



UNIVERSITY OF
TORONTO
MISSISSAUGA

UTM ACADEMIC HANDBOOK

2015-16

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SECTION 1: PREPARING FOR YOUR COURSE

1.A Course Syllabus

One of the first things you will need to do is prepare your syllabus. Course syllabi vary in style, length, and content; however, all course syllabi should contain certain key information such as course description, course objectives, required readings/texts, course work and grading and key dates. The Centre for Teaching Support & Innovation¹ has an outline for developing your course syllabus.

Instructors are required to submit their course syllabus information on the Course Information Submission System (CISS) through Faculty & Staff Applications on the Office of the Registrar website. This information is submitted to the Chair for review and approval at the Departmental level. Once approved, students can access copies of the course syllabus on the UTM Academic Timetable, Office of the Registrar website. You should provide the course syllabus to students at the start of the course, preferably no later than the first week of classes and absolutely no later than the last date to add courses. Instructors can also upload this PDF to their course on Blackboard.

Should you wish to change your marking scheme once the course has started, you must do so in accordance with provision 1.3 of the University Assessment and Grading Practices Policy².

1.A.(i) Modes & Number of Assessments

University policy states... that student performance “be assessed on more than one occasion. No one essay, test, examination, etc. should have a value of more than 80% of the grade.” Note that independent study or project courses are included under this rule: some piece of work other than the main project must be marked and returned by the deadline for return of work (see Section 5.B)

1.A.(ii) Assignment Due Dates

It is important to include all assignment due dates on your course syllabus and discuss these with your class.

1.A.(iii) Assignment Weights & Return Dates

The following are some important guidelines for the breakdown of grades in your course(s):

1. Instructors are required to return by the deadline one or more marked assignments and/or term tests worth a combined total of at least 15% of the total course mark for H courses, and 25% for Y courses. The deadline for returning such marked work and communicating grades to students shall be the last regular class meeting prior to the academic drop date, with one exception: for courses that run the entire Fall/Winter Session (Y5Y or H5Y courses), the deadline shall be the last regular class meeting of the first week of classes in January.
2. Instructors should use more than one means of evaluation (tests, essays, lab reports, oral presentations etc.) throughout the course. In full courses, at least one substantial piece of work per term is expected, and the more assignments you give and mark, the more valid your final assessment of a student is likely to be. Term work must be assigned due dates. The last assignment must be due by the last day of class, though you may set an earlier date if it seems reasonable, is not in conflict with the normal Department policy, and is emphasized to the class well in advance.
3. Class participation can be one mark component of your course but should never exceed 20% and should involve participation rather than mere attendance.

¹ <http://teaching.utoronto.ca/teaching-support/course-design/developing-a-syllabus/>

² <http://www.governingcouncil.utoronto.ca/Assets/Governing+Council+Digital+Assets/Policies/PDF/grading.pdf>

1.A.(iv) Assignment Submission Policy

If you have specific directives for your class about how they should submit assignments (e.g. electronically, in person, at the departmental office), you should spell those out clearly in your syllabus.

The purchasing or recycling of essays or plagiarizing of parts of essays is a wide-spread abuse and can be hard to detect. Sometimes the simple use of a web search engine will reveal the source of an essay. However, try to contain the problem, e.g., by not setting run-of-the-mill topics and by not allowing essays to linger (before or after marking) where they can be intercepted by other than you or their authors. In addition, instructors may use a program called Turnitin.com, an electronic resource that assists in the detection and deterrence of plagiarism. The manual for the use of Turnitin is available for instructors.

If you intend to use Turnitin.com as your method for receiving written assignments, you must inform students of this at the beginning of your course. Inform them that use of Turnitin.com is voluntary, and provide alternate means of submitting assignments should a student not wish to use Turnitin.com. If you use this tool, you must include the following text in your syllabus along with your instructions

Turnitin.com “Normally, students will be required to submit their course essays to Turnitin.com for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the Turnitin.com reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University’s use of the Turnitin.com service are described on the Turnitin.com³ web site. If students’ prefer not to submit their essays to Turnitin.com, they must meet with the professor or TA before the assignments’ due dates (i.e., two weeks)”.

1.A.(v) Late Penalties

If you penalize students for late work, you will need to indicate this in your syllabus, giving information about items such as late penalties for assignments (such as 5% per day), maximum possible penalty; and ultimate deadline when work will no longer be accepted.

Late penalty policies vary widely among instructors, given the diversity of subjects and modes of assessment. Your Academic Counsellor can offer advice if you have questions. In general, you are advised not to be overly generous or vague at the outset, as it is more difficult to tighten up later than to grow more generous.

1.A.(vi) Missed Tests and Remarking Policy

Rules and guidelines surrounding this issue are treated more extensively below under **Section 5.B**. Again, you have great latitude in designing a policy that will work in the context of your course (within the limits specified below), but any policy works best if it is stated clearly from the outset and applied fairly and consistently.

1.A.(vii) Managing Academic Accommodations

UTM’s AccessAbility Resource Centre⁴ uses an online system for students and instructors working with disability-related accommodations. The online AccessAbility Information Management System (AIMS for short), assists the university in meeting its legal obligations under the Ontario Human Rights Code when providing appropriate and reasonable academic accommodations to students with disabilities. AIMS gives you the ability to:

- View the approved accommodations (accommodation letters) of your students through a secure website;
- Provide timely information regarding your tests and final exams, including any changes to the original submission (e.g. changes to dates, times, aids allowed);
- Upload your quizzes and tests to AIMS, ensuring content encryption and security that email attachments cannot guarantee; and
- Access the above information online, anytime and anywhere you have web access.

You may access AIMS for Instructors from the Office of the Registrar Faculty & Staff² applications page.

³ <http://turnitin.com/>

⁴ <http://www.utm.utoronto.ca/accessability/welcome-accessability-resource-centre>

Important Note: If you do require and collect documentation, remember that these contain sensitive personal information collected under FIPPA rules, and so must be treated as containing confidential information, stored securely for one year and then destroyed in a secure manner.

1.A.(viii) Equity and Academic Rights Information

You are strongly encouraged to include the following statements in your course syllabi which reflect current academic policies:

The University of Toronto is committed to equity and respect for diversity. All members of the learning environment in this course should strive to create an atmosphere of mutual respect. As a course instructor, I will neither condone nor tolerate behaviour that undermines the dignity or self-esteem of any individual in this course and wish to be alerted to any attempt to create an intimidating or hostile environment. It is our collective responsibility to create a space that is inclusive and welcomes discussion. Discrimination, harassment and hate speech will not be tolerated. If you have any questions, comments, or concerns you may contact the [UTM Equity and Diversity officer](#) or the [University of Toronto Mississauga Students' Union Vice President Equity](#).

You, as a student at UTM, have the right to:

- Obtain a course syllabus either through accessing a copy on Blackboard, through the UTM Academic Timetable, Office of the Registrar website or one will be provided by the instructor. The course syllabus may be provided at the start of the course and absolutely no later than the last date to add courses.
- Rely upon a course syllabus. An instructor may only change marks' assignments by following the University Assessment and Grading Practices Policy provision 1.3².
- Refuse to use turnitin.com (you must be offered an alternative form of submission).
- Have access to your instructor for consultation during a course or follow up with the department chair if the instructor is unavailable.
- Ask the person who marked your term work for a re-evaluation if you feel it was not fairly graded. You have up to one month from the date of return of the item to inquire about the mark. If you are not satisfied with a re-evaluation, you may appeal to the instructor in charge of the course if the instructor did not mark the work. If your work is remarked, you must accept the resulting mark. You may only appeal a mark beyond the instructor if the term work was worth at least 20% of the course mark.
- Receive at least one significant mark (15% for H courses, 25% for Y courses) before the last day you can drop a course for H courses, and the last day of classes in the first week of January for Y courses taught in the Fall/Winter terms.
- Submit handwritten essays so long as they are neatly written.
- Have no assignment worth 100% of your final grade.
- Not have a term test worth 25% or more in the last two weeks of class.
- Retain intellectual property rights to your research.
- Receive all your assignments once graded.
- View your final exams. To see a final exam, you must submit an online Exam Reproduction Request within 6 months of the exam. There is a small non-refundable fee.
- Privacy of your final grades.
- Arrange for representation from Downtown Legal Services (DLS), a representative from the UTM Students' Union (UTMSU), and/or other forms of support if you are charged with an academic offence.

1.A.(ix) Course Contact Information

Your contact information (email and/or phone) should be given in conjunction with an explanation in class about your expectations regarding communicating with you. If you do not want to receive phone calls about late assignments etc., you should not include your number. If you expect communication to be done through TAs or only through email, make that clear – and furthermore, make it clear that all students corresponding with you should use their utormail accounts.

1.A.(x) Office Hours

Please post your office hours as soon as possible and let the Academic Counsellor or Departmental Assistant know what they are. Increasingly, students are complaining about office hours missed by faculty. All instructors are required to hold office hours throughout the term. The number and distribution of these hours are not specified in policy; however, they should be arranged to facilitate interaction with students. Best practices point to a minimum of 1 hour/week per course taught, depending on class size, larger classes needing more hours. You should keep in mind that many students have work or family obligations off-campus and so may be most available in hours adjacent to the class hours.

When students approach an instructor with difficulties - medical, personal, financial, familial - that interfere with their work, the instructor is free to engage with them. However, if the difficulties go beyond the confines of the course, please refer them to the Office of the Registrar or to the appropriate student service (see **Sections 13 and 14**).

1.B OTHER IMPORTANT DATES/GUIDELINES FOR CLASSES

1.B.(i) Teaching Assistants

A departmental officer decides how much support from teaching assistants each course should have. Teaching assistants (TAs) teach tutorials, conduct labs, grade assignments, and/or invigilate tests and exams. They belong to a bargaining unit and are governed by the CUPE 3902, Unit 1 collective agreement⁵. You should meet with your TAs at the beginning of classes to let them know what your expectations of them are, and to discuss the course syllabus with them. Prior to that meeting, you are responsible for filling out a form detailing your TAs Duties and Allocation of Hours. You will need to conduct a mid-term meeting with your teaching assistant to ensure that you and your TA continue to think it is a fair representation of the allocation of duties and hours. Please see the Academic Counsellor for information on how this is done in your department.

Be sure your TAs receive adequate training. Teaching assistants who are in their role for the first time at the University need a three hour orientation which is part of their first contract. This training is mandatory. You should talk to them regularly throughout the term, especially so that you can hear from them how their tutorials are going, or how students coped with an assignment that they have just graded. It is wise to check that none of your TAs have a conflict of interest, e.g. a relative or close friend in the course. If you have a Teaching Assistant (TA) or TAs, don't forget that you can order free desk copies of any course packets or books for them as well as for yourself from the U of T Book Store (see **Section 2.A**).

It is your responsibility as supervisor of the course to discuss with the TAs their duties and allocation of time. Some of the things you might want to discuss on top of the specific responsibilities in the course are:

- e-mail policy or communication policy with students
- conflict of interest issues
- any health and safety concerns
- how to handle a student emergency
- handling of medical notes

UTM departments are encouraged to conduct TA evaluations at the end of term. You will need to speak with your Academic Counsellor to receive the proper evaluation forms.

1.B.(ii) Study Break

Study Breaks take place immediately following the last day of classes and shall last at least five days (including

⁵ <http://www.hrandequity.utoronto.ca/about-hr-equity/policies-guidelines-agreements/cupe3902u1ca.htm>

weekends) during the Fall-Winter Session and two days (including weekends) during the Summer Session.

During study break:

- Optional review sessions may be held; no new content may be introduced
- Students will be allowed to hand in assignments, at the discretion of the instructor
- Make up tests may be held
- Term tests may not be held

Instructors may offer extended office hours, at their discretion.

1.B.(iii) Changing Rooms

If your assigned room does not accommodate your class, please contact your Academic Counsellor who can look into the matter for you. If you haven't reserved the room "officially" you are likely to be evicted in the event of a conflict. If you find that you no longer require a classroom, please let your Academic Counsellor know so that the room can be booked for other purposes.

1.B.(iv) Missing or Cancelling a Lecture

If you are required to cancel a class, please have your Academic Counsellor post a cancellation notice on your classroom door. The effective date(s) should be noted and the sign should be removed as soon as it is no longer valid. It is also recommended that you post a notice on Blackboard and/or send an email to your class.

For other than highly unusual and unforeseen circumstances, classes cannot be cancelled without the prior approval of your Chair. If you must be away from the campus for TWO or MORE days you should notify your Chair in writing and, in cases where you will be unable to meet with your classes, inform him/her of the arrangements you have made with respect to your teaching responsibilities during your absence.

1.B.(v) Class Times

Please be aware that undergraduate classes scheduled on the hour start at ten minutes after the hour. This gives students who may have an immediately preceding class travel time. With respect to instructors teaching just after or just before you, best practice is to share the ten minutes from the occurrence of the hour to the start time for the class (for activities such as distributing handouts or answering student questions – lectures should end promptly to allow students to get to their next class or other engagement).

1.B.(vi) Accommodations for Religious Observances

The following is an excerpt of the University's "[Policy on Accommodation on Scheduling of Classes and Examinations and other Accommodations for Religious Observances](#)":

It is the policy of the University of Toronto to arrange reasonable accommodation of the needs of students who observe religious holy days other than those already accommodated by ordinary scheduling and statutory holidays.

Students have a responsibility to alert members of the teaching staff in a timely fashion to upcoming religious observances and anticipated absences. Instructors will make every reasonable effort to avoid scheduling tests, examinations or other compulsory activities at these times. If compulsory activities are unavoidable, every reasonable opportunity should be given to these students to make up work that they miss, particularly in courses involving laboratory work. When the scheduling of tests or examinations cannot be avoided, students should be informed of the procedure to be followed to arrange to write at an alternate time.

It is most important that no student be seriously disadvantaged because of her or his religious observances. However, in the scheduling of academic and other activities, it is also important to ensure that the accommodation of one group does not seriously disadvantage other groups within the University community. On an annual basis, the Office of the Vice-President and Provost shall publish information concerning the anticipated dates of a number of holy days over the subsequent two academic years. While every reasonable effort should be made to provide accommodation, the publishing of these dates should not necessarily be interpreted to mean that no important academic activities can be scheduled on these dates.

1.C ACCESS TO ELECTRONIC TEACHING RESOURCES (e.g. UTORid, Blackboard)

1.C.(i) UTORid

If you are teaching at U of T for the first time, you will need to obtain a UTORid, which will give you access to the U of T email system and various sites mentioned in this handbook. For new faculty and staff, your UTORID is on the “Getting on-line” letter you received from Human Resources. It is also written in the lower-left corner of your personal TCard. If you require assistance with your UTORid account, please see the Help Desk located in the CCT Building, Level 3 Room #3133 or [email](#) the Helpdesk.

1.C.(ii) Blackboard

UTM uses Blackboard Academic Suite as the software for managing courses. The majority of instructors at UTM use it, but it is not mandatory. Once your name has been assigned to teach a course you will have access to your Blackboard course shell. To access Blackboard:

- (1) Go to Portal⁶ which can be accessed from the top of the University of Toronto main page.
- (2) Login with your UTORid and password

The Blackboard Help⁷ website contains various tutorials to get you started as well as contact information for workshops or help if needed. You will learn how to set up your course, make announcements, create assignments, collect and organize students’ grades among other valuable teaching tools. Blackboard has a Gradebook function where you can maintain marks for your course. Make sure you download your Gradebook often to keep a copy for your records and turn the grade visibility function off until grades are reviewed, in the case of a TA grading. You may also want to turn off the class email function that allows students to email the entire class. Students registered in the course will also have access to the Blackboard course via Portal (from the UTM and U of T homepages). UTM faculty liaison librarians⁸ may also be consulted for a range of services offered by the library to support teaching and research including use of Blackboard.

Please note that Blackboard is only updated once every 24 hours so a student might need to wait for a day after registering in a course before they have access to Blackboard

1.C.(iii) UTM Instructors Portal

As new faculty at UTM, you may find the UTM Instructors Portal⁹ (on Blackboard) a useful resource as you prepare your syllabi, and manage your class throughout the term. The portal has helpful information about sessional dates, academic integrity, grading practices, exams, how to access class lists, and supports for teaching.

1.C.(iv) New Faculty Toolkit

The New Faculty Toolkit¹⁰ is designed to help new instructors as they begin their work at the University of Toronto but is also an excellent resource for returning instructors, staff and students. As a world leader in higher education, UofT offers support for teaching, learning and research at the institutional, departmental and personal level.

SECTION 2: IMPORTANT UTM RESOURCES AND SERVICES

The University is dedicated to helping you reach your potential as an instructor at UTM. You have access to a wide range of resources for teaching development both here and on the St. George campus. The Robert Gillespie Academic Skills Centre and the Centre for Teaching Support and Innovation on the St. George

⁶ <http://portal.utoronto.ca/>

⁷ <http://library.utm.utoronto.ca/faculty/blackboard>

⁸ <http://resource.library.utoronto.ca/liaison/utm.html>

⁹ <https://www.utm.utoronto.ca/dean/utm-instructors-portal>

¹⁰ <http://teaching.utoronto.ca/ed-tech/online-learning/toolkit/>

campus provide many electronic resources as well as offerings in seminars and individualized support. You may find information on topics such as assigning and grading student work, assessing students, effective practices in support of student-faculty interaction, teaching small- and large-sized classes, writing instruction, course design, identifying and discouraging plagiarism, and much more.

2.A Bookstore

The campus bookstore is your one-stop-shop for course materials, supplies, conveniences, computers and software, and UofT branded merchandise. Deadlines for ordering are generally 8 weeks prior to the start of term. Later orders are accepted, but it should be noted that materials ordered may take 2 to 4 weeks for delivery from Canadian suppliers, 4 to 6 weeks for delivery from U.S. suppliers, and 6 to 8 weeks for delivery from U.K. suppliers and 8 weeks for delivery from publishers in other parts of Europe (on rare occasions). For online ordering visit the main book store website ¹¹, or you can drop into the Bookstore in the William Davis building Room 1125.

2.B Computing Services

Computing Services offers support for your U of T email, UTORid, campus printing, wireless access, and computer labs as well as security and antivirus support. Contact: Davis Building, Room 2039A 905.828.5344

2.C Courses and Timetable Information

The Office of the Registrar page contains information about courses, sessional dates, timetables, exam schedules, etc. More information can be found in the University of Toronto Mississauga Calendar¹².

2.D Information & Instructional Technology Services

The Information & Instructional Technology¹³ department brings the teams from Computer Services and the Technology Resource Centre together under one umbrella. IITS provides a wide range of services supporting students, staff and faculty in the areas of desktop computing, instructional and classroom technology, multi-media and audio-visual support, research computing systems, instrumentation and electronics, web technologies, application development, database and server hosting, data and telecommunications, and the campus wired and wireless network infrastructure.- *Susan Senese, Director of Information & Instructional Technology Services*

2.E Office of the Registrar: Faculty and Staff Guide

The Faculty and Staff Guide provides UTM faculty with information about enrolment management, course and exam scheduling, petitions, class lists and resources available to assist instructors during the academic term. You can access the guide by visiting the Office of the Registrar website and logging on to the Faculty and Staff Applications².

2.F UTM Library

The UTM Library provides a list of support services and resources to support your teaching and research needs.

2.G Robert Gillespie Academic Skills Centre (RGASC)

The RGASC¹⁴ offers a full range of workshops, seminars and individual consultations to help students identify and develop the academic skills they need for success in their studies, and we work collaboratively with University of Toronto Mississauga faculty and teaching assistants to help deliver the best possible environments in their classes, labs and tutorials. The Robert Gillespie Academic Skills Centre also provides Faculty, Teaching Assistants and Librarians with advice and assistance in faculty development, curriculum development, assessment techniques, instructional design and other matters related to advancing the teaching agenda of the University of Toronto Mississauga.

¹¹ <http://uoftbookstore.com/>

¹² <https://registrar.utm.utoronto.ca/student/calendar/calendar.pl>

¹³ <http://www.utm.utoronto.ca/iits/contact-us>

¹⁴ <http://www.utm.utoronto.ca/~w3asc/>

2.H Departmental Academic Counsellors

All departments have staff or faculty who are designated to advise students on issues related to the department's programs or courses. They can provide advice on departmental courses and programs as well as on instructional and career related issues. Academic Counsellors also have the expertise to refer students with more difficult personal problems to specialized services that will cater to their distinct needs.

2.I Student Affairs & Services

The University of Toronto Mississauga provides a range of specialized services for students including accessibility resources and disabilities, health services, personal counseling, career and employment resources, diversity and equity, housing and residence and extra-curricular activities. More information about these services is available on the Student Affairs & Services website¹⁵ and the referral of students guide¹⁶.

2.J UTM Equity and Diversity Office

The University of Toronto Mississauga Equity & Diversity Office (EDO) provides programs and services to faculty, staff and students at UTM. In cooperation with its campus partners, the EDO promotes an equitable and inclusive campus community, free from discrimination or harassment based on age, disability, race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, gender expression, gender identity, sexual orientation, family status, marital status, and / or record of offences. The Office provides:

- Advice and assistance with programs relevant to inclusion, cultural diversity and religious accommodation;
- Public education workshops and professional development seminars to build community awareness and inter-cultural competencies;
- Events, programs and forums which highlight issues important to the campus community;
- Responding to concerns, resolving conflict and managing complaints of discrimination and harassment; and,
- Consultation and advice on policy matter

2.K UTM Shuttle Bus

UTM operates a shuttle bus system between the UTM and St. George (downtown Toronto) campuses of the university. Currently registered students whose home campus is UTM ride fare-free upon presentation of their valid T-cards. Other riders must purchase tickets in advance through the UTM Student Centre or, on the St. George campus, the Hart House Porter's Desk. UTM also operates a fare-free shuttle bus system between the UTM and Sheridan College's Trafalgar Campus for students in UTM's joint programs with Sheridan. Your TAs should be offered free shuttle tickets. Consult with your department about how to provide them.

2.L Parking Services

Parking on campus is available through the purchase and display of term or annual permits through the UTM Parking Office or through daily pay-and-display permits from payment machines in lots across campus. The campus also runs a carpool program that helps connect you to other commuters and saves you money on parking. Parking permits are required to park on campus at all times of the year. Contact: Alumni House 905.828.5254

SECTION 3: RELEVANT UNIVERSITY POLICIES

Your work as an instructor will be governed by a number of important policies, principally the following ones:

3.A Code of Behaviour on Academic Matters

The Code of Behaviour on Academic Matters governs the area of academic integrity at the University of Toronto, including the procedures to be followed if you suspect a student of having committed an academic

¹⁵ <http://www.utm.utoronto.ca/student-affairs-services>

¹⁶ <https://www.utm.utoronto.ca/dean/sites/files/dean/public/users/kauldhar/Referring%20students.pdf>

office. An excerpt from the University's Code of Behaviour on Academic Matters¹⁷ is reproduced in the UTM Academic Calendar. It is extremely important that instructors spend some time in class dealing with the nature of academic offences likely to arise in each discipline, especially plagiarism and undue collaboration. Students are often confused by permissive practices encountered in high school and need to be informed of the university's and of your expectations with regard to independent work. Clearly state your expectations in your course syllabus. The likelihood of prosecution and the range of possible penalties should also be brought to the attention of students.

More information on academic integrity is available in Section 11. Lucy Gaspini, Manager Academic Integrity & Affairs is the coordinator of the academic discipline process at UTM.

3.B University Assessment and Grading Practices Policy

Statement of Purpose: The University's Assessment and Grading Practices Policy² sets out the principles and key elements that should characterize the assessment and grading of student work at the University of Toronto.

3.C Copyright

The University has developed a guide that addresses frequently asked questions¹⁸ pertaining to copyright issues. These documents look specifically at concerns relating to teaching and research.

3.D Freedom of Information and Privacy Protection Access & Privacy Practices

As a government-supported body, the University adheres to FIPPA principles and practices. Instructors should be aware of the general limits on getting or giving access to personal information in their control, such as grades, marked term work, and other records. You should know how to handle such sensitive student information appropriately. Consult your Academic Counsellor regarding any challenging issues. A useful Q & A sheet on FIPPA¹⁹ is also available for assistance.

SECTION 4: ENROLMENT IN COURSES

4.A Enrolment in Your Course

Enrolment in courses is a registrarial matter and not within the control of instructors. It is handled electronically via ROSI (Repository of Student Information) through a system of priorities and Wait Lists. Eligibility, checking of pre-requisites, required permissions, etc. are handled electronically and by staff in academic units. Under no circumstances should you tell students they are enrolled or will be enrolled in your course if they are not enrolled in ROSI, nor should you make any promises about enrolling. You must not mark assignments or tests for students who are not officially enrolled in your course (**see Section 4.E**). Your best response to entreaties or questions is to direct the student to ROSI, to your Academic Counsellor, or to the Office of the Registrar.

Students must attend the lecture or tutorial section in which they are registered. If you do not enforce a clear policy on attendance, classrooms may get overcrowded, and then students who are duly registered may be forced to sit on the floor, which will create difficult conditions for note-taking, in-class testing, and learning in general. Similarly, some teaching assistants might have oversized tutorial sections while others have few students. For pedagogical reasons and for safety reasons, you should clearly relay this policy to your Teaching Assistants.

4.B Permission of the Instructor

Where "permission of instructor" is stated as a requirement for admission to a course, students must follow the

¹⁷ https://student.utm.utoronto.ca/calendar/calendar_detail2.pl?Topic=Discipline%20Codes

¹⁸ <http://oneresearch.library.utoronto.ca/sites/default/files/copyright/Copyright%20FAQ.pdf>

¹⁹ [http://www.provost.utoronto.ca/Assets/Provost+Digital+Assets/Provost/Provost+Digital+Assets/Provost/fippa+Q\\$126A+for+Faculty.pdf](http://www.provost.utoronto.ca/Assets/Provost+Digital+Assets/Provost/Provost+Digital+Assets/Provost/fippa+Q$126A+for+Faculty.pdf)

enrolment instructions provided in the online timetable. Prior to the start of classes, instructors inform their designated department staff of their decision regarding these requests to update the information on ROSI.

4.C Course Conflicts

Students are not permitted to take classes where scheduled lectures, tutorials and laboratories conflict with scheduled lectures, tutorials and laboratories in other courses in which they have already enrolled. Students may be removed from conflicting courses (where the last course to be added would be the first to be removed) or refused permission to register in a class that conflicts with one in which they have already enrolled. Students who enrol in conflicting classes will not receive special accommodation with any conflicting tests, exams, assignments, lecture material, in-class participation, labs, etc. which cannot be addressed under ROSI. Students will not receive special consideration of any kind for events such as conflicting term tests, etc. because of such a conflict.

4.D Class Lists

You can now get your class list by logging on to “Faculty & Staff Applications”² from the Office of the Registrar website. (Please note this application is only available to faculty for the courses they teach.) First class lists should be available to you on your first day of class. The last official class list should be run after the last day to enrol in a course. Sessional date information can be found in the UTM Academic Calendar¹⁴.

4.E Dealing With Students Not on Class List

Occasionally students will attend your class even though they are not on the class list. If such students claim they require your specific course to graduate in June please advise them that they must meet with an academic advisor in the Office of the Registrar or the department’s Academic Counsellor. If they observe that there are empty seats and so presumably there is room in the course (even though ROSI has not allowed them to register), they should visit the Office of the Registrar. Do not mark work for non-registered students. This is particularly important because, in the past, a number of students who have not been officially enrolled in a course have come forward at the end of the session to petition for formal enrolment. They have told the Committee on Standing that although they were not "officially" enrolled, they still attended all lectures, handed in assignments, wrote tests, had marked work returned, and even wrote the final exam. When a student requests late registration in a course and it is granted after the official count date, the University receives no government funding for this student. If you believe that a section cap can be lifted, for instance when the room can accommodate more students, then approach your Department about it.

SECTION 5: CLASSROOM PROCEDURES

5.A COURSE MANAGEMENT

5.A.(i) Attendance & Participation Policies

UTM does not have a general policy requiring that students attend classes. Instructors may have a participation/attendance requirement for their own particular courses. If you think there is a specific pedagogical need for an attendance requirement in your course, you must be mindful of what such a rule requires: i) you must be prepared to take reliable attendance at each class; ii) you must be prepared for all the bureaucratic business that goes with exceptions, illnesses, documentation, etc.; iii) you should consider that the only real way to enforce such a policy is to designate some portion of the course mark to reflect this requirement; and iv) you should always take into account the possibility that some student may have a disability affecting attendance. Best practice suggests you design the workings of any such policy precisely to achieve your pedagogical objectives. In doing so, you may wish to reflect on the difference between “active participation” and “mere bodily presence.”

A portion of the mark for participation can signal to your students that you expect them to be actively engaged with learning in your classroom. It also allows you the opportunity to recognize in your assessment different learning styles, since some students demonstrate their insight and knowledge better orally than on written tests.

If you do have a participation mark, you have a responsibility for designing it such that the size and classroom circumstances of your course offer students the opportunity to earn the marks you apportion for participation. You should also clarify for students what kinds of activity will make for a good participation mark, and also consider offering alternative ways of participating for those who may have a problem speaking out in front of others.

5.A.(ii) Use of Electronic Devices in Class (Laptops, iPods, iPads, phones, etc.)

Some instructors find it disconcerting to lecture to a phalanx of open laptops; others find students' "electronic doodling" annoying. You are likely to find strict rules about such things ineffective. You must also remember that some students with disabilities need such devices to function well in your class. Rather than banning or regulating devices, if you have strong feelings on the topic, it may be sufficient to articulate your preferences or expectations about etiquette clearly at the outset, in a way that does not make any undeclared disabled student feel self-conscious or conspicuous.

5.A.(iii) Questions in Class

Different subjects, modes of teaching and classroom environments mean the appropriate time and place for questions vary widely. Yet students pay remarkably close attention to signals as to whether an instructor is approachable and "interested in their learning." You should indicate that you are indeed interested in questions, and offer them some guidance by explaining at what time or place you would find them most welcome.

5.A.(iv) Taping/Recording/Photographing Lectures etc.

Lectures and course materials prepared by the instructor are considered by the University to be an instructor's intellectual property covered by the Canadian Copyright Act. Students wishing to record lecture or other course material in any way are required to ask the instructor's explicit permission, and may not do so unless permission is granted. This includes tape recording, filming, photographing PowerPoint slides, Blackboard materials, etc. Such permission is only for that individual student's own study purposes and does not include permission to "publish" them in any way. **It is absolutely forbidden for a student to publish an instructor's notes** to a website or sell them in other form without formal permission. If you have strong opinions about this happening in your class, you should state the Division's policy at the beginning of the course, and reiterate it when needed to individual students. If you find your copyrighted material on a website, you should contact the site administrator, notify them of the copyright violation, and ask that the material be removed immediately, then follow up with the student after consultation with your undergraduate chair about appropriate steps to take. In the matter of taping lectures etc., you should keep in mind that a number of students with disabilities have been granted the taping of lectures as an appropriate accommodation for their disability. For this reason, it is best to speak privately with any student you think may be contravening the policy so you do not put a student with a disability – or yourself – in an awkward position in front of the whole class. Note, however, that it is still the case with accommodations that tapes are only for that student's exclusive study use and may not be shared without permission.

5.A.(v) Talking in Class

Students often come from high schools where "classroom chatter" is tolerated or even taken as a sign of active learning. In a lecture setting, even a modest amount of chatter can disturb everyone else in the room. Similarly, students who arrive late or leave early have a disruptive effect on the class. Subtle classroom management techniques are usually enough to correct this: stop speaking momentarily, look directly at those chattering, wait for them to stop, then proceed. In large classes, it may be necessary to remind students and verbally caution the class. It is never a good idea to "dress down" or humiliate a student, even an offending one, in front of classmates or to allow other students to do so.

5.A.(vi) Dealing with Disruptive Students

You may refer to the ‘Classroom Management Tip Sheet’²⁰ document. If safety becomes a concern, contact Campus Police at 905-828-5200.

5.B Marking Term Work

5.B.(i) Principles of Grading

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

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

5.B.(ii) Distribution of Grades

As section B.3.4.2 of the Assessment and Grading Practices Policy (July 2012) states, the distribution of grades in any course shall not be predetermined by any system of quotas that specifies the number or percentage of grades allowable at any grade level. Your department has a table for each of its courses showing the distribution of grades in recent years, which you may find helpful. There should be a reasonable consistency in the distribution from year to year. As well there should be some consistency in the distribution of grades across comparable courses.

The assignment of letter grades – A, B, C, D or F – are related to defined numerical percentage scores (e.g. an F letter grade is less than 50%), and it is important that these scores accurately measure student mastery of the course learning objectives for each assignment they complete. General guidelines about final grades can be found in **Section 8**.

5.B.(iii) Grading Deadlines and Regulations

For undergraduate courses, after the methods of evaluation have been made known, the instructor may not change them or their relative weight without the consent of a simple majority of students attending the class, provided the vote is announced no later than in the previous class. Any changes must be reported to the division or the department. The only exception to this is in the case of the declaration of a disruption.

All term work must be submitted on or before the last day of classes in the course concerned, unless an alternate date is specified by the instructor. Students who for reasons beyond their control wish to seek an extension of this deadline must obtain approval from their instructor for an extension of the deadline. This extension may be for no longer than the end of the final examination period. If additional time beyond this period is required, students must petition through the Office of the Registrar for a further extension of the deadline (Refer to Petition Procedures).

Assignments are the property of the student and must be returned. Students must make any inquiries about the mark on a graded piece of work within one month of the return date of the work. Unclaimed term work must be kept by the instructor/department for one year after the end of the course.

5.B.(iv) Re-marking Pieces of Term Work

A student who believes that his or her written term work has been unfairly marked may ask the person who

²⁰ <http://teaching.utoronto.ca/wp-content/uploads/2015/08/CTSI-Tip-Sheet-Template.pdf-1.pdf>

marked the work for re-evaluation. Students have up to one month from the date of return of an item of term work to inquire about the mark. If the student is not satisfied with this re-evaluation, he or she may appeal to the instructor in charge of the course if the work was not marked by the instructor (e.g., was marked by a TA). Hence, if a remarking is granted, the student must accept the resulting mark as the new mark, whether it goes up or down or remains the same. Continuing with the remark or the appeal means the student accepts this condition. Instructors and TAs should ensure all communication with the student is in writing (e.g. follow-up email) and keep a copy for later reference.

Any appeal of the mark beyond the instructor in the course may only be made for term work worth at least 20% of the course mark. Such appeals must be made in writing to the department within one month after the work was returned, explaining in detail why the student believes that the mark is inappropriate. The appeal must summarize all previous communications between the student and previous markers of the work. The student must submit the original marked piece of work.

If the department believes that re-marking is justified, the department shall select an independent reader. The student must agree in writing to be bound by the results of the re-reading process or abandon the appeal. Again, the student must accept that the mark resulting from the appeal may be higher or lower or the same as the original mark.

Where possible, the independent reader should be given a clean, anonymous copy of the work. Without knowing the original assigned mark, the reader shall determine a mark for the work. The marking of the work should be considered within the context of the course of instruction for which it was submitted. If the new mark differs substantially from the original mark, the department shall determine a final mark taking into account both available marks.

The final level of appeal is to the Dean's Office. Appeals must already have been considered at the two previous levels, with the decision reviewed by the head of the academic unit, before they will be considered by the Dean's Office. **Appeals must be submitted in writing, and include all previous correspondence, as soon as possible after the student receives the final response from the academic unit, but no later than one month after.** Appeals to the Dean's Office about the marking of term work will be reviewed to ensure that appropriate procedures have been followed in earlier appeals, that the student has been treated fairly, and that the standards applied have been consistent with those applied to other students doing the assignment. Any mark resulting from such an appeal will become the new mark, whether it is higher or lower or the same as the previous one. This process applies only to term work; appeals for re-reads of final examinations are handled directly by the Office of the Registrar.

SECTION 6: TERM TESTS

No term test or combination of term tests having a value greater than 25% of the final mark may be held in the last two weeks of classes at the end of ANY session - Fall, Winter, or Summer.

"Take-home examinations" or so-called "final examinations" held while classes are still meeting are not genuine final examinations, but only term tests. Please note that this regulation is non-negotiable with your class. All term tests must be held before the last day of classes, and no term test may be scheduled during study break or the December examination period (with the exception of term tests for Y courses with more than one lecture section, or with special permission of the chair of the department).

NOTE: Marks in term work and term tests are not petitionable through the Office of the Registrar. These are dealt with by the relevant instructor and department.

6.A Testing Space

Most term tests take place in your regular class space. If your regular classroom is inadequate for tests, e.g. it may have tiered seating or not allow sufficient spacing between students to prevent cheating, you may request

additional or alternative space through the department. Consult your Academic Counsellor at the beginning of the term for details of this process. Another option is to consider alternative ways of giving the test to achieve appropriate security and avoid the possible confusion for students assigned to a different venue than usual: if your test is multiple choice, you may wish to generate sets of tests that present the questions in a different order with a key to allow you to mark each version accordingly i.e. Version A, Version B, etc.

6.B Scheduling Tests Outside Class Hours

To the extent possible, **you should schedule term tests during your normally-scheduled class hours** to prevent conflicts with students' other obligations and other colleagues' courses. If necessity requires you to schedule your test outside the normal meeting hours you should consult your Academic Counsellor.

UTM has number of rules for scheduling term tests outside your normally-scheduled class hours:

- **You must announce such test dates and times at the beginning of the course** to allow a student to make arrangements to accommodate this extra obligation.
- **If a student has a conflict between a course holding a test outside its normal class hours and a test or required obligation for a class regularly scheduled into that hour, the regularly-scheduled academic obligation has precedence.** The course with the irregularly-scheduled test must accommodate the student in some appropriate way. The student may be given access to a test make-up opportunity, as relevant. Or the instructor with the irregularly-scheduled test may allow the student to start early or finish late to accommodate the regularly-scheduled test, or the instructors in the two courses may work out a reasonable compromise by staggering the start and end times of both tests to allow the student to go directly from one to the other and not lose the full time needed for both tests. In a multi-party arrangement, it is important that all parties be aware of any agreement between instructors and the student.

6.C Conduct During Tests

How you conduct your term tests is left to your discretion. The protocols used by the Exams Office for final examinations may provide you with some useful guidance. They have been developed through long experience and your students may already be used to them:

- No unauthorized aids in the exam room, including – or especially – cell phones.
- All books, bags and backpacks to be left to the side of the room or under desks, not in or on desks.
- No unaccompanied washroom breaks.
- Disruptions from invigilators moving about or chatting kept to a minimum.
- No leaving the exam room during the interval before the end of the exam.
- No writing beyond the signal to stop.
- Clear instructions about bringing tests forward or waiting to have them picked up.

A calm, orderly, secure testing room is the best environment for all concerned. Clear, definite instructions, sensibly enforced, are one of the best ways to ensure that this occurs.

You should also warn students about securing their personal effects during tests, such as purses, wallets and laptops. Such things have been stolen from test and exam rooms in the past, and so some reasonable protocol is advised that allows the students to protect their property but ensures no access to unauthorized aids, for example placing personal effects face down under the seat.

6.D Missed Term Tests

Students who miss a term test will be assigned a mark of zero for that test unless they satisfy the following conditions:

1. Students who miss a term test for reasons entirely beyond their control may, within one week of the missed test, submit to the instructor a written request for special consideration explaining the reason for missing the test, and attaching appropriate documentation, such as The Verification of Student Illness or Injury form²¹.
2. If a written request with documentation cannot be submitted within one week, the instructor may consider a request to extend the time limit.
3. A student whose explanation is accepted by the instructor will be entitled to one of the following considerations:
 - i. In courses where there is no other term work as part of the evaluation scheme, a makeup test must be given.
 - ii. In other courses, the instructor may either give a makeup test OR increase the weighting of other graded work by the amount of the missed test. In no case may the weighting of the final examination in a 100-level course be increased beyond two-thirds of the total course mark.
4. If the student is granted permission to take a makeup test and misses it, then he or she is assigned a mark of zero for the test unless the instructor is satisfied that missing the makeup test was unavoidable. **No student is automatically entitled to a second makeup test.**
5. A student who misses a term test cannot subsequently petition for late withdrawal from the course without academic penalty on the grounds that he or she has had no term work returned before the drop date.

6.E Declaration of Absence

Students are required to declare their absence from a class for any reason through their ROSI accounts in order to receive academic accommodation for any course work such as missed tests, late assignments, and final examinations. Absences include those due to illness, death in the family, religious accommodation or other circumstances beyond their control.

In addition, students must also follow the absence policies of the department and the instructor, which may possibly require additional documentation.

Students declare absences via their ROSI account under the section "Absence Declaration." Once they have submitted the required information, they will be redirected to specific U of T Mississauga course policies regarding academic accommodation, which may include submission of The Verification of Student Illness or Injury form²⁵ or other documentation.

6.F Extensions for Term Work after the Course Ends

Petitions concerning extensions of time to complete term work later than the end of the exam period must be filed through the Office of the Registrar by the last day of the examination period. (Instructors have the authority to grant an extension of time to submit term work that will be completed before the end of the examination period). Students are expected to consult the instructor about a proposed deadline before petitioning for an extension of time and are also expected **to continue to work on assignments while awaiting the petition decision**. Keep in mind that there may be dimensions to a student's problems that are not known to an instructor but which may come out in a petition or appeal. The most stress-free approach to petitions for extensions, when you have denied an informal one, is to assume those deciding the request or appeal may have received more or different information from the student than information you have seen, and just accept their decision in that light.

SECTION 7: FINAL EXAMINATIONS

A final examination, common to all sections of the course, and counting for between one-third and two-thirds of the final mark, must be held in each undergraduate course, unless an exemption has been granted. Department Chairs may grant exemptions to instructors from holding final examinations in 200-, 300- and 400-level

²¹ <http://www.illnessverification.utoronto.ca/getattachment/index/Verification-of-Illness-or-Injury-form-Jan-22-2013.pdf.aspx>

courses. In any course where there is a final examination, the Department Chair may allow a reduction in the value of the examination from one-third of the final mark to no less than one-quarter of the final mark. Final examinations are held at the end of each session. Students who make personal commitments during the examination period do so at their own risk. No petitions will be accepted for deferred examinations to accommodate personal, employment or vacation plans. Students are expected to be available for the entire examination period. Information regarding dates and times of examinations will not be given by telephone. The examination timetable is available at www.utm.utoronto.ca/exams. Please note that students will not be allowed to petition to rewrite an examination that they have already attempted.

Students taking courses during the day may be required to write evening examinations, and students taking evening courses may be required to write examinations during the day. Students taking Monday to Friday day or evening courses may be required to write Saturday examinations. The ratio of term marks to examination mark will be the same for all sections of multi-section courses that have final examinations.

7.A Re-reading of Examination

Requests to re-read an exam must be made within six months of the date of the exam. An on-line “Exam Re-Read Request (s) form”²² will need to be submitted to the Office of the Registrar.

7.B Publication of Exams

In keeping with the University Assessment and Grading Practices Policy², Section 2 Written Examinations in Courses, UTM has struck a committee at the decanal level to review requests of those instructors seeking an exemption from the requirement that the previous year's final examination and other years' examinations be made available to students.

Once you receive your Chair's approval, please direct all such requests, with a full rationale, to the [Dean](#) for consideration by the Committee. Requests should be submitted no later than the start date of the exam period for which the course exam posting exemption should begin to be applied. Once a course is granted an exemption, the exemption will apply until there is a change in instructor.

Even in the case of an exempted course, course instructors should do their best to provide students with a realistic exemplar of the exam that students will be required to complete.

Previous final exams are available through the UTM Library website²³.

7.C Deferred Exams

Students who miss a final exam must formally petition for a make-up exam. Instructors are not involved in this process other than supplying the exam to the Office of the Registrar. Many instructors use the same exam script as their regular examination. Therefore, the Office of the Registrar does not release any copies of the regular exams until the deferred exam period is over. Instructors, who have final examinations in April, June and August, must submit their deferred exam script at the same time as their final exam script as our deferred exam period begins immediately following the regular exam period. February deferred exam scripts must be submitted at the same time as the December regular exam script.

A student who misses a final examination due to extenuating circumstances will be required, within 72 hours of the missed examination, to petition online for a deferred examination and submit appropriate documentation to the Office of the Registrar. Students are also required to declare their absence on ROSI on the day of the examination (or by day after at the latest). Deferred exams will be held in the first week following the regular exam period, with the exception of December final exams (For December exams, deferred exams will be held during Reading Week.)

²² <https://registrar.utm.utoronto.ca/student/re-read/index.php>

²³ <http://library.utm.utoronto.ca/>

IMPORTANT: Due to an increase in the use of forged documentation, the Office of the Registrar now verifies the authenticity of ALL medical certificates by contacting medical clinics. Students who submit forged documentation are subject to severe academic penalties. Read more about the process for special consideration and the requirements for supporting documentation posted on the final examination schedule.

SECTION 8: FINAL COURSE MARKS

8.A Official Grading Scale

The Faculty uses a 4.0 grading scale with each letter grade range having a defined meaning, as follows:

Percentage	Grade	GPA Value	Grade Definition
90-100	A+	4.0	Excellent
85-89	A	4.0	
80-84	A-	3.7	
77-79	B+	3.3	Good
73-76	B	3.0	
70-72	B-	2.7	
67-69	C+	2.3	Adequate
63-66	C	2.0	
60-62	C-	1.7	
57-59	D+	1.3	Marginal
53-56	D	1.0	
50-52	D-	0.7	
0-49	F	0.0	Inadequate

8.B Submission of Final Marks

Final course marks are submitted to the Office of the Registrar at the end of the term. They are due five business days following the final examination or, for courses without a final exam, five days following the end of the Study Break. All final marks are reviewed within the Department and must be approved by the Chair or designate.

Instructors logon to the eMarks (Electronic Submission System)²⁴ to submit their final marks for the course or to revise marks. Once logged into eMarks, there is a help menu that details the marks submission process (with screen shots).

To support this process, the Office of the Registrar has designed a tier support system where the academic department undergraduate counsellors have been trained to provide basic support for their faculty. They are able to train faculty on the marks submission and approval process, and they can also assist an instructor in the data entry or electronic upload of the grades, as well as track the progress of marks submission. Beyond basic support, issues can be addressed by the Office of the Registrar.

8.C Marks Distribution Guidelines

The Dean expects that, in a larger first- or second-year course, the proportion of As could reasonably vary from 15% to 35%, and the proportion of Fs should generally not exceed 10%. There will clearly be cases in which the grades appropriately fall outside of these guidelines, perhaps even on a multi-year basis. It should be emphasized that the Marks Distribution Guidelines are guidelines only, not a requirement for course marks to fit

²⁴ <https://emarks.utoronto.ca/emarks/utorLogin.xhtml>

into a pre-defined distribution (which is in fact prohibited by the University's Grading Practices Policy).

- The Dean expects student marks in upper year courses to shift towards the higher end of the scale (with more As and many fewer failures) as students adapt to university-level work and consolidate their interests.
- Marks should be monitored by the instructor during a course to ensure that assessments are on track to reflect student learning outcomes accurately in the assignment of final marks. Final marks outside the expected ranges should be reviewed by the instructor to ensure that the assessments used in the course were fair and were scaled appropriately.
- These guidelines outline reasonable expectations, given both our academic standards and the high quality of students we admit. Courses in which marks are (over a number of offerings) often outside the expected ranges or consistently near the limits of those ranges should be reviewed by the unit heads and instructors to determine whether changes are needed to the course content, prerequisites, assessments, or student support mechanisms.

8.D Marks Just under Grade Thresholds

On our grading scale, there are a number of percentage marks where one more percent would shift the student up to the next range. Some of the more significant ones are 49%, 59%, 69%, 79% and 84%. Another threshold may be the line your department has established for entrance into its limited enrolment programs. You may want to give special attention to marks just below these thresholds; they are often contentious and you may expect to hear from a number of students who receive such marks.

That said, there is no policy or practice to automatically "round up" such marks, and you should not feel pressured to do so. However, you may wish to decide intentionally whether to leave a mark just under one of these thresholds or to move it up or down.

8.E Requests for Final Grade Changes

Do NOT change a student's grade because the grade change will help him or her get into a program/postgraduate school/avoid academic probation etc. Students get the grades they earn, and grade changes should be solely because of administrative/marketing errors. If a student requests a regrade of a particular piece of work, and the request is timely and not frivolous, please proceed in accordance with Section 7.4 and Section 7.5.

Requests for remarking final exams are handled formally through the Office of the Registrar.

SECTION 9: PETITIONS, APPEALS, DEFERRALS

A petition is a student's formal request for an exception to the normal rules and regulations of the university. A request must be submitted via the online petition form²⁵.

The reasons that support the petition must be clear and concise and supporting documentation must be submitted to the Office of the Registrar. The onus is on the petitioner to demonstrate the validity of the request(s). All petitions are considered in confidence by or on behalf of the Committee on Standing.

9.A Deadlines for Petition Submission

Petitions requesting late withdrawal from courses must be filed within six months of the end of the session in which the course was taken. **Late withdrawals will not be granted if the student has completed the course (i.e., written the final examination or completed the final major assignment/test in courses without a final exam). Students who have been sanctioned for committing an academic offence in a course are not permitted to request late withdrawal from a course.** Please note that when late withdrawal without academic penalty is granted, a permanent notation of "WDR" is placed on the academic record in lieu of a course grade.

²⁵ <https://registrar.utm.utoronto.ca/student/petitions/>

Petitions concerning extensions of time to complete term work later than the end of the exam period must be filed by the last day of the examination period. (Instructors have the authority to grant an extension of time to submit term work that will be completed before the end of the examination period). Students are expected to consult the instructor about a proposed deadline before petitioning for an extension of time and are also expected **to continue to work on assignments while awaiting the petition decision.**

Petitions for deferred examinations must be filed online³⁰ within 72 hours following the examination. All supporting documents and payment must be submitted to the Office of the Registrar. **Petitions received after the deadline date will not be considered.**

9.B Appeals

Students may appeal refused petitions by following the appeals processed outlined in the Academic Calendar (Petitions, Appeals, Deferrals section)³⁰.

SECTION 10: COURSE EVALUATIONS

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 important component of this is the regular evaluation of courses by students. At the University of Toronto, course evaluations are conducted for the following reasons:

1. To provide formative data used by instructors for the continuous improvement of their teaching.
2. To provide members of the University community, including students, with information about teaching and courses at the institution.
3. To collect data used in the summative evaluation of teaching for administrative purposes such as annual merit, tenure and promotion review.
4. To provide data used by departments and divisions for program and curriculum review.

The Policy on the Student Evaluation of Teaching in Courses²⁶ (May 2011) outlines the principles and parameters that guide the evaluation of courses at the University of Toronto. In addition, the UTM Guidelines and Procedures²⁷ document provides detailed information about the structure and administration of the course evaluation process at UTM.

SECTION 11: ACADEMIC INTEGRITY

11.A University Policy

The University's Code of Behaviour on Academic Matters²⁸ (hereafter referred to as "the Code") outlines the University of Toronto's policy with regard to academic integrity and discipline. It outlines the various types of offences, as well as the responsibilities of all members of the University with regard to upholding the academic values. All members of the University are required to abide by the Code, and are thus encouraged to familiarize themselves with it. Here, in part, is the preamble in the Code:

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

²⁶<http://www.utm.utoronto.ca/dean/sites/files/dean/public/users/kauldhar/Policy%20on%20the%20Student%20Evaluation%20of%20Teaching%20in%20Courses.pdf>

²⁷<https://www.utm.utoronto.ca/dean/sites/files/dean/public/shared/pdfs/Sept2014%20UTM%20Guidelines%20%26%20%20Procedure%20s.pdf>

²⁸ http://www.utm.utoronto.ca/academic-integrity/sites/files/academic-integrity/public/users/kauldhar/Code_of_Behaviour_on_Academic_Matters%5B1%5D.pdf

11.B Preventing Academic Offences

Dishonest academic conduct undermines the educational goals of the University and thus diminishes the value of the education provided, as well as the credibility and reputation of the University. All members of the University have a responsibility to discourage and eliminate any climate that might encourage or conditions that might enable academic dishonesty. It is your responsibility, as an instructor, to establish the highest level of academic integrity in your classes. In order to promote honest academic behaviour, we encourage faculty to implement preventative strategies aimed at educating students on academic integrity and creating barriers to academic dishonesty. Various strategies are included below.

- a. All faculty are required to include a section regarding academic integrity within their course syllabus. Links to resources, the Code and the Office of the Dean's academic integrity website²⁹ would be particularly helpful to include.
- b. Begin the class session by stressing the importance of academic integrity, emphasizing this point by discussing possible penalties and the strategies of prevention in place.
- c. Reiterate the importance of academic integrity, as well as common offences and how to avoid them. Discussions on what constitutes an offence (eg. collaboration, lack of citation, etc.) will be helpful to students.
- d. Change essay topics and multiple choice questions frequently, and keep previous versions secure. Students are now able to find previous versions of tests, essays on any topic and past assignments on the internet, so changing materials can act as a barrier to plagiarism and unauthorized assistance.
- e. Request that students hand in draft materials and/or outlines. Students are able to find and utilise a wide variety of sources, including those on the internet, making it harder to prevent and detect plagiarism. Previous notes can help verify a student's work, as well as act as added evidence in cases of purchased papers.
- f. Make use of technology-based resources such as turnitin.com, or even a simple google search if you suspect an assignment might be plagiarised.

Mindful coursework design and execution, use of resources, and preservation of security in testing and assignment handling will help create an atmosphere of academic honesty. For specific tip and techniques, please see our online tip sheet³⁰.

11.C Handling Alleged Offences

Academic offences come in various forms, not all of which are obvious. The primary criterion for determining whether an offence was committed is whether the student was seeking an unfair academic advantage through their behaviour. The guiding principle for enforcing the Code is whether the student knew or ought reasonably to have known that their behaviour was dishonest. Thus, ignorance is not an excuse.

The entire process is described on our website³⁴, but is briefly outlined here.

If you do suspect that an offence has been committed:

- a. Please note that under the Code, a Chair/Director may settle case at the department level, but only under certain circumstances. However, an instructor can never resolve an alleged academic offence.
- b. After discovering evidence of academic misconduct in a student's work, instructors must inform their departmental Academic Counsellor who will complete a GWR (Grade Withheld Pending Review) form. Placing a GWR on a student's record prohibits the student from dropping the course until the matter is resolved.
- c. The instructor should make reasonable efforts to meet with the student. During this interview, the instructor should objectively discuss the alleged offence with the student, and make notes on the content of their discussion (including explanations and admissions of guilt). The instructor should not suggest to the student what the sanction may be, or attempt to "bargain" with a student who is alleged to have

²⁹ <http://www.utm.utoronto.ca/academic-integrity/>

³⁰ <http://www.utm.utoronto.ca/academic-integrity/instructors/tips-preventing-academic-offences>

committed an offence. The instructor should also encourage the student to continue in the course, as the student will be unable to drop it. If the student fails to respond to the instructors efforts to meet, the matter should be referred to the Chair/Director who will then forward the matter to the Office of the Dean (the step of meeting with the instructor will be bypassed).

- d. The instructor should prepare a written report as soon as possible and forward this, with original assignment(s) as well as originals of the evidence (highlighted to make clear the offence), to the Chair/Director. Include information on weight of assignment, course outline and any information given with regard to academic integrity. Forms that can assist you are located on our website³⁴.
- e. Should the course component be worth **less than 10% of the final grade**, and the alleged offence be the student's first, and the student admits to committing the offence, the Chair/Director of the department may resolve the matter. **Severe academic offences (impersonation, forgery, misrepresentation, fraud, etc.) or those involving complex circumstances should be forwarded to the Office of the Dean.** If you have questions about whether the case should be forwarded, please contact the Office of the Dean (see below for contact information). Chairs should review materials and, as appropriate, either impose sanction or send the case file and all the evidence materials with a brief note to the Office of the Dean. All documents for cases handled at the departmental level still need to be processed (GWR, Admission of Guilt, offence details, etc.) and sent to the Office of the Dean.
- f. Should the course component be worth **10% or more of the final grade** and/or the offence is not the student's first and/or the student does not admit guilt, the case **must** be forwarded to the Office of the Dean for resolution. A Dean's designate will review the case and, if appropriate, invite the student to come to meet with himself/herself. The instructor will be invited to this meeting.
- g. Should the Office of the Dean be unable to resolve the case, the case will be forwarded to the Tribunal for resolution.

More information on the process is also available on the website³⁴.

11.D Information and Help

Instructors can consult with their Chairs/Directors, Academic Counsellors or Lucy Gaspini, Manager, Academic Integrity & Affairs (phone: 905.828.3964), if they have questions about the Code of Behaviour on Academic Matters or how to conduct the meeting with the student. It is essential that all allegations of academic misconduct be reported to the Office of the Dean.

Staff from the Office of the Dean are also available for individual instructor or departmental workshops on methods of prevention. Instructors are also encouraged to consult our website³⁴ for further information on prevention, enforcement, and the academic offence resolution process.

Further resources for instructors are also available on the website³⁴.

Some of the information listed above derives from the Faculty of Arts and Science and University of Toronto Scarborough Instructor's Handbook.

SECTION 12: ACCESSIBILITY/DISABILITY ISSUES

The University provides academic accommodations for students with disabilities in accordance with the terms of the Ontario Human Rights Code³¹ and the AODA legislation³² (*Access for Ontarians with Disabilities Act*). Under the legislation, responsibility for ensuring accessibility is shared among all the players in the University: Accessibility Services, instructors, academic units and staff. Beyond our legislative obligations, the UofT takes pride in its serious commitment to those with disabilities. Our objective is an accessible learning environment that both meets the needs of students and preserves the essential academic integrity of the University's courses and programs.

³¹ <http://www.efc.ca/pages/law/ontario/H.19.sect.html>

³² <http://www.aoda.ca>

Students cannot arrange accommodation without consultation with UTM's AccessAbility Resource Center³³. If a student approaches, asking for a certain kind of accommodation, you should direct them to this office, who will determine what, if any, accommodation is needed.

SECTION 13: STUDENTS IN PERSONAL DIFFICULTY

Faculty and staff are often in positions to identify students who experience personal difficulty. Recognizing the signs of distress and responding with care and concern could prove to be a significant factor in helping students resolve problems that could potentially interfere with their academic and personal success.

- Signs of distress are behavioural indicators that can appear on their own or in combination and in varying magnitude. Recognizing the signs as different to how a student usually behaves is important. Talking to someone about your instinct that a student is in difficulty is critical.
- Changes in mood or behaviour: withdrawal, extreme sadness, anger, anxiety, disruptive behaviour, unprovoked hostility or anger
- Performance or academic indicators: deteriorating academic performance, unexplained absences, missed assignments and deadlines, disruptive or unusual classroom behaviour
- Personal indicators: expressing a need for help, feelings of sadness or distress, helplessness, or worthlessness
- Physical indicators: deterioration in appearance, lack of personal hygiene, excessive fatigue and irritability.

If you notice these signs, and believe that a student may be in difficulty, contact the Office of Student Affairs & Services³⁴ at 905.828.3872 for advice and/or further direction. There are additional UTM resources available for students in difficulty.

UTM Health & Counselling Centre³⁵

905-828-5255

Offers personal counselling, group counselling and psychiatric care to assist students experiencing a wide range of challenges.

UTM Office of Student Affairs & Services³⁹

905-828-3872

Offers support and guidance to students on a wide range of personal and academic issues. The Office also provides case management, support and leadership for specific situations where students are facing personal difficulty and/or crisis. Support and guidance is also available for staff/faculty who are in helping roles with students.

AccessAbility Resource Centre³⁸

905-569-4699

Offers services and academic accommodations to students who have a documented learning, physical, sensory, mental health disability or medical condition.

Campus Police³⁶

905-828-5200

Dedicated to creating and maintaining a safe and secure environment for students, staff and visitors.

Community Safety Office³⁷

³³ <http://www.utm.utoronto.ca/accessability/future-uoft-students/about-centre>

³⁴ <http://www.utm.utoronto.ca/student-affairs-services>

³⁵ <http://www.utm.utoronto.ca/health/news-updates>

³⁶ <http://www.utm.utoronto.ca/campus-police/home>

³⁷ <http://www.communitysafety.utoronto.ca/about-us.htm>

416-978-1485

Offers support, advice and information about intervention options for individuals who have had their personal safety compromised. They will assist in the development of a safety plan and provide referrals to appropriate resources on/off campus. Weekly office hours are held on the UTM campus.

SECTION 14: ADDITIONAL STUDENT SUPPORT SERVICES

Career Centre³⁸

Davis Building, Room 3094

905.828.5451

UTM Career Centre offers print and on-line resources, networking events, employer info sessions and workshops that make information accessible pertaining to further educational and/or career opportunities. The Centre has skilled and qualified Career Counsellors and Employment Advisors who provide one-to-one consultations and help students make sense of their options.

Financial Aid & Awards³⁹

Davis Building, Room 2122

905.828.5399

Answers to your questions about OSAP, grants/bursaries, scholarships are available through the Office of the Registrar.

UTM Library²⁸

905.828.5236

It's more than just a library; it's your partner in scholarly research. The UTM Library emphasizes people space, with nineteen study rooms, loads of study carrels and casual seating, computer workstations, and lots of natural light, the library provides a vibrant, comfortable and safe environment for students to learn. The library also offers Blackboard support.

SECTION 15: ON-CAMPUS AND OFF-CAMPUS SAFETY

15.A Safety in Field Research

Primary responsibility for health and safety in field research lies with the academic supervisors in charge of field research projects, and the team leaders who are involved in directly supervising research on location. All field research should be conducted in compliance with the "Guidelines on Safety in Field Research"⁴⁰ and any environmental and health or safety incidents that occur must be reported in accordance with them.

15.B Safety Abroad

The "Guidelines on Safety in Field Research"⁴⁵ apply to out-of-country activities that are organized by the University, including field research, exchange programs, and other courses and programs for academic credit, but they are not intended to address personal travel and activities that have not received approval by a department head. However, all guidelines that accompany the "Framework on Off-Campus Safety"⁴¹ can be used concurrently.

³⁸ <http://www.utm.utoronto.ca/careers>

³⁹ <http://www.utm.utoronto.ca/registrar/financial-aid-awards>

⁴⁰ <http://www.ehs.utoronto.ca/Assets/ehs+Digital+Assets/Guidelines+on+Safety+in+Field+Research.pdf>

⁴¹ <http://www.governingcouncil.utoronto.ca/Assets/Governing+Council+Digital+Assets/Policies/PDF/ppmay191988.pdf>

15.C Fire Safety

All UTM faculty and staff receive an Emergency Response and Guidelines flipbook (black and red in colour). Below is additional information of the Fire Emergency Procedure at UTM.

15.C.(i) General Information/Instructions on Fire Safety

- Setting off an alarm bell automatically notifies the fire department through electronic monitoring.
- It is important to give the Campus Police Services any information you may have about the fire or about persons still in the building after general evacuation.
- Use a fire extinguisher only if you can do so safely. Leave a serious fire to the fire fighters.
- Always close the door behind you when leaving any room involved in fire.
- When the nearest exit is unsafe due to flames or smoke, select an alternative fire exit.
- Do not use elevators. In inclement weather take shelter in a nearby building.
- It is a good safe practice to be always familiar with the locations of fire exits, fire alarm pull stations, fire hose cabinets, and fire extinguishers in your work areas.

15.C.(ii) Action on Discovering Smoke or Fire

- Stay Calm.
- Activate the nearest wall-mounted fire alarm.
- If safe to do so, call the Campus Police Services at 905 569-4333 (LOCAL 4333) and give the exact location of the smoke or the fire
- Leave the building by the nearest safe exit.

15.C.(iii) Action When you Hear Fire Alarm Bells

- Stay Calm
- When the building evacuation fire alarm is sounded take your coat, keys and personal valuables with you. Close and lock doors and walk quickly to the nearest marked exit and alert others to do the same.
- Assist persons who may experience difficulty in exiting the building.
- Never Use elevators during fire alarms. Use the fire stairs to exit the building.

15.C.(iv) Fire Emergency Procedures

- Once outside, move to a clear area at least 500 feet away from the affected building.
- Keep clear of roads, fire routes, hydrants, and walkways for emergency vehicles and personnel.
- A Campus Emergency Operations Centre may be set up near the emergency site.
- Keep clear of the Emergency Operations Centre unless you have official business.
- Do not return to an evacuated building unless told to do so by Police Services or Fire Warden.