

Academic Handbook
University of Toronto Scarborough

Office of the Vice-Principal (Academic) and Dean

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I INTRODUCTION

This Handbook has been written in part to help new instructors and in part as a resource for all instructors. It gives the basic information about grading schemes, exams, academic integrity and the like. It also provides guidance for situations that instructors encounter less frequently, like disruptions in classes or medical emergencies during exams. Relevant University policies are referenced in each section and a full collection of policies is available on the Governing Council website at www.governingcouncil.utoronto.ca/policies.htm. At the end is an appendix listing all the support services on campus and how to contact them.

Instructors seeking additional information or advice are strongly encouraged to turn to their own Department; departmental undergraduate assistants have a wealth of experience in the technicalities of running a course at UTSC, colleagues can offer advice in the finer points of how to handle a class, and your Chair is always glad to help with more delicate issues.

II WORKING WITH STUDENTS

II.1 Setting the Stage -- Your Syllabus and First Class

Your course syllabus establishes a learning contract between you and your students. It outlines the topics you plan to cover and the learning objectives of the course; it lays out what you expect of your students, what they can expect of you, and how you will evaluate them. The syllabus should be made available to students by the end of the first week of classes, and must be filed with your Department Office as early as possible in each course, but no later than the last date to add the course (usually two weeks after the start of classes). It should contain the following standard information: instructor contact information (e.g. office phone number, e-mail address), preferred method of contact, office hours, the timing of the term tests if possible, the grading scheme, and required and recommended reading (see [II.7] and [II.10]). In planning your syllabus it is a good idea to be aware of other courses on campus with content related or relevant to your course.

Your syllabus must specify how students will be graded, including the relative value and timing of each component of their final grades. If you decide to change the method, timing or relative weight of grade elements you must have the consent of a majority of the students enrolled in the class (see [IV.2] for more details). It is also prudent to explain how you will handle missed term tests (see [IV.8]).

Your syllabus should describe the course format (lecture, seminar, etc.) and explain what this means. Particularly in introductory courses, it is important not to assume that students will understand your expectations of the norms of a university classroom. Both you and your students have the right to expect an atmosphere conducive to learning; it is your responsibility to create and maintain this, but students are expected to conform to it. It is perfectly reasonable for your syllabus to point out that you

expect students to pay attention in class and not interfere with their fellow students' ability to hear, but keep the focus on creating an environment that maximizes learning.

Your syllabus can be an effective tool for setting the tone of your course. It is a good practice to make clear in it how the labs, assignments and projects assigned fit with its learning objectives and goals. You may also indicate how quizzes, term tests and the final examination will evaluate students' progress towards these objectives.

Your syllabus should also point out that, for reasons of privacy as well as protection of copyright, unauthorized video or audio recording in classrooms is prohibited. This is outlined in the Provost's guidelines on *Appropriate Use of Information and Communication Technology*.¹ Note, however, that these guidelines include the provision that students may obtain consent to record your lectures and, "in the case of private use by students with disabilities, the instructor's consent must not be unreasonably withheld."²

Additionally, your syllabus should explicitly state that the University treats academic integrity very seriously and should cite the *Code of Behaviour on Academic Matters* (cf. VI).

For further guidance on designing your syllabus, consult the Centre for Teaching and Learning, your Department Chair or your faculty mentor. You can find information on developing learning objectives, syllabus content, a syllabus template, and accessibility and academic integrity statements at the Centre for Teaching and Learning's website www.utoronto.ca/ctl and main offices.

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

II.2 Classroom Management

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

A growing area of concern is the use of cell phones and laptops in the classroom. It should be noted that the use of cell phones, whether by students or the instructor, is unacceptable except in emergencies. The inappropriate use of laptops should be discouraged.

In cases of a more serious nature involving problematic or inappropriate student behaviour, inside or outside of the classroom, consult with the Director of Campus Safety & Security. In case of an

¹See www.provost.utoronto.ca/policy/use.htm

²See the section on "Students with Disabilities" VIII.

emergency the Campus Police can be reached at (416) 287-7333. Also, the U of T Office of Teaching Advancement provides a useful document, *Dealing with Disruptive Behaviour: A Guide for Teaching Staff*.³

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

II.3 Official Correspondence with Students

The University and its divisions use both the postal mail system and e-mail (or other computer-based on-line correspondence systems) to deliver official correspondence to students.

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

II.4 Communicating with Students Outside of the Classroom

You can expect students to ask questions about matters related to your academic discipline as well as about course content. 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.

This requires the keeping of regular office hours on this campus. A recommended best practice is to provide at least two hours per week per course. By specifying your office hours you are indicating when you are available to consult with students and, by implication, that you are not generally available to be interrupted at any time. You should not alter your schedule of office hours except under extremely unusual circumstances. Providing the opportunity for interactive, one-on-one communication with your students is essential if you are to meet your obligations to the student experience that the University is committed to.

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

II.5 Students in Distress

If a student comes to you with problems out of the ordinary, you should refer them to the appropriate support service on campus (see the Appendix for a listing of support services). For difficulties with

³ See www.utoronto.ca/ota/resources/teachingissues/DisruptiveBehaviour.pdf

their study skills or career plans, they can get advice from the Academic Advising and Career Centre. If they seem to have a disability that may be affecting their work, let them know of Access *Ability* Services (see [VIII.1]). Students with serious health problems, physical or mental, should be referred to the Health and Wellness Centre. In some cases it may be advisable to accompany them personally to the Centre.

II.6 Teaching Assistants

Your Chair decides how much support from teaching assistants each course should have. S/he may delegate this responsibility. Teaching assistants (TAs) teach tutorials, conduct labs, grade assignments, or invigilate tests and exams. They belong to a union and are employed under a collective agreement. The Undergraduate Assistant of your Department is responsible for drawing up the contracts of teaching assistants. You will have to sign the contracts of your TAs and meet with each one for a mid-course review. If you become dissatisfied with the performance of one of them, document the issues and inform the Undergraduate Assistant. It is wise to check that none of your TAs have a conflict of interest, e.g. a relative or close friend in the course.

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

II.7 Course Texts

The University of Toronto Bookstore operates a location at UTSC through which you can order your course materials. Deadlines for ordering are generally 8 weeks prior to the start of term. Later orders are accepted, but it should be noted that materials ordered from Canadian suppliers may take 2 to 4 weeks, U.S. suppliers may take 4 to 6 weeks, and U.K. suppliers may take 6 to 8 weeks. For online ordering visit the Bookstore's website at www.uoftbookstore.com or drop into the bookstore in the Bladen building.

Custom course materials including readers and lab manuals are not ordered through the Bookstore, but through the Academic Printing and Custom Publishing Services department (Print Shop). For information on how to order your course packs please visit the Print Shop website at www.utsc.utoronto.ca/printing. The Print Shop makes every effort to produce cost effective materials, but it should be noted that they must work within copyright regulations.

II.8 Blackboard and Intranet

There are two learning management systems available to faculty at UTSC. One is Blackboard⁴ and the other is the UTSC Intranet⁵. Both allow you to post documents and announcements for your courses. You can also host discussion forums and create on-line quizzes. As well they provide secure facilities for collecting assignments submitted electronically, keeping a grade book and posting grades.

II.9 Appropriate Use of Information and Communication Technology

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

You are expected to limit your use to the performance of University-related activities, and should not have an expectation of complete privacy in using the University's ICT and related services.

Further information on the appropriate use of ICT is posted at: www.provost.utoronto.ca/policy/use.htm.

II.10 Library

The Library will place materials on Course Reserve at your request. Please send your reading lists to readinglist-library@utsc.utoronto.ca. The Library can also help you incorporate library resources into your course web pages.⁶

To enable librarians to be better prepared to assist students with their research, you may deposit (in person at the Reference Desk or electronically at assignments-library@utsc.utoronto.ca) a copy of your class assignments.

II.11 Course Evaluations

Instructors are expected to conduct course evaluations sometime during the last two weeks of class. There are two options for this: paper evaluations or online evaluations via the Intranet.

If you choose paper evaluations, forms are available from your Departmental office. You must allow time in class for the forms to be completed, and ask a student volunteer to deliver the forms to the Centre for Teaching and Learning.

Online evaluations can be completed at any time during the last two weeks of class. The Centre for Teaching and Learning collects the responses and completes a summary of all the scores. Faculty have

⁴See iits.utsc.utoronto.ca/blackboard.html

⁵See iits.utsc.utoronto.ca/intranet.html

⁶See content.library.utoronto.ca/services/faculty-staff/blackboard/

no direct access to individual student responses. Results of the evaluations are sent to Chairs for the entire unit, and to individual faculty for their own courses after the final grades have been submitted.

II.12 Absence From Campus and Cancellation of Classes

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

Severe weather conditions occasionally oblige the University to cancel classes. Such announcements are made on the UTSC and U of T home pages, the digital display screens, by e-mail and via the emergency information line (416-287-7026).

II.13 Your Departmental Office

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

II.14 Fire Safety

If you are working in your office or lab when a fire alarm sounds, you must leave the building by the nearest fire exit. Do not use an elevator. Please ensure that anyone working in your lab leaves with you. If you are teaching a class or supervising an examination, you must stop the class or exam immediately and ensure that all students leave the building promptly. This applies even if you suspect that the alarm is false.

II.15 Field Safety

Field activities can involve varying degrees of risk to the student, a reality addressed by the University policy on safety in field research⁷. In addition, in response to a growing awareness of issues surrounding health and safety and international travel, the University has appointed a Safety Abroad Advisor. The Advisor provides support to students studying abroad and to staff administering out of country programs, especially in emergency situations. When fieldwork is conducted in a country other than

⁷See www.utoronto.ca/govcncl/pap/policies/safeifr.html

Canada, students must register with the Safety Abroad Office⁸ and they are encouraged to attend a pre-departure workshop offered by that Office. The Safety Abroad Office also has a Program Sponsor Manual⁹, which is useful for instructors.

II.16 Freedom of Information and Protection of Privacy (FIPPA)

As of June 10, 2006 all Ontario universities have been covered by the Freedom of Information and Protection of Privacy Act (FIPPA). This Act supports access to University records and 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. For some best practices for student-faculty interactions, please refer to the "Privacy and Confidentiality" section [IX] of this handbook. For further guidance or advice on specific questions please contact the campus Freedom of Information Liaison Officer in the Dean's Office (208-4717) or the FIPP Office directly.¹⁰

II.17 Support Services on Campus

Please see the Appendix [XI] at the end of this handbook for a comprehensive list of services available to assist students.

III ENROLMENT IN COURSES

ROSI (Repository of Student Information) is UofT's automated student record system and Student Web Service. Students log into ROSI at www.rosi.utoronto.ca. ROSI functions are listed below:

- view course enrolment start times
- add and drop courses
- change course meeting sections
- update personal information
- request, add, change or drop a subject POSt
- view personal timetable
- view registration status and financial record
- request graduation

⁸www.utoronto.ca/safety.abroad/

⁹See www.utoronto.ca/safety.abroad/manual.html

¹⁰See www.fippa.utoronto.ca/home.htm

III.1 Course Enrolment

To enroll in courses for the following term, students are given access to ROSI in waves based on their year of study. Course enrolment begins in early July for Fall or Winter sessions and in early April for the Summer session.¹¹ Before enrolling in courses, students are expected to consult:

- i. the *Calendar* for degree, program and course requirements;¹² and
- ii. the web timetable for course meeting times, rooms, enrolment restrictions and special enrolment instructions.¹³

Students may initially enroll in a maximum of 2.5 full credits per session. A course load of more than 3.0 full credits per session is strongly discouraged. Students who are enrolled in 1.5 full credits or more in a session are considered full-time.

III.2 Course Prerequisites and Corequisites

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

- i. that it is their responsibility to ensure they meet the prerequisites and corequisites for enrolment in each course;
- ii. instructors do enforce course admission requirements; and
- iii. instructors have the right to waive the prerequisites or corequisites for their courses.

If you intend to enforce course admission requirements, you should inform the Registrar's Office well before the start of classes. An announcement during the first week of class is also necessary so that students lacking the requirements may either obtain a waiver or drop the course.

Should you decide to waive a prerequisite for a student, the Registrar's Office does not need to be notified - it is simply an agreement between you and the student. If the prerequisite waiver is for a course listed as a program requirement, please remind the student they must discuss this with their Program Supervisor because it may cause them serious problems in being able to complete their program. A Program Exception Form is required when a program requirement is waived by the Program Supervisor.

III.3 Permission of Instructor

Where "permission of instructor" is stated as a requirement for admission to a course, students must follow the enrolment instructions provided in the web timetable. Students requesting these courses on ROSI will be given a status of INT (interim). Prior to the start of classes, instructors inform the

¹¹ Further information about course enrolment can be found at www.utoronto.ca/registrar

¹² See www.utoronto.ca/courses/calendar

¹³ See www.utoronto.ca/timetable

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

III.4 Supervised Study Courses

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

III.5 Course Changes

Students are permitted to add courses until the deadline, usually two weeks into the term. These deadlines are listed in the *Calendar*. Similarly, students may withdraw from courses on ROSI without academic penalty until the end of the 10th week of classes. There is no deadline for section changes; however, instructor approval is required after the last day to add courses for the session. A Section Change form, signed by the instructor, must be submitted by the student to the Registrar's Office.

III.6 Waitlists and Admitting Students to Full Courses

The number of students enrolled in a course or section cannot exceed the capacity of the room. Every attempt is made to ensure that the room assigned to a course accommodates the number of students expected to enroll; however, as there is limited space, some students may not obtain a place in every course they want. When a course (or enrolment category) is full, students may place themselves on a waitlist for the course on ROSI. When a space becomes available the student with the highest priority, as determined by their timestamp/enrolment category, is admitted to the course.

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

III.7 Class Lists

The Registrar's Office sends class lists to instructors prior to the first day of classes and again 10 days after the start of the session (following the shopping period).

III.8 Late Course Additions

Students wanting to add courses after the published deadline must submit a petition to the Sub-committee on Standing. They are expected to have instructor approval and may be required to pay a late registration fee.¹⁴ Please note that you are under no obligation to admit a student to a course after the deadline, particularly if the student will have missed a substantial amount of class time and/or assignments.

III.9 Late Course Drops

The deadline for students to withdraw from a course without academic penalty is stated in the *Calendar*. Students wanting to drop a course after the deadline must submit a petition to the Sub-committee on Standing.¹⁵

III.10 Auditing

University policy allows students to audit courses as long as 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 the instructor's permission. The University's *Code of Student Conduct* 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.¹⁶

III.11 Program of Study (POSt)

To graduate with an Honours B.A. or B.Sc. degree, students must complete a Specialist program, two Major programs, or a Major program with two Minor programs.¹⁷ 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, who is selected from among the faculty in the department offering the program. Course instructors are not directly involved in program matters and should refer all inquiries to the Undergraduate Assistant or Program Supervisor.

A subject POSt is a student's program of study. Once students have completed four credits, they must be registered in an appropriate subject POSt on ROSI. Students registering in programs without enrolment limits may change their program without the permission of the Program Supervisor, but

¹⁴See also the section on Petitions [V] below.

¹⁵See also the section on Petitions [V] below.

¹⁶For more information, please see the auditing policy at: www.utoronto.ca/govcncl/pap/policies/auditcor.html

¹⁷See www.utscc.utoronto.ca/courses/calendar/Degrees.html#Degree_Requirements

they are advised to consult them. Students are not required to obtain the permission of the Program Supervisor to withdraw from a program. Please advise students to consult with staff in the Academic Advising and Career Centre about program exploration and changes.

Program and degree completion is verified by the Program Supervisor and the Registrar's Office.

IV GRADING PRACTICES

Grading practices at the University of Toronto Scarborough are governed by the University of Toronto *Grading Practices Policy*, as revised in April 1998. **This policy must be adhered to**, therefore be aware of it as you construct your course syllabi. Deviations from it not only can cause inconvenience and disruption for students, but also seriously compromise the integrity of what we do.

The purpose of the policy is to ensure that:

- i. grading practices throughout the University reflect appropriate academic standards;
- ii. the evaluation of student performance is made in a fair and objective manner against these academic standards;
- iii. grade scales, while remaining suited to the particular circumstances of every division, are compatible with each other; and
- iv. the academic standing of every student can be accurately assessed even when courses have been taken in different divisions of the University.

The complete text of the Policy is available at www.utoronto.ca/govcncl/pap/policies/grading.html. The sections below reflect the Policy as it applies to undergraduate teaching on this campus. The Policy itself should always be consulted for full details.

The academic standards for a course should be appropriate to the discipline and to the level of the course. They should be closely tied to the learning objectives set out in the course syllabus. If you are teaching an existing course for the first time, you should consult with previous instructors and look at old assignments and tests to get a feeling for what an appropriate standard might be.

IV.1 Meaning of Grades and Grade Scales

The University defines grades as a measure of the performance of a student in individual courses and expects that each student will be judged on the basis of how well he or she has command of the course materials.

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

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

Your expectations of what level of achievement will result in a grade of A, B, C or D will follow from the learning objectives and the standards for levels of mastery in your discipline. In particular you should consider carefully what a student should reasonably achieve in order to pass the course or to earn an A. One gauge that you might wish to apply in C or D-level courses when assigning an A, is whether the student's work suggests that they are prepared for postgraduate work.

IV.2 Methods of Evaluation

After the methods of evaluation have been made known, 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. Any changes must be reported to your Departmental Office. *Access/Ability* related cases may be treated on an individual basis.

Student performance in a course must be assessed over more than one assignment. No single essay, test, examination, etc. should have a value of more than 80% of the grade. 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.

Commentary on assessed term work must be provided and time for discussion of assessments must be made available to students.

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 10th week of classes.

IV.3 Term Assignments

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.

Best Practice: Pedagogical literature makes it plain that students benefit greatly from timely and frequent feedback in a course.

Students are responsible for ensuring you receive their term assignments on time. Students who mail or e-mail their assignments, or who "slip them under the door" should be warned that they do so at their own risk. They should also be informed that student petitions to resubmit lost essays allegedly submitted in this fashion are generally denied. Some Departments allow students to submit essays through the Departmental Office, but unless this is your Department's explicit policy, do not ask Departmental staff to accept or return students' written work. If you choose to accept assignments electronically, then it is advisable to use the facilities of Blackboard or the Intranet [II.8].

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

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

IV.4 Return of Term Assignments

You should return term assignments directly to students in a manner that is consistent with FIPPA.¹⁸

In order to protect the privacy of students, grades on term assignments must not be posted or announced in class.¹⁹

IV.5 Extensions to Complete Term Work

The deadlines in each Session for submission of all term work are published in the *Calendar*. These deadlines apply to all courses, including supervised study and research courses. You and your Chair have joint authority to grant extensions for up to a week after the deadlines. Longer extensions may be granted only on petition.²⁰

IV.6 Keeping Term Work

As per FIPPA, you should retain all unclaimed student work, including final exams, for at least one full year, and then arrange with your Department for them to be properly destroyed. Please note that

¹⁸See also the FIPPA section on assignments [IX.2].

¹⁹See also the FIPPA section on posting grades [IX.3].

²⁰For more on petitions see [V] below.

students are permitted to request clerical checks of marks within ninety days of the relevant examination period.

IV.7 Course Records

You should keep careful records of course material and student marks on all tests and assignments. These records should be retained for a period of at least one year although two is preferable.

IV.8 Term Tests

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

- i. 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);
- ii. no test worth more than 10% of the final grade may be given in the last two weeks of a term;
- iii. no test may be given during Reading Week or other Study Breaks preceding the examination periods as the purpose of these times is to enable students to catch up with, or get ahead in, their reading; and
- iv. 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.

For students who miss a term test, you should provide a make-up test. In some courses it may be appropriate instead to allocate the value of the test to another test or other pieces of term work, or even to the final exam.

IV.9 Examination Requirement

Except where exemptions are permissible, a final examination must be scheduled for each course. In courses that meet regularly as a class there must be an examination conducted formally under UTSC auspices and worth at least one-third of the final grade. Students must be told the relative value of each part of an examination and, in the case of a written examination, the value must be indicated on the examination paper.

You should provide access to copies of the previous years' final examination papers and other years' papers where feasible. Exemptions to this requirement may be granted by your Department.

IV.10 Exemptions

The following types of courses may be exempted from the requirement for examinations if approval has been obtained from your Department Chair: supervised reading or research courses, field courses, and performance courses such as music performance or art studio courses. Requests for an exemption must be made every year the course is offered.

IV.11 Courses with Field Research

Courses based primarily on opportunities for students to conduct research outside the geographical boundaries of the University, are exempted from the *Grading Practices Policy* requirement that at least one assignment be returned before the due date for withdrawal without academic penalty. In addition, if a field trip conflicts with the timing of a final examination, students may request permission from the Dean's Office to write their examination under the supervision of the director of the field course, OR they may petition to write a deferred examination.

IV.12 Substitution of Term Tests for Examinations in B, C and D Level Courses

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

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

IV.13 Scheduling

To request the scheduling of an examination, you must submit a form to your Departmental Office by the end of September for the December examination, the end of January for the April/May examination and end of May for the August examination.

A provisional examination timetable is circulated to instructors approximately two months before each exam period, but is not made available to students. Changes do occur! Please do not announce examination times for your courses until the final version of the exam timetable is published.

Final examination schedules are published on the Web at: www.uts.utoronto.ca/registrar approximately one month before each exam period.

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

- i. 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;
- ii. 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; and
- iii. where an examination is scheduled on a religious holy day (see [VII.2]).
- iv. In cases where a student is writing with Access *Ability* Services the Service has the authority to deal with conflicts, consecutive exams, and any other accommodation requiring modification to the exam schedule.

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

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

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

IV.14 Examination Question Papers

Preparation and duplication of examination question papers are the responsibility of the instructor.

It is essential that you maintain complete security of your examination question papers. They should not be printed off-campus and, even in draft form, they should be kept in a secure place; ideally, either in your Departmental Office or at the campus Printing Services. Do not keep examination question papers in your office.

Copies of examination question papers should be supplied to the Access *Ability* Office and the Registrar's Office two full working days before the examination.

It is highly recommended that all examination question papers include the following information on the cover:

- the relative value of each part of the test/examination
- course code and lecture section
- names of professor and TA
- date, time and duration of examination
- location of examination
- aids allowed (including calculators approved)
- number of pages in the examination question paper (e.g. page 1 of 9 etc.)

Your Department's Undergraduate Assistant has templates for cover pages.

IV.15 Exam Regulations and Responsibilities of Invigilators

The *Examiner's Memorandum* sent from the Dean's Office describes in detail how examinations should be conducted. You will receive the memorandum prior to each examination period. Your Departmental Office also has copies on file.

Invigilation is, in the first instance, the responsibility of the instructor. You are expected to be available in person in the examination location(s) including *AccessAbility* rooms as students may have legitimate questions about the exam. A minimum of two invigilators is required per exam room; please see your Departmental Office to arrange for additional invigilators.

IV.16 Missed Examinations

If a student misses a final examination because of illness or any other reason, they can fill out a form at the Registrar's Office website requesting a deferred exam. The deadline for this is generally one week after the last day of the exam period. Students arriving more than half an hour late for an examination should be deemed as failed-to-appear for that examination, and should request a deferred exam.

IV.17 Marking Final Examinations

Examination papers should be kept in a secure place at all times. In cases where a student is assigned a failing grade in a course, the final examination paper, if any, must be re-read. When you have finished marking, take them to your Departmental Office. Your Department will deliver them to the Registrar's Office where they will be retained for ninety days after the final examination period. During this ninety-day period, students may request photocopies of their final examinations.²¹ For this reason, you should mark examinations clearly, and in a manner that may be understood by the student. After ninety days, the papers are stored for FIPPA purposes only, and are not available to faculty, students or staff. The papers are destroyed after a period of one year.

You must not release final grades to students; they will be posted on ROSI once they have been approved.

IV.18 Final Grades

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. However, in keeping with the

²¹See www.utscc.utoronto.ca/courses/calendar/Courses.html#C..Marks_and_Grades

Grading Practices Policy, UTSC recommends to instructors the following broad limits for a reasonable distribution of grades in A and B-level courses with more than thirty students:

- Grade "A": not more than 25%
- Grades "A" and "B" combined: not more than 75%
- Grade "F": not more than 25%

Grades are due on the date shown at the top of the grade summary sheet, which is five working days after your final examination or five working days after the deadline for submission of term work in courses where an exemption from the examination requirement has been granted. Failure to meet the deadlines can have serious consequences for your students.

Submit your final grades electronically to the Registrar's Office. You will be given specific instructions on how to do this.

At the same time complete a Grade Summary Sheet and submit it to your Departmental Office - this must be completed for all courses, including those with fewer than thirty students. The grade distribution information should be based upon the grades of all students who are registered in the course.

IV.19 Incomplete Work

If a student has not completed all the requirements for a course, submit a grade representing the marks the student earned, including a zero for any incomplete work. If the student has missed the final examination, indicate this when submitting your final grades (instructions will be provided). If the missing work is worth more than 20%, complete an Academic Review Recommendation (ARR) form for the student. If a student is granted special consideration, the ARR form will be consulted to determine the appropriate form this should take (see Section [V], Petitions and Appeals, below). ARR forms are distributed with the Grade Return Lists, and additional copies are available from each Departmental Office.

The Registrar's Office will notify you if any of your students are granted a deferred examination or allowed to submit term work late. Submit any resulting grade changes to your Department Chair for approval. If work is not submitted by the stated deadline or work completed does not result in a grade change, you should also inform your Chair. If a request for rereading is approved, the new grade stands, whether higher or lower than the one originally submitted.

IV.20 Grade Changes

Do not discuss or negotiate final grades with students. After grades have been approved by your Chair, they may be changed only in specific circumstances, and only with the Chair's approval.
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Grades may only be changed under the following circumstances:

- i. when a student has successfully petitioned for re-reading of work (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;
- ii. when a student has officially requested (through the Registrar's Office) a clerical check of the calculation of his/her final grade; and
- iii. where 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 such cases the instructor should propose a grade change for the approval of the Department Chair.

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

IV.21 Marks Review

Section II.1 of the *Grading Practices Policy* states that each Division shall establish a committee to administer the implementation of the GPP, oversee the general consistency of grading procedures within the division, and review, adjust and approve course grades recommended by instructors. Further, it states that this committee shall have the final responsibility for assigning the official course grades. The UTSC Marks Review Committee is chaired by the Vice-Dean with a membership consisting of all department Chairs, or their designates. It meets once a term. Grade data for each term is analyzed and provided to members prior to each meeting. Anomalies are highlighted.

The criterion that the Marks Review Committee employs in its review is whether or not the instructor has followed the University *Grading Practices Policy*. If the Committee has reservations about the grades in a course, the issue will be taken up with the instructor by the department Chair, with a view to ensuring that the *Grading Practices Policy* is followed in future. Only in very rare circumstances will the Committee adjust grades.

Where grades are adjusted, the students as well as the instructor shall be informed. Further details will be provided to the student or instructor on request.

Appeals of the decision of the Marks Review Committee may be made by the student to the Subcommittee on Academic Appeals.

V APPEALS AND PETITIONS

V.1 What Is a Petition?

A petition is a formal application by the student for exemption from, variation on, or special consideration with regard to, UTSC regulations. Students formally file petitions with the Registrar, for

consideration by the Sub-committee on Standing. This Committee interprets and administers the regulations of UTSC, and determines whether the student petitions should be granted, and whether any conditions should be attached. It proceeds on the general assumption that students are responsible for the consequences of any situation they have caused by omission or commission, or which they might have avoided by reasonable foresight, but that they ought not to suffer ill consequences from circumstances over which they had no control or could not reasonably foresee. An important part of the petition's function is to ensure equality of treatment (which is not the same as equality of result) for all students.

V.2 Appeals Concerning Term Work

Where a student wishes to appeal the instructor's evaluation of a piece of term work or the instructor's grading practices, the appeal should initially be dealt with by the instructor. If this does not settle the matter, it should be referred to the Chair of the Department.

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

The *Calendar*²² contains a complete statement of the procedures students must follow:

- to submit work after course deadline
- to add a course after academic deadline
- to drop a course after academic deadline
- to have academic suspension deferred
- for early return from suspension
- to appeal decisions of the Sub-committee on Standing to the Sub-committee on Academic Appeals
- to appeal decisions of the Sub-committee on Academic Appeals to the Academic Appeals Committee of Governing Council
- to consult the University Ombudsperson for assistance

VI ACADEMIC INTEGRITY

VI.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* (1995).²³ Here is the preamble of the *Code*.

²²See www.uts.utoronto.ca/courses/calendar/Courses.html

²³See www.governingcouncil.utoronto.ca/policies.htm#C

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

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

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

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

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

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

VI.2 Preventing Academic Offenses

As an instructor, it is your responsibility to ensure the highest possible level of academic integrity in your classes. Below are some suggestions to help reduce the incidence of academic offenses, or to improve the probability of successful conviction when they do occur.

To preserve academic integrity in your classroom, begin your class by stressing the importance of academic integrity, and emphasize this point by discussing penalties. A statement reiterating this point should also be included in your syllabus and in the instructions of any assignment. Tell your students how to avoid the offenses most likely to occur, and give them a hand-out sheet on the subject. A sample from the Faculty of Arts and Science Academic Integrity Handbook is given in Appendix B

below [XII].²⁴ Surprisingly few students seem to understand what constitutes an academic offense, or where discussion and collaboration regarding an assignment turns into cheating. Tell them also that offenders are caught, and sanctions can be severe (zero in the course, suspension for a year with annotation on the transcript for several years, and even expulsion).

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

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

Maintain security in major tests, preferably using checks of student ID cards and signatures as is required in exams. Recent evidence indicates there are services that will provide impersonators for a fee. Should students arrive at an exam without the appropriate ID, ask them to sign your sign-in form, and require them to come see you with appropriate ID after the exam. If the signature at the time of the exam does not match the signature on the ID, then the student who wrote the exam is likely an imposter.

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

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

VI.3 Dealing with Academic Offenses

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

- i. please note that under the *Code* the Instructor may not settle a case or give a sanction, even where there is clear evidence or an admission of guilt from the student;

²⁴www.artsci.utoronto.ca/main/faculty/araresources

- ii. if you suspect that an academic offense has occurred, you should discuss the matter with the student right away;
- iii. if this discussion does not allay your suspicions (or if the student fails to respond to your invitation to discuss the matter) then, as soon as possible, you should:
 - (a) write down all the facts;
 - (b) 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);
 - (c) provide a report of the matter, including any relevant materials, to your Chair (where an assignment or test is worth 10% or less of the final grade in a course and the student admits to the offense, the Chair will normally interview the student, impose a sanction and report this to the Dean's Office; in other cases the Chair will forward the report to the Dean's Office);
 - (d) the Departmental Office will arrange for the student to be given a GWR (Grade Withheld Pending Review) Standing in your course (while this standing remains, the student will not be permitted to drop the course); and
 - (e) if at any stage you need advice, do not hesitate to contact either your Chair (or designate), or the Office of Academic Integrity directly.

VII EQUITY

VII.1 University Policy

As part of such a diverse multicultural city, the University of Toronto has taken a strong stance on equity and tolerance:²⁵

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

The University has offices which deal with a great variety of equity issues, including racism, sexual harassment and LGBTQ problems. The web-site "Equity at University of Toronto Scarborough"²⁶ has a complete listing of equity resources at U of T.

²⁵ See www.governingcouncil.utoronto.ca/policies/stateequdivexc.htm

²⁶ www.utsc.utoronto.ca/vpp/equity/index_utsc.htm

VII.2 Religious Observances

Students at UTScarborough have a wide range of religious beliefs. It is the policy of the University of Toronto to arrange reasonable accommodation for the needs of students who observe religious holy days other than those already accommodated by ordinary scheduling and statutory holidays.²⁷

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

A ready reference on issues related to this topic can be found on the "Accommodations for Religious Observances" web page.²⁸

VIII STUDENTS WITH DISABILITIES

The University of Toronto supports and accommodates members with disabilities. This is in keeping with its commitment to create a community that is inclusive of all persons and treats all members of the community in an equitable manner. In creating such a community, the University aims to foster a climate of understanding and mutual respect for the dignity and worth of all persons. The University strives to provide the full range of activities to individuals with disabilities as is provided to others, while at the same time ensuring the protection of their privacy, confidentiality and autonomy.²⁹

VIII.1 AccessAbility Services

AccessAbility Services at UTScarborough is responsible for supporting students with disabilities. Once a student requests accommodation and provides appropriate documentation for their disabilities, staff in AccessAbility Services assess their needs and determine appropriate and reasonable accommodations, consulting with faculty where appropriate. All information that the Office collects from students about their disabilities is kept in strict confidence as prescribed by law.

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

²⁷See Policy on Scheduling of Classes and Examinations and Other Accommodations for Religious Observances www.governingcouncil.utoronto.ca/policies.htm#R as well as the memo www.provost.utoronto.ca/public/pdadc/0405/50.htm

²⁸www.students.utoronto.ca/docs/religiousaccommodation.htm

²⁹See the Statement of Commitment Regarding Persons with Disabilities www.governingcouncil.utoronto.ca/policies.htm#D

Services for advice and assistance. Further information on the mission and services offered by *AccessAbility* Services is available at www.uts.utoronto.ca/ability/.

IX PRIVACY & CONFIDENTIALITY

The advice provided below outlines some best practices for student-faculty interactions that are in the course of normal university business.³⁰ It should be taken in light of the U of T's *Policy on Access to Student Academic Records*, the *Grading Practices Policy*, and the *Policy on Official Correspondence with Students*.

IX.1 General Information About Freedom of Information and Privacy Protection

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

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

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

Here is a simplified overview of FIPPA privacy requirements:

- personal information is information about an identifiable individual
- only collect the personal information you need to do your work
- let people know what you intend to do with their personal information
- only use personal information for purpose(s) for which it was collected
- do not disclose personal information other than to the individual to whom it belongs

For interpretations of FIPPA, consult the UT Scarborough's Freedom of Information Liason (FOIL), Lesley Lewis, at (416) 208-4717 or llewis@uts.utoronto.ca, or the FIPP Director Rafael Eskenazi at: 416-946-5835, rafael.eskenazi@utoronto.ca and the FIPPA website at www.fippa.utoronto.ca.

Q1: What impact does FIPPA have on me as an instructor at U of T?

A: The ways in which we have operated before FIPPA applied to the Ontario university environment are generally acceptable. There are some specific areas, however, where we need to examine our practices and exercise explicit care, such as in:

³⁰Taken from the Office of the Vice-President and Provost Web Site, Policies, Guidelines and Best Practices Section: www.provost.utoronto.ca/policy/fippa.htm

- handling and returning assignments
- posting of grades
- taking attendance
- e-mail correspondence

IX.2 Assignments

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

Q2: What practices should I follow for handling assignments submitted physically?

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

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

Q3: How should I collect students' work?

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

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

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

Q4: How should I return students' work?

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

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

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

Under FIPPA you should retain all unclaimed student work, including final exams, for one full year, and then arrange for them to be properly destroyed. Divisions should have or develop policies on the confidential disposal of unclaimed work.

NOTE: The above practices should be appropriately adapted in courses where peer evaluation or group work are established or necessary parts of a program or curriculum. In such cases students may

need to have access to or knowledge of each other's work and evaluations. Nevertheless, students in such programs should be notified about the ways in which their work, evaluations, and other personal information will be shared with or created by other students.

IX.3 Posting Grades

Q5: What practices should I follow for posting grades?

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

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

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

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

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

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

IX.4 Attendance and Class Lists

Q6: How should I take attendance in class?

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

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

The above practices should be adapted where they are inconsistent with group work practices or peer evaluation which are established or necessary parts of the curriculum. For example, ask the students at the beginning of term to provide the personal information necessary to conduct the class. This may include providing a name and phone number or e-mail addresses to share with fellow students so that

group work schedules can be developed. Keep this information confidential, notify students if there is any change to how the collected information is to be used, and get the students' permission to use it in any new way that is not consistent with the purpose for which it was collected.

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

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

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

Q7: How can I now take students' attendance at final exams?

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

A good practice is to use individual attendance forms or cards which are given to each student, and which ask for the date, their full name, full student number, course number and session, instructor's name, and their signature. Such a form is completed at the beginning of the exam, and placed beside (or face down on top of) their student photo ID card on the examination desk. Invigilators should walk around the room to verify student photo ID cards on a student-by-student basis, noting the attendance on a sheet of names and numbers. Students should sign their individual attendance form in the presence of the invigilator as the forms are collected. Forms for each examination 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.

Q8: How should I have students sign up for group work?

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

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

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

IX.5 E-mail

Q9: What practices should I follow for e-mail correspondence with students?

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

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

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

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

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

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

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

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

Q10: What if a student e-mails me from a non-utoronto.ca account?

A: Let students know at the beginning of the course what e-mail practices you will follow. Remind your classes that you are expected to correspond with students only through their "utoronto.ca" e-mail accounts, and that they are responsible for any information communicated to them this way. Using a

utoronto.ca e-mail account is more secure than using other e-mail service providers and is consistent with our *Policy on Official Correspondence with Students*.³¹

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

Q11: What practices should I follow in regard to e-mail correspondence with other faculty members and administrators?

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

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

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

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

IX.6 Student Records

Q12: Am I entitled to have access to students' academic records?

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

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

If you have any doubt about your right to access academic records, consult the *Policy on Access to Student Academic Records*,³² or ask the Registrar or your FOI liaison BEFORE attempting such access.

Q13: What about student access to their own records?

A: Under the Policy, students have a right to access their official student record and related aca-

³¹ www.utoronto.ca/govcncl/policies/studentemail.htm

³² www.utoronto.ca/govcncl/pap/policies/sturec.html

demic information. If a student wishes to access records held by an academic department, it is advisable to contact or to discuss the request with the Registrar or FOI Liaison.

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

Q14: What types of student records do I need to retain and for how long?

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

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

Your own professional contact information is not personal information (faculty member's business phone number, University e-mail, business mailing address). Likewise, information about your professional/work activities is not personal information. See the definition of "personal information" at: [FIPPA, Definitions](#) .

Q15: Are grades personal information under the current privacy legislation?

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

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

The University is governed by its *Grading Practices Policy*³³ and by the *Policy on Access to Student Academic Records*.³⁴ You are advised to become familiar with these, since many practices expected of faculty members are explained within them.

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

The one-year FIPPA retention requirement for personal information is a minimum requirement. Other, longer retention requirements may apply to different record types. For example, you should also retain all documents and correspondence that may be relevant to a petition or Academic Appeal process or a

³³www.utoronto.ca/govcncl/pap/policies/grading.html and www.utoronto.ca/govcncl/pap/policies/grgrade.html

³⁴www.utoronto.ca/govcncl/pap/policies/sturec.html

proceeding under the *Code of Behaviour on Academic Matters*³⁵ until any proceedings have been completed or until the date for a possible petition or academic appeal has passed.

Q16: Can I take and display photos or videos with my students in them?

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

Where image collection is not necessary for, nor part of, core University services it should not occur unless individuals explicitly opt in.

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

IX.7 Reference Letters

Q17: Should I agree to write letters of recommendation for students or colleagues?

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

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

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

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

X OTHER FACULTY ACTIVITIES

X.1 Paid Activities

A paid professional activity is an activity funded by sources other than the University which (1) arises from the faculty member's academic position and expertise, and (2) confers a financial benefit. To download a copy of the Paid Activities Report form please visit www.provost.utoronto.ca/public/pdadc/0708/ptrmerit0708.htm.

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

- i. teaching for remuneration outside the University, other than occasional lectures, whether at another academic institution or for a professional development programme; or

³⁵www.utoronto.ca/govcncl/pap/policies/behaveac.html

- ii. a commitment to any individual project totaling more than 20 days in an academic year; or
- iii. any combination of paid professional activities that are likely to exceed 45 days during an academic year.

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

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

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

X.2 Annual Activity Report

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

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

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

X.3 Execution and Approval of Contracts

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

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

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

- i. you do not explicitly have signing authority;

- ii. you are at all unclear as to whether you have such authority; or
- iii. you do not understand any part of the document.

Please note that even if you have signing authority for a contract or agreement, you may need to obtain one-up approval for unusual items (signing authority does not necessarily represent approval authority).

For more information on contracts and other legally binding agreements please visit www.governingcouncil.utoronto.ca/policies/contracts/htm. If you have any questions regarding documents you are signing please consult with your Chair or the Dean's office.

XI APPENDIX A: Support Services on Campus

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

Academic Advising and Career Centre

AC213, 287-7561

www.uts.utoronto.ca/aacc

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

Access *Ability* Services

S302, 287-7560

www.uts.utoronto.ca/ability

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

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

UTSC Bookstore

www.uoftbookstore.com/online/

Sells textbooks, printed course materials and computers.

Campus Safety & Security

287-7539

[www.uts.utoronto.ca/ bao/safety security/index.html](http://www.uts.utoronto.ca/bao/safety%20security/index.html)

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

The Health and Wellness Centre

SL270, 287-7065

www.uts.utoronto.ca/wellness

Provides diagnostic, treatment and referral services for all illnesses ranging from the medical to psychological to health promotion. The professional staff of physicians, nurses and counsellors provide personal advice and assistance with family issues, eating disorders, depression, stress, drug and alcohol abuse, relationship issues, a positive space for gender/sexuality issues, and more.

Information & Instructional Technology Services

iits.uts.utoronto.ca

Provides computing and audio-visual support and services.

- Staff/Faculty Helpdesk, 287-7618, helpdesk@uts.utoronto.ca
- Student Helpdesk, 287-7391, student-helpdesk@uts.utoronto.ca
- Audio-Visual Support, 287-7380, audio-visual@uts.utoronto.ca
- Audio-Visual Emergency Support (pager), 416-541-3409

The International Students Centre

SL151, 287-7455

www.utscc.utoronto.ca/isc

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

The UTScarborough Library

AC235

content.library.utoronto.ca/utsc

- Course Reserves
- Circulation Services, 287-7482
- Reference, Research & Instruction Services, 287-7481
- Media Services, 287-7501
- Collections Services, 287-7484

The Registrar's Office

AA142, 287-7001

www.utscc.utoronto.ca/registrar

- admission to programs, course and program registration (all ROSI-related matters), fees, student records, course and exam scheduling, transcripts, grades, classroom bookings and graduation
- financial aid (scholarships, bursaries, OSAP) and provides confidential financial advice to students
- management of petitions
- transfer credits
- study at other universities

The Office of Student Affairs and Services

SL157, 208-4760

www.utscc.utoronto.ca/stuaff

Overall responsibility for the following student service units:

- Access *Ability* Services
- Athletics and Physical Education
- Academic Advising and Career Centre
- Health and Wellness Centre
- International Student Services
- Student Housing and Residence Life
- provides advice and consultation to faculty about student life, student government and enhancing the student experience
- provides notarial services, including:
 - i. administration of oaths, taking affidavits
 - ii. study visas
 - iii. certification of documents that accompany various Citizenship and Immigration Canada (CIC), SIN, Canadian Revenue Agency (CRA) or Canadian Government applications
 - iv. certification of copies of documents as "true copies"
 - v. certification of true copies of work permit applications or research grant documents
 - vi. certification of documents that accompany work permit applications
- also coordinates student clubs and societies and manages First Year Experience programming such as the Student Mentorship Program, Leadership Program and Passport Program

Office of Teaching Advancement

www.utoronto.ca/ota/

Provides university-wide services for instructors which complement those offered by the Centre for Teaching and Learning.

Centre for Teaching and Learning

AC312

www.uts.utoronto.ca/ctl

Provides workshops and confidential consultation on course and assignment design, assessment, and feedback on classroom instruction technique (with or without videotaping).

Provides a wide range of support services for students, including:

- English Language Development
- the Math & Statistics Learning Centre, AC312
- Research Skills Instruction
- Science Engagement, AC312C
- the Writing Centre

XII APPENDIX B

A Suggestion for an Academic Integrity Statement in the Course Syllabus

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

According to Section B of the University of Toronto's *Code of Behaviour on Academic Matters* www.utoronto.ca/govcncl/pap/policies/behaveac.html which all students are expected to know and respect, it is an offence for students to:

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

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