New Instructor Kit
August 2020
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Welcome to the University of Toronto Scarborough! You are joining a vibrant teaching community at a time when both our campus and the Centre for Teaching and Learning are embarking on new strategic plans and higher education is facing unprecedented transformation. Implementing innovative ideas and techniques means there are even more opportunities for your growth and development as a teacher.

CTL offers exceptional and extensive programming and services to support you and your students. Our new mission statement reflects the depth and breadth of our services:

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

- Engaging with all students, individually and through course support and other learning initiatives, to enhance foundational skills required for coursework and beyond.
- Advising and collaborating with all instructors and staff to support an interactive community of scholarly teaching excellence, inquiry, and innovation.
- Leading and collaborating on educational technologies and active learning spaces, which are responsive to the changing needs of our instructors and students.
- Building bridges and leveraging relationships with other partners and communities to support pedagogical research, encourage current and lifelong learning, and deepen CTL’s impact and influence across academic programming at UTSC.

We encourage you to attend our workshops and events and become actively engaged in the UTSC teaching community. We look forward to getting to know you and working with you. Please let us know how we can be of assistance.

Dr. Karen L. McCrindle
Associate Dean, Teaching and Learning
Director, Centre for Teaching and Learning
Associate Professor, Teaching Stream,
Department of Language Studies
Getting Ready to Teach, and UTSC Policies and Conventions to Know About

Key support services for instructors are available on campus throughout the year.

A. Getting Ready to Teach

The Registrar’s Office does the scheduling for courses, including last-minute room changes (for over- or under-subscribed courses).

Check your classroom before classes begin and master its AV equipment. The Information and Instructional Technology team (IITS) supports the audiovisual equipment and provides classroom support (with a phone line in classrooms). You can find classroom specifications (AV set-up, room capacity, photo) at https://www.utsc.utoronto.ca/iits/classroom-support.

Set up and troubleshoot your course site in Quercus (U of T’s learning management system). CTL’s Ed Tech staff can help with Quercus.

B. UTSC Academic Policies

You will want to familiarize yourself with two important UTSC documents:

UTSC’s Calendar provides many of UTSC’s policies (with the emphasis on the student side): https://utsc.calendar.utoronto.ca/.


Here are a few highlights and terms:

Term work refers to tests, assignments and course activities that occur between the first and last day of classes. Please note:

1) Term work has to be due before the exam period.
2) Extensions on term work have to be approved by the Chair.
Final exams, by definition, occur in the official final exam period and are scheduled by the Registrar’s Office.

Normal courses have a final exam worth 33–80%; deviations from this amount should be approved by the Chair of your relevant department.

Term work marks, cumulatively worth at least 20% of the final grade, must be returned to students before the deadline for withdrawing from a course without academic penalty.

Due dates for term work should be set thoughtfully, but all term work must be “due” by the last day of classes. Exceptions must be approved by the Departmental Chair.

Submission of final marks is done electronically. For courses without a final exam, grades are due 5 working days after the last day of classes. In courses with exams, final grades need to be submitted 5 working days after the exam.

Maintain student confidentiality. Have students deliver and receive their assignments securely (do not leave assignments outside offices or labs). Avoid taking student ID numbers except on assignments. Do not post student grades in a public venue.

Cases of suspected academic dishonesty must be pursued by the course instructor (not a TA); all offenses must be reported to the Departmental Chair; offences concerning work worth more than 10% must be reported to the Dean’s designate for Academic Integrity through the office of the Departmental Chair. Visit https://utoronto.sharepoint.com/sites/utsc-academicintegrity.

University and Ontario law requires instructors to accommodate students with disabilities who have registered with AccessAbility Services (as documented in their assessment letters). AccessAbility Services offers advice to instructors for making these accommodations. Students may make formal accommodation requests throughout the term, as they are assessed or seek support. Do not disclose to others who is being accommodated. Ask for volunteer note-takers, but have them contact AccessAbility Services, not the student who needs the notes. Visit https://www.utsc.utoronto.ca/ability/.

C. Syllabus and First Weeks of Teaching

At UTSC you are encouraged to distribute a syllabus to students and your department by the end of the first week of class but must distribute it no later than the last date to add the course. Clearly state your learning objectives, methods of evaluation and university policies on academic integrity.

List assignment dates and grade value; types of assignments and any required outside activities, such as field trips and other off-campus events (University policy). Be aware that once the grade value of assignments has been distributed in the syllabus, it can only be changed with a simple majority vote for which students are given advance notice.
The anti-plagiarism tool Turnitin is often used in courses with large writing assignments. If you plan to use it you must inform students of this by including the standard Turnitin statement in your syllabus (University policy). Visit https://teaching.utoronto.ca/ed-tech/teaching-technology/turnitin/.

Provide a statement on accessibility, accommodation and academic integrity. Visit https://utsc.utoronto.ca/ctl/syllabus-design.

Set out your policy for penalties with regard to absences, missed tests and term work submitted late (best practices); be consistent with University policies for term work. For absences due to illness, one option is to allow students to self-declare their illness and their need for accommodation for missed assignments (not term tests or exams). This self-declaration might require submission of a specified form and have limits (e.g. students must self-declare illness within three business days of an assignment due date, and be allowed a maximum of five declarations in the term). Instructors should contact their Chair for specific department policies and procedures.

Use a positive tone for your syllabus and put your deadlines and policies into the perspective of how it will facilitate the students’ overall learning experience.

Classes formally begin at 10 minutes past the hour, and end on the hour. If you have a multiple hour course, it's best to schedule a 10-minute break around the hour mark.

D. U of T’s Grading Scale

The U of T grading scale is applied throughout the university. Table 1 shows the U of T grade scale, aligned with the higher order thinking processes usually required for each grade. Consider including it in your syllabus.
Table 1.

<table>
<thead>
<tr>
<th>%</th>
<th>Letter Grade</th>
<th>Grade Point Value</th>
<th>Grade Definitions</th>
<th>Critical Thinking* (cumulative process)</th>
</tr>
</thead>
<tbody>
<tr>
<td>90-100</td>
<td>A+</td>
<td>4.0</td>
<td>Excellent</td>
<td>Evaluation: judging results of analysis and synthesis, qualitative or quantitative according to internal</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• strong evidence of original thinking;</td>
<td>criteria (can identify logical fallacies, exactness of statements) or external criteria (major theories,</td>
</tr>
<tr>
<td>85-89</td>
<td>A</td>
<td>4.0</td>
<td>• good organization; capacity to analyze and synthesize;</td>
<td>methodologies, recognized standards)</td>
</tr>
<tr>
<td>80-84</td>
<td>A-</td>
<td>3.7</td>
<td>• superior grasp of subject matter with sound critical evaluations;</td>
<td>Synthesis: applying logic, deducing or extrapolating facts from general theories/concepts to form a</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• evidence of extensive knowledge base.</td>
<td>precise conclusion, arranging and employing elements/parts creating a new interpretation/plan, relating</td>
</tr>
<tr>
<td>77-79</td>
<td>B+</td>
<td>3.3</td>
<td>Good</td>
<td>knowledge to individual knowledge formation</td>
</tr>
<tr>
<td>73-76</td>
<td>B</td>
<td>3.0</td>
<td>• evidence of grasp of subject matter;</td>
<td>Analysis: relating form and content, examining structure and arrangement of elements for logic and</td>
</tr>
<tr>
<td>70-72</td>
<td>B-</td>
<td>2.7</td>
<td>• some evidence of capacity and analytic ability;</td>
<td>clarity, pattern recognition, inferring meaning</td>
</tr>
<tr>
<td>67-69</td>
<td>C+</td>
<td>2.3</td>
<td>Adequate</td>
<td>Application: combining concepts in new learning situations, problem solving, employing abstractions</td>
</tr>
<tr>
<td>63-66</td>
<td>C</td>
<td>2.0</td>
<td>• student who is profiting from his/her university experience;</td>
<td>in specific concrete situations</td>
</tr>
<tr>
<td>60-62</td>
<td>C-</td>
<td>1.7</td>
<td>• understanding of the subject matter;</td>
<td>Comprehension: explaining or using concepts at a surface level, understanding and translating non-</td>
</tr>
<tr>
<td>57-59</td>
<td>D+</td>
<td>1.3</td>
<td>• ability to develop solutions to simple problems in the material.</td>
<td>literal statements and vice versa, basic data interpretation, summarizing, generating inferences and</td>
</tr>
<tr>
<td>53-56</td>
<td>D</td>
<td>1.0</td>
<td>Marginal</td>
<td>predicting trends</td>
</tr>
<tr>
<td>50-52</td>
<td>D-</td>
<td>0.7</td>
<td>• some evidence of familiarity with subject matter and some evidence that critical</td>
<td>Memorization: recalling of facts, terminology</td>
</tr>
<tr>
<td>-49</td>
<td>F</td>
<td>0.0</td>
<td>Inadequate</td>
<td>and analytic skills have been developed.</td>
</tr>
</tbody>
</table>

*Adapted from Bloom’s Taxonomy by Fran Sardone, Centre for Teaching and Learning, UTSC, 2004.
This Academic Handbook is a dynamic resource for all faculty (and staff), both new and experienced. It gives basic information about grading schemes, exams, academic integrity etc., and also provides guidance for situations that instructors encounter less frequently, such as 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.

Principles for Effective Teaching

Teaching Principles

Carnegie Mellon University, Eberly Center,
Teaching Excellence and Educational Innovation
https://www.cmu.edu/teaching/principles/teaching.html

Teaching is a complex, multi-faceted activity, often requiring us as instructors to juggle multiple tasks and goals simultaneously and flexibly. The following small but powerful set of principles can make teaching both more effective and more efficient, by helping us create the conditions that support student learning and minimize the need for revising materials, content and policies. While implementing these principles requires a commitment in time and effort, it often saves time and energy later on.

1. **Effective teaching involves acquiring relevant knowledge about students and using that knowledge to inform our course design and classroom teaching.**

When we teach, we do not just teach the content, we teach students the content. A variety of student characteristics can affect learning. For example, students’ cultural and generational backgrounds influence how they see the world; disciplinary backgrounds lead students to approach problems in different ways; and students’ prior knowledge (both accurate and inaccurate aspects) shapes new learning. Although we cannot adequately measure all of these characteristics, gathering the most relevant information as early as possible in course planning and continuing to do so during the semester can (a) inform course design (e.g., decisions about objectives, pacing, examples, format), (b) help explain student difficulties (e.g., identification of common misconceptions) and (c) guide instructional adaptations (e.g., recognition of the need for additional practice).

2. **Effective teaching involves aligning the three major components of instruction: learning objectives, assessments and instructional activities.**

Taking the time to do this up front saves time in the end and leads to a better course. Teaching is more effective and student learning is enhanced when (a) we, as instructors,
articulate a clear set of learning objectives (e.g., the knowledge and skills that we expect students to demonstrate by the end of a course); (b) the instructional activities (e.g., case studies, labs, discussions, readings) support these learning objectives by providing goal-oriented practice; and (c) the assessments (e.g., tests, papers, problem sets, performances) provide opportunities for students to demonstrate and practice the knowledge and skills articulated in the objectives and for instructors to offer targeted feedback that can guide further learning.

3. **Effective teaching involves articulating explicit expectations regarding learning objectives and policies.**

There is amazing variation in what is expected of students across classrooms and even within a given discipline. For example, what constitutes evidence may differ greatly across courses; what is permissible collaboration in one course could be considered cheating in another. As a result, students’ expectations may not match ours. Thus, being clear about our expectations and communicating them explicitly helps students learn more and perform better. Articulating our learning objectives (e.g., the knowledge and skills that we expect students to demonstrate by the end of a course) gives students a clear target to aim for and enables them to monitor their progress along the way. Similarly, being explicit about course policies (e.g., on class participation, laptop use and late assignments) in the syllabus and in class allows us to resolve differences early and tends to reduce conflicts and tensions that may arise. Altogether, being explicit leads to a more productive learning environment for all students.

4. **Effective teaching involves prioritizing the knowledge and skills we choose to focus on.**

Coverage is the enemy: Don’t try to do too much in a single course. Too many topics work against student learning, so it is necessary for us to make decisions – sometimes difficult ones – about what we will and will not include in a course. This involves (a) recognizing the parameters of the course (e.g., class size, students’ backgrounds and experiences, course position in the curriculum sequence, number of course units), (b) setting our priorities for student learning and (c) determining a set of objectives that can be reasonably accomplished.

5. **Effective teaching involves recognizing and overcoming our expert blind spots.**

We are not our students! As experts, we tend to access and apply knowledge automatically and unconsciously (e.g., make connections, draw on relevant bodies of knowledge and choose appropriate strategies) and so we often skip or combine critical steps when we teach. Students, on the other hand, don’t yet have sufficient background and experience to make these leaps and can become confused, draw incorrect conclusions or fail to develop important skills. They need instructors to break tasks into component steps, explain connections explicitly and model processes in detail. Though it is difficult for experts to do this, we need to identify and explicitly communicate to students the knowledge and skills we take for granted so that students can see expert thinking in action and practice applying it themselves.

6. **Effective teaching involves adopting appropriate teaching roles to support our learning goals.**
Even though students are ultimately responsible for their own learning, the roles we assume as instructors are critical in guiding students’ thinking and behaviour. We can take on a variety of roles in our teaching (e.g., synthesizer, moderator, challenger, commentator). These roles should be chosen in service of the learning objectives and in support of the instructional activities. For example, if the objective is for students to be able to analyze arguments from a case or written text, the most productive instructor role might be to frame, guide and moderate a discussion. If the objective is to help students learn to defend their positions or creative choices as they present their work, our role might be to challenge them to explain their decisions and consider alternative perspectives. Such roles may be constant or variable across the semester depending on the learning objectives.

7. **Effective teaching involves progressively refining our courses based on reflection and feedback.**

Teaching requires adapting. We need to continually reflect on our teaching and be ready to make changes when appropriate (e.g., something is not working, we want to try something new, the student population has changed, or there are emerging issues in our fields). Knowing what and how to change requires us to examine relevant information on our own teaching effectiveness. Much of this information already exists (e.g., student work, previous semesters’ course evaluations, dynamics of class participation) or we may need to seek additional feedback with help from the university teaching center (e.g., interpreting early course evaluations, conducting focus groups, designing pre- and post-tests). Based on such data, we might modify the learning objectives, content, structure or format of a course, or otherwise adjust our teaching. Small, purposeful changes driven by feedback and our priorities are most likely to be manageable and effective.
Learning Principles: Theory and Research-based Principles of Learning

Carnegie Mellon University, Eberly Center, Teaching Excellence and Educational Innovation

https://www.cmu.edu/teaching/principles/learning.html

The following list presents the basic principles that underlie effective learning. These principles are distilled from research from a variety of disciplines.

1. **Students’ prior knowledge can help or hinder learning.** Students come into our courses with knowledge, beliefs and attitudes gained in other courses and through daily life. As students bring this knowledge to bear in our classrooms, it influences how they filter and interpret what they are learning. If students’ prior knowledge is robust and accurate and activated at the appropriate time, it provides a strong foundation for building new knowledge. However, when knowledge is inert, insufficient for the task, activated inappropriately or inaccurate, it can interfere with or impede new learning.

2. **How students organize knowledge influences how they learn and apply what they know.** Students naturally make connections between pieces of knowledge. When those connections form knowledge structures that are accurately and meaningfully organized, students are better able to retrieve and apply their knowledge effectively and efficiently. In contrast, when knowledge is connected in inaccurate or random ways, students can fail to retrieve or apply it appropriately.

3. **Students’ motivation determines, directs and sustains what they do to learn.** As students enter college and gain greater autonomy over what, when, and how they study and learn, motivation plays a critical role in guiding the direction, intensity, persistence and quality of the learning behaviors in which they engage. When students find positive value in a learning goal or activity, expect to successfully achieve a desired learning outcome and perceive support from their environment, they are likely to be strongly motivated to learn.

4. **To develop mastery, students must acquire component skills, practice integrating them and know when to apply what they have learned.** Students must develop not only the component skills and knowledge necessary to perform complex tasks, they must also practice combining and integrating them to develop greater fluency and automaticity. Finally, students must learn when and how to apply the skills and knowledge they learn. As instructors, it is important that we develop conscious awareness of these elements of mastery so as to help our students learn more effectively.

5. **Goal-directed practice coupled with targeted feedback enhances the quality of students’ learning.** Learning and performance are best fostered when students engage in practice that focuses on a specific goal or criterion, targets an appropriate level of challenge, and is of sufficient quantity and frequency to meet the performance criteria. Practice must be coupled
with feedback that explicitly communicates about some aspect(s) of students’ performance relative to specific target criteria, provides information to help students progress in meeting those criteria, and is given at a time and frequency that allows it to be useful.

6. **Students’ current level of development interacts with the social, emotional and intellectual climate of the course to impact learning.** Students are not only intellectual but also social and emotional beings, and they are still developing the full range of intellectual, social and emotional skills. While we cannot control the developmental process, we can shape the intellectual, social, emotional and physical aspects of classroom climate in developmentally appropriate ways. In fact, many studies have shown that the climate we create has implications for our students. A negative climate may impede learning and performance, but a positive climate can energize students’ learning.

7. **To become self-directed learners, students must learn to monitor and adjust their approaches to learning.** Learners may engage in a variety of metacognitive processes to monitor and control their learning – assessing the task at hand, evaluating their own strengths and weaknesses, planning their approach, applying and monitoring various strategies, and reflecting on the degree to which their current approach is working. Unfortunately, students tend not to engage in these processes naturally. When students develop the skills to engage these processes, they gain intellectual habits that not only improve their performance but also their effectiveness as learners.

**Bibliography**


Course and Assignment Design

Syllabus Design: Best Practices

A well-designed course syllabus is an important part of good course design. Your syllabus sets the tone and standard for your course. Give it lots of thought. Use the same tone in the syllabus that you will adopt with students. Think of them as your audience and write for them.

Focus on key information to provide a clear and succinct overview of your course, and relate your course positively to students’ learning. Think of your syllabus as a contract between you and your class.

Basic Course Information:
This is where you include information such as the course code and title, day, lecture/tutorial time and room number of your course. It is also helpful to provide contact information (e.g. email address, office number, office hours) for yourself and your TAs. Although some faculty members provide their phone number, it is not required and you should only do so if you feel comfortable.

This is also where you should provide a brief course overview and welcome statement, highlighting what the course will be about broadly and the general themes. Let students know if your course has any prerequisites or if your course is a prerequisite for senior courses.

Learning outcomes:
Learning outcomes are statements of what students will be able to know and do by the end of your course. It is often helpful to frame learning outcomes using the phrase: “After successful completion of this course, you will be able to...” The goal of learning outcomes is to clearly articulate what learning students will engage with through this course, and it allows you to show links between activities, readings and assessments. This will motivate students by helping them see the goals to which they are working throughout the course.

For more information, visit Developing Learning Outcomes (CTSI):
https://teaching.utoronto.ca/teaching-support/course-design/developing-learning-outcomes/

Course Schedule/Key Dates
This might include a weekly breakdown of activities including readings, assignment deadlines and lecture topics. Oftentimes it can be helpful to include a section in your schedule to prompt students to think of what is coming ahead. Using a table can help present the information concisely and can allow students to see assignments and readings at a glance.

Course Work and Grading
It is important to provide a clear breakdown of all assessments, assignments and how each will be graded. This should include what the assignment is (a brief description), percentage of their total grade and the due dates. Any information that contributes to a student’s mark (e.g. late
penalties) should be included. It is also encouraged that you indicate the relevant learning outcomes that are being achieved through engagement with each assignment and assessment.

To keep your syllabus from being too long, a short description of each assessment is often provided in the syllabus while a more detailed document is used for a full explanation of the assessment. Make sure to draw students’ attention to the additional document if you are using one.

If you are having a final exam, you will not know the date at the beginning of the course. It is best to indicate that there will be a final exam and that it will occur during the final exam period, which can be found on the Registrar’s website: https://www.utsc.utoronto.ca/registrar/academic-dates.

It is important to note that once the grading scheme has been provided to students, you may only change any grade-related element in a course by following these prescribed procedures:

1. You must hold a vote in a regularly scheduled class and obtain the consent of at least simple majority of those attending the class.
2. The vote must be announced no later than the class previous to the one in which the vote will take place.
3. After consent has been achieved, you must deposit the revised marking scheme with the department sponsoring the course.


Course/Departmental/Program Policies
Your program or department might have specific policies that would be helpful to mention. This could include aspects around lab safety, highlighting rules and regulations around off-campus work or e-mail policies. It is best to reach out to your department administrator to inquire about department- or program-specific policies. Furthermore, although you are not obligated to accept late work, except where there are legitimate and documented reasons, it may be helpful to articulate your policy around late submissions and extensions; however, make sure to check to see if your department has an official policy.

In-course Resources
Ensure that students know what resources are required to be successful in this class. This could include textbooks, articles and various resources, where to purchase them and if they are mandatory or optional. Also indicate if course reserves are available in the library or through Quercus. Tip: Talk to your UTSC liaison librarian about setting up course reserves.

If you are using Quercus, you should explain to students how they can access the learning management system, what they will be able to find and how you expect them to use it.

Syllabus Statements and Additional Resources
There are a couple of required statements that must be on all syllabi. The first is the Accessibility Statement at https://www.utoronto.ca/accessibility and the second is the Academic Integrity Statement at https://www.academicintegrity.utoronto.ca/smart-strategies/writing-and-using-a-syllabus/. If you are opting to use Turnitin, you must include the Turnitin statement. For more information, please visit https://teaching.utoronto.ca/ed-tech/teaching-technology/turnitin/ AND https://q.utoronto.ca/courses/46670/pages/integration-turnitin.

Additional statements that you might wish to consider adding to your syllabus:

- Course-Specific Policies: Email policy, participation expectations, etiquette for a safe and respectful learning environment and for electronic devices, required documentation, policies for missed or late work, etc.
- Links to support services at the Centre for Teaching and Learning: Writing Support, English Language Development Support, Math and Stats Support, Facilitated Study Groups.
- Links to other Academic Supports: Library, Academic Advising, etc.

**Copyright**

If a student wishes to video or audio record, photograph or reproduce any course-related materials, they must be done with written consent from the instructor beforehand. In the case of private use by students with disabilities, the instructor’s consent will not be unreasonably withheld. For more information about copyright in instructional settings, please visit the copyright page.

**Circulating Your Syllabus**

Ensure that your syllabus is completed before the start of your first class. Once completed, give a copy of your syllabus to your department administrator. Official syllabi must be distributed to students before the last day to add the course (usually 2 weeks from the start of class).

**Syllabus Checklist**

<table>
<thead>
<tr>
<th>Basic course information</th>
<th>Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Course code and title, day, lecture/tutorial time and room number</td>
<td>• State learning outcomes for your course. Outcomes should complete the phrase: “After successful completion of this course, you will be able to…”</td>
</tr>
<tr>
<td>• Your contact information (e-mail address, phone number, office, office hours)</td>
<td>• Show a link between weekly activities, readings and assignments</td>
</tr>
<tr>
<td>• Contact information for your TAs (email address, office, office hours)</td>
<td></td>
</tr>
<tr>
<td>• Brief course overview and welcome statement</td>
<td></td>
</tr>
<tr>
<td>• Prerequisites: Let students know if your course has any prerequisites or if your course is a prerequisite for senior courses</td>
<td></td>
</tr>
</tbody>
</table>
### Course Schedule & Key Dates
- Weekly breakdown of activities including readings, assignment deadlines, etc. Using a table presents information concisely and allows students to see assignment and readings at a glance

### Course Work and Grading
- Assignments, percentage of grade and due dates
- Exams and their date or approximate date

### In-course Resources
- Textbooks, other required resources/materials
- Course reserves

### Syllabus Statements and Additional Resources
**Required:**
- An Accessibility Statement
- Academic Integrity Statement
- Turnitin Statement (if applicable)
**Optional:**
- Course-Specific Policies: Email policy, participation expectations, etiquette for a safe and respectful learning environment and for electronic devices, required documentation, policies for missed or late work, etc.
- Links at the Centre for Teaching and Learning to support services: Writing Centre, English Language Development, Math & Stats, etc.
- Other Academic Supports (Library, Academic Advising, etc.)
- Copyright Statement

### Circulating Your Syllabus
- Give a copy to your department
- Official syllabus must be distributed to students before the last day to add the course
Integrated Course and Assignment Design

Integrated Course Design refers to aligning learning goals with teaching activities and providing feedback within assignments.

This handout is based on L. Dee Fink’s model of Integrated Course Design, as described in Creating Significant Learning Experiences (2003). It outlines some of the key stages and questions to ask yourself when designing a course focused on student learning.

Key principles of integrated course design:
1. Focus on student learning rather than instructor teaching.
2. Start course design by assessing Situational Factors (see Checklist below) and outlining Learning Goals.
3. Build Assessment methods backwards, starting with the final ways in which students will demonstrate their learning, and then building interim assignments and feedback opportunities.
4. Ensure that goals, assessment and activities are aligned.

Key principles of assignment design:
1. Design authentic forward-looking tasks.
2. Make goals and expectations clear and explicit.
3. Scaffold learning—skills and/or process.

Integrated Course and Assignment Design Checklist
Use the following checklist to begin planning your course.

<table>
<thead>
<tr>
<th></th>
<th>Your Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Situational Factors: What situational factors are relevant to your course? E.g. nature of the subject, academic level, number of students, student preparedness, number of TAs, etc.</td>
<td></td>
</tr>
<tr>
<td>2. Learning Outcomes: By the end of the course, students will be able to.... For more information, visit Developing Learning Outcomes: uoft.me/4tw.</td>
<td></td>
</tr>
<tr>
<td>3. Assessment: Think about the end of your course. How will students demonstrate what they have learned? A final exam? A final assignment? Both?</td>
<td></td>
</tr>
</tbody>
</table>
### 3.1 Clear Expectations:
What will be the key characteristics of a successful assignment or exam? (Aim for 4 to 6.) How will you communicate these to students?

### 3.2 Feedback:
How will you and your students know that they are on track with their learning? E.g. interim assignment such as submitted a working thesis statement.

How will you (or your TAs) give them feedback and direction? E.g. Group feedback on interim assignments 1:1 interviews, office hours.

How will you build in opportunities for students to self-assess and assess their peers? E.g. In-class peer review session; peer-review online; submit to Turnitin to self-assess use of sources.

### 4. Teaching and Learning Activities:
What will students need to learn to successfully complete your exam(s) and assignment(s)?

Consider how you might scaffold relevant teaching and learning activities throughout your course.

### References


Assignment Scaffolding

Definition
Scaffolding is an approach to course and assignment design that involves breaking the learning objectives into manageable steps, and providing instructor support throughout the learning process.

The theory behind scaffolding is that when learners first approach a new skill or subject matter, they are able to accomplish much more with support (Bruner, 1966). As they master each step, those supports can gradually be withdrawn until the learner is able to tackle these tasks completely independently.

PART ONE – Scaffold and Assignment Design

A. PROCESS SCAFFOLDING
One effective method of scaffolding is to take a complex assignment, such as a literature review, lab report or research essay and break it into smaller components. Providing formative feedback on the earlier assignments will help students master each step in the process before proceeding further. This type of scaffolding helps students get started on complex assignments early and ensures that they are on track throughout.

![Figure 4: Scaffolding assignments](image)

B. CRITICAL THINKING SCAFFOLDING
Another effective method is to give different types of assignments that function as scaffolding to support students as they develop their critical thinking skills. Begin with assignments that
demand lower-order critical thinking skills (abstracts, summaries or descriptions, quizzes) and build toward more complex assignments (case analysis, business plan, lab report). This type of scaffolding can be difficult to implement in large courses because of the marking involved, but use of writing-to-learn assignments (see below) can help.

<table>
<thead>
<tr>
<th>Possible Objective</th>
<th>Ideas for large classes</th>
<th>Advantages</th>
</tr>
</thead>
<tbody>
<tr>
<td>Remember a term or definition</td>
<td>iClicker questions, self-test quiz</td>
<td>Quick and can be used to help break up the lecture</td>
</tr>
<tr>
<td>Improve comprehension of a complex concept</td>
<td>One-minute paper, reflection paper, statement of confusion</td>
<td>Can be given in-class or as homework, can be unmarked or given pass/fail grades, could be submitted simply to help you see where students are having trouble</td>
</tr>
<tr>
<td>Synthesize course concepts throughout the term</td>
<td>Learning journal</td>
<td>Does not require feedback, can be submitted periodically and given pass/fail grades</td>
</tr>
<tr>
<td>Develop more sophisticated research and writing assignments</td>
<td>Peer-review of drafts</td>
<td>Helps students learn how to evaluate assignments, but the onus is on students, not the instructor or TA.</td>
</tr>
</tbody>
</table>

Figure 5: Assignments that support critical thinking

C. ASSIGNMENT GLOSSARY

Memory and Comprehension Checks: Quick ways to ensure students understand the basics before attempting to complete more complex assignments.

a. iClicker questions: Great for in-class mini-quizzes. The technology can be used to give grades for either participation or for correct answers, but this should be done with caution as there are possibilities of technical difficulties or misuse. Also, not all students have iClickers, so they might be required to buy one for the course.
b. Self-Test quiz: A low-tech version of the above that is much harder to track and grade, but much easier to administer. Simply ask students a series of questions and have them write answers in their notes. Then go over the answers with them, so they can check their own work.

Writing-to-Learn Assignments: These are informal, easy to administer and very useful for helping students process course material.

a. Learning journal: Encourages students to reflect on their learning process throughout the term. Students write regular entries in response to clear prompts related to course material or their understanding of it. Not only does a learning journal help students learn to articulate their thoughts and questions, it helps them to see the progress they’ve made and notice patterns in the course material.
b. **One-minute paper:** A very short essay, usually written in-class without time for planning or revision. The key is to give students a clear question prompt and one minute to jot their answers.

c. **Read Map:** A concept map that helps students synthesize their research or course readings. Encourage students to draw and label the connections between their sources.

d. **Reflection paper:** A short writing assignment that can either be written in class or at home. Reflection papers are most useful for getting students to step back from the material to think about their own understanding of it (and strategies for moving to the next level) or patterns within it (developing a richer understanding). It is important to give students a clear prompt to help them focus.

e. **Statement of confusion:** A version of the one-minute paper where students are asked to write for a minute or two on the concepts or material that most confuses them. If collected, these statements can be very helpful for seeing whether and where students are getting lost.

**Revision Assignments:** Revising or rethinking their writing helps students improve their critical thinking skills and course mastery. The following assignment types are effective approaches for large classes.

a. **Meta-statement:** Prompt students to write a paragraph reflecting on how they would improve their paper if they had the time or opportunity. This assignment can be effective whether students write it before handing in their papers or after they have received feedback.

b. **Peer review:** Peer review can be done in-class, outside of class or through technology such as Quercus or PeerScholar. Students will need to be coached on how to give effective feedback (rubrics and models are very helpful for this). To ensure that all students participate, the exchange of papers should be organized by the instructor or TA.

**PART TWO – Strategies for Successful Scaffolding**

1. Define clear learning objectives. Avoid vague phrases such as “mastery of course content” and strive for precise statements of what students will be able to do, know and value.

2. Think about what assignments you would like students to complete and how the assignments will help students meet those learning objectives. E.g. A mid-term or short reflection paper might aim to make students demonstrate their ability to explain specific core concepts or solve particular types of problems.

3. Organize assignments in a way that culminates in your learning objectives. E.g. If aiming for a comprehensive research paper that shows students are capable of producing professional work appropriate to the discipline, then sequence the assignment over the course of the term. If aiming to have students demonstrate facility with course content, then use different types of assignments to gradually increase from simple memorization to the ability to evaluate and problem solve.

4. Be very clear with TAs and students about the purpose of the assignment. This will help students transfer these skills to other courses and advance through their degree in a way that is deliberate, and not simply accidental.
5. Be very clear with students, and with TAs, about your expectations. A grading rubric communicates expectations to all involved and is a great way of keeping both students and graders on the same track.
6. Time assignments and explanations carefully so that students will be able to see the close connection between your lectures and the skills and techniques they will need to complete those assignments.
7. Be creative. There are many different ways to scaffold assignments that can help engage students and improve their learning outcomes.

Additional Strategies and Time-saving Tips

1. Take advantage of technology. Quercus can help you manage assignments; the library feeds will help your students find the appropriate resources.
2. If students are submitting drafts, give most of your feedback early on so students can benefit from it and produce better assignments. Then, for final drafts, simply assign grades.
3. Give only pass/fail grades for the smaller, less consequential steps. This can be done very quickly through Quercus and will leave time for marking the larger pieces in more depth.
4. Focus feedback on your specific learning objectives. For example, if your goal is to develop students’ skills in critical thinking and argumentation, don’t waste time correcting grammar and sentence structure but focus on content and how well the student is meeting your expectations. Rubrics can also be very useful for making grading more efficient.
5. Stagger assignments. Give students a choice of which assignments they can do, with different deadlines. This will stagger marking duties over the semester.
6. Build learning communities or peer groups. Having students give feedback to their peers throughout the process has been shown to improve student learning and transference of skills. Caution: While peer evaluation is a very effective strategy, having any of the marks dependent on that evaluation can be problematic.

Troubleshooting Scaffolding

<table>
<thead>
<tr>
<th>Concern</th>
<th>Some responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Scaffolding takes too much time.”</td>
<td>Yes, it takes time in design, but it will save time and, most importantly, minimize frustration when grading, particularly with large final assignments. Use technology – PeerScholar, iWRITE, Quercus – to build learning communities in the class so peers can offer one another feedback.</td>
</tr>
<tr>
<td>“My students don’t like a lot of small assignments. They complain it’s too much work.”</td>
<td>Be explicit about process and value of working step by step toward goals; explain that it isn't really more work, it is just organized differently. Students report that scaffolding reduces stress. Emphasize connections to course learning objectives.</td>
</tr>
<tr>
<td>“It adds too much to my marking load. Neither I nor my TAs have time!”</td>
<td>Not everything has to be marked, or marked individually: give group feedback. Give pass/fail grades for less consequential assignments. Stagger assignments. Give early feedback. Have students review their peers’ papers. Focus feedback on learning objectives. Develop grading rubrics to facilitate marking.</td>
</tr>
<tr>
<td>“I tried grading and giving feedback on early drafts and students just made the specific changes I suggested and expected better marks.”</td>
<td>Give pass/fail grades for early drafts – or take off grades if students don’t submit a draft. Include global recommendations for improvements as well as specific ones. Make clear criteria for actually earning a better mark (e.g. a revision rubric). Define revision and discuss process and expectations explicitly – show examples of drafts of your own writing. Make the final step worth the bulk of the marks.</td>
</tr>
<tr>
<td>“I like the idea of peer review but I’m afraid that students won’t take it seriously.”</td>
<td>Do it in class and introduce by discussing the professional peer review process. Ask student reviewers to answer specific questions on a handout (broad questions around thesis, argument and organization tend to be better than grammar) and give you a copy of this feedback. You can then mark the feedback – either pass/fail. For larger classes use PeerScholar.</td>
</tr>
<tr>
<td>“Scaffolding makes it too easy and will alienate the brighter students.”</td>
<td>Scaffolding does not just break down the process, it supports learning. If every stage has a learning goal, even the brightest students can push themselves further at each stage. With the structure scaffolding provides, you can make assignments much harder and more interesting, which will challenge and satisfy the best students, while still making it possible for everyone to succeed.</td>
</tr>
</tbody>
</table>
High-Impact Practices

To represent the multiple dimensions of student engagement, NSSE reports on 10 Engagement Indicators calculated from 47 core NSSE items and grouped within four themes. Additionally, in a separate report, NSSE provides results on six High-Impact Practices, aptly named for their positive associations with student learning and retention.

Engagement Indicators

Engagement Indicators (EIs) provide valuable information about distinct aspects of student engagement by summarizing students’ responses to sets of related survey questions. (Component items are listed on the next page.)

<table>
<thead>
<tr>
<th>Theme</th>
<th>Engagement Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Challenge</td>
<td>Higher-Order Learning</td>
</tr>
<tr>
<td></td>
<td>Reflective &amp; Integrative Learning</td>
</tr>
<tr>
<td></td>
<td>Learning Strategies</td>
</tr>
<tr>
<td></td>
<td>Quantitative Reasoning</td>
</tr>
<tr>
<td>Learning with Peers</td>
<td>Collaborative Learning</td>
</tr>
<tr>
<td></td>
<td>Discussions with Diverse Others</td>
</tr>
<tr>
<td>Experiences with Faculty</td>
<td>Student-Faculty Interaction</td>
</tr>
<tr>
<td></td>
<td>Effective Teaching Practices</td>
</tr>
<tr>
<td>Campus Environment</td>
<td>Quality of Interactions</td>
</tr>
<tr>
<td></td>
<td>Supportive Environment</td>
</tr>
</tbody>
</table>

The EIs and component items were rigorously tested both qualitatively and quantitatively in a multi-year effort that included student focus groups, cognitive interviews, and two years of pilot testing and analysis. As a result, each EI provides valuable, concise, actionable information about a distinct aspect of student engagement.

Scoring EIs

In the Engagement Indicators report, each EI is expressed on a 0 to 60 scale. First, component items are converted to a 60-point scale (e.g., Never=0, Sometimes=20, Often=40, and Very often=60), then averaged together to compute student-level scores. Institutional EI scores are the weighted averages of student-level scores for each class level. Student-level EI scores are provided to participating institutions in their NSSE data files.

High-Impact Practices

High-Impact Practices (HIPs) represent enriching educational experiences that can be life-changing. They typically demand considerable time and effort, facilitate learning outside of the classroom, require meaningful interactions with faculty and other students, encourage collaboration with diverse others, and provide frequent and substantive feedback. NSSE reports student participation in six HIPs: three for both first-year students and seniors, and three for seniors only (see below).

<table>
<thead>
<tr>
<th>High-Impact Practices</th>
<th>First-year</th>
<th>Senior</th>
</tr>
</thead>
<tbody>
<tr>
<td>Service-learning</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>Learning community</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>Research with faculty</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>Internship or field experience</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>Study abroad</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>Culminating senior experience</td>
<td>✔</td>
<td>✔</td>
</tr>
</tbody>
</table>

Note: Survey wording is on the next page.

Scoring HIPs

For each HIP except service-learning, participation is reported as the percentage of students who responded “Done or in progress.” For service-learning, it is the percentage of students for whom at least “Some” courses included a community-based project. Thus, a HIP score of 26 means that 26% of respondents participated in the activity.

NSSE founding director George Kuh recommends that all students participate in at least two HIPs over the course of their undergraduate experience—one during the first year and one in the context of their major. The High-Impact Practices report summarizes student participation in “1” or “2 or more” HIPs for first-year and senior students and disaggregates results by student and enrollment characteristics.

Sample EI and HIP reports are available on the NSSE website: nsse.indiana.edu/links/IR
Summary statistics are also available: nsse.indiana.edu/links/summary_tables

Figure 6: National Survey of Student Engagement, Engagement Indicators & High-Impact Practices
Engagement Indicators and Items

Academic Challenge

Higher-Order Learning
During the current school year, how much has your coursework emphasized the following:
- Applying facts, theories, or methods to practical problems or new situations
- Analyzing an idea, experience, or line of reasoning in depth by examining its parts
- Evaluating a point of view, decision, or information source
- Forming a new idea or understanding from various pieces of information

Reflective & Integrative Learning
During the current school year, how often have you
- Combined ideas from different courses when completing assignments
- Connected your learning to societal problems or issues
- Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments
- Examined the strengths and weaknesses of your own views on a topic or issue
- Tried to better understand someone else’s views by imagining how an issue looks from his or her perspective
- Learned something that changed the way you understand an issue or concept
- Connected ideas from your courses to your prior experiences and knowledge

Learning Strategies
During the current school year, how often have you
- Identified key information from reading assignments
- Reviewed your notes after class
- Summarized what you learned in class or from course materials

Quantitative Reasoning
During the current school year, how often have you
- Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)
- Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)
- Evaluated what others have concluded from numerical information

Learning with Peers

Collaborative Learning
During the current school year, how often have you
- Asked another student to help you understand course material
- Explained course material to one or more students
- Prepared for exams by discussing or working through course material with other students
- Worked with other students on course projects or assignments

Discussions with Diverse Others
During the current school year, how often have you had discussions with people from the following groups:
- People from a race or ethnicity other than your own
- People from an economic background other than your own
- People with religious beliefs other than your own
- People with political views other than your own

Experiences with Faculty

Student-Faculty Interaction
During the current school year, how often have you
- Talked about career plans with a faculty member
- Worked with a faculty member on activities other than coursework (committees, student groups, etc.)
- Discussed course topics, ideas, or concepts with a faculty member outside of class
- Discussed your academic performance with a faculty member

Effective Teaching Practices
During the current school year, to what extent have your instructors done the following:
- Clearly explained course goals and requirements
- Taught course sessions in an organized way
- Used examples or illustrations to explain difficult points
- Provided feedback on a draft or work in progress
- Provided prompt and detailed feedback on tests or completed assignments

Campus Environment

Quality of Interactions
Indicate the quality of your interactions with the following people at your institution:
- Students
- Academic advisors
- Faculty
- Student services staff (career services, student activities, housing, etc.)
- Other administrative staff and offices (Registrar, financial aid, etc.)

Supportive Environment
How much does your institution emphasize the following:
- Providing support to help students succeed academically
- Using learning support services (tutoring services, writing center, etc.)
- Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.)
- Providing opportunities to be involved socially
- Providing support for your overall well-being (recreation, health care, counseling, etc.)
- Helping you manage your nonacademic responsibilities (work, family, etc.)
- Attending campus activities and events (performing arts, athletic events, etc.)
- Attending events that address important social, economic, or political issues

High-Impact Practice Items

Which of the following have you done or do you plan to do before you graduate?
- Participate in a learning community or some other formal program where groups of students take two or more classes together
- Participate in an internship, co-op, field experience, student teaching, or clinical placement
- Participate in a study abroad program
- Work with a faculty member on a research project
- Complete a culminating senior experience (capstone course, senior project or thesis, comprehensive exam, portfolio, etc.)
- About how many of your courses at this institution have included a community-based project (service-learning)?

Figure 7: NSSE figure continued
Experiential Learning

High-quality experiential learning (EL)* is a core component of UTSC’s academic mission and an integral part of the academic experience for all students at UTSC. Over the years, UTSC has provided EL opportunities for students that include co-op, community-engaged learning, internships, practicum, research-intensive teaching in EL, innovation and entrepreneurship, and international EL experiences. The Centre for Teaching and Learning’s Service Learning and Outreach program has helped provide community placements for students across disciplines.

UTSC is currently engaged in expanding and strengthening campus-wide support for instructors who wish to provide EL experiences for their students. Please visit the EL hubs for a breadth of faculty resources including information about funding opportunities: https://www.utsc.utoronto.ca/vpdean/experiential-learning and https://experientiallearning.utoronto.ca/.

The Experiential Learning Steering Committee leads the initiative that includes encouraging and supporting academic units to strengthen EL opportunities, strengthening and aligning coordination for EL activities across UTSC, and working closely with central U of T offices on EL-related issues. The group is composed of directors and managers of stakeholder units across the campus, including the Associate Dean, Teaching and Learning.

If you are interested in exploring ways in which you might integrate EL opportunities for students into your teaching, please contact the following:

**Dr. Kamini Persaud**, Coordinator, Experiential Learning, Centre for Teaching and Learning: kamini.persaud@utoronto.ca
- Kamini coordinates information pertinent to UTSC EL-interested faculty, supports an EL community of practice, and is available for consultation to consider your interests and provide direction.

**Dr. Al Hearn**, Educational Developer, Experiential Learning, Centre for Teaching and Learning: al.hearn@utoronto.ca
- Al supports course and curriculum development, course delivery and student assessment as it relates to EL.

**Julie Witt and Saddaf Syed**, Integrated Learning Experiences (ILE) Coordinators: utsc.ile@utoronto.ca
- Julie ([julie.witt@utoronto.ca](mailto:julie.witt@utoronto.ca)) and Saddaf ([saddaf.syed@utoronto.ca](mailto:saddaf.syed@utoronto.ca)) work with academic departments and instructors to research and support connections with community organizations and develop placement opportunities for students.
Dave Fenton, Entrepreneurship and Work Integrated Learning Program Coordinator: dave.fenton@utoronto.ca
- Dave works with management instructors to research and support connections with community organizations and develop placement opportunities for students.

Wei Huang, Career Counsellor, Experiential Learning, Academic Advising & Career Centre: weinancy.huang@utoronto.ca
- For EL student preparation support on broad topics such as increasing student understanding of the purpose of EL and training in professional skills.

Consider joining the UTSC EL listserv (experiential-learning@utsc.utoronto.ca), a faculty mailing list intended to facilitate communication and increase awareness of experiential learning programming and events at UTSC. To join, email experiential-learning-request@utsc.utoronto.ca and type “subscribe” into the subject line.

Supporting Academic Integrity through Writing and Research Assignments: Strategies for Instructors

The *Code of Behaviour on Academic Matters* protects academic integrity at the University. Some examples of offences that are sanctioned under the Code include:

- **Plagiarism**: Using the words or ideas of another person without citing the source
- **Unauthorized Aids**: Using unauthorized aids, which could be considered cheating on tests and exams
- **Unauthorized Assistance**: Having someone else do the work for you
- **Forgery or falsification**: Making a false statement, presenting a false document or signing someone else’s name on a document required by the University
- **Personation**: Having someone else write an exam for you or writing an exam for someone else
- **Concocting**: Using false data or providing false references
- **Self-Plagiarism**: Submitting work for credit in a course when you have submitted it in another course

Instructors need to be aware of relevant policies and procedures if academic integrity offences are suspected. Additionally, instructors can be proactive about taking steps that can deter offences in the first place.

1. **Incorporate academic integrity into your course design**

   - Include an **academic integrity statement in your syllabus**.

   - Consider **breaking larger assignments into steps** or smaller assignments (often called “scaffolding”). Among the benefits, this practice may make plagiarism more difficult.

   - Ensure **consistent assessment of academic integrity issues**. For example, consider using a rubric that includes criteria relevant to academic integrity, such as correct citation and legitimate paraphrase/summary to ensure consistent marking across tutorial sessions. You may also wish to provide your TAs with some guidance on interpreting Turnitin reports to ensure they are all assessing the reports in the same way.


Integration, Turnitin (Quercus): [https://q.utoronto.ca/courses/46670/pages/integration-turnitin](https://q.utoronto.ca/courses/46670/pages/integration-turnitin)
● Consider practices recommended by U of T Writing Centres for deterring plagiarism. Deterring Plagiarism: https://writing.utoronto.ca/teaching-resources/deterring-plagiarism/

2. Discuss academic integrity with your students

● Define academic integrity and ensure students understand what it is. Highlight what it means in your discipline, course and specific assignments. Consider discussing academic integrity as part of training in professionalism.
  Academic Integrity, what is it exactly: https://utsc.utoronto.ca/vpdea/n/tipsheet-code-brief

Academic Integrity Matters: https://utsc.utoronto.ca/aacc/academic-integrity-matters

Academic Integrity at the University of Toronto:
https://www.academicintegrity.utoronto.ca/

Classroom strategies: Talking about Academic Integrity
https://www.academicintegrity.utoronto.ca/smart-strategies/classroom-strategies-talking-about-academic-integrity/

● Highlight practices of your own discipline, providing and discussing relevant examples. Model academic integrity through course materials, readings, slides, etc. Encourage students to ask questions. Tip: Consider speaking to students about codes of ethics for your professional organizations so that they can see the standards to which scholars in your area are held.

● Ensure assignment instructions include an explanation of what is and is not allowed. Remember that your students will have worked under different expectations in high school, as well as different expectations in other courses, possibly even within your own department.

● Emphasize that there are rules for academic integrity at the university and that there are consequences for breaking the rules. These rules support academic standards and fairness for all students. Key Consequences: academicintegrity.utoronto.ca/key-consequences

● Encourage students to attend the campus Academic Integrity Matters workshop. For more information, please email integrityadmin@utsc.utoronto.ca.

3. Ensure your students have academic skills needed for your assignments

Identify academic skills that students will need to complete your assignment. Consider if they have these academic skills, such as writing, paraphrasing/summary, research, using citation, or if there are gaps.

If needed, help students learn academic skills needed to complete your assignment. Please contact the Centre for Teaching and Learning and/or UTSC Library for support.
4. Encourage student self-evaluation of their work to ensure academic integrity

- Consider including an **academic integrity checklist** with your assignments to encourage your students to check their work, such as the following one from York University.

Academic Integrity Checklist: [https://www.library.yorku.ca/spark/academic_integrity/Academic%20Integrity%20Checklist.pdf](https://www.library.yorku.ca/spark/academic_integrity/Academic%20Integrity%20Checklist.pdf)

- Consider **allowing students to use Turnitin to assess their own drafts** for any academic integrity violations.


5. Be aware of policies and procedures to follow if you suspect a student has committed an academic offence

- Ensure that you and your TAs know about the **process for reporting suspected academic offences at UTSC**. Familiarize yourself with procedures as required under the *Code of Behaviours on Academic Matters*.


6. Be aware of how an academic offence allegation may affect student mental health

Regardless of the circumstances, students who are faced with an allegation of academic offences may react with panic or extreme anxiety. Be ready to provide students with contact information for Health and Wellness and other mental health resources.

Health and Wellness Centre: [https://utsc.utoronto.ca/hwc/health-wellness-centre](https://utsc.utoronto.ca/hwc/health-wellness-centre)

- Students may panic about the impact that the offence will have on their GPA, graduate school applications or career plans. Students can visit counsellors in AA&CC to address these issues.

Academic Advising: [https://utsc.utoronto.ca/aacc/academic-advising-career-centre](https://utsc.utoronto.ca/aacc/academic-advising-career-centre)
Effective Classroom Teaching

First Class Strategies

McKeachie, in his book *McKeachie’s Teaching Tips* (2006, p. 28), suggests some goals for the first day of class.

By the end of the first day, students will have:

1. A sense of where they’re going and how they’ll get there
2. A feeling that the other members of the class are not strangers, that you and they are forming a group in which it’s safe to participate
3. An awareness that you care about their learning
4. An expectation that the class will be both valuable and fun

The following are strategies that can help you meet these goals in your first class.

PRIOR TO THE FIRST DAY OF CLASS

- Visit your classroom prior to the first day; familiarize yourself with the room and equipment. Walk around the room to assess the physical space, sightlines and acoustics.
- Ensure that your course outlines are prepared, photocopied and ready to hand out during the first class, and, if relevant, uploaded to Quercus or the course website.
- Ensure that required texts have been ordered or placed on reserve in the appropriate library. If you have an opportunity, check that they’re appropriately placed and labelled at the bookstore. Put items on course reserve in the library.
- Obtain an up-to-date copy of the class list from your department or from Quercus.
- Familiarize yourself with administrative policy regarding prerequisites, waiting lists, late enrolment and add/drop dates. Students often have questions about these policies on the first day of class.
- Meet with your TA or lab assistant to go over the course content, your expectations for their work, office hours, and other relevant issues. (Also see Working With Your TAs, pg. 46.)
- If you’ve included a research assignment in your course, consider contacting the UTSC liaison librarian for your subject area. He/she can tell you about various services the library offers to support teaching, and arrange support for your course at your request.

THE FIRST DAY – SETTING THE TONE

The first day is an important opportunity to model how you hope and expect that classes will proceed throughout the semester or year, and to get students immediately engaged in course topics. To set a tone that will support success throughout the course, you might:

- Plan to use all of the time in your first class. This will communicate that you take class sessions and your students’ learning seriously.
• Build a sense of community through active participation. Plan an activity that allows students to get to know you and each other or to solve problems (see some suggestions in “Building a Classroom Community,” pg. 34).
• Describe how class time will be structured, and what kinds of learning activities (lecture, discussion, small-group work, etc.) students can expect to experience during class sessions.
• Clarify, via a handout or discussion, your expectations for students, including those for in-class behaviour and participation, preparation for class, assignments and interaction with you and the TAs.
• Explain your organization of the course, including your selection of texts and materials.
• Contextualize academic regulations and standards (such as those regarding academic integrity) within the broader goals and outcomes of advanced education in the field and within the academic community.
• Provide a brief overview or review of the material students must have already mastered in order to succeed in the course.
• Introduce the subject matter of the course. You can provide a brief overview of course topics, identify key questions you will address or introduce a key concept in an engaging manner (eg., you might stage a provocative demonstration, work through a case study or pose a controversial question). See below for one such example from a U of T instructor.

**Strategies from U of T instructors**

You might consider using your first class to introduce students to the big questions the course will consider. According to award-winning U of T English professor Nick Mount, the first class is an opportunity to model scholarly curiosity in your discipline – perhaps through a specific example that would allow you to move from the particular to the general. For instance:

A professor of physics enters class and displays a tennis ball. He claims that, in 20 minutes, he will throw the tennis ball through the wall. He spends 20 minutes providing a lecture that details specific concepts from physics that prove that it is indeed possible to throw an object through a solid wall. At the end of 20 minutes, he throws the tennis ball at the wall. It does not, of course, go through – but in that 20 minutes, he has described some of the counter-intuitive and mysterious properties of matter, an idea that will help to frame students’ understanding of course topics throughout the semester.

**THE FIRST DAY – INTRODUCING COURSE DETAILS, POLICIES AND RESOURCES**

The first day is also an opportunity to draw student attention to course details, expectations and policies, and to the resources that can help them succeed. At some point during the first class, it is usually beneficial to:

• Provide some information about yourself, including your professional background and academic interests, as well as the best ways to contact you.
• Introduce the syllabus and ensure students have time to read and discuss it. Share reasons for your approaches and expectations and respond to questions and students’ contributions. Make modifications if necessary.

**Strategies from U of T instructors**

Carol Rolheiser, award-winning U of T professor and Director of the Centre for Teaching
Support & Innovation, recommends conducting a “Say Something” exercise to introduce the syllabus to your students:

- Distribute the syllabus and ask students to review specified portions.
- Ask students to pair with a partner to discuss the syllabus. Students may identify a question about the course or about course policies, identify sections of the course that are of particular interest to them, identify topics or assignments that they anticipate to be challenging, or make a connection to previous course work or personal interests.
- Once students have had an opportunity to read and discuss the syllabus, provide an opportunity for students to raise questions or to comment on the course.
- Discuss evaluation and grading approaches. Help students see the connections between evaluation methods and course goals. Provide suggestions on how to succeed in your class.
- Describe resources that will support learning and let students know how to access these. These resources might include you as the instructor, other course staff, the course website or other course materials, or divisional or institutional student support services. You might also show them the Library resources button in your Quercus course, which includes library resources for your discipline. The resources listed can be modified at your request. Contact your UTSC liaison librarian for assistance. You might also provide strategies for how students can serve as peer support for each other (through, for example, study groups or by sharing contact information for questions).

**AT THE CONCLUSION OF THE FIRST CLASS**

- Leave some time to address students’ concerns and questions.
- Request some feedback from your students about their first impressions of the course.
- At the end of the first class, have students complete a 2-minute anonymous written reaction to the first class session. You might ask them to note any questions they still have, their goals for taking the course, the topics they are most excited about or most concerned about, or how they see this course interacting with their personal or professional interests. This demonstrates an interest in them and their learning, and begins to build a learning climate where students have responsibilities for thinking about their learning and providing input to the instructor. You might use some of their responses to begin the next class session.
- Before dismissing the class, briefly discuss what you will be covering at your next meeting and give them something to do before the next class (e.g. a reading or a short assignment).

**BUILDING A CLASSROOM COMMUNITY**

The first day is also a good opportunity to get to know the students and to have them get to know each other, in order to pre-empt some of the challenges anonymity in the university environment can cause. Some students, especially first-year students, may also have questions or concerns about your expectations or the expectations of the university environment in general. To build community and address some of these anxieties, some instructors have found success in the following strategies:

- Ask students to fill out information cards with their name, field of study and a memorable detail (this can take the place of attendance).
• Use clickers or flash cards to poll students about any anxieties they have about the course or about university in general, or about their current familiarity with the topics of the course.
• Assess students’ prior knowledge. You might poll them about previous courses in the subject, conduct a brief (anonymous) clicker quiz or ask them about previous experience with the topic. Communicate the value of the diverse experiences that students can bring to the course.
• Conduct an icebreaker activity, such as asking students to introduce themselves and share the last book they’ve read, or describe their interest in the course topic. With a small class, everyone can participate; with a large class, you may ask students to introduce themselves to a neighbour, or give small groups of students a short problem to solve and present to the rest of the class.
• If students are required to complete a research assignment in your course, you may consider an activity to assess their information literacy skills. Consider talking to your liaison librarian who can suggest an appropriate assessment.

ADDITIONAL RESOURCES


From: The Centre for Teaching Support and Innovation https://teaching.utoronto.ca/teaching-support стратегии/first-class/
Teaching Remotely or Online

This short guide contains a few best practices to help you with your remote or online course. For additional support, please see the CTL Academic Continuity Guide or book a one-on-one consultation with a CTL expert.

Setting Up Your Remote or Online Course
The transition from in-person teaching to online or remote teaching can be jarring. However, there are many resources to help you create a strong teaching and learning experience. (Visit the CTL Academic Continuity Guide to view faculty webinars, and more.)

When planning and setting up your course, think about which pre-existing course materials can easily be pivoted to an online or remote format. You’ll also want to consider what the learning outcomes of your course are; what can be realistically addressed in an online or remote setting; and what might have to be changed or even removed given the current contextual restraints. The University has resources to help with lecture capture; synchronous and asynchronous online tools; and guides on setting up your Learning Management Site (which we call Quercus here at UTSC).

It is important to discuss with your department the specifics of your course, and the components that will happen synchronously and/or asynchronously. Provide options for students to engage with the course, the content and even you in the various spaces they find themselves in. Regardless of whether you are hoping for a synchronous or asynchronous experience, we encourage you to always provide asynchronous opportunities for your students (e.g. recorded lectures and discussion boards) as engaging synchronously may not always be an option for them.

Instructors are encouraged to be inclusive and flexible and to consider the student perspective when establishing requirements for online learning. For example, there are many valid reasons why a student might opt to (or need to) turn their camera off. Instructors should facilitate various opportunities to promote participation and engagement. Some students in synchronous courses may also need to access recorded materials at other times.

Designing Your Assessments
Many assessments lend themselves well to an online or remote format. For example, students are still able to upload research papers and any electronic assignments. However, some assessments require a bit of modification. Regardless of the assessment structure, keep in mind technological obstacles that could affect both you and your students. It is helpful to keep technology to a minimum and consider whether students will be hindered by having to learn a new technology. All of these questions and answers should inform how you approach assessment design in remote and online teaching.
For more information on addressing various learning outcomes through remote or online assessments, please see the [CTL Academic Continuity Guide](#).

**Engaging Your Students**

One of the major challenges of remote and online teaching is the loss of in-person community. Below are some strategies on fostering community in an online, asynchronous environment.

1. Adopt a friendly, welcoming tone in your correspondence with students.
2. Create space (such as discussion boards) for students to interact with each other.
3. Communicate your expectations to students – and communicate what students can expect of you.
4. Create space for them to get to know you, whether through office hours, announcements or even discussion-board posts.

**Promoting Academic Integrity**

Academic integrity can be very challenging in a remote environment. However, being clear with students about your expectations and their responsibilities can help promote academic integrity. For further assistance, please read [Academic Integrity and Teaching Online/Remotely](#).

**Supporting Students and Your Teaching Team**

Although our students and TAs may be digital natives, the technologies that we implement in our courses (e.g. learning management systems, synchronous teaching tools) are often new to them. Providing clear instructions to both TAs and students on how to use each technology will help students succeed. We also suggest highlighting the supports available to them. With your TAs, be clear about your expectations and goals for the course early and offer them plenty of opportunities to ask questions. For more information on TA support, see the [CTSI TA Tip Sheet](#). For more information on student support, see the [CTL Academic Learning Support Site](#).

**Making It Accessible**

It is essential to do everything within our control to support and accommodate students in need. Although remote and online teaching can create some complexities around this, reaching out to [AccessAbility Services](#) is a great first step in ensuring that your course is accessible to your students.

Keep in mind that students may not have access to technology, or may have obstacles around engaging with the course synchronously. We strongly suggest that all synchronous activities be paired with an asynchronous parallel activity. Furthermore, let your students know that you want to help them flourish in the classroom. Ask them if there are practices that you can adopt in order to promote a safe and engaging learning environment. One strategy is to have a pre-course survey via Quercus to gather demographic information (such as time zones), and learn about obstacles students might have regarding access and engagement.
Active Learning

Definition
Active learning refers to techniques where students do more than simply listen to a lecture. Students are DOING something including discovering, processing and applying information.

Active learning “derives from two basic assumptions: (1) that learning is by nature an active endeavor and (2) that different people learn in different ways.” Research shows greater learning when students engage in active learning. The elements of active learning are talking and listening, writing, reading and reflecting.

In-class Active Learning might include:

Clicker responses
Clickers allow students to test their knowledge or give an opinion on an identified topic in a non-threatening, anonymous way. Since clickers must be used in multiple-choice format, it is particularly effective in courses that have a major component of assessment done by multiple choice testing.

One-minute papers (turned in with or without names)
Student summarize the most important points of a section of a lecture or students identify the murkiest point of the lecture.

Think – Pair – Share
Give students a task such as question or problem to solve, an original example to develop, etc. Have them work on this 2-5 minutes alone (think). Then have them discuss their ideas 3-5 minutes with the student sitting next to them (pair). Ask a few pairs to share their ideas with the larger group (share).

Collaborative learning groups (CLG)
These may be formal or informal, graded or not graded, short term or long term. Generally, you assign students to heterogeneous groups of 3-6 students. They choose a leader and a scribe (note-taker). They are given a task to work on together. Often, student preparation for the CLG has been required earlier (reading or homework).

Student debates
These may be formal or informal, individual or group, graded or not, etc. They allow students the opportunity to take a thesis or position and gather data and logic to support that view critically. Debates also give students experience with verbal presentations. Some faculty members ask students their personal view on an issue and then make them argue the opposite position.
Mini-research proposals or projects; a class research symposium
Have the students work on designing a research study on a topic from the class. In some situations, you may be able to have them collect data during class time (observe some situation or give out some short surveys) or you may have them doing this as part of an outside-of-class project. Either way, have students present their research in a class research symposium similar to what we do at professional meetings. Invite other faculty and students.

Analyze case studies
Bring in case studies for students to read (put a case on an overhead or PowerPoint). Have students discuss and analyze the case, applying concepts, data and theory from the class. They can work as individuals or in groups or do this as a think – pair – share. Consider combining this with a brief in-class writing assignment.

More about Active Learning and Adapting Teaching Techniques at:
https://teaching.utoronto.ca/teaching-support/active-learning-pedagogies/active-learning-adapting-techniques/
Inclusive Teaching

Tina Doyle, AccessAbility Services, and Nancy Johnston, CTL

“A university student with disabilities wants to learn like any other student. Learning requires a little creativity and an open mind.” – a UTSC student

What is Inclusive Teaching?

Inclusive teaching is an approach to curriculum design that integrates active learning methods to respond to student learners who come to our classrooms with a breadth of different learning abilities and backgrounds. Universal Design (UD) in education – or Universal Instructional Design (UID) – is a proactive method used to engage and anticipate diverse student learning needs, rather than react to individual learning concerns as they arise.

The principles and methods of UD or UID can help you to:

- promote accessibility and fairness
- develop inclusive teaching methods that minimize unnecessary effort
  improve clarity, simplicity and consistency in communication
- build flexibility in assessment and approaches
- create a supportive student environment and plan to minimize accommodation needs

Student Rights and Accommodations

Canadian universities and colleges are committed ethically and legally to make their campuses accessible and their curriculum inclusive. The University of Toronto, like other campuses, recognizes the rights of all students. Equal access to education is recognized as integral to the university’s larger plan for diversity, human rights and ethical practice in education. Students are entitled to equitable treatment and reasonable access to facilities and services. Some typical accommodations may include note-taking support; requests for electronic copies of course materials (for alternative formatting); use of technical devices; exam and test support outside of class; and additional time in class or during test taking.

Some tips for instructors:

- Invite students with disabilities to talk to you about accommodation needs during your office hours. Avoid asking for personal or medical information
- Talk to AccessAbility Services, CTL or your department when making complex accommodations.
- Keep accommodation letters and requests confidential. Don’t make a student’s accommodation information (such as note-taking needs) public in the classroom.
- TAs should direct accommodation requests to the instructor.
Student Experience and Inclusive Practices
Preplanning your course and introducing inclusive strategies support a breadth of student needs and may set the groundwork for accommodation. Building some flexibility in your course design and considering alternative methods of testing and class activities can reduce time and energy adapting later to student needs. The most common accommodation requests are:

- Note-taking in the classroom
- Use of technology in the classroom (such as laptops for notes)
- Providing course materials, such as lecture slides
- Alternative testing, such as alternative testing sites (with AccessAbility Services)

Students with Disabilities Offer Advice on Inclusive Teaching
We asked students registered in AccessAbility Services to speak about their positive learning experiences at UTSC. Students offered these strategies and suggested they would also benefit all students:

- Provide a syllabus that communicates deadlines, grading expectations, readings.
- Offer a regular break during 2-hour lectures.
- Make course materials available electronically; post lectures or class outlines before class to promote participation.
- Use adapted or new technology with a variety of other teaching methods.
- Be available during regular office hours.
- Create a welcoming environment that includes students with disabilities: use an accessibility statement.*
- Reduce unnecessary learning barriers that may add stress. Support student use of note-takers and other learning assistants.
- Support student use of assistive devices (such as recorders, FM systems).
- Break class activities and assignments into steps; scaffold or relate assignments to support learning goals.

*The following is recommended for inclusion in your syllabus by CTL/AA:
Accessibility: Students with diverse learning styles and needs are welcome in this course. In particular, if you have a disability/health consideration that may require accommodations, please feel free to approach me and/or the AccessAbility Services Office as soon as possible. I will work with you and AccessAbility Services to ensure you can achieve your learning goals in this course. Inquiries are confidential. The UTSC AccessAbility Services staff (located in S302) are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations. Contact them at 416-287-7560 or ability@utsc.utoronto.ca.

Bibliography
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Indigenizing the Curriculum and Working with Indigenous Students

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4Rs APPROACH

Respect, Relevance, Reciprocity, Responsibility

This Guide draws from an Indigenous 4Rs Framework founded on the principles of Respect, Relevance, Reciprocity, and Responsibility (Barnhart & Kirkness, 2001). This foundational framework provides ways to imagine reorienting the relationship between Indigenous peoples and the university environment. Rather than expecting Indigenous students to assimilate into the dominant university culture, this framework places responsibility on institutions and their representatives to learn about Indigenous peoples and to reflect upon and unlearn ethnocentric bias. The framework also places responsibility on university communities to develop relationships, and better understand how processes of colonialism and dominant Euro-Western norms are embedded in Canada’s educational system. Dr. Michelle Pidgeon (2016, 2008) has tailored the 4Rs Framework in a way that privileges Indigenous ways of being and knowing. This framework recognizes the holistic and interconnected nature of Indigenous knowledge systems and Indigenous learners.

RESPECT for perspectives that Indigenous students bring into the learning environment, for Indigenous thought and scholarship in academic discourses, and for Indigenous ways of knowing as valid in the academy.

RELEVANCE means that Indigenous students’ interests and diverse learning needs are considered in the development and delivery of university curriculum, policies, practices, programs, and services.

RECIPROcity involves establishing mutually beneficial relationships between local Indigenous peoples and the university and between and among faculty, staff, and Indigenous students.

RESPONSIBILITY entails taking critical and meaningful action at personal and institutional levels that contributes to removing systemic barriers and to engaging all students and communities in the long-term processes of reconciliation.

Figure 8: Guide to Working with Indigenous Students: https://teaching.uwo.ca/teaching/indigenouseguide.html
Support for Indigenization: Teaching and Learning
Gwenna Moss Centre For Teaching and Learning

INDIGENIZING CURRICULUM

Indigenous people have a long and complicated history with Canadian society; this includes a problematic relationship with researchers, academics, and other data collectors (RCAP, 1999). Despite improvements in establishing an ethical space for working with Indigenous people, the approaches used for this work are typically framed, collected, and used in a non-Indigenous manner, and don’t necessarily benefit Indigenous people or their communities (TOP22, 2010).

The fundamental difficulty for academics working with Indigenous peoples is the underlying Western belief (to some extent) of knowledge in positivist terms, which contrasts with the relativistic approach to knowledge that Indigenous people have (Little Bear, 2000). It is hard for many Western academics to appreciate how Indigenous people conceptualize and use knowledge; for example, the significance of spirit, land and sky, the four directions, and/or relationship to ancestors, animals, and plants, and how they transmit knowledge and understanding. Academics can, and do, describe Indigenous worldviews well, but communicating the meaning, role, and use of these worldviews has been exceptionally difficult (Little Bear, 2000). As such, it is inevitable that academics from a non-Indigenous worldview will unintentionally codify knowledge with their own values and rules about knowledge and, thereby, continue to colonize Indigenous people through the inaccurate teaching of Indigenous knowledge, history or culture.

Indigenization is a strategic and purposeful process to work with and for Indigenous education and people, while supporting the development of a deeper understanding with non-Indigenous people.

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FOUNDATIONAL PRINCIPLES FOR INDIGENIZATION

Indigenization from an Indigenous perspective is not ‘reverse colonialism’, but an openness to and respect for different ways of knowing and living. This is a community-focused perspective that considers the well-being of everyone; therefore, respect for individual perspectives is paramount, but not at the cost of the community. This approach toward indigenization supports equitable Indigenous participation in and contributions to Canadian society in a healthy and respectful manner, but on Indigenous terms.

The commitment to the transformative indigenization of the University will necessitate a dedicated response that is equal to or greater than the level of concern, fear, and complacency that exists toward institutional change and the appropriate inclusion of Indigenous people at the University. The commitment will need to be built into and reinforced throughout all University processes, policies, and practices. Without change to the structure and institutional culture, indigenization is unlikely to succeed beyond taking accommodative actions, which Indigenous communities often perceive as tokenism.

OBJECTIVES FOR INDIGENIZATION

Going Beyond Accommodation For Students
Transforming perceptions and support for Indigenous people; not just providing extra support to Indigenous students

Governance of Indigenous Knowledge
Following the principles set out by OCAP®, a system for stewardship of Indigenous knowledge should be developed for Usask

Professional Development For Faculty and Staff – Tailored collaborative programming to facilitate transformation of institutional culture for individuals, units, colleges and schools

Indigenous Representation and Allyship
Support the hiring and promotion of Indigenous people into all areas of the University, including positions of influence and prestige. Recognize and reward good allies who help to further the indigenization priority at the University

Community Relations – Prioritize the development of positive, equitable relations between Indigenous and non-Indigenous people

INDIGENOUS VOICES AND CONSULTATION

Indigenous Voices is a professional development tailored program for faculty and staff with experiential educational opportunities to learn about Indigenous culture, history and contemporary issues in pursuit of the TRC’s Calls to Action. The primary goal of this program is to support institutional change toward an inclusive and rewarding environment for Indigenous and non-Indigenous students, faculty, staff and community.

Consult with academic and work units about how to support a campus environment that respects, supports and encourages different ways of knowing in academic and non-academic settings.
Making Classes More Inclusive and Equitable for Multilingual Students
by Elaine Khoo, CTL

Introduction
Multilingual students have a great deal to contribute to their classes but may be hampered by their lack of Academic English proficiency. Many of them are English Language Learners (ELLs) who have to cope with enormous pressures related to their lack of ability to communicate effectively in English as well as their different cultural conditioning and expectations.

Experience working with ELLs at UTSC provides evidence on how hard ESL students work to meet academic requirements. Many make dramatic progress in their courses when they receive the necessary support and encouragement.

To enable your students to get a reality check on their level of Academic English and use the support available, encourage them to do the Academic English Health Check (AEHC) in the first week of the semester.

Ways to Support Your Students
The following strategies can support the ELLs in your class and assist them in getting the most out of it.

Oral and Written Communication
• Build vocabulary and concept learning into lessons
• Speak more slowly in class
• Write key concepts or terms on the board
• Print or write legibly to reduce time deciphering instructions
• Avoid too many abbreviations or shorthand versions
• Offer an outline or agenda (class outlines; print instructions)
• Use a variety of graphic organizers to show relationships between ideas, concepts and facts

Minimize “unnecessary noise”
• Reduce use of culturally specific slang, idioms, jokes or references to Canadian or American culture
• Provide context for cultural references when significant
• Emphasize your complex ideas/concepts

Encourage Participation
• Organize group work with attention to group dynamics
• Encourage diverse groups for discussion
• Instruct students on positive/constructive feedback in peer work
• Encourage participation and direct questions to ELLs
• Incorporate a variety of ways to participate (online responses, submitted questions, small group work)

Oral Presentations
• Build some flexibility for group presentations
• Encourage peer or group participation for mutual support

Assignment design
• Provide written instructions
• Repeat oral instructions with written ones
• Define plagiarism and disciplinary methods of referencing by examples

Grading Remarks and Criteria
• Provide students with the grading criteria to explain relative significance of grammar issues
• Encourage markers to provide substantive feedback or final explanations for grades
• Use a few full sentences rather than multiple single-word comments

Encourage all students to use other support
• Refer students to the English Language development programs and services for individualized help
• Review and announce programs and services such as Communications Cafés, seminars and workshops
Laptops and other mobile devices can be used to support education; they also have the potential to distract students and hinder learning. Here are some ideas and strategies to consider.

1. In the classroom:

Set up a laptop-free zone in your classroom: A laptop-free zone will allow choice (an important motivational factor in learning) and minimize the distraction for other students. Two possibilities for zones are along the edges of the classroom or left/right separation.

Discuss research on laptops and learning in the classroom: Talk to students about how using technology for non-course related purposes can negatively affect their own learning and success in the course. Explain how using technology may even negatively affect classmates, as the sound of typing and visuals on screens can be very distracting. Consider sharing one or more articles on this topic with your class.

Establish your expectations for in-class behaviour and include a statement on technology in the classroom in your syllabus: Inform your students that you expect them to stay on task and engaged during class time. Explain that while you acknowledge that laptops and mobile technologies have many benefits, they can also be distracting and take away from effective learning. Consider adding a statement to your syllabus outlining your expectations, such as the following one:

Classroom rule for the use of laptops and other mobile devices: Please stay on task if you choose to use laptops or other mobile devices during class. These tools can be useful to take notes, refer to class readings or look up important course concepts. However, checking social media, texting or other non-course specific activity distracts from your learning and can ultimately result in receiving a lower grade in this course.

2. Designing your course:

Consider technology and learning in your course: Think carefully about how learning will occur in your course and how technology does or does not enhance learning within that framework.

Align your expectations for use of technology with research: Be sure your guidelines for using technology in the classroom are consistent with the research you discuss. (See references below.) Provide students with the references.
Consult with CTL’s Ed Tech team: If you’re interested in discussing strategies for integrating laptops or other mobile technologies into your class for active learning, please contact ctl@utsc.utoronto.ca.

3. Think about the duty to accommodate; laptop use is frequently part of an accommodation. The Policy and Guidelines on Disability and the Duty to Accommodate (Ontario Human Rights Commission) states that individuals with a disability have the right to the accommodation needed to promote their complete participation (4.3) – which may be a laptop.

Moreover, the Policy also states that individuals requiring an accommodation have the right to confidentiality (4.3). As well, for volunteer note-takers in any mid- or large-size class it is best practice to call proactively for volunteers on the first day of class. These note-takers will typically create the notes on their laptops as the text can be easily converted to match the accommodation requirements. If you create a laptop rule in your course syllabus, it must make provision for the ability and confidentiality of those whose accommodation includes the use of a laptop. It also must provide for volunteer note-takers to take notes on a laptop. (See 1.1)

Research on Learning and Implementing a Plan for Laptops and Other Mobile Devices.

(1) Effects on individual learning:


(2) Effects on classmates’ learning:


(3) Effects of Using Laptop Zones:


Working with Your TAs: Six Key Areas for TA Training and Development

1. Roles and Responsibilities

Review the big picture with your course TAs: What are the key learning objectives of the course?

- What are your goals and the student learning outcomes for any tutorials/labs associated with the course?
- What kinds of teaching approaches will your TAs be using in the tutorials/labs? What kinds of learning activities will they be expected to lead with students? (Note: This will help you decide what training your TAs should receive – see Section 3 below.)
- How do TAs fit into the course as a whole? How does their work help build toward course objectives?
- For which portion(s) of the course are TAs directly responsible?
- For what elements of student support or student skills developments are TAs responsible? E.g.: Writing skills? Research skills? Should they refer students who are in difficulty or crisis, and if so, how and where?
- What are the students responsible for doing?
- What are your obligations toward the TAs?

2. Boundaries

Discuss limitations of the TA role.

- TAs should not be re-lecturing course material – they are not yet professors nor are they different versions of you.
- TAs cannot go rogue and change due dates or design tests or assignments on their own without consulting you. Explain there are clear procedures for diverging from a syllabus and they must avoid doing so.
- TAs are not allowed to handle cases of suspected plagiarism, so let them know what the process is if they encounter it.
- Provide guidance on how to establish and maintain boundaries with students.
- Advise that they should inform you immediately if there is a possible conflict of interest between them and a student (e.g. a personal relationship with someone in the course).
- Discuss their working relationship with you and the Course Coordinator (if applicable).

3. Description of Duties: Questions to Consider When Drawing Up the List of Duties for Your TAs

   Training
a. A minimum of 3 hours of employment training is mandatory in a first TA appointment at U of T; first-time Course Instructors are to receive 6 hours of training.
b. TAs who lead tutorials or labs must receive one hour of training that is directly relevant for the instructional focus of the tutorial or lab. This means that you should identify which of the University’s four tutorial categories your TAs should be trained in: discussion teaching, skill development, review, lab/practical. If the TAs lead large tutorials, as determined by a U of T formula, they must receive an additional hour of training for adapting teaching techniques to larger tutorials.
c. Course-specific information should be provided in a pre-course meeting. This meeting should be indicated in their contract, as should all course-specific meetings.
d. Additional training specific to each department or course may be specified in the TA’s contract.
e. Relevant, key departmental, divisional and institutional policies and procedures must be communicated to TAs. When the TAs receive this information, either at the mandatory training session or the pre-course meeting, have them sign for receipt of any hard copy information.
f. Consider getting a senior TA involved in training and pre-course meetings, if possible.

**Preparation**

a. Clarify what TAs are expected to already know.
b. Prep time covers preparation of instructional materials, not learning of subject content.
c. How much time should it take to prepare a typical lab/tutorial section/class?
d. How much time should it take to prepare a quiz/test/essay question/exam?
e. Provide strategies for time management (both in terms of preparing a realistic amount of material for a set amount of time, and managing time while teaching within a section or lab).
f. If possible, provide a sample lesson plan or a sample assignment to use as a model.

**Contact – describe what counts as “contact time” with students**

a. How and when are office hours to be conducted, if applicable? What should happen during office hours?
b. Consider out-of-the-classroom contact. Can TAs meet with students in cafés or in the library to review class material?
c. Virtual contact: How much email is too much email? Can TAs grade assignments that are submitted via email attachments? Are TAs even expected to correspond with students via email? A specific time limit on email use would be helpful.
d. Will TAs be required to attend lectures? If so, this must be included in the Description of Duties and Allocation of Hours (DDAH) form.

**Grading**

a. Provide explicit instructions and guidelines for evaluation of assignments.
b. If applicable, provide a rubric.

c. If possible, provide a sample graded assignment. You could either use an anonymized copy from a former student in the course or invent your own with comments.

d. If possible, run a group grading session before TAs must mark the first assignment or exam; ask TAs to mark the assignment first individually and then come together to discuss the comments and grades given. TAs should explain and justify their feedback and marks.

Other Duties

a. Exam invigilation/proctoring
b. Designing the mid-term or final exam
c. Assignment or test design
d. Management of discussion or student questions in Quercus
e. Working as a Lead TA
f. Preparation of study guides or manuals for students
g. Uploading information into the portal (e.g. grades) or management of course materials in the portal
h. Photocopying

4. Expectations

- Your expectations regarding TAs: preparedness, content competence, overall professionalism (punctuality, etc.), conduct with other TAs in the team, conduct in class, conduct outside of class, quality of feedback given to students, availability/responsiveness.
- Your expectations for students: in-class conduct, how students should progress through the course (what are potential blocks that you might anticipate?), your definition of “student success.”
- What TAs should expect from students: Let the TAs know what kinds of students they’ll be working with in this course. What the TAs can expect from you.

5. Communications

How will you stay in touch with your TAs?

- Mass emails?
- Portal community set up for course TAs?
- Online newsletter?
- How often should you check in with them and they with you?
- How should TAs communicate with students? What constitutes acceptable or unacceptable discourse?
- TAs should acknowledge all course information and official documents received – if possible, in writing.

6. Email Etiquette (does your department have a specific email policy?)
• Recommend TAs adopt office email etiquette; assume that messages are public and could be read by anyone; all messages should have a professional tone; messages should be brief.
• TAs should acknowledge ALL emails from you and from their students – they don’t need to answer every message, but a brief acknowledgement should be sent.
• Recommend to TAs that they:
  - Be concise, polite
  - Avoid teaching complex or well-lectured material via email
  - Never argue via email
  - Never give out grades via email (or discuss grades at all)

7. Additional Support – Some Options

• If at all possible, share your lesson plans, representative teaching materials and best strategies.
• Encourage TAs to also share their materials; perhaps build a course repository for instructors.
• Provide a list of useful websites and resources, as well as a list of contacts.
• For international TAs, provide a list of “gambits” – sentence fragments (teaching phrases) they can use in specific situations when speaking with students.
• Also for international TAs, provide a list of vocabulary or terms useful for teaching in your discipline.
• Perform in-class observations for your TAs and invite them to observe you teaching.
• Organize informal gatherings (brown-bag or pizza lunches, coffee breaks) for TAs to vent frustrations and raise issues, concerns or questions.
• Invite senior TAs to pair up with junior TAs (the buddy system).
• Identify a mentor in the department for you (a senior colleague with experience managing a TA).

Questions regarding the CUPE 3902 Unit 1 collective agreement should be directed to the Designated Authority in your department or to Labour Relations.

From the Centre for Teaching Support and Innovation:
https://teaching.utoronto.ca/teaching-support/working-w-grads/six-areas/
Professional and Faculty Development

Events, Awards and Grants

Teaching Grants: https://utsc.utoronto.ca/ctl/teaching-grants
There are several teaching grant programs to which instructors can apply for funds to enhance their courses for deeper student engagement. The CTL grant program (with two rounds per year) offers several different grants: enhancement, equipment, assessment, professional development, seed and matching funds, and a software grant (through IITS). Annually, the U of T Provost’s office offers LEAF and ITIF grants.

Teaching Awards: https://utsc.utoronto.ca/ctl/teaching-award-nominations
There are various awards that recognize excellence in teaching – including UTSC, U of T, provincial and national awards. There are also TA awards.

Teaching at UTSC: Policies and Best Practices
This event is offered at the start of each semester for UTSC faculty. It covers fundamentals of creating and teaching a well-run course, key teaching policies, educational technologies, working with TAs, support for your courses and your students, and more.

Director’s Workshops:
CTL’s Director holds workshops on Teaching Portfolios, Teaching Awards and Teaching Grants throughout the academic year.

Educator Exchange Workshops: https://utsc.utoronto.ca/ctl/educator-exchange-workshop-series
This workshop series offers one or two teaching-related events per month from September to April each year. Topics can include presentations/discussions on engaging students, working with TAs, developing better multiple-choice exams, innovative teaching practices, the Scholarship of Teaching and Learning, Experiential Learning, and more.

Instructional Skills Workshops (ISW): https://utsc.utoronto.ca/ctl/instructional-skills-workshop-isw
The ISW program is offered twice yearly in April and December. ISWs are an intensive 24-hour event, consisting of a laboratory approach to the improvement of teaching and learning. Participants review basic ideas about teaching, check current practices, are encouraged to try new instructional strategies and techniques, and receive feedback from teaching peers.

Celebration of Teaching and Faculty Showcase
This annual event (typically in April each year) is an opportunity to celebrate UTSC’s teaching excellence, and share instructional knowledge and expertise. This event usually includes
plenary speakers, roundtable discussions and/or concurrent sessions, and a poster/interactive display session. It is an excellent opportunity to connect with faculty in other disciplines.

**TA and Grad Student Programming:** [https://utsc.utoronto.ca/ctl/grad-students](https://utsc.utoronto.ca/ctl/grad-students)

CTL coordinates a suite of programming (including TA training) that your grad students and/or TAs can attend to enhance their teaching skills and professional development.

**More Information**
See the list of CTL contacts if you have further questions about these programs and services.

For more events and opportunities: [https://utsc.utoronto.ca/ctl](https://utsc.utoronto.ca/ctl).

There are also tri-campus programs and opportunities available to you. Visit [https://teaching.utoronto.ca/about-ctsi/](https://teaching.utoronto.ca/about-ctsi/).
Guidelines for the Assessment of the Effectiveness of Teaching

“The UTSC Guidelines for the Assessment of Effectiveness of Teaching (e.g. divisional guidelines) establish the norms and expectations for teaching at UTSC, describe how teaching effectiveness is to be evaluated at the University of Toronto Scarborough and specifies what documentation should be collected to support that assessment. These Divisional guidelines apply to the evaluation of Teaching Effectiveness for faculty in the Tenure Stream (Section A) and Teaching Stream (Section B) at the University of Toronto Scarborough. Guidelines for each stream are provided in separate sections for clarity.” (p. 4)

- Office of the Dean and Vice-Principal (Academic), University of Toronto Scarborough, 2017-18

Course Evaluations

The University of Toronto is committed to ensuring the quality of its academic programs, its teaching and the learning experiences of its students. An essential component of our commitment to teaching excellence is the regular evaluation of courses by students. At the University of Toronto, course evaluations are conducted to collect formative data for instructors to improve their teaching, to provide summative data for administrative purposes (such as annual merit, tenure and promotion review) and for program and curriculum review, and to provide members of the University community, including students, with information about teaching and courses at the university.

More info about the Course Evaluation Framework and Process
https://courseevaluations.utoronto.ca/ (login required)
Teaching Grants

The Centre for Teaching and Learning and Information and Instructional Technology Services invite you to consider applying for a grant to improve the infrastructure (equipment), content, delivery or assessment of your courses. You can also apply for funds to serve as matching funds required by some provincial (e.g. eCampus) and U of T (e.g. ITIF) grants. Funds are also available for Professional Development grants to help defray the cost of conferences or special training programs.

Categories of teaching grants:
1. Equipment
2. Software
3. Enhancement
4. Assessment
5. Matching Fund Requests
6. Professional Development
7. *NEW* Teaching and Learning Seed Grants

Frequency
Two grant rounds per year - Fall (deadline October 1) and Spring (deadline TBA)

Eligibility
UTFA faculty with continuing stream appointments or term appointments of at least 3 years. Sessional Instructors 2 and 3 are also considered for the Professional Development grants.

More information
https://utsc.utoronto.ca/ctl/applying-teaching-grants

Questions?
Dr. David Chan, Educational Developer, CTL, davidyt.chan@utoronto.ca
Scholarship of Teaching and Learning

Definition
The Scholarship of Teaching and Learning (SOTL) is:

- inquiry to understand or improve student learning in higher education and the teaching approaches and practices that affect student learning
- informed by relevant research on teaching and learning conducted by members of educational communities from across campus drawing from their disciplinary expertise
- by gathering and analyzing relevant evidence from the learners in their own specific contexts
- shared broadly to contribute to knowledge and practices in teaching and learning

Definition: Nancy Chick, University of Calgary
http://sotl.ucalgaryblogs.ca/understanding-sotl/a-scholarly-approach-to-teaching/

Contact
Dr. David Chan, Educational Developer, CTL, davidyt.chan@utoronto.ca

More Information
Centre for Teaching Support and Innovation

Figure 10: Visualizing SoTL
## Support for Your Course

### Consult with CTL

CTL offers one-to-one consultations for all course instructors (faculty and CUPE instructors).

<table>
<thead>
<tr>
<th>Name</th>
<th>Expertise</th>
</tr>
</thead>
<tbody>
<tr>
<td>Karen McCrindle, Director, CTL</td>
<td>Portfolio construction, program creation and review, analysis of course evaluations, teaching award nominations, teaching grants and the Scholarship of Teaching and Learning</td>
</tr>
<tr>
<td>Sarah King</td>
<td>Creating effective writing assignments and scaffolding</td>
</tr>
<tr>
<td>Nancy Johnston</td>
<td>Creating effective writing assignments and scaffolding</td>
</tr>
<tr>
<td>Zohreh Shahbazi - On leave to January 2021</td>
<td>Collaborative learning and mathematics</td>
</tr>
<tr>
<td>Kamini Persaud</td>
<td>Service Learning, E-Portfolios, Reflective Writing, Experiential Learning</td>
</tr>
<tr>
<td>Elaine Khoo</td>
<td>Supporting English language learners in accelerated academic integration, inclusive assignment and test design, Academic English Health Check</td>
</tr>
<tr>
<td>Heather-Lynne Meacock</td>
<td>Academic English communication development, learner engagement</td>
</tr>
<tr>
<td>David Chan</td>
<td>Syllabus and course design, classroom management issues, course troubleshooting, degree learning expectations and curriculum mapping, teaching grants, faculty professional development</td>
</tr>
<tr>
<td>Adon Irani</td>
<td>Educational technologies in the classroom, Quercus solutions, online learning, test-scanning, learning modules and educational video</td>
</tr>
</tbody>
</table>
Educational Technology and Other Tech Support

A. Quercus support (Learning Management System)
Quercus Help: quercus@utsc.utoronto.ca
More info about Quercus: https://uoft.me/AcademicContinuity

B. Information and Instructional Technology Services
Classrooms have projectors, teaching stations and Wi-Fi for instructor and student use. Faculty are encouraged to bring their own slide advanceers to class.

<table>
<thead>
<tr>
<th>Classroom support</th>
<th><a href="https://www.utsc.utoronto.ca/iits/classroom-support">https://www.utsc.utoronto.ca/iits/classroom-support</a></th>
</tr>
</thead>
<tbody>
<tr>
<td>Classrooms equipped with a Teaching Station/Teaching Station Junior help provide an enhanced learning environment for students. Many classrooms have Teaching Stations built into the room itself and provide a standard function and user interface.</td>
<td>Teaching Station <a href="https://www.youtube.com/watch?v=wjiv8pERAe8&amp;feature=youtu.be">https://www.youtube.com/watch?v=wjiv8pERAe8&amp;feature=youtu.be</a></td>
</tr>
<tr>
<td></td>
<td>Teaching Station Junior <a href="https://www.youtube.com/watch?v=qHo0rujb5Mk&amp;feature=youtu.be">https://www.youtube.com/watch?v=qHo0rujb5Mk&amp;feature=youtu.be</a></td>
</tr>
<tr>
<td>Technical questions about assistive learning systems on campus</td>
<td>Contact <a href="mailto:av@utsc.utoronto.ca">av@utsc.utoronto.ca</a></td>
</tr>
<tr>
<td>Information about disability-related supports and accommodations</td>
<td>Contact: <a href="https://www.utsc.utoronto.ca/ability/contact-overview/">https://www.utsc.utoronto.ca/ability/contact-overview/</a></td>
</tr>
<tr>
<td>For classroom and AV assistance:</td>
<td>Phone: 416-287-4357 (HELP)</td>
</tr>
<tr>
<td></td>
<td>Email: <a href="mailto:av@utsc.utoronto.ca">av@utsc.utoronto.ca</a></td>
</tr>
<tr>
<td></td>
<td>Office: AC200, IC35, BV487</td>
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</tbody>
</table>

Tips – Wi-Fi in Your Classroom
- Most classrooms have sufficient Wi-Fi access points to sustain heavy use, but best to always check first.
- Some devices may have an issue with connecting to U of T Wi-Fi system and we recommend asking students to test their laptops/phone in advance before quizzes.
CTL Services and Support for Instructors and Students

A. For Instructors

Teaching Support and Development
Contact: Dr. Karen McCrindle, (adteaching@utsc.utoronto.ca); Associate Dean, Teaching and Learning; Director, Centre for Teaching and Learning. Available for consultation on portfolio construction, program creation and review, analysis of course evaluations, teaching award nominations, teaching grants and the Scholarship of Teaching and Learning.

Writing and Language Support and Development
Contact: Dr. Sarah King, Writing support coordinator, sd.king@utoronto.ca
https://uoft.me/AcademicLearningSupport

English language support:
Contact: Dr. Elaine Khoo, English language support coordinator, elaine.khoo@utoronto.ca
https://uoft.me/AcademicLearningSupport

Math and Stats Support
Math Contact: To Dec. 31, 2020: Parker Glynn-Adey, parker.glynn.adey@utoronto.ca. Beginning Jan. 1, 2021: Zohreh Shahbazi, z.shahbazi@utoronto.ca.
https://uoft.me/AcademicLearningSupport

Educational Technology and WebOption
Quercus Help: quercus@utsc.utoronto.ca and https://uoft.me/AcademicContinuity

Curriculum Development
Contact: Dr. David Chan, Educational Developer, davidyt.chan@utoronto.ca

Service Learning and Outreach/Experiential Learning
Contact: Dr. Kamini Persaud, Coordinator, slo@utsc.utoronto.ca
https://utsc.utoronto.ca/ctl/service-learning-outreach

TA and Graduate Student Support
https://www.utsc.utoronto.ca/ctl/ta-support
TA and Graduate Student Professional Development
Contact: Dr. Greg Sharzer, greg.sharzer@utoronto.ca
Graduate Student Writing Support
Contact: Dr. Cindy Bongard, bongard@utsc.utoronto.ca

Test Scanning Services
Contact: scan-services@utsc.utoronto.ca
https://utsc.utoronto.ca/technology/test-scanning-services

Communications and Appointments for Karen McCrindle and Adon Irani: Stacey Gibson: stacey.gibson@utoronto.ca

B. For Students

Writing and language support and development
Writing
English Language support
Math and Stats Support
Facilitated Study groups

https://uoft.me/AcademicLearningSupport
## Key Campus Contacts

<table>
<thead>
<tr>
<th><strong>AccessAbility Services</strong></th>
<th><strong>Academic Advising and Career Centre</strong></th>
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</thead>
<tbody>
<tr>
<td>Services and support for students with disabilities/health challenges</td>
<td>Services and supports for students including tip sheets, workshops, appointments, degree planning, and more</td>
</tr>
<tr>
<td><a href="https://www.utsc.utoronto.ca/ability/">https://www.utsc.utoronto.ca/ability/</a></td>
<td><a href="https://utsc.utoronto.ca/aacc/">https://utsc.utoronto.ca/aacc/</a></td>
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<table>
<thead>
<tr>
<th><strong>Academic Integrity Office</strong></th>
<th><strong>International Student Centre</strong></th>
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</thead>
<tbody>
<tr>
<td>Advises and administers relevant U of T codes</td>
<td>Supports all globally minded students, international and domestic</td>
</tr>
<tr>
<td><a href="https://www.utsc.utoronto.ca/vpdean/faq-0">https://www.utsc.utoronto.ca/vpdean/faq-0</a></td>
<td><a href="https://utsc.utoronto.ca/utscinternational/">https://utsc.utoronto.ca/utscinternational/</a></td>
</tr>
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<thead>
<tr>
<th><strong>Health and Wellness Centre</strong></th>
<th><strong>Equity and Diversity Office</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Provides medical, nursing, counselling, health promotion and education to UTSC students</td>
<td>EDO promotes an equitable and inclusive campus community, free from discrimination or harassment</td>
</tr>
<tr>
<td><a href="https://utsc.utoronto.ca/hwc/">https://utsc.utoronto.ca/hwc/</a></td>
<td><a href="https://www.utsc.utoronto.ca/edio/">https://www.utsc.utoronto.ca/edio/</a></td>
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<thead>
<tr>
<th><strong>UTSC Library</strong></th>
<th><strong>Photocopying (Academic Printing and Custom Publishing Services)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Access to U of T print and online collections, reserves, guides, digital scholarship, makerspace</td>
<td>Support for official campus printed materials including exams, banners, shredding, etc.</td>
</tr>
<tr>
<td><a href="https://utsc.library.utoronto.ca/">https://utsc.library.utoronto.ca/</a></td>
<td><a href="https://utsc.utoronto.ca/businessdev/printing-services">https://utsc.utoronto.ca/businessdev/printing-services</a></td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th><strong>Information and Instructional Technology Services</strong></th>
<th><strong>Vice Principal and Dean’s Office</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom and AV support, phones, email, and more</td>
<td>Policies (Academic Handbook), guidelines, funding opportunities, programs and curriculum and more</td>
</tr>
<tr>
<td><a href="https://utsc.utoronto.ca/iits/">https://utsc.utoronto.ca/iits/</a></td>
<td><a href="https://utsc.utoronto.ca/vpdean/">https://utsc.utoronto.ca/vpdean/</a></td>
</tr>
</tbody>
</table>

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<thead>
<tr>
<th><strong>Registrar’s Office</strong></th>
<th><strong>Vice-Principal, Research</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Information about the course timetable, key dates and deadlines, and more</td>
<td>Supports, enhances and promotes research and innovation at UTSC and more</td>
</tr>
<tr>
<td><a href="https://www.utsc.utoronto.ca/registrar/">https://www.utsc.utoronto.ca/registrar/</a></td>
<td><a href="https://utsc.utoronto.ca/research/">https://utsc.utoronto.ca/research/</a></td>
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