cases, they must pay to receive a Certificate of Attendance.

5. Planning Your Courses

This section is designed for faculty members and instructors planning their courses and considering what resources and support for inclusive and excellence pedagogy are available at the University. Innovative, high-quality undergraduate and graduate experience and success is the first priority of the [UTSC 2020-2025 Strategic Plan](#), and the recent Campus Curriculum Review is a key implementation of this commitment: faculty, librarians, staff, and teaching assistants should be familiar with the [Working Circle's report](#), and will find the accompanying [Resource Hub](#) invaluable for its focus on content relevant to course preparation as well as pedagogy.

UTSC's commitment to innovative teaching and learning is supported by the variety of offices, resources, and services detailed in this section, and by funding initiatives gathered under the umbrella of [Transformative Teaching & Learning Funds \(TTLF\)](#). These funds, which include the Experiential Learning Fund, the Pedagogies of Inclusive Excellence fund, and the Centre for Teaching and Learning's teaching enhancement grants, aim to strengthen collaborative, research-informed curriculum and teaching innovation and communities of practice; enhance UTSC's capacity to deliver high quality education both in person and online; advance institutional commitments to inclusive teaching and learning; and facilitate initiatives related to experiential learning and global classrooms. Information about eligibility, deadlines, and online application processes are available on the TTLF homepage.

5.1 The Centre for Teaching and Learning

The [Centre for Teaching and Learning](#) (CTL) provides leadership in educational excellence at UTSC, and offers consultations and extensive resources to support instructors in pursuing transformative and inclusive pedagogy.

Consultations are available on syllabus and course design, impactful classroom learning concerns, course troubleshooting, degree learning expectations, curriculum mapping, and the Scholarship of Teaching and Learning. CTL's comprehensive [Academic Resources for Faculty](#) webpage is regularly updated with information and support for teaching in the changing context of the modern classroom.

Teaching grants are available to support innovative course-related initiatives, and CTL also supports [training for teaching assistants and graduate student professional development](#).

Program and Services	Description
Reading and Writing Excellence Program	The Reading and Writing Excellence Program (RWE) pairs a student with an expert writing instructor for support in developing active reading, critical thinking and reflective writing skills.
Course-Based Writing Support	CTL writing specialists can develop and offer in-class writing workshops tailored to your course, assignment, and disciplinary needs.

Math and Stats Support	Seminars, workshops, and group or individual tutoring sessions are available for various math and stats courses each semester (e.g. for midterm and final exam review sessions).
Facilitated Study Groups	Facilitated Study Groups (FSGs) are weekly collaborative learning sessions for students who want to improve their understanding of challenging content in selected courses at UTSC.
Experiential Learning	Information on Community-Engaged Learning: opportunities for students to deepen their understanding of their academic discipline and gain hands-on experience; and guidance for instructors on integrating experiential learning into courses. (See also 5.4 below for more information about Experiential Learning at UTSC.)
Educational Development Support	Educational Developers provide pedagogical support in areas including Universal Design for Learning (UDL), Assessment and Digital Learning, Anti-Racist Pedagogies, and Experiential Learning.
Educational Technology Support	Educational Technology Technicians provide technical support for educational technologies in the academic toolbox (Zoom, Quercus, Peer Scholar, etc.) that are being used in-person, hybrid, and/or online courses.
Teaching Enhancement Grants	Dossier consultations and support for teaching award nomination packages and Scholarship of Teaching and Learning.

5.2 Inclusive Pedagogical Approaches

The design of each course offered at UTSC should engage diverse knowledges, drawing on pedagogical approaches which foster inclusion and take into consideration the diversity of backgrounds, knowledges, and experiences that students bring to the classroom. Instructors should familiarize themselves with the curricular and pedagogical recommendations in the [Campus Curriculum Review Report](#), and recognize that course design is one piece of the broader anti-oppressive work that the UTSC community is committed to doing together.

Key pedagogical resources for the UTSC teaching community have been gathered in the [Campus Curriculum Review Resource Hub](#), which includes dedicated pages on resources for STEM, the Humanities and Social Sciences, support for Universal Design for Learning, Africentric Epistemologies, and Indigenous Epistemologies.

The Covid-19 pandemic underlined the many competing pressures experienced by students at UTSC, including familial responsibilities, financial stresses, and feelings of isolation. Faculty are encouraged to build in flexibility for course assessments, deadlines, and policies; to communicate with students with care; and to consider how pedagogies of kindness and compassion might be centered within your teaching. Inclusive pedagogical approaches, such as those described below, provide all students—particularly including neurodiverse students, students with disabilities, racialized students,

international students, and students from different socioeconomic backgrounds—with a learning environment that is considerate of their unique needs and supportive of their success.

For further reading, see:

- [UTSC Academic Resources for Faculty](#)
- [AODA Office’s Teaching and Educational Resources](#)
- [Council of Ontario Universities Educator’s Accessibility Toolkit](#)

Anti-Racist Pedagogies

Anti-racist pedagogies reflect an approach to teaching and learning that aims to actively identify, challenge, and dismantle the racist underpinnings of university education. The goal of anti-racist pedagogies is to avoid perpetuating the existing racist practices and structures in the university that harm racialized people; anti-racist pedagogies seek to create an educational environment characterized by equity, critical self-reflection, and a commitment to fostering belonging

Practicing anti-racist pedagogy encompasses interrogating teaching practices (Grossland), syllabus creation, grading and assessment practices, administrative policies, and classroom culture. Crucially, anti-racist pedagogies constitute a comprehensive approach to education and must not be treated as an “add-on” or optional feature in the classroom. UTSC resources relating to anti-racist pedagogies may be found at the [Equity, Diversity, and Inclusion Office](#) and on the [Campus Curriculum Review Resource Hub](#).

For further reading, see:

- [The Scarborough Charter on Anti-Black Racism and Black Inclusion in Canadian Higher Education: Principles, Actions and Accountability \(University of Toronto\)](#)
- [Antiracist Pedagogy - Wheaton College Massachusetts](#)
- [Strategies for Antiracist and Decolonized Teaching | Faculty Focus](#)

Indigenous Pedagogies

Indigenous pedagogies seek to “question the pervasive dominance of Western epistemologies, pedagogies, and resources within curriculum, and make space for including Indigenous ways of being that can benefit all learners” (Antoine et al). Indigenous pedagogical approaches aim to re-shape university education by centering Indigenous knowledges and epistemologies, instead of treating Indigenous expertise as an “add on.” Instead, Indigenous pedagogies open the possibility of a meaningful re-shaping of the ways learning and teaching are structured both inside and outside the classroom. The approach prioritizes a holistic way of learning and incorporates land-based learning, oral tradition, and storytelling (Kamanski). Indigenous pedagogical approaches are invaluable for all students, both Indigenous and non-Indigenous. These pedagogies are best led by, practiced in collaboration with, or developed in dialogue with Indigenous Elders and Knowledge Keepers.

For more information about Indigenous pedagogies at UTSC, contact the [Indigenous Outreach Program Overview](#) and read more on the [Campus Curriculum Review Resource Hub](#).

For further reading, see:

- [Indigenous knowledge and pedagogy | SFU Library](#)
- [First Nations Pedagogy Portfolio \(See Workshop Leader: First Nations Pedagogy for cited source\)](#)
- [Asma-na-hi Antoine; Rachel Mason; Roberta Mason; Sophia Palahicky; and Carmen Rodriguez de France. Pulling Together: A Guide for Curriculum Developers – Open Textbook \(opentextbc.ca\)](#)

Compassionate Pedagogy

The central principle of compassionate pedagogy is that education should reduce suffering and promote a culture of caring and well-being for students, staff, and faculty. Compassionate pedagogy is understood as being a significant shift in university culture that moves away from the idea of “overcoming” barriers or discomfort as a central feature of education and instead challenging the assumption that inflexible policies and uncomfortable experiences are productive. Compassionate pedagogy prioritizes the mental wellbeing of all involved in the university system by centering kindness, human connection, and care.

For further reading, see:

- [Compassionate pedagogy | The Centre for the Advancement of Teaching and Learning | University of Manitoba \(umanitoba.ca\)](#)
- [What is Compassionate Pedagogy \(canterbury.ac.uk\)](#)
- [A pedagogy of kindness: the cornerstone for student learning and wellness | THE Campus Learn, Share, Connect \(timeshighereducation.com\)](#)

Universal Design for Learning

[Universal design for learning \(UDL\)](#) is a proactive approach to curriculum design that integrates active learning methods to respond to the student learner variability that is present in the classroom. UDL aims to anticipate the learning needs of all students when designing or redesigning a learning environment so that students have minimal need for accommodations to access goals, materials, assessments, and methods. For more information and resources, see the Campus Curriculum Review Resource Hub’s dedicated section on [Pedagogical Development with UDL](#).

The Ontario Human Rights Commission has noted that “ensuring integration and full participation means designing society and structures for inclusiveness” (2018); UDL provides equal opportunities for learning for students with disabilities and offers a proactive approach to integration and participation for students:

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.
Table adapted from C. Gill, <i>Two Models of Disability</i> (1994)	

For further reading, see:

- [Sarah Manchanda, “Through a Deficit Lens” \(2020\)](#)
- [CTSI Inclusive Teaching Resources](#)
- [UDL On Campus](#)

5.3 Methods of Evaluation

Methods of evaluation at the University of Toronto are governed by the [University Assessment and Grading Practices Policy](#) (January 2020), which applies to both undergraduate and graduate courses. Under this policy, instructors must include the methods of evaluation in the course syllabus/outline, which must be shared with students no later than the first day on which the class meets. Methods of evaluation and criteria for assessment must be clearly communicated to students, via the course syllabus/outline and supplementary documents; see [6.5 Communication about Methods of Evaluation](#) for details.

As an instructor, 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 (see [6.3 Office Hours](#)).

Multiple Assignments, Participation, and Examinations

Student performance in an undergraduate course must be assessed over more than one assignment, and no single piece of work (essay, test, examination, etc.) should have a value of more than 80% of the grade. Undergraduate field courses, independent study courses, and project courses may be exempt from this requirement – in such courses, more than 80% of the final mark may be based on a thesis, a research essay or project, or an examination.

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

Examinations are a valuable pedagogical tool for many disciplines, but UTSC also recognizes that departments are increasingly moving towards a broader range of modalities and pedagogical formats for final assessments. This is something that has been accelerated by the pandemic, and an area that the campus wishes to encourage and support, especially given campus commitments to accessible and inclusive course design. See [7.6 Examinations and Final Assessments](#) for more information.

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.

Methods of Evaluation in Disability-Related Cases

Disability-related cases may be treated on an individual basis, in consultation with AccessAbility Services and in accordance with the Ontario Human Rights Commission's [Policy on Accessible Education for Students with Disabilities](#) (2018).

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

Requirement to Return Work Before 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/outline.

In any case in which the marking structure for a course is altered on an individual basis, this should be considered carefully to ensure consistency for the class as a whole and documented between the student and instructor. Universal design for learning principles can help to support flexible pathways for student assessment that will benefit all students.

5.4 Experiential Learning & Community Partnerships

Experiential Learning is a key priority and longstanding strength at UTSC, with programming being offered through all of our academic departments, the campus Co-op Offices, the Centre for Teaching & Learning, Academic Advising & Career Centre, the Office of Community Development & Engagement, the Office of Student Experience & Wellbeing and International Student Centre, and our cutting-edge innovation and entrepreneurship incubators, The Hub and The BRIDGE. More information is available at a [dedicated website for Experiential Learning](#) maintained by the Office of the Vice-Principal Academic & Dean, and inquiries or requests for support, including regarding EL grants, can be directed to [Team Xperience](#).

[The Office of Community Partnerships & Engagement](#) (CPE) is available to help instructors identify potential community partners and strengthen experiential learning opportunities within your courses. Community partnerships at UTSC are built on a model of mutually beneficial knowledge exchange that starts with a conversation, in keeping with the commitments in Priority 4.1 of the [2020-2025 Strategic Plan](#) including an emphasis on “ethical interactions with partners and adherence to proper protocols for undertaking teaching, research, and community-engagement activities with diverse communities,

particularly Indigenous communities.” When planning for guest speakers in your classes bringing community-based knowledges, including Indigenous Elders and Knowledge Keepers, it is important to plan proactively to ensure appropriate compensation and support. Please consult your departmental Business Officer for guidance, as well as the [Office of Community Partnerships & Engagement](#) or [Indigenous Initiatives](#) in the Equity, Diversity, and Inclusion Office.

Faculty interested in building community partnerships should familiarize themselves with the recommendations of the Campus Curriculum Review in [Category 5. Community Engagement](#), and avail themselves of guidance from the Office of Community Partnerships & Engagement. UTSC is committed to developing healthy partnerships with Scarborough community organizations, agencies, and others working together to achieve increasing access to post-secondary education, research and knowledge mobilization, and inclusive excellence in education.

5.5 Online Learning Management & Course Materials

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 or contact the [Ed Tech team](#). The Library also provides support for uploading course materials (e.g. readings, reading lists) to course pages on Quercus and ensuring that selected readings are following copyright requirements; faculty can contact their department Liaison Librarian, or see [5.6 The UTSC Library](#) for more information.

Course Materials

The [University of Toronto Bookstore](#) operates a location at UTSC through which faculty can order 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. Please e-mail the [UTSC Bookstore](#) for more information.

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

The UTSC Bookstore has partnered with the University administration and select publishers to make course materials more accessible, affordable, and predictable for students. This is being achieved through the integration of digital course materials directly in Quercus, making it easier for students to find exactly what they need at a lower price point. If you are interested in taking part in this new initiative and to learn which publishers are participating, please contact Lindsay Spencer at [<lspencer@uoftbookstore.com>](mailto:lspencer@uoftbookstore.com).

Note that students registered with AccessAbility Services 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). Faculty are encouraged to explore using digital course materials to avoid this conversion wait time for students. Faculty are also encouraged to speak to a Librarian about Open Source materials.

5.6 The UTSC Library

The UTSC Library holds a local collection of about 400,000 print items, journal subscriptions, sound recordings, videos and films, and a leisure reading collection, as well as [Archives & Special Collections](#) containing rare and unique materials relevant to UTSC and the Scarborough community. Full access to the entire U of T Libraries system (the third-largest academic library system in North America, behind Harvard and Yale) includes over 12 million print volumes in 128 languages, close to 100,000 serial subscriptions, 660,000 electronic journals and over 1,000,000 electronic books. The Library can also draw on its national and international agreements to acquire requested material unavailable in the U of T network.

The Library takes pride in building a collection at UTSC that reflects the unique needs of instructors, researchers, and community members. Faculty and staff are encouraged to suggest new materials for acquisition via an [online form here](#).

The UTSC Library hosts a wide variety of events each year, including the Undergraduate Research & Creative Forum, Author Readings, Indigenous Book Club, UTSC Trading Competition, Digital Storytelling Awards and more. Visit [the UTSC Library Workshops calendar page](#) for information about current and upcoming events.

The [UTSC Library Makerspace](#) has been designed to turn creative ideas into realities by making the resources to do so available and accessible. The Makerspace provides bookable access to equipment and digital tools of modern technology, such as 3D printers, iMac computers, Adobe programs, Arduino, Raspberry Pi, and more.

The Library also maintains a joint venture with UTSC's [Department of Management](#) called The BRIDGE where business, research, and innovation converge. The BRIDGE is a UofT accelerator focused on student formation, and a pathway for industry and community partnerships, based in a state-of-the-art facility including a business research library, data lab, and collaboration lounge.

Liaison Librarians

The UTSC Library's successful Liaison Librarian Program embeds academic librarians into each department. Their role is to provide dedicated expertise to faculty and instructors to advance their instruction and research goals. Liaison librarians work closely with faculty to embed academic skills into assignments and teach students how to critically navigate the research process to achieve academic success.

Librarians are partners in academic research who will work closely with faculty to advance all aspects of your research projects, from conducting research to navigating publishing rights. You can find your [Liaison Librarian](#) on the Library website. There is a wide range of research support available, including:

- Discovering, cleaning, mining, visualizing, and representing data
- [Knowledge synthesis studies](#) (e.g. systematic & scoping reviews)
- Developing, designing, and publishing online research projects
- Preserving and disseminating data and research publications
- Negotiating authors' rights with publishers
- Complying with funding agencies' [open access](#) and data management requirements
- [Determining the impact of publications](#)

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

Teaching Support

Librarians often partner with departments to help with instructional scaffolding and new program development, and support individual courses to help meet instructors' teaching goals and students' learning needs. Contact your [Liaison Librarian](#) to learn more about the following:

- In-class teaching and workshops: Librarians teach students [information skills](#) through course-specific presentations and/or office hours outside of class
- Online resources: [Research help guides](#), [short instructional videos](#), and [reading lists](#)
- Assignment design: Librarians work with faculty to design the research components of assignments from A-level to D-level courses
- Experiential Learning: The Library hosts and helps design curricular and co-curricular opportunities for students, including supporting experiential learning initiatives (see [5.4 Experiential Learning](#))
- Custom course research guide: Librarians create tailored research guides that are directly embeddable into a course Quercus site (see [subject-specific research guides online](#))
- Training for Teaching Assistants (TAs): Librarians train TAs to support students with research assignments; sample topics include finding scholarly and non-scholarly resources, evaluating resources, and developing and focusing on a topic

Course Materials

Librarians can help ensure instructors are following appropriate copyright guidelines when using and assigning resources for their classes. The Library can 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. The Library can also place physical items on reserve (short-term loan) for courses, and can hold films so that they will be available on a certain date for in-class screening. Instructors can visit [the UTSC Library information page for instructor requests](#) to access these library services.

Under the Accessibility for Ontarians Disability Act (AODA), Information and Communication Standard, communication supports include captioning for persons with disabilities to access media. The [User Services Resource Sharing & Accessibility Technician](#) provides support should alternative formats be needed for in-class media.

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

5.7 Teaching Assistants

Departments, through the Chair and in consultation with the Office of the Vice-Principal Academic and Dean, are responsible for determining how much support from teaching assistants each course should have, factoring in discipline-specific needs as well as equity considerations and general consistency across the campus as a whole. Teaching assistants (TAs) teach tutorials, conduct labs, grade assignments, and/or invigilate tests and exams. They belong to a union and are employed under the CUPE 3902, Unit 1 collective agreement. Copies of the current agreement can be found on the [Human Resources](#) website.

Course instructors have several responsibilities for each of the TAs assigned to your courses:

- Complete and sign a Description of Duties and Allocation of Hours (DDAH) form for each TA before classes begin, and conduct a mid-course review with each TA
- Confirm that no TA has a conflict of interest (e.g. a relative or close friend in the course)
- As per the Collective Agreement (16:08), meet with TAs prior to the start of classes to
- Let them know your teaching and learning expectations
- Review the duties and allocation of time outlined in the DDAH form
- Discuss the course syllabus with them

It is important for TAs to receive training and support. Direct them to pedagogical resources such as the [Campus Curriculum Review Resource Hub](#) (see [5.2 Inclusive Pedagogical Approaches](#)), and connect with your TAs regularly throughout the term to get regular updates on tutorial sessions or students' feedback. You serve an important mentorship role for your TAs; as a part of this, you should complete a TA evaluation for each TA (usually near the end of the semester). If there are issues or concerns with a TA's performance, document the issues and discuss next steps with the departmental administrator responsible for TAs.

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

6. Course Syllabus & Policies

This section is designed for faculty members and instructors preparing a course syllabus and considering related course policies, statements, and communication with students. The syllabus is an important piece of a larger whole in shaping positive teaching and learning environments in your course and for your students. Both in the syllabus and in other modalities of engagement with students (the classroom, office hours, digital or online spaces, etc.) it is helpful and impactful to express and share your expectations about norms of behaviour and the learning environment you seek to foster in your classes. Outline to your students that it is everyone's responsibility to work for and support a safe and inclusive learning environment, and remember that you are a role model in this regard. This includes the proper use of pronouns, which is a fundamental approach to show respect to gender identity; instructors should state their pronouns to students and ask for and correctly use students' preferred pronouns during interactions with them.

For more resources on how to shape your learning environment, please see the Centre for Teaching and Learning's [Academic Resource Site](#) and note in particular resources on [Navigating Microaggressions in the Classroom](#) and [Teaching Sensitive Materials](#); see also resources available from the [Centre for Teaching Support & Innovation](#), the [UTSC Campus Curriculum Review Resource Hub](#), and the [Sexual & Gender Diversity Office](#), and note the University's commitments in the [Statement on Freedom of Speech](#).

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, students should instead be encouraged to use other means of communication. The collection of money in support of any cause should never be permitted during your class.

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

6.1 Course Syllabus

Your course syllabus establishes an important learning contract between you and your students. It should outline the topics you plan to cover, as well as the course learning outcomes; it is a good practice to make clear in it how the labs, assignments and projects assigned fit with the course learning outcomes and goals. The syllabus lays out mutual expectations from faculty and students, your evaluation methods, and academic policies relevant to the course. It should be made available to students no later than the first day the class meets, either by posting it to the course site on Quercus or by distributing it in class, and should be reviewed in the first class meeting.

An effective way to create your course syllabus is to use the [Course Information System](#) (CIS). This system contains helpful design suggestions, as well as customizable templates for institutional statements. It also allows you to submit the syllabus to your departmental office to enable review of your proposed marking scheme in advance of the start of the term; note that the finalized syllabus must be filed with your Department Office (ideally via CIS) no later than the last date to add the course (usually two weeks after the start of classes).

The Centre for Teaching Support & Innovation (CTSI) maintains a page on [Sample Statements for Your Course Syllabi](#). Support for syllabus design is also available through CTL, which offers [consultations with Educational Developers](#).

Elements of the Syllabus

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 (recommended best practice is to provide at least two hrs/week per course);
- d. All required and recommended reading;
- e. The pedagogical objectives for the course (i.e., the course learning outcomes), which can serve as a reference point throughout the course, allowing students to track their progress;
- f. Whether tutorials are a part of the course, and if so their purpose, expectations regarding student attendance, preparation and participation, and the role of the TA(s);
- g. Whether you will be using Quercus, and if so for what purpose(s);
- h. Information about any sessional dates that may impinge on the course (e.g., statutory holidays);
- i. Statements on Equity, Diversity, Inclusion, and Accessibility;
- j. Guidance related to academic integrity; and
- k. The acknowledgement of religious and cultural observances during the course and the process of requesting accommodations for Religious Observances.

Your syllabus constitutes a contract with students and as such must include a marking scheme that describes the course methods of evaluation (see also [7. Assessing Your Students](#)), including:

- a. Assignments, tests, and other evaluations' percentage weight in the course mark;
- b. Their due date, or timing;
- c. Any criteria that will affect the student's overall grade, e.g. that students must pass a specific component (midterm, lab, or final examination) to pass the course, and a note if a placeholder grade will be utilized to indicate a failed exam;
- d. Your practice as it applies to late delivery of assignments or missed term tests (see [7.3 Missed Term Tests](#));
- e. Whether there is a final exam.

Note that 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, according to a vote as described in [6.5 Communication about Methods of Evaluation](#).

Land Acknowledgement

Instructors should consider including a Land Acknowledgement on your syllabi and/or Quercus course site as a basis for discussion and reflection. Appropriate template text is available on CIS, and instructors are encouraged to educate themselves on the Land Acknowledgment and its importance, and to invite your class to reflect on the responsibilities all members of the UTSC community have to treaties, Indigenous peoples, and to the land.

Relevant resources include:

- [The Land Acknowledgement page hosted by the Equity, Diversity & Inclusion Office](#)
- [Acknowledging the Land: UTSC Student Experience and Well-Being](#)
- [Land Acknowledgements: Uncovering an Oral History of Tkaronto](#)

Equity, Diversity, Inclusion, and Accessibility Statements

Course syllabi should include statements about equity, diversity, and inclusion in the teaching and learning environment, as well as about AccessAbility Services and related accommodations; recommended text for these statements is available online through the syllabus builder in the [Course Information System](#) and from CTSI's [Sample Statements](#) page.

Academic Integrity Statement

Course syllabi should include a statement regarding academic integrity, giving enough detail to inform students clearly about the nature of academic offences rather than assuming students will be familiar with the relevant terms or know what they mean in the context of your course. Students come with varied prior educational experience, learning abilities, and initial cultural assumptions, therefore it is best practice to be clear about rules and expectations in your course to guide students toward good outcomes. Recommended text is available online from [CTL resources](#) and through the CIS syllabus builder and CTSI's [Sample Statements](#) page, and additional information is available in [9. Academic Integrity](#) as well as [online from the Academic Integrity team at the Office of the Vice-Principal Academic & Dean](#).

Generative Artificial Intelligence in the Classroom

Instructors should familiarize themselves with the capabilities of generative AI tools and considerations for their use in the classroom (see section 6.2 below). The Vice-Provost, Innovations in Undergraduate Education has compiled information and resources on [ChatGPT and Generative AI in the Classroom](#), including a document with sample statements for instructors to use in course syllabi and course assignments. Note that syllabus language and guidance for assessments will vary depending on whether students are being asked to engage with generative AI tools or not.

Use of Ouriginal Plagiarism Detection Tool

Ouriginal is a tool integrated into Quercus that can be used to detect and provide information around plagiarism. Instructors intending to use Ouriginal are required to inform students of this at the beginning of the course, since while students retain the copyright on their work, assignments are retained in the company's database. Use of Ouriginal is voluntary on the part of students, and an alternate means of submitting assignments must also be provided.

Instructors using Ouriginal **must** include the following statement in their syllabus:

“Normally, students will be required to submit their course essays to the University's plagiarism detection tool for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the tool's reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of this tool are described on the Centre for Teaching Support & Innovation web site (<https://uoft.me/pdt-faq>).”

For more information about the plagiarism detection software, please visit [Integration: Plagiarism Detection Tool](#) website. Also, instructors can [e-mail](#) for direct assistance.

6.2 Use of Technology in the Classroom

The use of information and communication technology (ICT) devices in the classroom is not separate or distinct from the mutual respect, inclusivity, and academic excellence which should shape our teaching and learning environments. Laptops and other mobile devices can enable students with disabilities to engage in their learning, and may be required accommodations, and the affordances of digital tools can help empower diverse ways of knowing. For strategies on setting expectations and making innovative use of technology in your classroom, please consider booking a [1:1 with a CTL educational developer](#).

Recording

Your syllabus should note that, for reasons of privacy as well as protection of copyright, unauthorized video or audio recording in classrooms is prohibited. This is outlined in the Provost's guidelines on [Appropriate Use of Information and Communication Technology](#). Please note that these guidelines include the provision that students may obtain consent to record your lectures and, in the case of private use by students registered with AccessAbility Services, the instructor's consent must not be unreasonably withheld.

Conversely, you may wish to record your lectures in order to support students by providing them with an online recording of class. Guidelines and policies on recording are available on the Centre for Teaching Support and Innovation's page on [Recording of Lectures and Class Sessions](#), which also contains sample syllabus statements. See also the [Online Course Delivery Tools](#) for resources such as a Synchronous Delivery Guide, Asynchronous Delivery Guide, Recording Lectures through Zoom, and Online Exam Guide.

Generative Artificial Intelligence (AI) Tools

Instructors should familiarize themselves with the capabilities of generative AI tools and considerations for their use in the classroom. As instructors are developing course assessments, it is essential to communicate appropriate use and/or restrictions to students. The Office of the Vice-Provost, Innovations in Undergraduate Education has compiled information and guidance on [ChatGPT and Generative AI in the Classroom](#), including sample syllabus statements. Additional resources are available on the Centre for Teaching Support & Innovation's [Generative Artificial Intelligence in the Classroom](#).

6.3 Office Hours

Providing the opportunity for interactive, one-on-one communication with your students is essential to the student experience to which UTSC is committed. Students should be encouraged to ask questions about matters related to course content and your area of academic interest. This includes students enrolled in one of your courses, as well as those contemplating taking one, and former students seeking your advice about future related study or requesting a letter of reference.

One way to be accessible is to keep regular office hours; by keeping specific office hours you are indicating your availability for student consultation. Once you have established office hours for a particular term, normally they would not be altered, unless for exceptional reasons. If you must alter your office hours you should inform your class of the change with advance notice, where possible. This is especially important for in-person office hours, recognizing that students may need to make special arrangements for travel or due to familial and professional obligations.

Instructors are also expected to be available to students via e-mail during working hours, and students should receive responses to inquiries within a reasonable timeframe. Please communicate policies and opportunities for interaction clearly to students.

6.4 Absence from Class or Campus

Instructors

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

Students

Students who will miss an academic obligation during the term (class, assignment deadline, quiz, test, or midterm) may declare absence using the ACORN Absence Declaration Tool without any other supporting documentation and should expect to receive reasonable academic consideration from instructors. Students may use the Absence Declaration tool to declare absence once per term for a

maximum of seven consecutive days. Details on this policy are available from the Office of the Registrar's [Absence Declaration in ACORN](#) page.

While students experiencing chronic health or disability issues may use the Absence Declaration or may provide a Verification of Illness if they wish, they are instead encouraged to work with AccessAbility Services to ensure they receive appropriate accommodations.

Campus-wide

In the event of the cancellation of classes or a campus closure due to severe weather or other exceptional circumstances, announcements will be made on the UTSC home page, the UTSC digital display screens, and by e-mail. Up-to-date status information can be on the [Campus Status and Announcement](#) website.

6.5 Communication about Methods of Evaluation

Methods of evaluation at the University of Toronto are governed by the [University Assessment and Grading Practices Policy](#) (January 2020), which applies to both undergraduate and graduate courses. Under this policy, instructors must include the methods of evaluation in the course syllabus/outline, which must be shared with students no later than the first day on which the class meets.

This information should include whether the methods of evaluation will be essays, tests, class participation, seminar presentations, examinations, or other; the relative weight of these methods in relation to the overall grade; and the timing of each major evaluation. Note that student performance in an undergraduate course must be assessed over more than one assignment, and if participation forms part of the final grade, criteria for assessment must be made clear to students. Further details about the content and structure of particular assessments can be shared with students through documentation that complements the syllabus.

See [5.3 Methods of Evaluation](#) for policies and guidelines on planning methods of evaluation in your course. New instructors should consult with their Chair or faculty mentor when developing proposed marking schemes to ensure consistency with departmental and divisional practice. The proposed methods of evaluation and related marking breakdown for a course must be filed with your Department Office, ideally via the [Course Information System](#) (CIS), at least 10 days prior to the start of each term for review by the Chair.

Changes to the Methods of Evaluation

After the methods of evaluation have been announced to your students, you may not change them or their relative weight without the consent of at least a simple majority of the students enrolled in the course, and the vote must be announced no later than in the previous class. Any changes must be reported to your departmental office and reviewed by the Chair, or in the case of graduate courses, the graduate unit. AccessAbility Services related cases may be treated on an individual basis.

6.6 Term Assignments & Late Work

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. Unless your Department has an explicit policy and process for accepting term assignments, 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 [5.5 Online Learning Management & Course Materials](#)).

Advise students that they are responsible for ensuring you receive their term assignments on time; they should also be advised that student petitions to resubmit term work that has been "lost" are generally denied. Instructors 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 course syllabus/outline. Faculty are encouraged whenever possible to design assessments and deadlines with universal design for learning principles and compassionate pedagogy in mind (see [5.2 Inclusive Pedagogical Approaches](#)).

You should return term assignments directly to students in a manner that is consistent with FIPPA (see [11.2 Collection of Student Information for Course-Related Purposes](#)). In order to protect the privacy of students, grades on term assignments must not be posted or announced in class. Finally, advise 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.

6.7 Course Evaluations

The [Policy on the Student Evaluation of Teaching in Courses](#) (May 2011) outlines the principles and parameters that guide the evaluation of courses at the University of Toronto.

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

- a. To provide instructors with information they can use for continuous improvement of their course content and teaching;
- b. To provide members of the University community, including students, with information about teaching and course content at the institution;
- c. To collect data used in the summative evaluation of teaching for administrative purposes such as annual merit, tenure and promotion review; and
- d. To provide data used by departments and divisions for program and curriculum review.

At UTSC all undergraduate and graduate courses will be evaluated using the University's centralized course evaluation framework and online delivery system. Instructors will be invited by e-mail 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 e-mail and asked to link to a site where they complete the

course evaluation for each of their courses. The system will contact each course instructor directly with a detailed analysis of the student responses. An executive summary of each course's questions 1-6 (student report) will be shared with students unless the instructor opts out.

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

7. Assessing Your Students

This section describes the policies and best practices for administering term tests and final examinations at UTSC, which instructors will need to understand in order to implement their course plans (see [Section 5](#)); see also [Section 8 Grading Practices](#).

7.1 Term Tests

The administration of term tests is the responsibility of the academic units. Instructors may schedule term tests in regular class periods, or request a time outside of class. In the event that term tests are to be scheduled outside regular class meetings, faculty and/or the departmental office are responsible for submitting scheduling requests 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 promptly after the term begins. Priority for such scheduling is given to multi-section courses with large enrolments.

Course instructors must ensure to follow these regulations:

- a. Unless a change is due to an exceptional circumstance (e.g. power outage or weather closure), any change to the date of a term test must be made at least 2 weeks in advance of the new proposed date, and must have the consent of the majority of the students present at the regular class where the change is presented (having first provided notice at the regularly-scheduled class meeting prior to the one at which the change is presented); faculty and/or the departmental office should notify the Office of the Registrar of any changes to the term test schedule;
- b. No test worth more than 10% of the final grade may be given in the last two weeks of a term; this applies only to originally scheduled tests, and not to make-up tests;
- c. No test, other than those scheduled by the Office of the Registrar, may be given, and no other assignment can be due, during the Study Breaks, including Reading Week;
- d. If students must pass the midterm to pass the course, this must be explicitly stated in the 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.

7.2 Extensions to Complete Term Work

Undergraduate

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

Course instructors, jointly with the Chair/Director of the academic unit, have 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 [10. Petitions & Appeals](#).

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

Graduate

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

7.3 Missed Term Tests

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

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

Additional context for academic absences can be found in [6.4 Absence from Class or Campus](#) and in the guidelines for use of the [ACORN Absence Declaration Tool](#).

Accommodation After a Deadline Has Passed

The Ontario Human Rights Commission [Policy on Accessible Education for Studies with Disabilities](#) highlights that “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 the case that a student requests accommodation after a deadline, test, or course has been completed, [AccessAbility Services](#) will contact the instructor directly to discuss the request. If a student approaches you directly, and indicates a disability-related concern, consult with *AccessAbility* Services before making decisions on any accommodation requests.

7.4 Keeping Term Work

As per FIPPA, you should retain all unclaimed student work for at least one full year, and then arrange with your Department for it to be properly destroyed. See [11.2 Collection of Student Information for Course-Related Purposes](#) for more information.

7.5 Assessment of Student Performance in Placement Settings

The assessment of a student's performance in clinical or field settings should be conducted in accordance with the [University Assessment and Grading Practices Policy](#) (January 2020). Where this performance is to be assessed for-credit, the evaluation must encompass as a minimum:

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

If a clinical or field placement conflicts with the timing of a final examination, students should inform their instructor as soon as possible. Instructors can then work with the Office of the Registrar to arrange for the student to write the examination under the supervision of the director of the placement. Alternatively, students may petition to write a deferred examination.

7.6 Examinations and Final Assessments

The [University Assessment and Grading Practices Policy](#) (January 2020) outlines the expectation that for most undergraduate courses at the University of Toronto that meet regularly as a class, a final examination conducted formally under University auspices and worth at least one-third of the final grade will be scheduled, except where exemptions have been approved (see section [7.8](#) below).

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, and the same examination protocols apply as in undergraduate courses.

Examinations are a valuable pedagogical tool for many disciplines, but UTSC also recognizes that departments are increasingly moving towards a broader range of modalities and pedagogical formats for final assessments. Exploration of alternate modes of final assessment is encouraged, and course instructors considering alternatives to a final examination should take into account principles of inclusive course design: see [5.1-5.3 Planning Your Courses](#) for relevant resources and guidelines, and [7.8](#) for alternative examination format regulations.

For courses where a final examination will be taking place, note the following regulations:

- 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 the course syllabus/outline;
- By default, examinations should be scheduled as in-person assessments; online assessment is an option in cases where it is of pedagogical value (see section 7.7 below);
- Examinations can also be given in take-home format, with the submission date listed in the examination schedule.

Exam Incident Reports

In the case of a breach of student conduct during a final examination, the instructor or designated invigilator is responsible for completing the relevant form and submitting it to the departmental office, e.g. “Exam Incident Report – Academic Integrity”, “Exam Incident Report – Illness/Behavioural” and “Possession of Unauthorized Electronic Device Report.” These forms can be found on the [Faculty Resources](#) page of the Dean’s website.

7.7 Design of Online Examinations and Final Assessments

The planning for online exams at UTSC should be based on pedagogical need, not practical considerations (e.g. scheduling). Any online or computer-based exams must be carefully planned with academic integrity issues in mind, particularly given the growing ubiquity of generative AI technologies. Faculty are strongly encouraged to hold any computer-based or online exams in person at UTSC using secure exam software; see notes on [ExamSoft](#), and on available tools more broadly, on the Centre for Teaching and Learning’s [Final Exams information page](#), as well as notes on [Generative AI in the Classroom](#) from the Vice-Provost, Innovations in Undergraduate Education.

Online exams and final assessments should be designed with the same considerations of inclusive pedagogy and the promotion of academic integrity that apply to in-person coursework and submitted assignments. See [5. Planning Your Courses](#) and [9. Academic Integrity](#) for relevant guidelines and resources.

Instructor questions and requests for support related to the development of online exams and final assessments can be directed to quercus@utsc.utoronto.ca, or addressed with 1:1 consultations offered by CTL. Ed Techs are available to work with instructors to load an exam and ensure it is properly configured during these sessions. Appointments should be booked through the [CTL Appointment Booking](#) service.

7.8 Exemptions and Alternative Pedagogical Formats for Final Examinations

A substantial final project, research essay, performance or arts-based work, or similar that is worth at least one-third of the final grade may be a pedagogically appropriate mode of assessment, rather than a final examination. Project- or practice-based formats are common in the case of advanced seminars, field courses, and practice-based courses such as in art studio and music performance, for example.

Alternative Format As Part of Exam Schedule

If an instructor wishes such an alternative to be included as a part of the final examination schedule, no formal exemption request is required. The instructor must submit this information as a part of their proposed marking breakdown through the [Course Information System](#) (CIS) prior to the start of term. Details about the proposed format must also be shared with the Registrar's Office as a part of the exam request process via CIS (recognizing that the term "exam" encompasses a range of modalities and pedagogical formats) to ensure that the submission date is included as a part of the final examination schedule.

No Assessment in the Exam Schedule

If an instructor wishes to waive the examination requirement entirely or does not anticipate having any component that falls within the final examination schedule, these cases should be submitted through CIS as a formal exemption request to the Chair or Director. Requests for waiving a final exam are common in the case of advanced seminars, field courses, and practice-based courses such as in art studio and music performance, for example.

Instructors may also request substituting a supervised term test or tests, worth (alone or in aggregate) at least one third of the final grade for formal final examinations. In considering this, instructors must be mindful that, as noted in [7.1 Term Tests](#): "No test worth more than 10% of the final grade may be given in the last two weeks of a term."

Exam Worth Less than One-Third of Final Grade

If an instructor would like to have an examination worth less than one-third of the final grade included as part of the examination schedule, in addition submitting a formal exemption request to the Chair or Director via CIS, this request will also need to be submitted to the Registrar's Office as a part of the exam request process via CIS to ensure it is scheduled.

Submitting Exemption Requests

Exemption requests will be considered on a case-by-case basis and on pedagogical grounds, being mindful also of consistency for multi-section courses. Requests for exemptions must be made via CIS at least 10 days before the start of term and must be accompanied by the proposed marking scheme or course syllabus; the Chair or Director will grant a request only if they are satisfied that the proposed marking scheme safeguards the integrity of student evaluation in the course. Departmental offices will keep an up-to-date record of all instructors and courses that have been approved for an examination exemption, and will review course syllabi each term to ensure the methods of assessment in each syllabus are aligned with the exemption record.

7.9 Scheduling a Final Examination

The Office of the Registrar will send instructors a link to request the scheduling of final examinations in your courses via the [Course Information System](#) (CIS). Faculty and/or the departmental office are responsible for submitting the final exam details for all courses via CIS to the Office of the Registrar by the end of the second week of classes.

A provisional examination timetable is circulated by the Office of the Registrar to instructors before each exam period but is not made available to students. Changes do occur. Please do not announce examination times for your courses until the final version of the exam timetable is published. Final examination schedules are published on the [Examination Schedule](#) page of the Office of the Registrar website approximately one month before each exam period.

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

Special Circumstances

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

- a. A student has a timetable conflict between two examinations: in such cases the student is normally given the examinations consecutively with a supervised luncheon break;
- b. A student is scheduled to write examinations in three consecutive time slots: in such cases, normally the last examination is moved to the next available examination time in the same examination period;
- c. A student is scheduled to write an examination at the same time they are participating in a University-sponsored athletic event, or in a clinical placement or field course; in such cases the student should submit a petition through the eService and inform the course instructor who will work with the Office of the Registrar to make appropriate arrangements;
- d. Where an examination is scheduled on a religious holy day (see [3.5 Religious Observances](#)); and
- e. Where a student requires a disability-related exam.

In all other circumstances, students must submit a petition to the Office of the Registrar. Instructors do not have authority to allow a deviation from the published examination timetable.

7.10 Exam Information for Instructors and Invigilators

Exam information and procedures are updated prior to each examination period and made available by the Office of the Registrar to departmental offices, staff, and instructors. It is important that anyone responsible for aspects of exam administration review the information carefully, as they will highlight any changes in exam procedures.

Of particular importance are the following:

- a. Course instructors must submit a copy of their final exam(s) to the departmental office, ideally via the [Course Information System](#) (CIS), no later than 5 working days prior to the scheduled date of the exam. A second version(s) of the final exam(s) is also highly encouraged so that it can be used in the case of a deferred exam (see [7.11 Missed/Deferred Exams](#)). If an instructor opts not to upload a second copy, they will be contacted if a deferred exam is scheduled and

may only have a few days to provide the new copy. If no new copy is provided the original version will be used.

- b. The course instructor must be present at the exam unless their absence is approved by the Chair or Director;
- c. Instructors must visit rooms where students are writing disability-related accommodated exams;
- d. There must be at least two invigilators (at least one identifying as a woman and one identifying as a man) present in every exam room of up to 50 students; for exam rooms with more than 50 students, as a general guideline, one additional invigilator is required for every additional 50 students;
- e. Instructors and invigilators should arrive at the examination room at least 20 minutes (or as indicated in the exam information, as large exam sittings may require more time for setup) prior to the start of the exam to facilitate exam setup; and
- f. No materials or electronic devices may be used at an examination except those authorized by the instructor.

7.11 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 ($\frac{1}{2}$) 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 sitting, which maybe scheduled during the same exam period or in the following term. The UTSC policy on deferred exams can be found on the [Missing an Examination](#) page on the Office of the Registrar website. Students can submit a petition and appropriate supporting documentation within 5 business days from the date of the missed exam; this process also includes a fee (see [10. Petitions & Appeals](#) for more information).

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 further deferral of the examination be

considered by the Office of the Registrar. Normally, students writing deferred examinations may not exceed a credit load of 2.5 credits, including the weight of any approved deferred exams, in the session leading up to them; however, students may request to waive the course load restriction and maintain a course load (including the weight of deferred exams) up to 3.0 credits. Students requesting a course load that would exceed 3.0 credits, including the weight of any approved deferred exams, should follow the course overload (3.5 credit) request process through the Office of the Registrar.

7.12 Exam Cancellation Due to Limited Normal Campus Operations

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

7.13 Handling and Marking Final Examinations

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

Students may request a copy of their final exam within 90 days of the relevant examination period. 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 the Office of the Registrar. Where copying of the final exam is permitted, students will receive a photocopy of their exam. Where photocopying of the final exam is not permitted, or in the case of an examination held online, students will be given an opportunity to view their exam under the supervision of a staff member. A non-refundable fee is charged.

After 90 days, examination papers are no longer available to faculty, students, or staff. They are stored for FIPPA purposes only, for a period of one year, and subsequently destroyed.

7.14 Submitting Final Grades

Instructors are not permitted to release or post final grades to students. Instructors must submit final grades to the Office of the Registrar via eMarks within 5 business days of the date of the exam or (if there is no examination component in the course) 5 business days after the last day of class, and final grades will be posted on ROSI/ACORN once they are approved by the Chair or Director.

Grade distribution information should be based upon the grades of all students who are registered in the course. For more information on principles of grading at UTSC, see [8. Grading Practices](#).

7.15 Grade Changes

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

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

Although students occasionally approach instructors to request re-checking of marks, re-reading of work, or simply higher grades, once final grades have been determined it is essential that such requests be required to go through the appropriate channels.

8. Grading Practices

Grading practices at UTSC are governed by the [University Assessment and Grading Practices Policy](#) (January 2020), which sets out the principles and key elements that should characterize the assessment and grading of student work in for-credit programming at the University of Toronto. The *Policy* applies to the evaluation of student performance at both the undergraduate and graduate levels within all divisions and faculties of the University. Course instructors must be aware of it for the purpose of designing courses and constructing course syllabi as well as for assessing student work. Deviations from the grading practices policy not only can cause inconvenience and disruption for students, but also seriously compromise the pedagogical coherence and institutional integrity of education at UTSC.

The purpose of the policy is to ensure that:

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

8.1 Principles of Grading

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

When grading assignments or tests, it is essential that your grading should be reasonable and consistent. If a student inquires about their grade you will then be able to explain with confidence how you arrived at your assessment.

8.2 Grade Scales and the Meaning of Grades

Grades are a measure of the performance of a student. They are an indication of the student's understanding of the content and the components of the academic program.

All grades at the University of Toronto are numerical. The following tables explain how numerical grades are interpreted as refined letter grades or grade point values:

Undergraduate

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

*F = Fail

Graduate

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

**FZ = Fail

8.3 Credit/No Credit

Undergraduate

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

To achieve a status of CR (Credit), a student must earn a final grade of at least 50%. Grades below that will be assessed as NCR (No Credit). Courses with a final status of CR will count as degree credits but

will have no effect on the student's GPA. They may count as breadth requirements and degree credits, but cannot be used to satisfy program requirements.

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

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

Graduate

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

8.4 Other Course Grade Notations

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

AEG	<p>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.</p> <ul style="list-style-type: none">• 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	<p>Withdrawal without academic penalty after the relevant deadline.</p> <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.

8.5 Reporting of Grades

Undergraduate

For undergraduate courses, the refined letter grade, and normally the numerical grade, will be reported for courses using the standard grade scales. The CR/NCR alternative grading scale may be used in courses approved to use that scale or for individual students as set out above in section 8.3. An undergraduate student who completes a fully graduate course will be assessed according to the undergraduate grading scale.

Graduate

For graduate courses, final grades will be assigned according to the graduate grade scale. The CR/NCR scale may be used in courses approved to use that scale. A graduate student who completes a fully undergraduate course will be assessed according to the graduate grading scale, and the course will be clearly identified as an undergraduate course on the student's transcript.

8.6 Distribution of Grades

As section B.3.4.2 of the [University Assessment and Grading Practices Policy](#) (January 2020) states, the distribution of grades in any course shall not be predetermined by any system of quotas that specifies the number or percentage of grades allowable at any grade level. There should be a reasonable consistency in the distribution of grades from year to year and across comparable courses.

Letter grades are related to defined numerical percentage scores (see section 8.2 above), and it is important that these scores accurately measure student mastery of the course learning objectives. Special thought should be given to the assignment of A's and F's as these grades often have the largest impact on a student's immediate and future plans. One gauge that you might wish to apply in undergraduate C- or D-level courses when assigning an A, is whether the student's work suggests that they are prepared for postgraduate work.

In general, there is an expectation that the proportion of A's and B's will be higher in C- and D- level courses than in A- and B- level courses and that the proportion of D's and F's will be lower. In A- and B- level courses with more than 40 students the proportion of A's might reasonably vary from 15% to 35%. At the other end of the scale, the proportion of F's in an A- or B- level course should generally not exceed 10%.

An instructor proposing a percentage of A's outside the range of 15-35% in first- or second-year courses should review the marks to ensure that the assessments used in the course were fair and consistent with disciplinary practice. Similarly, an instructor proposing a percentage of F's greater than 10% should consider those grades carefully. Instructors also have the option to provide the department

Chair and Directors background context that may have affected a particular courses' grading distribution. This should be considered especially if there is an unusually high number of A's or F's in a particular course.

9. Academic Integrity

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

This section summarizes UTSC policy and approaches to academic integrity. For more information, please visit the UTSC [Academic Integrity](#) website.

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). The preamble of the *Code* emphasizes the shared responsibility of teachers and students not simply to preserve fairness in the evaluation of academic achievement, but to eschew the convenience and self-interest of academic dishonesty and instead to promote mutual respect and genuine exchange in the teaching and learning relationship.

Section B.I.1 of the *Code* lists the possible academic offences that may be committed by students (a useful summary, with examples, is provided on the Vice-Principal Academic & Dean’s website at [The Code in Brief](#)):

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

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

- a. Approving any of the offences described above;

- b. Evaluating an application for admission or transfer to a course or program of study by reference to any criterion that is not academic justified;
- c. To evaluate academic work by a student by reference to any criterion that is not related to its merit, to the time within which it is to be submitted or to the manner in which it is to be performed.

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

- a. To forge or in any other way alter or falsify any academic record, or to utter, circulate or make use of any such forged, altered or falsified record, whether the record be in print or electronic form;
- b. To engage in any form of cheating, academic dishonesty or misconduct, fraud or misrepresentation not otherwise described, in order to obtain academic credit or other academic advantage of any kind.

9.2 Supporting Academic Integrity

The preferred approach to promote academic integrity is prevention. Applying Universal Design for Learning (UDL) to course and assignment development (see [5.2 Inclusive Pedagogical Approaches](#)), careful handling of assignments, and use of the University's plagiarism detection tools (see [6.1 Course Syllabus](#)) are all methods to encourage positive student outcomes in your courses.

To help preserve academic integrity in your classroom, begin your class by emphasizing its importance, providing examples of possible academic integrity offences, and offering tools to prevent academic integrity offences from occurring. A statement reiterating this point should also be included in your syllabus and in the instructions of every assignment and quiz/test/exam (see [6.1 Course Syllabus](#) for guidelines and sample statements). Tell your students how to avoid the offences most likely to occur, give them a handout sheet on the subject, and encourage questions seeking clarification on this topic. The Centre for Teaching and Learning also provides [course-based support](#) and resources for writing and citation skills development. It's important to note that students have diverse educational experiences, cultural assumptions, and learning styles, thus their understanding of what constitutes an academic offence may be varied.

One of the best strategies for promoting academic integrity is to think about it throughout your course design process. For strategies on course and assignment design to promote academic integrity, visit the [Academic Integrity Strategies Page](#). Some additional strategies that might help to help prevent plagiarism would be to change essay topics frequently and keep a record of the topics you have used (and when); the more often assignments are repeated, the easier it is for students or essay services to obtain previous versions. Should you suspect that plagiarism has occurred, it can be relatively easy for you to search the internet and find explicit evidence of the offense (i.e. search for sentences or constructions that seem especially symptomatic). In addition, technology-based plagiarism detection systems now exist (e.g. Ouriginal). If you are interested in using such services, visit the [CTL website](#).

Academic offenses frequently occur in the context of multiple-choice exams; an online exam modality may also increase the risk of an academic offense. If you have to use them, change the majority of questions each year, and keep previous papers secure. In addition, the use of assigned seating, and multiple test versions, make it more difficult to commit this type of academic offense.

See [7.6 Examinations and Final Assessments](#) and [7.7 Design of Online Examinations and Final Assessments](#) for examination regulations and protocols to help support academic integrity throughout your course.

Note that e-mail 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.

9.3 Documenting & Reporting Academic Offences

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

- a. Note that under the [Code of Behaviour on Academic Matters](#) (July 2019) the Instructor may not settle a case or give a sanction, even where there is clear evidence or an admission of the offence from the student;
- b. If you suspect that an academic offence has occurred, you should invite the student to discuss the matter right away; and
- c. If this discussion does not alleviate your suspicions or if the student fails to respond to your invitation to discuss the matter (after two attempts) then, as soon as possible, you should:
 - Write down all the facts;
 - Make copies of any relevant material, such as essays, answer sheets, etc. (keep originals if possible, since these are best when handwriting analysis is required), and also provide supporting documentation, such as plagiarized sources cross-referenced to the student's work (be sure to note the student number, and the weight of the assignment in question in the final grade);
 - Provide a report of the matter, including any relevant materials, to your Chair/Director.
 - a) Matters may be resolved at the departmental level only when the academic work in question is worth 10% or less. In such cases, only the Chair/Director can apply a sanction and report the case to the Academic Integrity Officer in the Dean's Office for tracking purposes. The sanction sought must be no more than zero for the work.
 - b) In cases where the assignment or test is worth more than 10% of the final grade, the Chair/Director will forward the report to the Student Conduct and Academic Integrity Office.
 - In the case of examinations invigilated by the Office of the Registrar, the Office is responsible for meeting with the student and sending reports on possible academic offences to the [Academic Integrity team](#) within the Office of the Vice-Principal Academic &

Dean, along with supporting documents; a copy of any such reports will be sent to the Chair/Director of the academic unit and the instructor will be informed of the allegation;

- In the case of quizzes/tests/exams invigilated by the [Accommodated Test & Exams team](#) at the Office of the Registrar, the Office will forward a report along with supporting documents to the Academic Integrity team and notify the professor that a possible academic offence has occurred during their course quiz/test/exam.
- Your departmental office will arrange for the student to be given a GWR (Grade Withheld Pending Review) standing in your course (while this standing remains, the student will not be permitted to drop the course);
- Regardless of when CR/NCR status in a course is declared, if a student has specified the CR/NCR option for a course in which an academic offence has been committed, the CR/NCR option will be revoked and the percentage mark will stand as the course mark. If no academic sanction is applied, the CR/NCR status can be reinstated.

Please refer to [A Guide for Instructors](#) for instructions, forms, and where to submit an academic integrity case. If at any stage you need advice, do not hesitate to contact either your Chair/Director or the Student Conduct and [Academic Integrity Officer](#).

10. Petitions & Appeals

10.1 Petitions

A petition is a formal request made by a student 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.

See the [Office of the Registrar's page on Petitions](#) for more information and related links.

Undergraduate students submit their petition online via the Registrar's Office. If the issue is complex, students may want to speak first with their instructor, program supervisor, or discipline representative. If serious personal problems are involved, students are advised to meet with an academic advisor in the [Academic Advising & Career Centre](#), a Disability Consultant in [AccessAbility Services](#), a Coordinator in the [Equity, Diversity, and Inclusion Office](#) or the [Office of Indigenous Initiatives](#), or a personal counselor in the [Health & Wellness Centre](#).

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

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

Non-Petitionable Matters

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

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

Petitionable Matters

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

Petitionable matters include:

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

Petitions for re-reading of final examinations and of term work returned after the end of a term or session and after the instructor has submitted grades for the course will be granted only if students:

- Articulate clear grounds for reconsideration, addressing the substance of an answer in relation to the mark given it or otherwise identifying the nature of the alleged 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).

10.2 Disagreements Regarding Marks and Grades

Grades in Term Work

Students who think a mark on a term test or assignment has been calculated incorrectly are advised to ask the course instructor to check the mark as soon as possible, and certainly before the end of the session. Students who wish to appeal an instructor's decision about the grading of term work are advised to speak with, or write to, the Chair/Director of the academic unit offering the course.

Students who believe a mark should be reviewed on term work returned after the end of term and after the instructor has submitted grades for the course, may submit a formal petition within 90 days of the relevant examination period.

Final Grades

Undergraduate students who think there is an error in the calculation of their final grade can, within 90 days of the relevant examination period, request a clerical check through the Office of the Registrar. A

clerical check is arithmetical only; final exams will not be re-read or re-marked. Students are cautioned that a fee is charged for this service. If an error is discovered which results in a change of the final letter grade, the fee will be refunded. If the clerical check results in a grade change, the amended grade will stand whether it is higher or lower.

Students are advised that before submitting any failing grade, instructors are required to recheck the calculation of term and final marks.

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

Violations of the University Assessment and Grading Practices Policy

Students who believe an instructor has violated the [University Assessment and Grading Practices Policy](#) (January 2020) are advised to discuss the complaint with the instructor. If the violation relates to the announced schedule of assignments or the marking scheme, students must do this no later than the fourth week of classes. If it relates to changes in or divergence from the announced marking scheme, students must do this before the end of the final examination period.

If discussion with the instructor does not result in a satisfactory solution, students may appeal the instructor's decision to the Chair/Director of the academic unit offering the course. If this appeal does not resolve the problem, students may appeal to the Associate Dean, Undergraduate Programs and Curriculum.

Students who wish to withdraw from a course after the last day to withdraw without academic penalty on the grounds of a violation of the *University Assessment and Grading Practices Policy* must submit a formal petition. If the petition is granted because a violation of the policy has occurred, no record of registration in the course will appear on the transcript. If the petition grounds are that no work was returned before the last day, but this is the result of an extension having been granted to the individual student (i.e. not a class-wide change), the petition will not be granted.

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

10.3 Appeals

Undergraduate petitions are submitted to their home campus, regardless of where the course in question is being offered.

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

Tier 1: The Office of the Registrar

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

Tier 2: Review by the Dean's Advisory Committee

Students must submit a "Request for Review of Petition Decision" no later than 90 days after the petition has been denied by the Office of the Registrar. Request for Review of Petition Decision form is available on the [Office of the Registrar Appeals Process page](#). Students will be notified 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. Supporting documentation is essential in this process.

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 on the [Office of the Registrar Appeals Process page](#). 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.

11. Privacy & Confidentiality

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.

The information contained in this section provides an overview of FIPPA as it relates to the UTSC teaching and learning environment. Instructors are responsible for adhering to FIPPA, and should familiarize themselves with the best practices, guidelines, and [FAQ sheet for instructors](#) available in full under "Freedom of Information and Protection of Privacy Act" among the Provostial Guidelines, Practices & Frameworks policies on the [Provost's website here](#).

11.1 Overview of the Freedom of Information and Protection of Privacy Act (FIPPA)

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. Students' work, their grades, and their student numbers are examples of personal information that should be protected as they are collected, used, shared or destroyed.

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

Here is a simplified overview of FIPPA privacy requirements:

- a. Personal information is information about an identifiable individual;
- b. Only collect the personal information you need to do your work;
- c. Let people know what you intend to do with their personal information;
- d. Only use personal information for purpose(s) for which it was collected; and

- e. Do not disclose personal information other than to the individual to whom it belongs.

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

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

For guidelines to practices see [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, contact the campus Freedom of Information Liaison Officer (Brent Duguid, Director of Partnerships and Legal Counsel: brent.duguid@utoronto.ca) or the [FIPP Office](#) directly.

11.2 Collection of Student Information for Course-Related Purposes

The following advice has been developed by the FIPPA Office to assist with some of the key issues regarding the interpretation of FIPPA guidelines. Instructors should refer to the [FAQ sheet for Instructors](#) for more detail.

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

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. Course instructors should take precautions not to allow general access to personal information, such as by writing grades and comments inside assignments, arranging for supervised and secure drop-off and return of assignments, and so on.

Best practices should be appropriately adapted in courses where peer evaluation or group work are pedagogically valuable, since students may need to have access to each other's work and evaluations. Students in such programs should be notified about how their work, evaluations, and other personal information will be shared with or created by other students.

Note that under FIPPA all unclaimed student work, including final exams, should be retained for one full year, and then properly destroyed.

Posting Grades

When posting grades for various course assessments, the best practice is to use secure electronic media (such as Quercus) so that students see only their own grade. Remember that student identifiers, including student numbers, are personal information, as are student marks. You should reveal grades and evaluations of tests and assignments only to the student to whom they pertain. Final marks must be submitted via eMarks for approval by your department Chair; they should not be posted on Quercus.

If there is no acceptable electronic media option, you can post results in hardcopy using truncated student numbers (e.g. last four digits only) to reduce the ability of students to identify one another's grades. If you are posting grades in hardcopy, advise students how you will be posting their grades (what fields will be posted, the posting location, and the posting duration). In order to limit exposure of grades, consider posting hardcopy grade results for only a limited time (e.g. for thirty minutes before and after specific class meetings). Final grades should not be shared in hardcopy format.

Let students know that official grades are only those that appear in ACORN.

Attendance

The presence or absence of a student in class is the personal information of that student. If you choose to take attendance at lectures, seminars, and labs, be sensitive to the manner in which this information is gathered: students' full names and complete student ID numbers should not be visible to others.

Verification of attendance and of the identity of students in class and at exams is a necessary activity in the delivery of the University's academic programs, but such verification must be conducted in the least privacy-invasive manner allowable by course and program requirements. In all cases, students should be informed at the start of the course how their personal information, including attendance, will be collected.

Final Exams

Instructors and invigilators at final exams should follow the instructions laid out in "UTSC Procedures: Conducting Final Exams," which is circulated by the Office of the Registrar ahead of exam sessions (see [7.10 Exam Memorandum to Instructors and Invigilators](#) and the Examinations Student [Code of Conduct](#)).

Typically, students must identify themselves using the Examination Candidate form and their TCard; 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. For online exams, instructors should direct questions and requests for support to quercus@utsc.utoronto.ca, or to CTL Ed Techs via the [CTL Appointment Booking](#) service (see [7.7 Design of Online Examinations and Final Assessments](#)).

Group Work

In cases where group work practices or peer evaluation are established or necessary parts of the curriculum, you may ask the students at the beginning of term to provide the personal information necessary to conduct the class. Quercus enables instructors to set up groups without sharing personal information, but in some cases, this may include providing a name, preferred pronoun(s), and phone number or e-mail addresses to share with fellow students so that group work schedules can be developed. Collect and store this information in a confidential manner:

- Use available secure electronic sign-up methods;
- Post sign-up sheets with tear-off tabs or provide coded cards for each session in class so that students can fill in and return the tab or coded card confidentially; or
- Use a supervised sign-up sheet in class, ideally where each successive entry on the sheet is covered so that previous student identities are not visible to subsequent ones;
- Do not provide unattended sign-up sheets for students to use.

Notify students if there is any change to how the collected information is to be used, and ensure to get students' permission to use personal information in any new way that is not consistent with the purpose for which it was collected.

11.3 E-mail Communication

As above, the following advice has been developed by the FIPPA Office to assist with key issues regarding the interpretation of FIPPA guidelines, and instructors should refer to the [FAQ sheet for Instructors](#) and other resources available under the Provostial Guidelines, Practices & Frameworks on the [Provost's website here](#).

Faculty, staff, and students at UTSC are expected to correspond only through their "@utoronto.ca" accounts (see [3.3 University Correspondence](#)). If a student corresponds by e-mail from another ISP account (e.g. Hotmail, Gmail), advise the student to use their UTOEmail address to make requests of you regarding their work. If a student continues to use another account, consider whether the information in your shared correspondence 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 [Policy on Official Correspondence with Students](#) (September 2006).

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. Quercus also has options for creating individualized and group messages for students in your classes.

Handling & Storing E-mail

UTORmail records of employees' e-mail are the property of the University, constitute University records, and may be accessible under FIPPA. 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.

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.

11.4 Student Records

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

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

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

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 and follow recommended procedures.

Note that the one-year FIPPA retention requirement for personal information is a minimum requirement, and longer retention requirements may apply to different record types. For example, 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) should be retained until any proceedings have been completed or until the date for a possible petition or academic appeal has passed.

11.5 Reference Letters

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

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

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

11.6 Disability-Related Information

Special caution should be exercised when dealing with personal information relating to a disability. The Ontario Human Rights Commission (2018) notes that “maintaining confidentiality for students with disabilities is an important procedural component of the duty to accommodate and a safe and equitable learning environment . . . Students at the post-secondary level should not be required to reveal their private medical information to, or seek accommodation directly from, their professors, instructors, teaching assistants, administrative staff, *etc.* as a condition of receiving academic accommodations.”

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

- Letter of introduction:
A student with a disability may choose to provide you with a letter outlining their accommodations. This letter contains their name, student number, accommodations, and identifies them as a student with a disability. You must ensure that you file this letter in a secure location to ensure that unauthorized persons do not view it. As well, you must shred it when it is no longer required for use. If the letter is received electronically, it must be deleted and removed from the trash folder when it is no longer required. Instructors can also access accommodation letters by logging into the [instructor AccessAbility myAIMS account here](#).
- 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. Do not ask students with disabilities about the nature of their disability.

12. Safety Regulations

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

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

Students are responsible for conducting themselves in a safe manner, and are required to comply with all relevant legislation, as well as University policies and procedures.

12.1 Fire Safety

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

As a faculty member, in the event of a fire emergency, you have a legal responsibility to ensure that all students, and any staff that report directly to you, are evacuated in a safe and efficient manner. If you discover smoke or fire, or are working on campus in an office, lab, or classroom when a fire alarm sounds:

- a. Leave the area immediately via the nearest or safest exit, taking all persons in the immediate vicinity with you. If you are unable to exit your area due to smoke or fire, move to a protected room and close the door (keep it closed); dial 911 and inform the Fire Service of your location. If possible, seal all the cracks around the door with wet towels or tape, and move to the most protected area of the room;
- b. Close the doors to the fire area (but do not lock them), and do not use the elevators;
- c. Sound the alarm by activating the nearest fire alarm pull station;
- d. If you encounter smoke when entering a stairwell, use an alternate exit; if you encounter smoke while you are in a stairwell, exit the stairwell at the nearest floor and use an alternate exit on that floor;
- e. Contact 911 from a safe location, and alert Campus Safety at 416-978-2222;
- f. Once outside, proceed to any area that is at least 10 meters away from the building, and report to fire officials any persons unaccounted for or injured; and

- g. Do not re-enter the building until it is deemed safe to do so by the Chief Fire Official on site.

This procedure applies in all cases even if you suspect that the alarm is false.

If you are supervising an in-person test or examination, you must stop the students writing immediately. Students should leave their test/examination papers on their desks, but they may pick up any personal property as they exit the room.

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).

12.2 Off-Campus Safety

UTSC 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 the campus. 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). Familiarize yourself with these documents, and ensure that your off-campus activities, be they local or further afield, are in compliance.

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

Safety in Field Research

Primary responsibility for health and safety in field research (which consists of work activities conducted for the purpose of study, research or teaching conducted by faculty, post-doctoral fellows, graduate and undergraduate students, staff and authorized volunteers) lies with the academic supervisors in charge of field research projects, and the team leaders who are involved in directly supervising research on location. All field research should be conducted in compliance with the [Guidelines on Off-Campus Safety](#), and any environmental and health or safety incidents that occur must be reported in accordance with them. Online forms are available at [Environmental Health & Safety](#).

Safety Abroad

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

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

The International Student Centre offers UTSC-based training on logistics, safety, and cultural issues that students may face. You should consult with the [Global Mobility team](#) at the ISC when sending students abroad as they can help you to navigate the “Guidelines,” and assist with risk assessments, and will refer you to the tri-campus [Safety Abroad Office for any support that cannot be offered locally](#). Students planning to travel abroad must register with Safety Abroad Registry, and must complete the [Pre-Departure Online Workshop](#).

Sponsorship of Off-Campus Activities Undertaken by Campus Organizations

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