# Contents

## 1 RELEVANT UNIVERSITY POLICIES ................................................................. 1

1.1 STATEMENT OF INSTITUTIONAL PURPOSE ............................................. 1

1.2 CODE OF BEHAVIOUR ON ACADEMIC MATTERS .................................. 1

1.3 UNIVERSITY ASSESSMENT AND GRADING PRACTICES POLICY ............... 1

1.4 COPYRIGHT .................................................................................................. 1

1.5 FREEDOM OF INFORMATION AND PROTECTION OF PRIVACY ACT (FIPPA) & PRIVACY PRACTICES ............................................................ 1

1.6 CONFLICT OF INTEREST AND CLOSE PERSONAL RELATIONSHIPS .......... 2

## 2 IMPORTANT RESOURCES AND SERVICES FOR UTM INSTRUCTORS ................. 2

2.1 BOOKSTORE ............................................................................................... 2

2.2 COURSES AND TIMETABLE INFORMATION ............................................ 2

2.3 INFORMATION & INSTRUCTIONAL TECHNOLOGY SERVICES (I&ITS) ........ 3

2.4 OFFICE OF THE REGISTRAR ..................................................................... 3

2.5 UTM LIBRARY ............................................................................................ 4

2.6 CENTRE FOR TEACHING SUPPORT AND INNOVATION (CTSI) ............... 4

2.7 ROBERT GILLESPIE ACADEMIC SKILLS CENTRE (RGASC) .................... 4

2.8 TEACHING & LEARNING COLLABORATION (TLC) .................................. 4

2.9 EXPERIENTIAL EDUCATION UNIT (EEU) .................................................. 4

2.10 FACULTY ENGAGEMENT OPPORTUNITIES ........................................... 5

2.11 ACADEMIC ADMINISTRATORS WITHIN DEPARTMENTS/INSTITUTES .... 5

2.12 STUDENT AFFAIRS & SERVICES ............................................................. 5

2.13 UTM EQUITY AND DIVERSITY OFFICE ................................................... 5

2.14 UTM SHUTTLE BUS .................................................................................. 6

2.15 PARKING SERVICES .................................................................................. 6

## 3 PREPARING FOR YOUR COURSE .................................................................. 6

3.1 COURSE SYLLABUS .................................................................................... 6

3.1.1 Modes & Number of Assessments ......................................................... 7

3.1.2 Assignment Due Dates .......................................................................... 7

3.1.3 Assignment Weights & Return Dates ..................................................... 7

3.1.4 Assignment Submission Policy ............................................................. 8

3.1.5 Late Penalties .......................................................................................... 8

3.1.6 Missed Tests and Remarking Policy ...................................................... 9

3.1.7 Managing Academic Accommodations ............................................... 9

3.1.8 Equity and Academic Rights Information .......................................... 9

3.1.9 Course Contact Information ................................................................. 10

3.1.10 Office Hours ........................................................................................ 10

3.2 ACCESS TO ELECTRONIC TEACHING RESOURCES (E.G., UTORid, QUERCUS) ................. 11

3.2.1 UTORid .................................................................................................. 11

3.2.2 Quercus (powered by Canvas) ............................................................... 11

3.2.3 UTM Instructors Portal ......................................................................... 12

3.2.4 New Faculty Toolkit ............................................................................... 12

3.3 OTHER IMPORTANT GUIDELINES AND CONSIDERATIONS FOR CLASSES ........ 13

3.3.1 Teaching Assistants .............................................................................. 13

3.3.2 Study Break vs. Reading Week ............................................................. 13

3.3.3 Changing Classrooms .......................................................................... 14

3.3.4 Online Room Booking System (ORBS) ............................................... 14

3.3.5 Missing or Cancelling a Lecture ............................................................ 14

3.3.6 Class Times ........................................................................................... 14

3.3.7 Accommodations for Religious Observances ...................................... 15

## 4 ENROLMENT IN COURSES ............................................................................ 16

Office of the Vice-Principal, Academic and Dean, University of Toronto Mississauga
12 ACCESSIBILITY ISSUES ........................................................................................................... 37

13 STUDENTS IN PERSONAL DIFFICULTY .............................................................................. 38
   13.1 UTM HEALTH & COUNSELLING CENTRE (HCC) .......................................................... 38
   13.2 UTM OFFICE OF STUDENT AFFAIRS & SERVICES .................................................. 38
   13.3 ACCESSIBILITY SERVICES ............................................................................................ 39
   13.4 CAMPUS POLICE ........................................................................................................... 39
   13.5 COMMUNITY SAFETY OFFICE ....................................................................................... 39

14 ADDITIONAL STUDENT SUPPORT SERVICES ................................................................. 39
   14.1 CAREER CENTRE ........................................................................................................... 39
   14.2 FINANCIAL AID & AWARDS ......................................................................................... 39
   14.3 SEXUAL VIOLENCE PREVENTION & SUPPORT CENTRE (SVPSC) ......................... 40

15 ON-CAMPUS AND OFF-CAMPUS SAFETY ....................................................................... 40
   15.1 SAFETY IN FIELD RESEARCH ....................................................................................... 40
   15.2 SAFETY ABROAD ............................................................................................................ 40
   15.3 FIRE SAFETY ................................................................................................................ 40
      15.3.1 General Information/Instructions on Fire Safety ....................................................... 41
      15.3.2 Action on Discovering Smoke or Fire ..................................................................... 41
      15.3.3 Action When You Hear Fire Alarm Bells ................................................................ 41
      15.3.4 Fire Emergency Procedures .................................................................................... 41
   15.4 OTHER GENERAL EMERGENCY INSTRUCTIONS ......................................................... 42
      15.4.1 Active Shooter Situation ........................................................................................ 42
      15.4.2 Suspicious Items ..................................................................................................... 43
      15.4.3 Threatening Calls, Emails, or Online Postings ....................................................... 43
      15.4.4 Acts or Threats of Violence ..................................................................................... 43
      15.4.5 Safety Concerns Regarding a Student’s Behaviour ............................................... 43
      15.4.6 Safety Concerns Regarding an Employee’s Behaviour ......................................... 43

16 ACRONYMS ............................................................................................................................ 44
1 RELEVANT UNIVERSITY POLICIES

Your work as an instructor will be governed by a number of important policies. You are encouraged to review Policies & Guidelines available on the Human Resources & Equity website for a full list of policies relevant to working at U of T. The following are some of the principal policies governing academic matters at U of T.

1.1 Statement of Institutional Purpose
The Statement of Institutional Purpose provides the over-arching policy framework within which the University operates. It includes the University's mission, purpose, and objectives in the areas of research and teaching, undergraduate and graduate education, and life-long learning.

1.2 Code of Behaviour on Academic Matters
The Code of Behaviour on Academic Matters governs the area of academic integrity at U of T, including the procedures to be followed if you suspect a student of having committed an academic offense. An excerpt from the University’s Code of Behaviour on Academic Matters is reproduced in the UTM Academic Calendar.

It is extremely important that instructors spend some time in class describing to students 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 and related matters is available in section 11, Academic Integrity. Lucy Gaspini, Director, Academic Success & Integrity, is the coordinator of the academic discipline process at UTM.

1.3 University Assessment and Grading Practices Policy
The University’s Assessment and Grading Practices Policy sets out the principles and key elements that should characterize the assessment and grading of student work at U of T.

1.4 Copyright
The University has developed a guide called Copyright Basics and FAQs that addresses frequently asked questions pertaining to copyright issues and specifically addresses concerns relating to teaching and research.

1.5 Freedom of Information and Protection of Privacy Act (FIPPA) & 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 Department Academic Administrator regarding any challenging issues. The University has also developed a checklist for instructors called FIPPA – Q and A’s for Instructors to guide best practices for student-faculty interactions in the context of reasonable privacy expectations.
1.6 Conflict of Interest and Close Personal Relationships

The Policy on Conflict of Interest safeguards the disinterested disposition of specific resources within the University; it also safeguards the University’s reputation for fairness and meritorious decision-making; most importantly, it safeguards the entitlement of students and employees (faculty and staff) to equitable treatment.

The Division of the Vice-President and Provost has published a memorandum outlining the implications of the University policy for sexual and otherwise intimate relations between faculty members and their students or colleagues. If you have, or have had, a familial, sexual, or otherwise close relationship with a student, you will be in conflict of interest if you exercise any influence — direct or indirect — in decisions that may affect the student. In other words, you will almost inevitably be in a conflict of interest.

If you are in a conflict of interest, you must disclose this to the Chair of your department immediately. You are not required to provide any details of the personal relation that gives rise to the conflict of interest; you need not answer questions about it, and you are entitled to confidentiality. If you supervise Teaching Assistants (TAs), you are responsible for ensuring that they know about and comply with the requirements of the Policy on Conflict of Interest.

2 IMPORTANT RESOURCES AND SERVICES FOR UTM INSTRUCTORS

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 Centre for Teaching Support and Innovation (CTSI) on the St. George Campus, detailed below in section 2.6 CTSI, and the Robert Gillespie Academic Skills Centre at UTM (RGASC), detailed below in section 2.7 RGASC, provide many electronic resources for instructors as well as 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.

2.1 Bookstore

The campus bookstore is your one-stop-shop for course materials, supplies, computers and software, and U of T branded merchandise. Deadlines for ordering course textbooks and material are generally 8 weeks prior to the start of term. Late 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, 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 U of T Bookstore website or you can visit the UTM Bookstore on the 1st floor of the William G. Davis building.

2.2 Courses and Timetable Information

The Office of the Registrar website contains information about courses, sessional dates, course and
exam timetables, etc. For more information on courses and programs offered at UTM, please see the University of Toronto Mississauga Academic Calendar.

2.3 Information & Instructional Technology Services (I&ITS)
The Information & Instructional Technology Services department couples the teams from Computer Services and the Technology Resource Centre together under one umbrella. I&ITS 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.

I&ITS offers support for your U of T e-mail, UTORid, campus printing, wireless access, computer labs as well as security and antivirus support. The IT Service Desk is located in the CCT Atrium, Room #0160. You can contact the main IT Service Desk at 905-828-5344, or by email at helpdesk.utm@utoronto.ca.

2.4 Office of the Registrar
The Office of the Registrar is a resource used by faculty, staff and students alike. Its staff of professionals:

- maintains student records;
- provides academic and financial aid advising;
- provides course registration information and assistance;
- schedules all courses and final examinations;
- securely stores undergraduate examinations;
- administers petitions/appeal procedures for exceptions to university rules, policies, and deadlines;
- provides recruitment and admission services;
- provides strategic enrolment management;
- external exam invigilation;
- assesses transfer credit;
- undertakes graduation assessment;
- provides student communications;
- produces certification letters; and
- issues letters of permission to attend other universities as visiting students.

The Office also publishes the UTM Academic Calendar, UTM Registration Guides and the Program Selection Guide each year. Academic Advisors within the Office of the Registrar provide students with information and guidance related to degree requirements, university rules and regulations, interpretation of the Calendar, and personal or academic concerns that may influence their academic performance. Financial Aid Advisors assist students needing information and/or assistance in meeting the costs of their education. Information is available regarding budget planning and management, academic and leadership-based scholarships, government financial assistance programs such as OSAP, and grants that help students meet unanticipated financial hardships.
2.5 **UTM Library**

The UTM Library, located within the Hazel McCallion Academic Learning Centre, provides a large number of support services and resources to support your teaching and research needs. It’s more than just a library; it’s your partner in scholarly research. The UTM Library emphasizes people space, with 19 study rooms, 4 levels of dedicated study space (including study carrels and casual seating), computer workstations, and plenty of natural light. The library provides a vibrant, comfortable and safe environment for students to work, learn and conduct research. The library also offers Quercus support to UTM faculty.

2.6 **Centre for Teaching Support and Innovation (CTSI)**

The Centre for Teaching Support & Innovation (CTSI) is a hub for teaching and learning at the University of Toronto, serving instructors, graduate students and teaching assistants on all three campuses. CTSI provides leadership and support on all teaching-related and student engagement issues. Some of the many resources available through CTSI include:

a. Working with your TAs
b. Classroom Management
c. First Class Strategies
d. Setting the Tone
e. Inclusive Teaching
f. Large Classroom Teaching

2.7 **Robert Gillespie Academic Skills Centre (RGASC)**

The RGASC 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. Members of the Centre work collaboratively with UTM faculty and teaching assistants to help deliver the best possible learning environments in their classes, labs and tutorials. The RGASC also provides Faculty, TAs and Librarians with advice and assistance in faculty/instructor development, curriculum development, assessment techniques, instructional design and other matters related to advancing the teaching agenda of UTM.

2.8 **Teaching & Learning Collaboration (TLC)**

The Teaching and Learning Collaboration (TLC) at UTM aims to build a community centered on a shared interest in teaching and learning. The TLC hosts workshops, reading groups, communities of practice, and many other opportunities throughout the year to facilitate collaboration with others in the UTM community. The TLC website lists opportunities for grants and awards, people profiles, teaching advice, and more.

2.9 **Experiential Education Unit (EEU)**

The Experiential Education Unit (EEU) aims to enrich the undergraduate education experience by promoting and nurturing unique opportunities and approaches to learning, both within and outside of the classroom. The EEU serves to expand the undergraduate student experience by actively engaging faculty and students within the surrounding community, and promoting strong relationships between community partners, faculty, students, academic studies, career exploration and community involvement through academic and outreach experiences. To this end, the EEU aims to broaden the scope of what it means to study at UTM. The EEU services UTM’s academic curriculum to provide faculty with the means to incorporate experiential learning into their curriculum in order to provide
students with authentic experiences (work-based, community-based, research-based) to enhance students’ learning. In addition, the EEU creates and promotes outreach activities that showcase what UTM has to offer in experiential learning and academics, and works closely with various partners and organizations within the City of Mississauga and the Region of Peel.

2.10 Faculty Engagement Opportunities
The involvement of Faculty members in co-curricular activities, which are designed to provide meaningful opportunities to interact with and teach students beyond the typical classroom setting, has benefits for instructors and students alike. Faculty often report a satisfying experience when working closely with students in these diverse settings.

Some examples of faculty-student interaction opportunities include: participation in transitional support offerings designed to communicate faculty expectations for new students; research endeavours like the Research Opportunity Program (ROP); short-term global experiences with UTM Abroad; and enhancing students’ academic preparation through initiatives like Exam Jam and Facilitated Study Groups. To find a current list of campus engagement opportunities, visit the UTM “Beyond the Classroom” website.

2.11 Academic Administrators within Departments/Institutes
All academic units at UTM have staff and/or faculty who are designated to advise students on issues related to the programs or courses administered by the unit. These individuals can provide advice on instructional and career related issues and also have the expertise to refer students with more difficult personal problems to specialized services that will cater to their distinct needs.

2.12 Student Affairs & Services
UTM provides a range of specialized services for students, including (but not limited to): accessibility resources and support; health and counselling services; career and employment resources; diversity and equity information; housing and residence life; and extra-curricular activities and opportunities. More information about these services is available on the Student Affairs & Services website and within our internal guide that outlines where to refer students who are seeking this information.

Faculty and staff are often in positions to identify students who experience personal difficulties. Please refer to 13. Students in Personal Difficulty of this handbook for more information.

2.13 UTM Equity and Diversity Office
The University of Toronto Mississauga Equity & Diversity Office (EDO) provides specialized programs and services to faculty, staff and students at UTM to promote 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 EDO 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;
• responses to concerns, resolving conflict and managing complaints of discrimination and harassment; and
• consultation and advice on policy matters.

2.14 UTM Shuttle Bus
UTM operates a shuttle bus system that transports students, faculty and staff between UTM and the St. George (downtown Toronto) campus of the university. Currently, upon presentation of their valid T-cards, registered undergraduate or graduate students whose home campus is UTM ride fare-free during the session in which they are registered. Other riders must purchase tickets in advance at the UTM Student Centre (Information Desk), or on the St. George campus at the Hart House Porter’s Desk. UTM also operates a fare-free shuttle bus system between UTM and Sheridan College’s Trafalgar Campus for students in UTM’s joint programs with Sheridan.

2.15 Parking Services
Parking on campus is available through the purchase and display of term or annual permits obtained at the UTM Parking Office (phone: 905-828-5254), or by 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.

3 PREPARING FOR YOUR COURSE

3.1 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 the course description, course objectives, required readings/texts, course work and grading breakdown, as well as key dates and deadlines. Should you wish to change your marking scheme once the course has started, you must do so in accordance with provision 1.3 of Part B: Grading Practices, in the University Assessment and Grading Practices Policy.

Some Academic Departments (BIO, CPS, ICCIT, MCS, and MGT) have worked with the Office of the Registrar to develop standardized online templates for course syllabi. These include department- and UTM-specific language that your unit may want you to use in your syllabus. If your department does not have a template, the Centre for Teaching Support & Innovation (CTSI) website has an outline for developing your course syllabus.

Instructors are required to submit their course syllabus information online through the Course Information Submission System (CISS). You access CISS through the Faculty & Staff Applications on the Office of the Registrar website. This system requires that your syllabus be reviewed and approved by the Chair before it is made available for students to view on the UTM Timetable. If the Chair does not approve your course syllabus, you will receive an e-mail from the
system detailing the reason why it was denied, and advising you to revise and resubmit the course syllabus. The course syllabus must be available to students for viewing, via the UTM Timetable, no later than the first day of classes. In addition, instructors may wish to upload the syllabus in PDF to their course on Quercus. **Note that the final exam schedule cannot be prepared until all course syllabi have been received through the online submission system.**

Furthermore, in order to prepare the best possible exam schedule for students and instructors, please indicate ALL scheduling constraints when submitting exam information in CISS. Note that only requests relating to academic, medical and religious constraints will be accommodated. All other requests with respect to exam scheduling constraints will only be accommodated if they do not negatively impact the overall exam timetable.

### 3.1.1 Modes & Number of Assessments

University policy states that student performance “must 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 5.2 Marking Term Work for more information). Please view the full U of T University Assessment and Grading Practices Policy for more information specific to the modes and number of assessments that are recommended for undergraduate courses.

### 3.1.2 Assignment Due Dates

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

### 3.1.3 Assignment Weights & Return Dates

The following are some important guidelines regarding 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 to the class, 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 (i.e. using Quercus) 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 for return of this work shall be the last regular class meeting within the first week of classes in January. Important academic dates and deadlines can be found on the Office of the Registrar website.

2. Instructors should use more than one means of evaluation (tests, essays, lab reports, oral presentations, etc.) to assess student learning outcomes throughout the course. In (Y) courses (i.e. weighted 1.0 credits), at least one substantial piece of work per term is expected. The more assignments you give and mark, the more valid your final assessment of a student is likely to be.

3. Term work must be assigned due dates. All term work must be submitted by the last day of classes in the course concerned, unless an alternate date is specified by the instructor. You may set an earlier date if it seems reasonable and does not conflict with the normal Department policy. This must be emphasized to the class well in advance. Students, who for reasons beyond their control, wish to seek an extension of this deadline must obtain approval from their instructor. This extension may be for no longer than the end of the regular 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 (for more information, refer to section 6.6 Extensions of Term Work after the End of Term).

4. Class participation can be one graded component of your course but should never exceed 20% of the total course mark, and should involve participation rather than mere attendance.

5. No term test or combination of term tests in an individual course, held in the last two weeks of classes at the end of term, may have a total weight greater than 25% of the final mark.

3.1.4 Assignment Submission Policy

If you have specific directives for your class about how they should submit assignments (e.g., electronically, in person, or at the departmental office), you should make this clear in your syllabus.

The purchasing/recycling of past essays, or plagiarizing of parts of essays, can be difficult to detect. Sometimes the simple use of a web search engine will reveal the true source of an essay. However, try to prevent the problem, e.g., by not setting generic topics and by not allowing essays to linger (before or after marking) where they can be intercepted by individuals other than you or their authors. In addition, instructors may use Turnitin.com, an electronic resource that is integrated with Quercus, to assist in the detection and deterrence of plagiarism. Instructions for using the Turnitin Quercus integration are available for instructors and students. There is also a manual for Turnitin available for instructors.

If you intend to use Turnitin.com as your method for receiving written assignments, you must inform students 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:

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.com web site [http://turnitin.com/].

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).

3.1.5 Late Penalties

If penalties exist for late work, you will need to indicate this to your students in your syllabus, giving information about items such as late penalties for assignments (e.g., 10% per day), maximum possible penalty, and a final deadline after which work will no longer be accepted.

Late penalty policies vary widely among instructors, given the diversity of subjects and modes of assessments. Your Department Academic Administrator can offer advice if you have questions about what late penalties would be appropriate for your course. In general, you are advised not to be overly generous or vague with the policy at the outset, as it is more difficult to tighten up procedures later on than to be more lenient at first.
3.1.6 Missed Tests and Remarking Policy

Rules and guidelines surrounding this issue are detailed more extensively below under section 5.2 Marking Term Work. Again, you have great latitude in designing a procedure that will work best in the context of your course (within the limits specified below), but note that any guiding principle will be most effective if it is stated clearly at the beginning of the course, including outlining the procedure in the syllabus, and if it is applied fairly and consistently.

3.1.7 Managing Academic Accommodations

UTM’s Accessibility Services uses an online system for students and instructors working with their Office on student accommodations. The online Accessibility Information Management System (AIMS) 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 e-mail 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 & Staff applications page.

Important: If you do require and collect documentation for accommodations throughout the length of your course, remember that it may contain sensitive personal information. Under FIPPA rules, this documentation must be treated as containing confidential information (refer to 1.4 FIPPA & Privacy Practices for more information). Store the documents securely for one year following the end of term and then destroy them in a secure manner. As with all course material containing personal information, we ask that you please DO NOT store these documents on your personal devices.

3.1.8 Equity and Academic Rights Information

You are strongly encouraged to include, in your course syllabi, the following italicized text that 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 & Diversity Office at edo.utm@utoronto.ca.
For your information as an instructor, students at UTM have the right to:

- obtain a course syllabus either through accessing a copy on Quercus, through the UTM Timetable (accessible through the Office of the Registrar website), or one can be provided by the instructor. The course syllabus must be available/provided at the beginning of a course;
- rely upon the information detailed within a course syllabus. An instructor may only change methods of evaluation, or their relative weight, by following the University Assessment and Grading Practices Policy provision Part B: 1.3;
- 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 unit Chair or Director if the instructor is unavailable;
- ask the person who marked their term work for a re-evaluation if they feel it was not fairly graded. Students must make any inquiries about the mark on a graded piece of work within one month of the return date of the work. If the student is not satisfied with a re-evaluation, they may appeal to the instructor in charge of the course if the instructor did not mark the work. If the student’s work is remarked, they must accept the resulting mark. They may only appeal a mark beyond the instructor if the term work was worth at least 20% of the course mark. See Re-marking Pieces of Term Work of this document for full details of the process;
- receive at least one significant mark (weighted at 15% for H courses, 25% for Y courses) by the last scheduled class prior to the academic drop deadline (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;
- submit handwritten essays, so long as they are neatly written;
- have no assignment worth 100% of the student’s final grade;
- not have a term test or combination of term tests in an individual course be worth greater than 25% in the last two weeks of class;
- retain intellectual property rights to their term work;
- receive all their assignments, tests, and other term work once graded;
- view their final exams. To see a final exam, students must submit an online Exam Reproduction Request within 6 months of the date of the exam. There is a small non-refundable fee (please note that this process is overseen by the Office of the Registrar);
- privacy of their final grades; and
- arrange for representation from Downtown Legal Services (DLS), a representative from the UTM Students’ Union (UTMSU), and/or other forms of support if they are charged with an academic offence.

### 3.1.9 Course Contact Information

You should clearly define your expectations regarding communication with your students, and reinforce these expectations with an explanation in class. For example, if you expect questions about content to be placed on a discussion board, requests for re-marks to be sent to TAs, or for all communication to occur through e-mail, make that clear.

Your syllabus must include the necessary contact information for the instructor(s) teaching a course in a given academic session (e.g., personal e-mail, course e-mail, and/or phone). You should also state that all students corresponding by e-mail should use their UTORmail accounts.
(i.e. student email addresses ending in “@utoronto.ca” or “@mail.utoronto.ca”).

3.1.10 Office Hours
All instructors are required to hold office hours throughout the term. Please post your office hours as soon as possible and let your Department Academic Administrator know when they will be scheduled and where they will be located. The number and distribution of these hours are not specified in policy; however, they should be arranged to facilitate regular interaction with students. Best practice is a minimum of 1 hour/week per course taught. Larger classes, or classes taught with a more personal or intensive style, may need more hours.

When students approach an instructor with difficulties – medical, personal, financial, familial – that may 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 to meet with a Student Success Representative, a Financial Aid Advisor, or an Academic Advisor as needed. Additionally, students may also be referred to the appropriate student service at UTM (see section 13 Students in Personal Difficulty and section 14 Additional Student Support Services).

3.2 Access to Electronic Teaching Resources (e.g., UTORid, Quercus)

3.2.1 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 e-mail system and various sites mentioned in this handbook. For new faculty and staff, your UTORid is noted 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 Service Desk located in the CCT Atrium (Room #0160) or e-mail the Service Desk.

3.2.2 Quercus (powered by Canvas)
UTM uses Quercus as its Learning Management Engine (LME). The underlying software is called Canvas. Quercus is the online learning environment officially supported by U of T and is where most instructors manage the online portion of their courses. Use of the Quercus LME is highly encouraged as it provides additional learning and assessment opportunities, simplifies student communication, and solves potential issues related to student access to marks. You can access your Quercus course lecture (LEC) shell with your UTORid once your employment record has been activated and your name is listed as instructor for the specific course in the course timetable. To access Quercus:

1. Visit the Quercus U of T main login page, which can be accessed from links on the UTM main page, the University of Toronto main page, or by directly visiting q.utoronto.ca/;
2. Login with your UTORid and password (same as you use for your UToronto email).

Students registered in ACORN (the student information system) will be enrolled automatically in your Quercus course. A variety of tools can be integrated with Quercus and more information is available about How It Works and how to submit an integration request. Do not add students manually to your course, unless instructed by your Department. Quercus enrolments are only updated once every 24
hours, so a student might need to wait for a day or up to 48 business hours after registering in a course before they have access to the Quercus course.

The UTM Library also maintains a Quercus support website for faculty, which includes instructions for carrying out common tasks in Quercus and video tutorials to help get you started. Using this support site, you can learn how to set up your course, make announcements, create assignments, collect/organize students’ grades and set up other teaching and learning activities. On this website, you also will find the contact information for one-on-one assistance, workshops and resources that you can access if needed. Should you need to access the tutorial (TUT) shells for your course, contact UTM Library Instructional Technology. A variety of tools can be integrated with Quercus and more information is available about the current status of integrations and how to submit an integration request. UTM faculty liaison librarians also may be consulted for a range of services offered by the Library to support teaching and research, including the use of Quercus.

Furthermore, Quercus has a Gradebook function where you can maintain marks for your course throughout the term. We strongly recommend that you download your Gradebook often and keep a copy for your records for at least one year after the course has ended. If there are one or more TAs grading, we suggest muting assessment columns, such as term tests and assignments, which renders the grades invisible to students until all grades are reviewed and finalized by the instructor. As final grades should only be reported through ACORN/ROSI, we recommend that the Gradebook column for the final exam or a final piece of term work NOT be available for viewing on Quercus and that the default view for the “Totals” column remain hidden. Please also note that grades for term work and final grades cannot be changed after they are posted to eMarks, unless an appeal is brought forward by students for the re-mark of term work (and/or a petition is filed for re-marking the final exam). In addition to following the End of Term procedures, instructors must retain a copy of the final gradebook and graded assignments for a period of one year after the last class, for each course that they teach.

For more information or assistance, please contact:
UTM Library Instructional Technology
utml.instructech@utoronto.ca
(905) 601-8859

3.2.3 UTM Instructors Portal
As new faculty at UTM, you may find the UTM Instructors Portal 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, accessing class lists, and supports for teaching.

3.2.4 New Faculty Toolkit
The Instructor Toolkit 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, U of T offers support for teaching, learning and research at the institutional, departmental, and personal level.
3.3 Other Important Guidelines and Considerations for Classes

3.3.1 Teaching Assistants

A departmental officer decides how much support from teaching assistants each course should receive. 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 (or Unit 3) collective agreement, which can be found on the Human Resources and Equity website for Faculty and Staff Agreements.

Before the term begins, you are responsible for filling out a form detailing your TAs’ “Description of Duties and Allocation of Hours”. Please see the Department Academic Administrator for information on how this is done in your department. As you assign duties, be sure your TAs have received adequate training. Please note that TAs who are hired in their roles for the first time at the University need to complete a three-hour orientation session, which is part of their first contract. This training is mandatory. Returning TAs are provided with one hour of training.

It is your responsibility as the supervisor of the course to discuss duties and allocation of time with your TA(s). This meeting should occur at the beginning of the term. Some of the things you might want to discuss, in addition to the specific responsibilities in the course, include:

- your expectations for their contribution to the course;
- e-mail policy or communication policy with students;
- conflict of interest issues (e.g., if a relative or close friend is in the course);
- any health and safety concerns;
- how to handle a student emergency;
- handling of medical notes/student “Verification of Illness or Injury” forms; and
- acquisition of desk copies of course packets or books (see section 2.1 Bookstore about acquiring copies of text from the U of T Book Store).

You will also need to conduct a mid-term meeting with your Teaching Assistant(s) to ensure that you and your TA(s) agree on whether the duties allocated at the beginning of the term are a fair representation of the actual allocation of duties and hours experienced by the TA. In addition to these required meetings, you should speak with all of your TAs regularly throughout the term, especially so that you can hear from them how their tutorials/labs are going, or how students coped with an assignment that they have graded, etc.

UTM departments are encouraged to conduct TA evaluations at the end of term. Speak with your Department Academic Administrator to receive the proper evaluation forms for your department.

3.3.2 Study Break vs. Reading Week

Study Breaks take place immediately following the last day of classes of each term. Reading Weeks, in contrast, are scheduled in the middle of the term in both the Fall (four days following Thanksgiving Monday) and in the Winter (four days following Family Day).

During study breaks or reading weeks:
- No new content may be introduced;
• Optional review sessions may be held;
• Instructors may offer extended office hours, at their discretion;
• Presentations that are being graded may not be held;
• Term tests may not be held;
• Make up tests may be scheduled during study break;
• Make up tests may be scheduled during reading week, only if mutually agreed upon by instructor and students.

Instructors are not permitted to have students present material that will be graded during reading weeks or study breaks. Instructors may offer extended office hours during study breaks and reading weeks, at their discretion. Instructors who want a room in which to hold review sessions will need to book them separately, even if the room is the one that was used to hold the regular class during the term.

3.3.3 Changing Classrooms
If your assigned room does not accommodate your teaching needs, please contact your Department Academic Administrator who can look into the matter for you. If your room is not officially reserved on the Online Room Booking System (ORBS), see section 3.3.4 ORBS – you may potentially be evicted in the event of a booking conflict. If you find that you no longer require a classroom, please let your Department Academic Administrator know so that the room can be released for other purposes.

3.3.4 Online Room Booking System (ORBS)
ORBS allows you to check the use/availability of any on-campus classroom or meeting room at any time. It also allows you to view photos and descriptions of rooms. This is especially useful when reviewing your room assignments during the course timetabling process.

To use this application to review classroom space, please visit the Faculty & Staff Applications website and click on “ORBS” in the Applications menu. In order to book a room and audiovisual (AV) equipment, contact your Department Academic Administrator who will, in turn, order it for you using the ORBS.

3.3.5 Missing or Cancelling a Lecture
If you must cancel a class, please have your Department Academic Administrator 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. You should also post a notice on Quercus and/or send an e-mail to your class.

Other than in 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 business days, you should notify your Chair/Director in writing and, in cases where you will be unable to meet with your classes, inform your Chair/Director of the arrangements you have made with respect to your teaching responsibilities during your absence.

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

3.3.7 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, 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 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 their 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. Since students would normally be aware of upcoming religious observances as well as examination schedules in advance, a minimum of three weeks advance notice should be considered sufficient.

Letters/documentation from faith leaders to support requests for accommodation should not be requested. The University does not request this documentation because doing so would imply a potential assessment of the sincerity of the religious practice, and not all faith traditions necessitate involvement in an organized faith community.

The Office of the Vice-Provost, Students & First-Entry Divisions has published Religious Accommodation guidelines along with example dates of relevance listed under “Relevant Dates 2019-20”. These dates are provided to assist instructors and those planning academic activities to anticipate when students might choose to seek accommodations for religious observances. Additional dates of religious observances may be found in the Interfaith Calendar.

It is important to note that there are many holy days associated with various faiths and that the absence of such dates on this list should not be interpreted to mean that there should be no accommodation for students who observe those holy days.

Finally, some observances are based on an interpretation of the lunar calendar, and thus may vary by one or two days depending upon the interpretation relevant to a student’s faith tradition.
Students requiring Examination accommodation for religious reasons should be directed to complete "Examination Conflict(s) & Religious Accommodation Reporting Form" available at https://www.utm.utoronto.ca/registrar/forms. The reporting form must be submitted to the Office of the Registrar by the date listed on the U of T Mississauga examination schedule.

If you require guidance or consultation on any religious accommodation matters, do not hesitate to contact Nythalah Baker, Director, Equity, Diversity, & Inclusion, UTM Equity and Diversity Office at 905-569-4974 or nythalah.baker@utoronto.ca.

To assist students with religious observance accommodation requests that may arise, you are encouraged to include the following italicized text in your course syllabi:

As a student at the University of Toronto, you are part of a diverse community that welcomes and includes students, staff, and faculty from a wide range of backgrounds, cultural traditions, and spiritual beliefs. For my part, I will make every reasonable effort to avoid scheduling tests, examinations, or other compulsory activities on religious holy days not captured by statutory holidays. Further to University Policy, if you anticipate being absent from class or missing a major course activity (like a test, or in-class assignment) due to a religious observance, please let me know as early in the course as possible, and with sufficient notice (a minimum of three weeks is recommended), so that we can work together to make alternate arrangements.

For more information about the University of Toronto’s Policy on Scheduling of Classes and Examinations and Other Accommodations for Religious Observances, please review the University’s Religious Accommodations Overview.

# 4 ENROLMENT IN COURSES

## 4.1 Enrolment in Your Course

Enrolment in courses is administered by the Office of the Registrar and is not within the control of instructors. It is managed electronically on ACORN (Accessible Campus Online Resource Network) through a staged enrolment schedule using a system of priorities and wait lists. Wait lists enable a student to queue for a space that might become available in a class that is full, and are used primarily for lecture sections, with the exception of courses where the primary teaching method is through practicals, in which case the waitlist will be applied to the practical section. Students are responsible for adding tutorial or practical sections once they enrol in the lecture section (or other primary delivery method) of a course. Students on waitlists will automatically be slotted into spaces in courses made available by other students who have been financially cancelled as a result of not having paid or deferred fees by the appropriate deadline, or who have been removed from courses (either by their own action or as a result of not having the course pre-requisites).

Student eligibility for course enrolment, checking of pre-requisites, required permissions, etc. are handled electronically and by staff within academic units. **Under no circumstances should you, as an instructor, tell students they are enrolled or will be enrolled in your course if they are not enrolled on ACORN, 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 4.5).
Dealing with Students Not on Class List). Your best response to questions regarding enrolment is to direct the student to your Department Academic Administrator, or to the Office of the Registrar.

Students must attend the lecture/tutorial/practical section in which they are enrolled. If you do not enforce a clear policy on attendance, classrooms/labs may get overcrowded, and create unsafe conditions for students with regard to note-taking, in-class testing, and learning in general. Similarly, some teaching assistants might have oversized tutorial sections while others have few students. Thus, for pedagogical and safety reasons, you should clearly relay this policy to your TAs.

4.2 Enrolment with “Permission of the Instructor”

Where “Permission of Instructor” is stated as a pre-requisite for a course, students must follow the enrolment instructions provided in the UTM Timetable. Prior to the start of classes, instructors must inform their designated department staff of their decision regarding applicants.

4.3 Course Conflicts

Students are not to take classes where scheduled lectures, tutorials and/or laboratories of a course conflict with scheduled lectures, tutorials and laboratories in other courses in which they have already enrolled. In order to succeed, students must fulfill the attendance requirements of each class as set by the professor on the course syllabus. When planning their schedules, students are expected not to enrol in two or more courses, lectures, tutorials or practicals that are held at the same time. Where a student has enrolled in courses with conflicting lectures, tutorials, and/or laboratory sessions (practicals), they may not receive accommodations for conflicting tests or exams, assignments, lecture material, in-class participation, labs, etc.

Please note: Campus closures (e.g. due to snowstorms) may result in the need for exceptions/special considerations when considering course conflicts. See section 5.1.2 below for more information.

4.4 Class Lists

On a daily basis, you have the ability to access your class list and monitor enrolment online by logging on to the Faculty & Staff Applications from the Office of the Registrar website and selecting either “Class List” from the menu on the left. Please note that this application is only available to faculty for the courses they teach.

Class lists should be generated, at minimum, twice for accuracy. First class lists should be available to you on your first day of class. Also, run your official class list on the day after the last day to add a course (sessional date information can be found in the UTM Academic Calendar and on the Office of the Registrar’s Important Dates page). Any student that is not on your list as of that deadline is not enrolled in your course. Please do not mark and/or hand back any of their work after this date. Refer them to the Office of the Registrar where they may be advised to petition for late enrolment, if there are extenuating circumstances.

UTM instructors may also obtain access to a photo list of their students, by requesting a PDF copy from their Department Administrators. The photo lists are provided for identification purposes and cannot be used to affect a student’s academic or other official university outcome. You must also agree to protect the students’ identification in accordance with FIPPA before being allowed access to
this photo system. The list cannot be saved or forwarded to anyone else.

4.5 Dealing With Students Not on Class List
Occasionally, students will attend your class even though they are not on the class list. UTM does not recognize the auditing of courses; however, the Committee on Standing may recommend that a student do so when they have permission to write a deferred exam and need to review the current course material to prepare to write this exam with the class. If a student claims they require your specific course to graduate at the next convocation ceremony, please advise them that they must meet with an Academic Advisor (AA) in the Office of the Registrar or the Department Academic Administrator who can review their academic progress on Degree Explorer. Any requests for late enrolment in your course must be directed to the Office of the Registrar.

Do not mark work for students who are not enrolled in your course. 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 late 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 enrolment into a course and it is granted after the official count date, the University receives no government funding for this student. In order to be fair and equitable to all of our students, it is important to ensure that all UTM students follow the rules and regulations of the university.

If you believe that a section cap can be increased, for instance, when the room can accommodate more students and there is a sizeable wait list for your course, then please approach your unit’s administrators and ask for more information regarding increasing your class size. Note that students who are financially cancelled will not appear on your class list, and are no longer eligible to be in your class until they have officially re-registered, and re-enrolled in your course.

4.6 Repeating Passed Courses
Students may repeat a specific passed course only once, regardless of the grade earned. Students (both degree seeking and non-degree seeking) may only repeat a course in which they have already obtained credit (i.e. a mark of 50% or higher, or noted as “CR”) under the following conditions:

1. When students need to achieve a higher grade in a course for entry to a limited-enrolment program;
2. When students need to achieve a minimum grade in a course to satisfy a course prerequisite;
3. When students need to demonstrate a level of performance for an external credential or future graduate study.

Both the original and the repeated course will appear on the student’s academic record. The repeated course will be designated “extra” (i.e. will not be included in GPA calculations or in the degree credit count), unless the student designates it as a Second Attempt for Credit (see below). If the student chooses the Second Attempt for Credit option, the first attempt will be designated “extra.”

Students who wish to repeat a course under these circumstances should obtain appropriate advising in the Office of the Registrar prior to submitting their Course Enrolment Exception Form online. Eligible students may enrol, provided there is space available and only after other degree-seeking students have
had an opportunity to enrol.

4.6.1 Second Attempt for Credit
Students at the University of Toronto Mississauga may designate up to a total of 1.0 repeated credits to be counted toward GPA calculations and in the degree credit count (referred to as Second Attempt for Credit, or SAC). In these cases, the first attempt will be designated “extra” (will not be included in GPA calculations or in the degree credit count), and the second attempt will count toward credit totals and GPA.

SAC requests are made by submitting the Second Attempt for Credit (SAC) form online. The choice is restricted to repeat courses previously approved with a Course Enrolment Exception but is not restricted as to year, level of course, or campus.

In courses with a final exam, the SAC option must be requested no later than the last day of classes in the term in which the course was offered. In courses with no final exam, the deadline to request SAC is before the date of the final test or the due date of the final assignment.

5 CLASSROOM PROCEDURES

5.1 Course Management

5.1.1 Attendance & Participation Policies
UTM does not have a general policy requiring that students attend classes. However, instructors may choose to employ a participation/attendance requirement for their own particular courses. Importantly, instructors of courses with multiple lecture/tutorial/practical sections should enforce a clear policy regarding students attending only the section(s) in which they are enrolled to avoid overcrowding and unsafe conditions (see section 4.1 Enrolment in Your Course for more information).

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 should consider that the only real way to enforce such a course requirement is to designate some portion of the course mark to reflect this participation;
iii) you must be prepared for managing all administrative tasks relating to student accommodations for missed classes, including sanctioned exceptions, illnesses and/or injuries, as well as processing related documentation; and
iv) you should always take into account the possibility that some students may have a disability affecting attendance.

Best practice suggests that you design the workings of any such requirement precisely to achieve your pedagogical objectives. In doing so, you may wish to reflect on the difference between “active participation” and “mere bodily presence (i.e. attendance).”

Dedicating a portion of the course assessments for class 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 different learning styles in your assessment, since some students demonstrate their insight and knowledge better orally than on written tests and/or assignments. If you do have a participation (not simply “attendance”) component to your course, you have the 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 activities will result in a “good” participation mark, and also consider offering alternative ways of participating for those who may have a problem speaking in public. On class dates that encompass scheduled (or re-scheduled) tests, assignment due dates, oral presentations, etc.: students are required to declare their absence from class, for any reason, through their ACORN accounts, on the day of the absence or by the day after at the latest, in order to receive academic accommodation for any course work missed, such as tests, assignments, and final examinations (see 6.6 Declaration of Temporary Absence for more information).

5.1.2 Accommodation for Missed Classes due to University Closures

Throughout the term, your course may be impacted by weather-related campus closures (e.g., snow days or other inclement weather). Should this occur, you may, but are not obligated to, set up a make-up session for a canceled class. If you need to schedule a make-up lecture session to deliver course material, or a practical sessional to deliver lab material, we kindly ask that you take key steps to prevent any student from being academically disadvantaged as a result of the accommodations made due to the university closure.

These include:

- working with the undergraduate advisor in your unit to identify a time for the make-up session(s) that presents the least number of conflicts for the students enrolled in your course by using the “Student Conflict Matrix” (accessed through the Faculty & Staff Applications on the Office of the Registrar website);
- communicating with the Scheduling team in the Office of the Registrar (scheduling.utm@utoronto.ca) to identify whether a classroom is available on the dates/times that you have identified, and to subsequently book the room for the make-up session(s);
- notifying your students as soon as possible of the date, time, and location of the make-up session(s);
- ensuring that class notes and other course materials are available to all students (in particular, for students who are unable to attend the make-up session); and
- considering the possibility of offering extended office hours to meet with students who have conflicts with the alternate meeting time arranged.

Should no classroom be available, or if the course is too large to identify times with minimal student conflicts, you may also consider the possibility of delivering the material online through Quercus.

If you are contemplating changes to assessment methods, weights, or dates/deadlines as a result of a campus closure (i.e., due to a missed term test, assignment deadline, etc.), please note the following text from the University Assessment and Grading Practices Policy, section B.1.3:
“For both undergraduate and graduate 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, or in the case of graduate courses, the graduate unit.”

We appreciate your efforts to support your students as you deal with unexpected campus closures due to inclement weather.

5.1.3 Use of Electronic Devices in Class (Smart phones, smart watches, laptops, iPads, etc.)
Some instructors find it disconcerting to lecture to an audience with 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 ensure their academic success 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 of the course, in a way that does not make any undeclared disabled student feel self-conscious or conspicuous. For example, you may request that laptop users not play games or watch videos, or that students using devices seat themselves on the sides and rear of the room to avoid distracting other students.

Please note that during tests and final exams, students are not permitted to use unauthorized aids (i.e. devices not sanctioned by the instructor) that would otherwise offer them an unfair academic advantage to their performance on the assessment. Use of such unauthorized aids can result in a student being charged with an academic offence (see section 11 Academic Integrity for more information).

5.1.4 Questions in Class
The appropriate time and place for questions vary widely within different subject areas, modes of teaching and classroom environments. Please note that students pay remarkably close attention to verbal and non-verbal signals that may indicate whether an instructor is approachable and “interested in their learning.” Best practice recommends that you should clearly indicate that you are indeed interested in receiving and answering questions from the class, and that you should offer students some guidance by explaining at what time or place you would find them most welcome.

5.1.5 Taping/Recording/Photographing Lectures
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 first, and may not do so unless permission is granted. This includes tape/audio recording, filming, photographing PowerPoint slides, copying Quercus 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 forms without formal permission. If you have strong opinions about this happening in your class, you should take the time in your first class to review the portion of the U of T Copyright Policy relevant to the instructor’s intellectual property. 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 recording of lectures as an appropriate academic accommodation. 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. Please note, however, these recordings are only for that student’s exclusive study use, and may not be shared without your explicit permission.

5.1.6 Classroom Management
The instructor is responsible for fostering and maintaining a classroom environment that is conducive to 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 can also have a disruptive effect on the class. You can prevent widespread issues by emphasizing expectations for behaviour early in the course. For example: in the first class meeting, you could discuss in detail the section about acceptable classroom behaviour from your course syllabus, and in the second class, you could demonstrate how to enter the room if arriving late.

Reminders of expected behaviour may be necessary later in the term. 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 verbally remind the entire class of appropriate decorum or to caution an individual before or after class. It is never a good idea to “dress down” or humiliate a student in front of classmates, or to allow other students to do so.

Students may arrive late for reasons outside of their control. You are not allowed to lock the classroom door to prevent students from entering late.

5.1.7 Dealing with Disruptive Students
You may refer to the CTSI Classroom Management Tip Sheet for examples of classroom issues you may want to consider prior to the start of your course. Additionally, CTSI recommends the text “Classroom Management”, by Lisa Rodriguez, Ph.D., as a potential resource that you can refer to, and that provides useful information on various issues and suggested solutions for dealing with classroom disruptions.

If safety becomes a concern, contact Campus Police:
General enquiries: (905) 828-5200
Emergency: (905) 569-4333

5.1.8 Green Courses
Sustainability is one of the core attributes of UTM’s identity as outlined in the UTM Academic Plan, which states that, “environmental awareness should guide our physical planning and be reflected in our pedagogy and scholarship.” The University of Toronto Facilities and Services’ Sustainability Office certifies Green Courses on all three campuses.
The Green Courses program recognizes courses where steps have been taken to reduce the usage of paper. Consider completing the self-assessment form for each of your courses to have them certified as a Green Course, to receive feedback, and to provide the Sustainability Office with data about resources saved in the dissemination of your courses.

5.2 Marking Term Work

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

When grading assignments or tests, it is essential that your evaluation 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 good practice to draft a “grading/answer key” for your assessments, in order to help document the criteria that you used in the evaluation of student work. It is a bad practice to adjust a grade just because a student is “twisting your arm.”

5.2.2 Distribution of Grades
Section B.3.4.2 of the University Assessment and Grading Practices Policy states that 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 to review early in the term if teaching a class for the first time or to decide if your course seems to be falling into unusual grade patterns. If so, you should contact your Chair for advice as soon as possible, to see if there is a reason why the particular offering of the course is an outlier in relation to previous offerings; there may be good reasons for the change. There should be a reasonable consistency in the distribution from year to year. There should also be some consistency in the distribution of grades across comparable courses. See also sub-sections 8.3, 8.4 and 8.5 of section 8 Final Course Marks for more information.

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 equivalent to earning a numerical grade less than 50%), and it is important that these scores accurately measure student mastery of the course learning objectives for each assessment that they complete. General guidelines about the reporting of final grades can be found in section 8 Final Course Marks.

5.2.3 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 the instructor specifies an alternate date (refer to section 3.1.3 Assignment Weights and Return Dates). Students, who for reasons beyond their control, wish to seek an extension of this deadline must obtain approval from their instructor. This extension may be for no longer than the end of the regular final examination period of that current session. If additional time beyond this period is required, students must petition through the Office of the Registrar for a further extension to the deadline for this item(s) of term work (for more information, refer to section 6.6 Extensions of Term Work after the End of Term).

Assignments are the property of the student and must be returned at the end of the course. 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 or last activity, whichever is later.

5.2.4 Re-marking Pieces of Term Work
A student who believes that their written term work has been unfairly marked may ask the person who 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. For example, should the work be returned on March 3rd, the student has until April 3rd to inquire and request a re-mark. All responses to student inquiries must be provided in a timely fashion.

Regrade requests for term work worth less than 20% of the final mark may be submitted to the person who marked the work for re-evaluation. The student must submit: (1) the original piece of work; and (2) a written explanation detailing why they believe the work was unfairly/incorrectly marked.

If the student is not satisfied with this re-evaluation, they 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). In these instances, where the instructor was not the one who marked the work, the student must now submit to the instructor: (1) the original piece of work; (2) the written reasons as to why he or she believes the work was unfairly/incorrectly marked; and (3) communications from the original marker as to why no change in mark was made.

If a remarking is granted by an instructor, the student must accept the resulting mark as the new mark, whether it goes up or down or remains the same. Continuing with the re-mark 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 e-mail) and keep a copy for later reference.

Only term work worth at least 20% of the course mark may be appealed beyond the instructor. Such appeals must first follow the same guidelines as those mentioned directly above for work worth less than 20%. To escalate an appeal beyond the instructor, the student must submit to the department chair/director in writing: (1) all previous communications between the student, original marker, and the instructor; (2) the detailed reason(s) documenting why the mark for the work was inappropriate and (3) 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 Office of the Vice-Principal, Academic and Dean. Appeals must already have been considered at the two previous levels (Instructor followed by Department Chair/Institute Director), with the decision reviewed by the head of the academic unit (i.e., Chair or Director), before they will be considered by the Office of the Dean. 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 Office of the Dean 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; requests for re-reads of final examinations are handled directly by the Office of the Registrar.

6 TERM TESTS

All term tests must be held on or before the last day of classes, and no term test may be scheduled during reading week(s), study break(s), or in either the regular examination periods (i.e. in December for full-year courses ending in “Y5Y”) or deferred exam periods. **No term test or combination of term tests (in an individual course) 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.** This includes Fall, Winter, and Summer offerings.

"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.

**NOTE: Requests for the re-marking of tests and other term work are NOT handled through the Office of the Registrar. These are dealt with by the relevant instructor and department.**

6.1 Testing Space

Most term tests take place in your regular class space. If your regular classroom is deemed inadequate for hosting your term 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 with your Department Academic Administrator at the beginning of the term for details relating to this process.

Another option is to consider alternative ways of administering the test in order to achieve appropriate
security, and to avoid the possible confusion for students assigned to a different venue than usual. For example: if your test is multiple choice, you may wish to generate different sets of tests (i.e. “version tests”) that present the questions in a different order, thereby allowing students to sit next to each other in the same lecture hall (with versions of the test alternating among students in a row).

### 6.2 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 of your normally-scheduled class hours, you should consult with your Department Academic Administrator as well as with the Office of the Dean.**

Furthermore, **you must announce out-of-class test dates and times in the first class meeting.** Ideally, this information should be made available within the syllabus before the first class meeting to allow a student to make arrangements to accommodate this extra obligation into their schedules, or to enrol into a different course.

UTM has a number of rules for scheduling term tests outside your normally-scheduled class hours and the following caveats apply:

- Saturdays are the primary option for scheduling such tests that are outside of class time.
- The dates of any test scheduled for outside the normal class time in the Timetable must be in the original syllabus.
- Any conflicts of such tests with other courses operating in their normally-scheduled time result in the other course taking priority (the regularly-scheduled, in-class academic obligation has precedence). Students in these situations must be offered a make-up test; rolling the missed test mark into another form of assessment (like the final exam) is not normally an option for these cases.

### 6.3 Conduct During Tests

How you conduct your term tests is left to your discretion. The [Rules & Policies](#) used by the Exams Office for final examinations may provide you with some useful guidance. These protocols have been developed through long experience and your students may already be used to them:

- No person will be allowed in an examination room during an exam except the students concerned and those supervising the exam.
- Students must appear at the exam room at least fifteen minutes before the posted start time of the exam.
- Students are required to bring two pieces of photo ID to each exam. One MUST be a valid U of T student ID card (TCard) and the other must be government-issued (e.g. driver's license, passport).
- Bags, purses, coats/jackets, books are to be deposited in areas designated by the Chief Presiding Officer (CPO) and are not to be taken to the exam desk or table. Students may place their wallets in the clear, sealable, plastic bags and put them on the floor under their chairs. The student must not touch or open the bags during the exam.
- All electronic devices with storage, including but not limited to, cell phones, smart watches, SMART devices, tablets, laptops, calculators, etc., must be turned off, sealed in the clear, plastic bags provided and placed under the desk for the duration of the examination. The student must
not touch or open the bags during the exam.

- The CPO has authority to assign seats to students.
- Students cannot communicate with one another, in any manner whatsoever, during the examination.
- Students may not leave the exam room unescorted for any reason, and this includes using the washroom.
- No materials shall be brought into the room or used at an exam except those authorized by the CPO or the presiding officer.
- Students who bring any unauthorized material into an examination room, or who assist or obtain assistance from other students or from any unauthorized source, are liable to penalties/sanctions as listed in the university's Code of Behaviour on Academic Matters, including the loss of academic credit, suspension or expulsion.
- Students who are less than 30 minutes late for a final exam may enter the exam room and begin writing. The CPO is not required to give any extra time. Students who are more than 30 minutes late for a final exam must report immediately to the Office of the Registrar, Innovation Complex, Room 1235.
- To ensure minimal disruption at the beginning and end of an exam, students must remain seated at their desks for at least the first 30 minutes and the final 10 minutes of an examination.
- During the last 10 minutes of an exam, students are to remain in their seats until the exam is over and the CPO has collected all exams.
- At the conclusion of an exam, students must stop writing. The CPO may seize the papers of students who fail to observe this requirement. The CPO will write a detailed anomaly and inform the student that this matter will be reported to the Office of the Dean and a penalty may be imposed.
- Exam books and other material issued for the exam cannot be removed from the exam room, except by authority of the CPO.
- U of T Mississauga is not responsible for personal property left in exam rooms.

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 student’s seat).

6.4 Missed Term Tests
Students who miss a term test will be assigned a mark of zero for that test unless they are granted special consideration.

If the term test was missed for reasons entirely beyond the student’s control, a written request for special consideration may be submitted to the instructor within one week of the missed test. This request must explain the reason for missing the test and include appropriate documentation (e.g., Verification of Student Illness or Injury form).
A student whose explanation is accepted by the instructor may be granted a makeup test or a redistribution of weighting of other graded work. If the course has no other term work as part of the evaluation, a makeup test will be given. No examination should have a value of more than 80% of the grade (per University Assessment and Grading Practices Policy). 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.

If the student is granted permission to take a makeup test and misses it, then they are assigned a mark of zero for the test unless the instructor is satisfied that missing the makeup test was unavoidable. Students are not automatically entitled to a second makeup test.

6.5 Declaration of Temporary Absence

Students are required to declare their absence from a class for any reason through their ACORN 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.

There is a field on the Course Information Submission System (CISS) where instructors need to state their policy for missed tests, late assignments, or missed lectures, tutorials or laboratories. The policy would state the student’s deadline for requesting special consideration, the method by which a student must request consideration (e.g., e-mail, phone, letter, online form, etc.), and any supporting documentation required in addition to the ACORN absence declaration (e.g., Verification of Student Illness or Injury form, Verification of Extenuating Circumstance(s) form, death certificate, etc.). As a result, students must follow the absence policies of the department and the instructor, which may possibly require additional documentation.

Students declare absences via their ACORN account under the section “Absence Declaration” on the day of their absence, or by the day after, at the latest. 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 form or the Verification of Extenuating Circumstance(s) form, or other documentation.

6.6 Extensions of Term Work Deadlines after the End of Term

Instructors have the authority to grant extensions for term work up until the end of the regular final examination period in a given term or session. Petitions concerning extensions of time to complete term work later than the end of the exam period must be submitted through the Office of the Registrar by the last day of the regular 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 be revealed in a petition or appeal. The most stress-free approach to handling petitions for extensions, when you have denied an informal one, is to assume that those deciding the request or appeal may have received more or different information from the student than information that you have seen/was provided to you as an instructor, and to accept their decision in that light.
7 FINAL EXAMINATIONS

Final examinations are scheduled by the Office of the Registrar after the 50% fee refund drop-date. A draft exam schedule is sent to all academic units approximately one week before it is posted publicly. Changes to the exam schedule will only be accommodated during the draft stage, and will only be accommodated if they do not have a negative impact on any students. Therefore, it is essential that all exam scheduling constraints are submitted prior to the start of the exam scheduling process through the CISS. Once the final examination schedule is made available to students, changes to the schedule cannot be accommodated.

A final examination, common to all sections of the course, and counting for at least one-third of the final grade, must be held in each undergraduate course, unless an exemption has been granted. At UTM, Academic Unit Chairs/Directors may grant exemptions to instructors from holding final examinations in 200-, 300- and 400-level courses (your academic unit may already have existing procedures at play here, so please consult with your Chair). Final examinations are held at the end of each term or session (Fall, Winter, and each of the two Summer terms) and take place in the morning (9 a.m.), the afternoon (1 p.m.), or the early evening (5 p.m.), Monday through Saturday, inclusive. Students who make personal commitments during the examination period do so at their own risk. 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 on the Office of the Registrar’s Final Exam Schedule website. Please note that students cannot re-write an examination that they have already attempted. Students are told at the beginning of each exam that:

*Once this exam has begun, you cannot re-write it. You will be marked based on what you have completed. If for any reason (health, disability, personal concerns) you are unable to commence your examination; do not turn the exam paper over, leave the room and seek the appropriate assistance immediately. The Office of the Registrar will contact you via e-mail with next steps.*

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.

In the event of a University closure due to unforeseen circumstances such as inclement weather, other emergency, etc., which results in the cancellation of final examinations, the final examination will be rescheduled to the day following the end of the exam period.

The Office of the Registrar appoints at least one Chief Presiding Officer (CPO) per exam room to bear the primary responsibility for the conduct of the final examination. The CPO is responsible for picking up the examination package from the Exam Office (located in the Office of the Registrar), setting up the exam room, making announcements, distributing exam materials, collecting student attendance, acting as a witness to any academic offence, dealing with emergencies, and returning examination materials to the Office of the Registrar. At the exam, the CPO will track exam attendance by scanning student ID cards using a PC tablet. Please remind all students to bring their
student ID card (TCard) to their exam, along with a government-issued photo ID (e.g., driver’s license, passport, health card). Once the student ID card is scanned, it will update the database to indicate the student is writing the current exam. The tablet is able to access a report showing the number of students and a list of names for a specific course. This will aid instructors in reconciling the number of exams collected to the number of students that wrote the exam. Instructors and TAs are responsible for invigilating their course examinations. The Office of the Registrar does not supply invigilators.

An Instructor-Administered Exam (IAE) is an option currently available to classes that have 75 students or fewer (with students sitting in every other seat), or up to 150 students (for a multi-version exam, with students sitting in every seat). If you wish to hold an IAE for a course with an enrolment higher than 75, please contact the exams staff in the Office of the Registrar at exams.utm@utoronto.ca to discuss possible options. Please visit “Instructor-administered Exams” for detailed information.

**Exam scripts are due by the assigned due date.** Exam scripts that are not received by the due date will be converted to an Instructor Administered Exam.

### 7.1 Examination Re-reading
Student requests to have their exam re-read must be made within six months of the date of the exam. The student must complete the “Exam Re-Read Request(s) form” online through the Office of the Registrar website. Please see the UTM Academic Calendar for more information on the Examination Reproduction and Re-reads processes.

### 7.2 Publication of Exams
In keeping with the [University Assessment and Grading Practices Policy](#), specifically 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 [Director, Academic Planning, Policy, and Research](#) (Office of the Dean) for consideration by the Committee. Requests should be submitted no later than the start date of the exam period for which the exemption to course exam posting should begin to be applied. Once a course is granted an exemption, the exemption will apply until there is a change in instructor, or until the date specified in the exemption request.

Even in the case of an exempted posting of a course’s exam, course instructors should 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 website](#).

### 7.3 Deferred Exams
Students who miss a final exam must formally petition through the Office of the Registrar to write a deferred exam. Instructors are not involved in this process, other than supplying the deferred exam script to the Office of the Registrar. Many instructors use their regular exam script for the deferred exam script. Therefore, the Office of the Registrar does not release any copies of the regular exams.
until the deferred exam session is over. Instructors who have final examinations in December, April, June and/or August must submit their deferred exam script at the same time as their regular exam script.

Students who cannot write a final exam due to illness or other extenuating circumstances must declare their absence on ACORN and submit an online petition within 72 hours of the missed examination. All original supporting documentation and payment of a deferral fee must also be submitted to the Office of the Registrar within 72 hours of the missed exam. Students are also required to declare their absence on ACORN on the day of the examination (or by the day after at the latest). Deferred exams are held the week following the regular exam period, with one exception: December deferred exams are held during Reading Week in February.

**IMPORTANT**: Due to an increase in the use of forged documentation, the Office of the Registrar verifies the authenticity of ALL supporting documentation by contacting providers. 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.

## 8 FINAL COURSE MARKS

### 8.1 Official Grading Scale

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

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
<th>GPA Value</th>
<th>Grade Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>90-100</td>
<td>A+</td>
<td>4.0</td>
<td>Excellent</td>
</tr>
<tr>
<td>85-89</td>
<td>A</td>
<td>4.0</td>
<td></td>
</tr>
<tr>
<td>80-84</td>
<td>A-</td>
<td>3.7</td>
<td></td>
</tr>
<tr>
<td>77-79</td>
<td>B+</td>
<td>3.3</td>
<td></td>
</tr>
<tr>
<td>73-76</td>
<td>B</td>
<td>3.0</td>
<td>Good</td>
</tr>
<tr>
<td>70-72</td>
<td>B-</td>
<td>2.7</td>
<td></td>
</tr>
<tr>
<td>67-69</td>
<td>C+</td>
<td>2.3</td>
<td>Adequate</td>
</tr>
<tr>
<td>63-66</td>
<td>C</td>
<td>2.0</td>
<td></td>
</tr>
<tr>
<td>60-62</td>
<td>C-</td>
<td>1.7</td>
<td></td>
</tr>
<tr>
<td>57-59</td>
<td>D+</td>
<td>1.3</td>
<td>Marginal</td>
</tr>
<tr>
<td>53-56</td>
<td>D</td>
<td>1.0</td>
<td></td>
</tr>
<tr>
<td>50-52</td>
<td>D-</td>
<td>0.7</td>
<td></td>
</tr>
<tr>
<td>0-49</td>
<td>F</td>
<td>0.0</td>
<td>Inadequate</td>
</tr>
<tr>
<td>Credit</td>
<td>CR</td>
<td>No Value</td>
<td>Used in a Credit/No Credit evaluation</td>
</tr>
</tbody>
</table>
8.2 Submission of Final Marks

Final course marks are submitted to the Office of the Registrar at the end of the term. Final marks 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 for that session. All final marks are reviewed within the Department and must be approved by the Chair/Director or their designate. Instructors log on to eMarks (Electronic Marks submission system) to submit their final marks for the course or to amend marks (e.g., in instances where re-grade of term work has occurred). Once logged into eMarks, instructors can access a “Help” menu that details the marks submission process.

The Department Academic Administrators have also been trained to provide basic eMarks 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, more complex issues can be addressed by the Office of the Registrar.

NOTE: The Accessible Campus Online Resource Network (ACORN)/Repository of Student Information (ROSI) is the official system recognized by the University of Toronto for student grades. Students should understand that the “Grades” feature on Quercus (specific to each course) allows them early access to preliminary grades, but does not represent their official final marks. For more information on University of Toronto policies and guidelines regarding the posting and distribution of grades, please review “Q and A for Instructors” on the website of the Vice-President and Provost. For more information on guidelines to posting grades on Quercus, especially for courses that do not have a final exam, please see section 3.2.2 Quercus (powered by Canvas) of this Handbook.

8.3 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 following “Marks Distribution Guidelines” are meant to serve as guidelines only, and do not imply a requirement for course marks to fit into a pre-defined grade 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.
- Student grades should be monitored by the instructor throughout their course, to ensure that assessments are on track to accurately reflect student learning outcomes. 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 often outside the expected ranges (over a number of offerings), 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 supports offered/available to students.

8.4 Marks at Grade Thresholds
On our grading scale, there are a number of cases where adding one more percent to a percentage grade would shift the student up to the next letter grade range. Some of the more significant thresholds include 49%, 59%, 69%, 79% and 84%. Another threshold may include the minimum grade your unit has established for entrance into its limited enrolment programs. You may want to give special attention to student marks that fall 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. In fact, you should be sure to have sound reasons for changing student marks, given the care taken and proper practices employed to provide fair opportunities for remark requests; see 8.5 Requests for Final Grade Changes below for more details.

8.5 Requests for Final Grade Changes
Do NOT change a student's grade simply because the grade change may aid their entry into a program/postgraduate school, help avoid academic probation, etc. Students are assigned the grades that they earn, and grade changes should occur solely due to administrative/marking errors. If a student requests a regrade of a particular piece of term work, and the request is timely and not frivolous, please proceed in accordance with the process outlined in section 5.2.4 Re-marking Pieces of Term Work.

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

9 PETITIONS, APPEALS, DEFERRALS

A petition is a student's formal request for an exemption from the rules and regulations of the university. UTM students must submit an online petition through the Office of the Registrar’s website.

Non-petitionable issues arising within a course between the instructor and the student (e.g., organization of the course, grading practices, or the conduct of instructors) are matters that fall within the authority of the academic unit sponsoring the course. Students are directed to discuss those issues with their course instructor.

The online petition statement should be clear and concise, with supporting documentation submitted to the Office of the Registrar. For more information on appropriate supporting documentation, see the Petitions section of the UTM Academic Calendar. 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.

9.1 Types of Petitions and Deadlines for Petition Submission
Petitions requesting late withdrawal from courses must be submitted within six months of the end of the session in which the course was taken. (Please note that this type of late withdrawal differs from the “Late Withdrawal after the Drop Date (LWD)” policy.) Late withdrawal petitions will not be granted if the student has completed the course (e.g., written the final examination or completed the final major assignment/test in courses without a final exam). Students who have a pending
academic offence investigation, or 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 notation of "WDR" is placed on the academic record in lieu of a course grade.

Petitions concerning **extensions of time to complete term work beyond the end of term** must be filed by the last day of the regular examination period. Please see section 6.6 **Extensions of Term Work after the End of Term** of this document for more information with regard to this topic.

Petitions for **deferred examinations** must be submitted online within 72 hours following the missed examination. All supporting documents and payment must be submitted to the Office of the Registrar.

For a complete list of petitions, their deadlines and associated policies, please visit the [Petitions website managed by the Office of the Registrar](#) or the Petitions section of the Academic Calendar.

### 9.2 Appeals
Students receive the results of their petition through their U of T e-mail address (@mail.utoronto.ca or @utoronto.ca). Students may appeal refused petitions by following the appeals process outlined in the [Appeals section of the UTM Academic Calendar](#).

### 10 COURSE EVALUATIONS

The University of Toronto is committed to ensuring the quality of our academic programs, our teaching, and the learning experiences of our 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 all-encompassing evaluation of teaching for administrative purposes, such as annual merit, tenure and promotion reviews.
4. To provide data used by departments and divisions for program and curriculum reviews.

The Policy on the Student Evaluation of Teaching in Courses (May 2011) outlines the principles and parameters that guide the evaluation of courses at the University of Toronto. The CTSI Course Evaluation (CE) Framework page outlines the cascaded assessment structure of the University’s course evaluations.

In addition, the UTM Guidelines and Procedures for the Student Evaluation of Teaching in Courses (September 2014) provides detailed information about the structure and administration of the course evaluation process at UTM.
The “Talking to Your Students About Course Evaluations” document can be referenced if you wish to talk to your students about the value of student feedback in teaching. CTSI has also developed a course evaluation video that instructors may play in their courses to demonstrate the importance of course evaluations and how they are used.

It is NOT recommended that instructors offer extra credit for completing evaluations. Such an incentive threatens the validity of the process, as students would have to disclose whether they have or have not submitted an evaluation, and may feel coerced into submitting one. Using such an incentive may also place the instructor in a position where they violate policies; any choice to do so should involve consultation with the Chair.

11 ACADEMIC INTEGRITY

11.1 University Policy
The University’s Code of Behaviour on Academic Matters (hereafter referred to as “the Code”) describes 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 to uphold fundamental 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.

11.2 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 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 University of Toronto Mississauga’s academic integrity website, would be particularly helpful to include.

b. Begin the class session by stressing the importance of academic integrity and emphasize this point by discussing possible penalties and the strategies of prevention in place. Members of the Academic Integrity Unit (AIU), within the Office of the Dean, would be happy to do a brief presentation in your class.

c. Reiterate the importance of academic integrity, as well as common offences and how to avoid them. Discussions on what constitutes an offence (e.g., 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 and via social media, 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 utilize a wide variety of sources, including those on the internet, making it harder to prevent and detect plagiarism. Draft notes can help verify a student’s work, as well as act as added evidence in cases of purchased papers/contract cheating.
f. Make use of technology-based resources such as Turnitin.com, or even a simple Google search if you suspect an assignment might be plagiarized.

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 tips and techniques, please see the AIU’s online tip sheet.

11.3 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 obtained an unfair academic advantage, or provided the opportunity for another student to obtain an unfair academic advantage, through their behaviour. Students are expected to have read and understood the Code; therefore, ignorance is not an excuse.

The entire process is described on UTM’s academic integrity website, but is briefly outlined below.

If you do suspect that an offence has been committed:

Please note that under the Code, an instructor can never resolve an alleged academic offence. However, a Chair/Director may settle the case at the department level, but only under certain circumstances.

1. If there are suspicions of academic misconduct in a student’s work, instructors must inform their Department Academic Undergraduate Advisor who will formally request, through the AIU, to place the notation of Grade Withheld Pending Review (GWR) on the student’s record. This prohibits the student from dropping the course until the matter is resolved.

2. 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 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 instructor’s efforts to meet, the matter should be referred to the Chair/Director who will then forward the matter to the AIU, Office of the Dean (the step of meeting with the instructor will be bypassed).

3. The instructor should prepare a written report as soon as possible and forward this, with original assignment(s) as well as originals of the source documents (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 the UTM’s academic integrity website.

4. Should the course component be worth **10% or less 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, theft, misrepresentation, fraud, etc.) or those involving complex circumstances should always be forwarded to the AIU, Office of the Dean.** If you have questions about whether the case should be forwarded, please contact the AIU. Chairs should review materials and, as appropriate, either impose a sanction or send the case file and all the evidence materials with a brief note to the AIU. 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 AIU.

5. Should the course component be worth **more than 10% 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 AIU for resolution. A Dean’s Designate will review the case and, if appropriate, invite the student in for a meeting. The instructor will also be invited to this meeting.

6. Should the Office of the Dean be unable to resolve the case, the case will be forwarded to the Tribunal for resolution.

**11.4 Information and Help**

Instructors can consult with their Chairs/Directors, Department Academic Undergraduate Advisor or the Manager, Academic Integrity & Affairs (phone: 905-569-4284), 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 AIU, Office of the Dean.

Staff from the AIU are also available for individual instructor or departmental workshops on methods of prevention. Instructors are also encouraged to consult the academic integrity website for further information on prevention, enforcement, and the academic offence resolution process, including resources for instructors.

**12 ACCESSIBILITY ISSUES**

The University provides academic accommodations for students with disabilities in accordance with the terms of the **Ontario Human Rights Code** and the **AODA legislation (Access for Ontarians with Disabilities Act)**. Under this legislation, the responsibility for ensuring accessibility is shared among all the players in the University: Accessibility Services, instructors, academic units, and staff. Beyond our legislative obligations, U of T takes pride in its serious commitment to those with disabilities. Our institutional objective is to promote an accessible learning environment that both meets the needs of students and preserves the essential academic integrity of the University’s courses and programs.

Students cannot arrange for academic accommodation(s) without consultation with **UTM’s Accessibility Services**. If a student approaches an instructor inquiring about a certain kind of accommodation, you should direct them to this office, who will determine what, if any,
accommodation is needed.

13 STUDENTS IN PERSONAL DIFFICULTY

Faculty and staff are often in positions where they can identify students who are experiencing 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.

Signs of distress include:

- **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 (either verbally or in writing, i.e. in email communication), 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 & Services at 905-828-3872 or sas.utm@utoronto.ca for advice and/or further direction. Visit the Student Affairs & Services website for a list of departments and offices within Student Affairs & Services, including the UTM Health & Counselling Centre.

If you determine that a student is experiencing difficulty and it may impact their academic success, please refer them to the Office of the Registrar for support. The student’s academic standing, outstanding fees, courses, and existing student loans may be impacted, and they can be guided on their next steps in the Office of the Registrar.

There are several UTM resources available to assist students in difficulty, including:

13.1 **UTM Health & Counselling Centre (HCC)**

<table>
<thead>
<tr>
<th>Phone</th>
<th>Email</th>
<th>Website</th>
</tr>
</thead>
<tbody>
<tr>
<td>905-828-5255 (General Inquiries)</td>
<td></td>
<td><a href="http://www.utm.utoronto.ca/health/">link</a></td>
</tr>
<tr>
<td><a href="http://www.utm.utoronto.ca/health/">link</a></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

13.2 **UTM Office of Student Affairs & Services**

<table>
<thead>
<tr>
<th>Phone</th>
<th>Email</th>
<th>Website</th>
</tr>
</thead>
<tbody>
<tr>
<td>905-828-3872 (Main Line)</td>
<td></td>
<td><a href="https://www.utm.utoronto.ca/sas/">link</a></td>
</tr>
</tbody>
</table>

[link](https://www.utm.utoronto.ca/sas/)


Offers support and guidance to students on a 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.

13.3 Accessibility Services
905-569-4699 (Accessibility Services Assistant)  
https://www.utm.utoronto.ca/accessability/
Offers services and academic accommodations to students who have a documented learning, physical, sensory, mental health disability or medical condition.

13.4 Campus Police
905-828-5200 (General Inquiries)  
http://www.utm.utoronto.ca/campus-police/home
Dedicated to creating and maintaining a safe and secure environment for students, staff and visitors.

13.5 Community Safety Office
416-978-1485 (Main Line)  
http://www.communitysafety.utoronto.ca/about-us.htm
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.

14 ADDITIONAL STUDENT SUPPORT SERVICES

14.1 Career Centre
Davis Building, Room 3094  
905-828-5451 (General Inquiries)  
http://www.utm.utoronto.ca/careers
The 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-on-one consultations and help students make sense of their options.

14.2 Financial Aid & Awards
Please visit the Office of the Registrar website specific to Financial Aid Resources in order get information regarding financial aid advising, tuition fees, student loans, scholarships & awards, and grants & bursaries available to undergraduate students.

Many of the 200 scholarship and awards files that are maintained and administered by the Office of the Registrar are department-specific. This means that the criteria that dictate how the award can be administered are specific to departmental courses, programs, etc. Please contact your Department Academic Administrator for the list of the awards that are specific to your department. When you
identify students in your course(s) that you believe are worthy to be nominated and considered, please put their names forward so that our students can be recognized for their excellence in academics and/or volunteer and leadership contributions to the University.

14.3 Sexual Violence Prevention & Support Centre (SVPSC)
Davis Building, Room 3094G
416-978-2266 (all locations)
The Sexual Violence Prevention and Support Centre is here to help and support students, staff and faculty at the University of Toronto who have been affected by sexual violence or sexual harassment. They are able to help you understand, access and navigate supports such as counselling, medical services, academic or workplace accommodations, financial aid and legal aid. The Centre also works to end sexual violence on campus through training and education.

15 ON-CAMPUS AND OFF-CAMPUS SAFETY

For information regarding on-campus emergency procedures and emergency reporting, Campus Police has compiled a detailed Emergency Response & Guidelines resource for faculty, staff and students at UTM. It is recommended that you read these guidelines to familiarize yourself with the procedures and resources available at UTM in managing emergency situations.

15.1 Safety in Field Research
The 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 Office of the Vice-President and Provost’s Guidelines on Safety in Field Research, and any environmental and health & safety incidents that occur must be reported in accordance with these guidelines.

15.2 Safety Abroad
The “Guidelines on Safety in Field Research” 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/unit head. However, all guidelines that accompany the Governing Council’s Policy on the Framework on Off-Campus Safety can be used concurrently.

15.3 Fire Safety
All UTM faculty and staff receive an Emergency Response and Guidelines flipbook (black and red in colour) upon starting their role at the University. Below is additional information of the Fire Emergency Procedure employed at UTM.

Note: During final examinations, a Chief Presiding Officer (CPO) is appointed by the Office of the Registrar to bear the primary responsibility for the conduct for the final exam, which includes protocols for fire alarms, bomb threats, power failures, weather emergencies, and how to finish an exam following an interruption.

Instructors who are administering their own exam (IAE, see Section 7) are responsible for
following safety protocols, and providing calm and clear instructions to students.

15.3.1 General Information/Instructions on Fire Safety
- Setting off an alarm bell automatically notifies the fire department through electronic monitoring.
- It is important to provide Campus Police Services with any information you may have about the nature of the fire, or about persons who may still be in the building after general evacuation has occurred.
- 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.** Use the stairs. Assist persons who may experience difficulty in exiting the building.
- In inclement weather, take shelter in a nearby building.
- It is a good & safe practice to always be familiar with the locations of fire exits, fire alarm pull stations, fire hose cabinets, and fire extinguishers in your work areas.

15.3.2 Action on Discovering Smoke or Fire
- Stay Calm.
- Activate the nearest wall-mounted fire alarm.
- Leave the building using the nearest safe exit.
- If safe to do so, call the Campus Police Services at 905-569-4333 and give the exact location of the smoke or the fire.

15.3.3 Action When You Hear Fire Alarm Bells
- Stay Calm.
- If a CPO is in your room, they will administer instructions. If you are administering your own exam (IAE, see Section 7), you must:
  - Provide clear and calm instructions to students for evacuation immediately.
  - Instruct students to leave all examination materials on their examination desks (question papers, examination booklets, scantrons, scrap paper, allowable aids and aid sheets). All personal belongings should be left behind, with the exception of personal items in the re-sealable plastic bag located underneath their chairs (where the student has stored personal items such as wallets, cell phones).
  - If it is wintertime, students should be encouraged to take their coats.
  - Direct students to the nearest exit and evacuate the exam room as quickly as possible.
- When the building evacuation fire alarm is sounded, take your coat, keys and personal valuables with you, if immediately available.
- Close and lock doors when the last student has left the room.
- 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.

15.3.4 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.

15.4 Other General Emergency Instructions
The Emergency Preparedness at U of T website contains further information for safety and security on campus.

15.4.1 Active Shooter Situation
If you witness someone with a gun or other weapon, call 911. Good practices for coping with an active shooter situation include:

a. Get out of the area: It is important to be aware of your surroundings on a regular basis. For example, take note of the nearest exits in any facility that you visit. If you believe you can escape safely during an active shooter incident, do so. If you hear something that could be gunshots, don’t wait. Leave the area if you believe it is safe to do so.

b. Hide: If there is active gunfire and you cannot safely leave the area, you must take cover. If you are in an office or room that can be secured and locked, do so immediately. Use office furniture or other objects to prevent doors from opening if they cannot be locked. Turn off the lights in the room and remain close to the floor.

If you can, call 911 to report your location and how many are with you in the room. Silence the ringers on your cellular phone. If your area is secure, be prepared to stay in the location until police clear the area.

c. Fight: This should be used as a last resort. Active shooters typically do not respond to reason. You must assume that they intend on harming you or others. Find an object you might use to strike the shooter. You need to be as aggressive as you can using whatever is available to protect yourself.

You need to determine if you can actively fight in this situation. It is your decision and there are a lot of personal considerations to take into account.

d. The police: In an active shooter situation on campus there will be local and municipal (and possibly provincial or federal) agents responding. The police from these agencies will have weapons and protective gear. Do not run towards police, as they may not know what the shooter looks like. As you move towards the police, ensure your hands are above your heads. They will direct you to a safer area. Follow the instructions of the police.

If someone is committing an act of violence or you are aware that they are about to commit an act of violence at the University, call Campus Police (emergency line: 905-569-4333) and 911 immediately.

If you are worried about something you have observed, or have a worrying feeling about a situation or individual(s), contact campus police or Student Crisis Response (416-946-7111) immediately. These services will provide you with support and guide you through the next steps.
15.4.2 **Suspicious Items**
- If in doubt of the contents, do not touch, move or open the item.
- Turn off all wireless devices in the area.
- Immediately call Campus Police (emergency line: 905-569-4333) from a landline, if possible.
- Wait a safe distance away from the item until police services arrive.

15.4.3 **Threatening Calls, Emails, or Online Postings**
- Record as much information as you can.
- Signal to someone to call Campus Police (emergency line: 905-569-4333).
- Do not erase the message. Do not delete the email. Screen-capture the web page.

15.4.4 **Acts or Threats of Violence**
- Attempt to distance yourself from the person if possible.
- If the person has left the immediate area, lock your door and/or move to a safe place.
- Contact Campus Police (emergency line: 905-569-4333).

15.4.5 **Safety Concerns Regarding a Student’s Behaviour**
Do not hesitate to contact your Chair or relevant departmental staff if you have concerns about a student’s behavior, and they will assist you in next steps in providing resources to the student or addressing any issues. If you believe violence is a possibility, call Campus Police (emergency line: 905-569-4333). They work closely with the student crisis coordinators and the community safety office, who will determine the next best steps.

For more information, please re-visit section [13 Students in Personal Difficulty](#).

15.4.6 **Safety Concerns Regarding an Employee’s Behaviour**
If you believe violence is a possibility, call Campus Police (emergency line: 905-569-4333) who will work closely with the necessary offices such as HR.
## 16 Acronyms

The following are the most commonly used acronyms and building codes used at UTM:

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Definition</th>
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</thead>
<tbody>
<tr>
<td>AA</td>
<td>Building code for “Academic Annex”</td>
</tr>
<tr>
<td>AAC</td>
<td>Academic Affairs Committee</td>
</tr>
<tr>
<td>ACORN</td>
<td>Accessible Campus Online Resource Network</td>
</tr>
<tr>
<td>AI</td>
<td>Academic Integrity</td>
</tr>
<tr>
<td>AIMS</td>
<td>Accessibility Information Management System</td>
</tr>
<tr>
<td>ALC</td>
<td>Active Learning Classroom</td>
</tr>
<tr>
<td>AMS</td>
<td>Administrative Management System</td>
</tr>
<tr>
<td>AODA</td>
<td>Accessibility for Ontarians with Disabilities Act</td>
</tr>
<tr>
<td>ARCDO</td>
<td>Anti-Racism &amp; Cultural Diversity Office</td>
</tr>
<tr>
<td>CAC</td>
<td>Campus Affairs Committee</td>
</tr>
<tr>
<td>CAUT</td>
<td>Canadian Associations of University Teachers</td>
</tr>
<tr>
<td>CC</td>
<td>Building code for “Communication, Culture &amp; Technology Building”</td>
</tr>
<tr>
<td>CI</td>
<td>Course Instructor</td>
</tr>
<tr>
<td>CIHR</td>
<td>Canadian Institute of Health Research</td>
</tr>
<tr>
<td>CISS</td>
<td>Course Information Submission System</td>
</tr>
<tr>
<td>CIUT</td>
<td>U of T’s Radio Station</td>
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<tr>
<td>CLTA</td>
<td>Contractually Limited-Term Appointment</td>
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<tr>
<td>COU</td>
<td>Council of Ontario Universities</td>
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<tr>
<td>CPO</td>
<td>Chief Presiding Officer</td>
</tr>
<tr>
<td>CR/NCR</td>
<td>Credit or No Credit (course credit assessment options available to undergraduate students)</td>
</tr>
<tr>
<td>CTSI</td>
<td>Centre for Teaching Support &amp; Innovation</td>
</tr>
<tr>
<td>CUPE</td>
<td>Canadian Union of Public Employees</td>
</tr>
<tr>
<td>DH</td>
<td>Building code for “Deerfield Hall”</td>
</tr>
<tr>
<td>DLS</td>
<td>Data Library Service (at UofT) ALSO Downtown Legal Services</td>
</tr>
<tr>
<td>DV</td>
<td>Building code for “William G. Davis”</td>
</tr>
<tr>
<td>EAP</td>
<td>Employee Assistance Program</td>
</tr>
<tr>
<td>EDO</td>
<td>Equity and Diversity Office</td>
</tr>
<tr>
<td>EDU</td>
<td>Extra Departmental Unit</td>
</tr>
<tr>
<td>EEU</td>
<td>Experiential Education Unit, Office of the Vice-Principal, Academic &amp; Dean</td>
</tr>
<tr>
<td>EFAP</td>
<td>U of T Employee and Family Assistance Program</td>
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<tr>
<td>EHS</td>
<td>Environmental Health &amp; Safety</td>
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<tr>
<td>EI</td>
<td>Employment Insurance</td>
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<tr>
<td>ELC</td>
<td>Early Learning Centre</td>
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<tr>
<td>Abbreviation</td>
<td>Full Form</td>
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<tr>
<td>ERDD</td>
<td>Expense Reimbursement Direct Deposit</td>
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<tr>
<td>ERO</td>
<td>Ethics Review Office</td>
</tr>
<tr>
<td>ESA</td>
<td>Employment Standards Act</td>
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<tr>
<td>ESS</td>
<td>Employee Self-Service</td>
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<tr>
<td>ETIA</td>
<td>Excellence Through Innovation Award</td>
</tr>
<tr>
<td>EXP</td>
<td>Experiential Education Notation used in Academic Calendar</td>
</tr>
<tr>
<td>FAS</td>
<td>Faculty of Arts &amp; Science (St. George campus)</td>
</tr>
<tr>
<td>FCE</td>
<td>Full Course Equivalent</td>
</tr>
<tr>
<td>FIPPA</td>
<td>Freedom of Information and Protection of Privacy Act</td>
</tr>
<tr>
<td>FIS</td>
<td>Financial Information System (part of AMS)</td>
</tr>
<tr>
<td>FMP</td>
<td>Facilities Management and Planning</td>
</tr>
<tr>
<td>FOIL</td>
<td>Freedom of Information Liaison</td>
</tr>
<tr>
<td>FTE</td>
<td>Full-Time Equivalent</td>
</tr>
<tr>
<td>GA</td>
<td>Graduate Assistant</td>
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<tr>
<td>GC</td>
<td>Governing Council</td>
</tr>
<tr>
<td>GSU</td>
<td>Graduate Students’ Union</td>
</tr>
<tr>
<td>H5</td>
<td>Course code indicating a &quot;half&quot; course worth 0.5 credit at UTM</td>
</tr>
<tr>
<td>HB / HSC</td>
<td>Building code for “Terrence Donnelly Health Sciences Complex”</td>
</tr>
<tr>
<td>HCC</td>
<td>Health &amp; Counselling Centre</td>
</tr>
<tr>
<td>HMALC</td>
<td>Hazel McCallion Academic Learning Centre (location of UTM Library)</td>
</tr>
<tr>
<td>HR</td>
<td>UTM Human Resources</td>
</tr>
<tr>
<td>HR&amp;E</td>
<td>U of T Human Resources &amp; Equity</td>
</tr>
<tr>
<td>HRIS</td>
<td>Human Resources Information System (part of AMS)</td>
</tr>
<tr>
<td>HWB</td>
<td>Health &amp; Well Being</td>
</tr>
<tr>
<td>I&amp;ITS</td>
<td>Information &amp; Instructional Technology Services</td>
</tr>
<tr>
<td>IA</td>
<td>Instructional Assistant</td>
</tr>
<tr>
<td>IAE</td>
<td>Instructor Administered Exam</td>
</tr>
<tr>
<td>IEC</td>
<td>International Education Centre</td>
</tr>
<tr>
<td>ISC</td>
<td>International Student Centre</td>
</tr>
<tr>
<td>KN</td>
<td>Building code for “Kanefi Centre”</td>
</tr>
<tr>
<td>LTA</td>
<td>Limited Term Appointment (employment category)</td>
</tr>
<tr>
<td>LWD</td>
<td>Late Withdrawal after the Drop Date</td>
</tr>
<tr>
<td>MRI</td>
<td>Ministry of Research and Innovation</td>
</tr>
<tr>
<td>MROL</td>
<td>My Research Online</td>
</tr>
<tr>
<td>NE</td>
<td>New North building code</td>
</tr>
<tr>
<td>NSERC</td>
<td>Natural Sciences and Engineering Research Council of Canada</td>
</tr>
<tr>
<td>ODLC</td>
<td>Organizational Development &amp; Learning Centre</td>
</tr>
<tr>
<td>OHIP</td>
<td>Ontario Health Insurance Plan</td>
</tr>
<tr>
<td>OISE</td>
<td>Ontario Institute for Studies in Education of the U of T</td>
</tr>
<tr>
<td>Abbreviation</td>
<td>Full Form</td>
</tr>
<tr>
<td>--------------</td>
<td>-----------</td>
</tr>
<tr>
<td>OR</td>
<td>Office of the Registrar</td>
</tr>
<tr>
<td>ORBS</td>
<td>Online Room Booking System</td>
</tr>
<tr>
<td>ORF</td>
<td>Ontario Research Fund</td>
</tr>
<tr>
<td>OTA</td>
<td>Office of Teaching Advancement</td>
</tr>
<tr>
<td>P&amp;B</td>
<td>Planning &amp; Budget</td>
</tr>
<tr>
<td>P&amp;D</td>
<td>Principals &amp; Deans</td>
</tr>
<tr>
<td>PDAD&amp;C</td>
<td>Principals, Deans, Academic Directors &amp; Chairs</td>
</tr>
<tr>
<td>PDF</td>
<td>Postdoctoral Fellow</td>
</tr>
<tr>
<td>PI</td>
<td>Principal Investigator</td>
</tr>
<tr>
<td>PM</td>
<td>Professional &amp; Managerial Staff (employee group)</td>
</tr>
<tr>
<td>POST</td>
<td>Program of Study</td>
</tr>
<tr>
<td>PTR</td>
<td>Progress Through the Ranks</td>
</tr>
<tr>
<td>PVP</td>
<td>President, Provost, Vice-Presidents and Vice-Provosts</td>
</tr>
<tr>
<td>RA</td>
<td>Research Assistant ALSO Research Associate</td>
</tr>
<tr>
<td>RAWC</td>
<td>Recreation, Athletics, and Wellness Centre</td>
</tr>
<tr>
<td>RGASC</td>
<td>Robert Gillespie Academic Skills Centre</td>
</tr>
<tr>
<td>ROP</td>
<td>Research Opportunity Program</td>
</tr>
<tr>
<td>ROSI</td>
<td>Repository of Student Information</td>
</tr>
<tr>
<td>SAC</td>
<td>Second Attempt for Credit</td>
</tr>
<tr>
<td>SCS</td>
<td>School of Continuing Studies</td>
</tr>
<tr>
<td>SGS</td>
<td>School of Graduate Studies</td>
</tr>
<tr>
<td>SIA</td>
<td>Sessional Instructional Assistants</td>
</tr>
<tr>
<td>SIN</td>
<td>Social Insurance Number</td>
</tr>
<tr>
<td>SIS</td>
<td>Student Information Systems</td>
</tr>
<tr>
<td>SPOSt</td>
<td>Subject Program of Study</td>
</tr>
<tr>
<td>SRA</td>
<td>Senior Research Associate</td>
</tr>
<tr>
<td>SSHRC</td>
<td>Social Sciences and Humanities Research Council of Canada</td>
</tr>
<tr>
<td>SVPSC</td>
<td>U of T Tri-campus Sexual Violence Prevention &amp; Support Centre</td>
</tr>
<tr>
<td>TA</td>
<td>Teaching Assistant</td>
</tr>
<tr>
<td>TLC</td>
<td>Teaching &amp; Learning Collaboration</td>
</tr>
<tr>
<td>TTC</td>
<td>Toronto Transit Commission</td>
</tr>
<tr>
<td>UHIP</td>
<td>University Health Insurance Plan</td>
</tr>
<tr>
<td>uSOURCE</td>
<td>U of T's online marketplace; eProcurement platform</td>
</tr>
<tr>
<td>USW</td>
<td>United Steelworkers</td>
</tr>
<tr>
<td>UTAA</td>
<td>U of T Alumni Association</td>
</tr>
<tr>
<td>UTMAA</td>
<td>UTM Alumni Association</td>
</tr>
<tr>
<td>UTAAlert</td>
<td>U of T Alert</td>
</tr>
<tr>
<td>UTAM</td>
<td>U of T Asset Management Corporation</td>
</tr>
<tr>
<td>UTBI</td>
<td>U of T Business Intelligence</td>
</tr>
<tr>
<td>Acronym</td>
<td>Description</td>
</tr>
<tr>
<td>--------</td>
<td>-------------</td>
</tr>
<tr>
<td>UTEMP</td>
<td>U of T Temporary Staffing Services</td>
</tr>
<tr>
<td>UTFA</td>
<td>U of T Faculty Association</td>
</tr>
<tr>
<td>UTL</td>
<td>U of T Library</td>
</tr>
<tr>
<td>UTM</td>
<td>University of Toronto Mississauga</td>
</tr>
<tr>
<td>UTM CC</td>
<td>UTM Campus Council</td>
</tr>
<tr>
<td>UTMAGS</td>
<td>UTM Association of Graduate Students</td>
</tr>
<tr>
<td>UTMBPD</td>
<td>UTM Board of Postdocs</td>
</tr>
<tr>
<td>UTMSU</td>
<td>UTM Student Union</td>
</tr>
<tr>
<td>UTORid</td>
<td>U of T Identification</td>
</tr>
<tr>
<td>UTP</td>
<td>U of T Press</td>
</tr>
<tr>
<td>UTPS</td>
<td>U of T Pension Services ALSO U of T Police Services</td>
</tr>
<tr>
<td>UTRS</td>
<td>Office of Research Services</td>
</tr>
<tr>
<td>UTSC</td>
<td>University of Toronto Scarborough</td>
</tr>
<tr>
<td>UTSG</td>
<td>University of Toronto St. George Campus</td>
</tr>
<tr>
<td>VPFAL</td>
<td>Office of the Vice-Provost, Faculty &amp; Academic Life</td>
</tr>
<tr>
<td>WHMIS</td>
<td>Workplace Hazardous Materials Information System</td>
</tr>
<tr>
<td>WSIB</td>
<td>Workplace Safety &amp; Insurance Board</td>
</tr>
<tr>
<td>Y5</td>
<td>Course code with a “Y” indicates a course worth 1.0 credit. 5 is the campus code for UTM.</td>
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</tbody>
</table>