



UNIVERSITY OF
TORONTO
MISSISSAUGA

UTM ACADEMIC HANDBOOK

2017-18

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SECTION 1: PREPARING FOR YOUR COURSE

1.A Course Syllabus

One of the first things you will need to do is prepare your syllabus. Course syllabi vary in style, length, and content; however, all course syllabi should contain certain key information such as course description, course objectives, required readings/texts, course work and grading as well as key dates and deadlines. Some Academic Departments (BIO, CPS, ICCT, MCS, and MGT) have worked with the Office of the Registrar to develop online templates for course syllabi. These include department and UTM specific language that your department wants you to use in your syllabus. If your department does not have a template, the Centre for Teaching Support & Innovation has an outline for developing your course syllabus that can be found at <http://teaching.utoronto.ca/teaching-support/course-design/developing-a-syllabus/>.

Instructors are required to submit their course syllabus information online through the Course Information Submission System (CISS). You access CISS through Faculty & Staff Applications at <https://registrar.utm.utoronto.ca/Staff/> 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 review on the Timetable. If the Chair does not approve your course syllabus you will receive an email from the system, including the reason why it was denied, advising you to revise and resubmit the course syllabus. Ideally, the course syllabus should be available to students for viewing before the first day of classes, but preferably no later than the end of the first week of classes. In addition, instructors may wish to upload the syllabus in PDF to their course on Blackboard. **Note that the final exam schedule cannot be prepared until all course syllabi have been received through the online submission system.** It is to your benefit to submit the course syllabus as soon as it is available. In order to prepare the best possible exam schedule for students and instructors, please submit ALL scheduling constraints when submitting exam information in CISS. Note that only academic, medical and religious requests will be accommodated. All other accommodation requests will be accommodated if they do not negatively impact the overall exam timetable.

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

1.A.(i) 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.B**). For the full University Assessment and Grading Practices Policy specific to modes and number of assessments, see <http://www.governingcouncil.utoronto.ca/Assets/Governing+Council+Digital+Assets/Policies/PDF/grading.pdf>.

1.A.(ii) Assignment Due Dates

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

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

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

1. Instructors are required to return by the deadline one or more marked assignments and/or term tests worth a combined total of at least 15% of the total course mark for H courses, and 25% for Y courses. The deadline for returning such marked work and communicating grades to students shall be the last regular class meeting prior to the academic drop date, with one exception: for courses that run the entire Fall/Winter Session (Y5Y or H5Y courses), the deadline shall be the last regular class meeting of the

first week of classes in January. Important academic dates and deadlines can be found on the Office of the Registrar website at www.utm.utoronto.ca/registrar/important-dates

2. Instructors should use more than one means of evaluation (tests, essays, lab reports, oral presentations etc.) throughout the course. In full (Y) courses, 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. Term work must be assigned due dates. All term work must be submitted by the last day of class. 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.
3. Class participation can be one mark component of your course but should never exceed 20% of the total course mark, and should involve participation rather than mere attendance.

1.A.(iv) Assignment Submission Policy

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

The purchasing/recycling of essays or plagiarizing of parts of essays can be difficult to detect. Sometimes the simple use of a web search engine will reveal the 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 other than you or their authors. In addition, instructors may use Turnitin.com, an electronic resource that assists in the detection and deterrence of plagiarism. The [manual](#) for Turnitin is 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).

1.A.(v) 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., 5% 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 assessment. Your Department Academic Administrator can offer advice if you have questions. 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 later than to be more lenient.

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

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

1.A.(vii) Managing Academic Accommodations

UTM's AccessAbility Resource Centre (<http://www.utm.utoronto.ca/accessability/welcome-accessability->

[resource-centre](#)) uses an online system for students and instructors working with disability-related accommodations. The online AccessAbility 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 email attachments cannot guarantee; and
- Access the above information online, anytime and anywhere you have web access.

You may access AIMS for Instructors from the Office of the Registrar Faculty & Staff applications page found at <https://registrar.utm.utoronto.ca/Staff/>.

Important: If you do require and collect documentation, remember that it may contain sensitive personal information. Under FIPPA rules this documentation must be treated as containing confidential information. Store the documents securely for one year following the end of term and then destroy them in a secure manner.

1.A.(viii) 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 and Diversity officer at email:edo.utm@utoronto.ca](mailto:edo.utm@utoronto.ca) or the [University of Toronto Mississauga Students' Union Vice President Equity at email:vpequity@utmsu.ca](#).

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

- obtain a course syllabus either through accessing a copy on Blackboard, through the UTM Academic Timetable, Office of the Registrar website or one can be provided by the instructor. The course syllabus may be provided at the start of the course;
- rely upon a course syllabus. An instructor may only change marks' assignments by following the University Assessment and Grading Practices Policy provision 1.3, see <http://www.governingcouncil.utoronto.ca/Assets/Governing+Council+Digital+Assets/Policies/PDF/grading.pdf>;
- refuse to use turnitin.com (you must be offered an alternative form of submission);
- have access to your instructor for consultation during a course or follow up with the department chair if the instructor is unavailable;
- ask the person who marked your term work for a re-evaluation if you feel it was not fairly graded. You have up to one month from the date of return of an item of term work or from the date the mark was made available to inquire about the mark and file for an appeal. If you are not satisfied with a re-evaluation, you may appeal to the instructor in charge of the course if the instructor did not mark the work. If your work is remarked, you must accept the resulting mark. You may only appeal a mark beyond the instructor if the term work was worth at least 20% of the course mark. See section 5.B.(iv) 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) before the last day you can drop a course for H courses, and the last day of classes in the first week of January for Y courses taught in the Fall/Winter terms;
- submit handwritten essays so long as they are neatly written;
- have no assignment worth 100% of your final grade;
- not have a term test or combination of term tests in an individual course be worth 25% or more in the last two weeks of class;
- retain intellectual property rights to your research;
- receive all your assignments once graded;
- view your final exams. To see a final exam, you must submit an online Exam Reproduction Request within 6 months of the exam. There is a small non-refundable fee;
- privacy of your final grades; and
- arrange for representation from Downtown Legal Services (DLS), a representative from the UTM Students' Union (UTMSU), and/or other forms of support if you are charged with an academic offence.

1.A.(ix) Course Contact Information

You should clearly define your expectations regarding communication 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 email, make that clear.

Your syllabus must include the necessary contact information (e.g., personal email, course email, or phone). You should also state that all students corresponding by email should use their utormail accounts.

1.A.(x) 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 what they are**. The number and distribution of these hours are not specified in policy; however, they should be arranged to facilitate 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 (**see Sections 13 and 14**).

1.B Other Important Dates/Guidelines For Classes

1.B.(i) Teaching Assistants

A departmental officer decides how much support from teaching assistants each course should 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 collective agreement, which can be found on the Human Resources and Equity website for Faculty and Staff Agreements-
<http://agreements.hrandequity.utoronto.ca/>.

Before the term begins, you are responsible for filling out a form detailing your TAs 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. Teaching assistants who are in their role for the first time at the University need a three-hour orientation which is part of their first contract. This training is mandatory. Returning TAs are provided with one hour of training.

It is your responsibility as the supervisor of the course to discuss TAs duties and allocation of time with them. 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 are:

- your expectations for their contribution to the course;
- e-mail policy or communication policy with students;
- conflict of interest issues (e.g., a relative or close friend in the course);
- any health and safety concerns;
- how to handle a student emergency;
- handling of medical notes; and
- acquisition of desk copies of course packets or books (see **Section 2.A** about acquiring copies 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) continue to think whether the duties allocated at the beginning of the term are a fair representation of the actual allocation of duties and hours. 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 are going, or how students coped with an assignment that they have graded.

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.

1.B.(ii) Study Break

Study Breaks take place immediately following the last day of classes of each term. **Reading Weeks** are scheduled in the Fall (four days following Thanksgiving Monday) and in the Spring (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 decision
- 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 study break, only if mutually agreed upon by instructor and students

Instructors are not permitted to have students present material that will be graded during study breaks.

Instructors may offer extended office hours, 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.

1.B.(iii) Changing Rooms

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), there is potential you will 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.

ORBS – Online Room Booking System

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: <https://registrar.utm.utoronto.ca/adminPro/Staff/> and click on “ORBS” in the Applications menu.

In order to book a room and AV equipment contact your Department Academic Administrator who will, in turn, order it for you using the Online Room Booking System (ORBS).

1.B.(iv) 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 Blackboard and/or send an email to your class.

For other than highly unusual and unforeseen circumstances, classes cannot be cancelled without the prior approval of your Chair. If you must be away from the campus for TWO or MORE **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.

1.B.(v) 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 travel time. With respect to instructors teaching just after or just before you, best practice is to share the ten minutes from the occurrence of the hour to the start time for the class (for activities such as distributing handouts or answering student questions – lectures should end promptly to allow students to get to their next class or other engagement).

1.B.(vi) Accommodations for Religious Observances

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

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

Students have a responsibility to alert members of the teaching staff in a timely fashion to upcoming religious observances and anticipated absences. Instructors will make every reasonable effort to avoid scheduling tests, 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 her or his religious observances. However, in the scheduling of academic and other activities, it is also important to ensure that the accommodation of one group does not seriously disadvantage other groups within the University community. On an annual basis, the Office of the Vice-President and Provost shall publish information concerning the anticipated dates of a number of holy days over the subsequent two academic years. The Office of the Vice-Provost, Students & First-Entry Divisions has published guidelines found at <http://www.viceprovoststudents.utoronto.ca/publicationsandpolicies/guidelines/religiousobservances.htm> that are specific to the Accommodation for Religious observances along with example dates of relevance. While every reasonable effort should be made to provide accommodation, the publishing of these dates should not necessarily be interpreted to mean that no important academic activities can be scheduled on these dates.

1.C Access to Electronic Teaching Resources (e.g., UTORid, Blackboard)

1.C.(i) UTORid

If you are teaching at U of T for the first time, you will need to obtain a UTORid, which will give you access to the U of T email system and various sites mentioned in this handbook. For new faculty and staff, your UTORid is on the “Getting on-line” letter you received from Human Resources. It is also written in the lower-left corner of your personal TCard. If you require assistance with your UTORid account, please see the Help Desk located in the CCT Atrium, Room #0160 or [email](#) the Helpdesk.

1.C.(ii) Blackboard

UTM uses Blackboard Academic Suite as the software for managing courses. The great majority of instructors at UTM use it (around 95%), and use is highly encouraged to provide additional teaching tools, simplify student communication, and solve potential issues related to student access to marks. Once your name has been assigned to teach a course you will have access to your Blackboard course shell. To access Blackboard:

- (1) Go to Portal, which can be accessed from the top of the University of Toronto main page, or by directly visiting <http://portal.utoronto.ca/>.
- (2) Login with your UTORid and password

The Blackboard Help website, <http://library.utm.utoronto.ca/faculty/blackboard>, contains various tutorials to get you started as well as contact information for workshops or help if needed. Using this resource, you will learn how to set up your course, make announcements, create assignments, and collect/organize students' grades among other valuable teaching tools. UTM faculty liaison librarians, <http://resource.library.utoronto.ca/liaison/utm.html>, may be consulted for a range of services offered by the library to support teaching and research, including use of Blackboard.

Blackboard has a Gradebook function where you can maintain marks for your course. Make sure you download your Gradebook often to keep a copy for your records and, if a TA is grading, turn the grade visibility function off until grades are reviewed. You may also want to turn off the class email function that allows students to email the entire class. Students registered in the course will also have access to the Blackboard course via Portal (from the UTM and U of T homepages).

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

1.C.(iii) UTM Instructors Portal

As new faculty at UTM, you may find the UTM Instructors Portal (on Blackboard, <https://www.utm.utoronto.ca/dean/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.

1.C.(iv) New Faculty Toolkit

The Instructor Toolkit, found at <http://teaching.utoronto.ca/ed-tech/online-learning/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, UofT offers support for teaching, learning and research at the institutional, departmental and personal level.

SECTION 2: IMPORTANT UTM RESOURCES AND SERVICES

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

Gillespie Academic Skills Centre at UTM (RGASC, <http://www.utm.utoronto.ca/asc/services-faculty>) and the Centre for Teaching Support and Innovation (CTSI, <http://teaching.utoronto.ca/>) on the St. George campus provide many electronic resources as well as offerings in seminars and individualized support. You may find information on topics such as assigning and grading student work, assessing students, effective practices in support of student-faculty interaction, teaching small- and large-sized classes, writing instruction, course design, identifying and discouraging plagiarism, and much more.

2.A Bookstore

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

2.B Courses and Timetable Information

The Office of the Registrar website contains information about courses, sessional dates, course and exam timetables, etc. More information can be found in the University of Toronto Mississauga Academic Calendar - www.utm.utoronto.ca/calendar.

2.C Information & Instructional Technology Services (IITS)

The Information & Instructional Technology department (<http://www.utm.utoronto.ca/iits/contact-us>) brings the teams from Computer Services and the Technology Resource Centre together under one umbrella. IITS provides a wide range of services supporting students, staff and faculty in the areas of desktop computing, instructional and classroom technology, multi-media and audio-visual support, research computing systems, instrumentation and electronics, web technologies, application development, database and server hosting, data and telecommunications, and the campus wired and wireless network infrastructure.

IITS offers support for your U of T email, UTORid, campus printing, wireless access, computer labs as well as security and antivirus support. Contact: CCT Atrium, Room #0160 or 905-828-5344

2.D 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,
- issues letters of permission to attend other universities as visiting students, and
- provides divisional enrolment data analysis to various departments and units across campus.

The office also publishes the U of T Mississauga Academic Calendar, U of T Mississauga Registration Guides and the Program Selection Guide each year. Academic Advisors provide students with information related to degree requirements, university rules and regulations, interpretation of the Calendar, and personal or academic concerns that influence 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.E UTM Library

The UTM Library, <http://library.utm.utoronto.ca/>, provides a list 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, loads of study carrels and casual seating, computer workstations, and lots of natural light, the library provides a vibrant, comfortable and safe environment for students to learn. The library also offers Blackboard support.

2.F Robert Gillespie Academic Skills Centre (RGASC)

The RGASC, <http://www.utm.utoronto.ca/~w3asc/>, 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 University of Toronto Mississauga faculty and teaching assistants to help deliver the best possible environments in their classes, labs and tutorials. The Robert Gillespie Academic Skills Centre also provides Faculty, Teaching Assistants and Librarians with advice and assistance in faculty development, curriculum development, assessment techniques, instructional design and other matters related to advancing the teaching agenda of the University of Toronto Mississauga.

2.G Experiential Education Office (EEO)

The Experiential Education Office (EEO, <https://utm.utoronto.ca/experience/experiential-education-office>) aims to enrich the undergraduate education experience by promoting and nurturing unique opportunities and approaches to learning both within and outside of the classroom. By actively engaging faculty and students in the community, and promoting strong relationships between community partners, faculty, students, academic studies, career exploration and community involvement through academic and outreach experiences to broaden the scope of what it means to study at UTM. The EEO 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 a students' learning. In addition, the EEO 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.H Faculty Engagement Opportunities

Faculty involvement in co-curricular activities that are designed to provide meaningful opportunities for faculty to interact and teach students beyond the typical classroom setting has benefits for faculty 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, 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 Beyond the Classroom website at <http://uoft.me/beyondclassroom>.

2.I Department Academic Administrators

All departments have staff or faculty who are designated to advise students on issues related to the department's programs or courses. They can provide advice on 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.J Student Affairs & Services

The University of Toronto Mississauga provides a range of specialized services for students including accessibility resources and support, health and counselling services, career and employment resources, diversity and equity information, housing and residence life, and extra-curricular activities. More information about these services is available on the Student Affairs & Services website found at <http://www.utm.utoronto.ca/student-affairs-services>, and the guide that outlines where to refer students at <https://www.utm.utoronto.ca/dean/sites/files/dean/public/users/kauldhar/Referring%20students.pdf>. Faculty and staff are often in positions to identify students who experience personal difficulty. Please refer to **Section 13** of this handbook for more information.

2.K UTM Equity and Diversity Office

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

- advice and assistance with programs relevant to inclusion, cultural diversity and religious accommodation;
- public education workshops and professional development seminars to build community awareness and inter-cultural competencies;
- events, programs and forums which highlight issues important to the campus community;
- responding to concerns, resolving conflict and managing complaints of discrimination and harassment; and
- consultation and advice on policy matters.

2.L UTM Shuttle Bus

UTM operates a shuttle bus system between UTM and the St. George (downtown Toronto) campus of the university. Currently, registered students whose home campus is UTM ride fare-free upon presentation of their valid T-cards. Other riders must purchase tickets in advance through the UTM Student Centre or, on the St. George campus 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.M Parking Services

Parking on campus is available through the purchase and display of term or annual permits obtained at the UTM Parking Office (<http://utm.utoronto.ca/parking/> or 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.

SECTION 3: RELEVANT UNIVERSITY POLICIES

Your work as an instructor will be governed by a number of important policies. The following are the principal ones:

3.A Code of Behaviour on Academic Matters

The Code of Behaviour on Academic Matters governs the area of academic integrity at the University of Toronto, including the procedures to be followed if you suspect a student of having committed an academic offence. To see the complete policy, visit:

<http://www.governingcouncil.utoronto.ca/Assets/Governing+Council+Digital+Assets/Policies/PDF/ppjun01199>

[5.pdf](#). An excerpt from the University's Code of Behaviour on Academic Matters is reproduced in the UTM Academic Calendar (<https://registrar.utm.utoronto.ca/student/calendar/calendar.pl>).

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

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

3.B University Assessment and Grading Practices Policy

Statement of Purpose: The University's Assessment and Grading Practices Policy, <http://www.governingcouncil.utoronto.ca/Assets/Governing+Council+Digital+Assets/Policies/PDF/grading.pdf>, sets out the principles and key elements that should characterize the assessment and grading of student work at the University of Toronto.

3.C Copyright

The University has developed a guide that addresses frequently asked questions pertaining to copyright issues and looks specifically at concerns relating to teaching and research. It can be found at <http://onsearch.library.utoronto.ca/sites/default/files/copyright/Copyright%20FAQ.pdf>.

3.D Freedom of Information and Privacy Protection Access (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. A useful Q & A sheet on FIPPA for instructors is available for assistance:

[http://www.provost.utoronto.ca/Assets/Provost+Digital+Assets/Provost/Provost+Digital+Assets/Provost/fippa+Q\\$!26A+for+Faculty.pdf](http://www.provost.utoronto.ca/Assets/Provost+Digital+Assets/Provost/Provost+Digital+Assets/Provost/fippa+Q$!26A+for+Faculty.pdf).

SECTION 4: ENROLMENT IN COURSES

4.A Enrolment in Your Course

Enrolment in courses is a registrarial matter and not within the control of instructors. It is 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 course. Students on wait lists will automatically be slotted into spaces made available by students who have been financially cancelled as a result of not having paid or deferred fees or who have been removed (either by their own action or as a result of not having the course pre-requisites).

Eligibility, checking of pre-requisites, required permissions, etc. are handled electronically and by staff in academic units. Under no circumstances should you tell students they are enrolled or will be enrolled in your course if they are not enrolled 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.E**). 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 registered. 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 Teaching Assistants.

4.B Permission of the Instructor

Where "permission of instructor" is stated as a requirement for admission to a course, students must follow the enrolment instructions provided in the Timetable (www.utm.utoronto.ca/calendar). Prior to the start of classes, instructors inform their designated department staff of their decision regarding applicants.

4.C Course Conflicts

Students are not to take classes where scheduled lectures, tutorials and laboratories conflict with scheduled lectures, tutorials and laboratories in other courses in which they have already enrolled. 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, tutorials or practicals that are held at the same time. Where a student has enrolled in courses with conflicting lectures, tutorials, or laboratories, they may not receive accommodations for conflicting tests or exams, assignments, lecture material, in-class participation, labs, etc.

4.D Class Lists

On a daily basis, you have the ability to access your class list and monitor enrolment online by logging on to Faculty & Staff Applications from the Office of the Registrar website at <https://registrar.utm.utoronto.ca/Staff/>. Please note 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 enrol in a course (sessional date information can be found in the UTM Academic Calendar, <https://registrar.utm.utoronto.ca/student/calendar/calendar.pl> and at www.utm.utoronto.ca/importantdates). Any student 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 the *Freedom of Information and Protection of Privacy Act* before being allowed access to this photo system. The list cannot be saved or forwarded to anyone else.

4.E Dealing With Students Not on Class List

Occasionally students will attend your class even though they are not on the class list. If such students claim they require your specific course to graduate at the next convocation ceremony, please advise them that they must meet with an Academic Advisor in the Office of the Registrar or the Department Academic Administrator. If they observe that there are empty seats and so presumably there is room in the course (even though ACORN has not allowed them to register), they should visit the Office of the Registrar for enrolment support.

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 in 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 U of T Mississauga 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, then approach your Department 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.

SECTION 5: CLASSROOM PROCEDURES

5.A Course Management

5.A.(i) Attendance & Participation Policies

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

A portion of the mark for participation can signal to your students that you expect them to be actively engaged with learning in your classroom. It also allows you the opportunity to recognize in your assessment different learning styles, since some students demonstrate their insight and knowledge better orally than on written tests. If you do have a participation (not simply “attendance”) mark, you have a responsibility for designing it such that the size and classroom circumstances of your course offer students the opportunity to earn the marks you apportion for participation. You should also clarify for students what kinds of activity will make for a good participation mark, and also consider offering alternative ways of participating for those who may have a problem speaking out in front of others.

5.A.(ii) Use of Electronic Devices in Class (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 function well in your class. Rather than banning or regulating devices, if you have strong feelings on the topic, it may be sufficient to articulate your preferences or expectations about etiquette clearly at the outset, in a way that does not make any undeclared disabled student feel self-conscious or conspicuous. 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.

5.A.(iii) Questions in Class

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

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

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

5.A.(v) Classroom Management

The instructor is responsible for fostering and maintaining a classroom environment that is conducive for learning. In a lecture setting, even a modest amount of chatter can disturb everyone else in the room. Similarly, students who arrive late or leave early have a disruptive effect on the class. You can prevent widespread issues by emphasizing expectations for behaviour early in the course. For example, in the first class meeting, you could emphasize a section about behaviour in 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, even an offending one, 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.A.(vi) Dealing with Disruptive Students

You may refer to the Classroom Management Tip Sheet at <http://teaching.utoronto.ca/wp-content/uploads/2015/08/CTSI-Tip-Sheet-Template.pdf-1.pdf>. If safety becomes a concern, contact Campus Police - General enquiries: 905-828-5200; Emergency: 905-569-4333.

5.B Marking Term Work

5.B.(i) Principles of Grading

The academic standards for a course should be appropriate to the discipline and to the level of the course. If you are teaching an existing course for the first time, you should consult with previous instructors, and look at old assignments and tests to get a feeling for what an appropriate standard might be. If your grades are to effectively assess what students have learned they must be assigned in a manner that is thoughtful and fair. 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 grading should be reasonable and consistent. If a student inquires about their grade you will then be able to explain with confidence how you arrived at your assessment. It is a bad practice to adjust a grade just because a student is "twisting your arm."

5.B.(ii) Distribution of Grades

Section B.3.4.2 of the Assessment and Grading Practices Policy (July 2012, <http://www.governingcouncil.utoronto.ca/Assets/Governing+Council+Digital+Assets/Policies/PDF/grading.pdf>) 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. 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.

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

5.B.(iii) Grading Deadlines and Regulations

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

All term work must be submitted on or before the last day of classes in the course concerned, unless the instructor specifies an alternate date. Students, who for reasons beyond their control wish to seek an extension of this deadline, must obtain approval from their instructor for an extension of the deadline. This extension may be for no longer than the end of the 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 (Refer to **Section 6.F**).

Assignments are the property of the student and must be returned. Students must make any inquiries about the mark on a graded piece of work within one month of the return date of the work or from the date the mark was made available. Unclaimed term work must be kept by the instructor/department for one year after the end of the current session or last activity, whichever is later.

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

A student who believes that his or her written term work has been unfairly marked may ask the person who marked the work for re-evaluation. Students have up to one month from the date of return of an item of term work or from the date the mark was made available to inquire about the mark and file for an appeal. For example, should the work be returned or the mark be made available on March 3rd, the student has until April 3rd to inquire and request 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, he or she may appeal to the instructor in charge of the course if the work was not marked by the instructor (e.g., was marked by a TA). 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 email) 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 (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 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 Dean. Appeals must already have been considered at the two previous levels (Instructor followed by Department Chair), with the decision reviewed by the head of the academic unit, 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.

SECTION 6: TERM TESTS

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

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

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

6.A Testing Space

Most term tests take place in your regular class space. If your regular classroom is inadequate for tests (e.g., it may have tiered seating or not allow sufficient spacing between students to prevent cheating) you may request additional or alternative space through the department. Consult with your Department Academic Administrator at the beginning of the term for details of this process. Another option is to consider alternative ways of giving the test to achieve appropriate security and avoid the possible confusion for students assigned to a different venue than usual: if your test is multiple choice, you may wish to generate sets of tests that present the questions in a different order with a key to allow you to mark each version accordingly.

6.B Scheduling Tests Outside Class Hours

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

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

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

6.C Conduct During Tests

How you conduct your term tests is left to your discretion. The protocols used by the Exams Office for final examinations may provide you with some useful guidance, see www.utm.utoronto.ca/registrar/current-students/examinations/rules-policies. These protocols have been developed through long experience and your students may already be used to them:

- No unauthorized aids in the exam room, including – or especially – cell phones.
- All books, bags and backpacks to be left to the side of the room or under desks, not in or on desks.
- No unaccompanied washroom breaks.
- Disruptions from invigilators moving about or chatting kept to a minimum.
- No leaving the exam room during the final 15 minutes before the end of the exam.
- No writing beyond the signal to stop.
- Clear instructions about bringing tests forward or waiting to have them picked up.

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

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

6.D Missed Term Tests

Students who miss a term test will be assigned a mark of zero for that test unless they 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. 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 he or she is 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.E Declaration of 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." 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 (<http://www.illnessverification.utoronto.ca/>), the Verification of Extenuating Circumstance(s) form (<http://www.utm.utoronto.ca/registrar/sites/files/registrar/public/shared/pdfs/forms/Verification%20of%20Extenuating%20Circumstance%28s%29.pdf>), or other documentation.

6.F Extensions of Term Work 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. Petitions concerning extensions of time to complete term work later than the end of the exam period must be filed through the Office of the Registrar by the last day of the examination period. 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 petitions for extensions, when you have denied an informal one, is to assume those deciding the request or appeal may have received more or different information from the student than information you have seen, and to accept their decision in that light.

SECTION 7: FINAL EXAMINATIONS

Final examinations are scheduled by the Office of the Registrar after the 50% fee refund drop-date. A draft 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 Course Information Submission System (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 between one-third and two-thirds of the final mark, must be held in each undergraduate course, unless an exemption has been granted. Department Chairs may grant exemptions to instructors from holding final examinations in 200-, 300- and 400-level courses. In any course where there is a final examination, the Department Chair may allow a reduction in the value of the examination from one-third of the final mark to no less than one-quarter of the final mark. Final examinations are held at the end of each session 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 at www.utm.utoronto.ca/exams. 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 email 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.

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 Exams (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 to discuss possible options. Please visit <https://registrar.utm.utoronto.ca/adminPro/Staff/> "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.A 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, which will be submitted to the Office of the Registrar. The form can be found at <https://student.utm.utoronto.ca/re-read/index.php>.

7.B Publication of Exams

In keeping with the University Assessment and Grading Practices Policy

(<http://www.governingcouncil.utoronto.ca/Assets/Governing+Council+Digital+Assets/Policies/PDF/grading.pdf>), 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 [Dean](#) for consideration by the Committee. Requests should be submitted no later than the start date of the exam period for which the course exam posting exemption should begin to be applied. Once a course is granted an exemption, the exemption will apply until there is a change in instructor.

Even in the case of an exempted course, course instructors should do their best to provide students with a realistic exemplar of the exam that students will be required to complete. Previous final exams are available through the UTM Library website: <http://library.utm.utoronto.ca/>.

7.C Deferred Exams

Students who miss a final exam must formally petition 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 the same deferred exam script as their regular 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 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 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.

SECTION 8: FINAL COURSE MARKS

8.A Official Grading Scale

The University of Toronto uses a 4.0 grading scale

(<http://www.governingcouncil.utoronto.ca/Assets/Governing+Council+Digital+Assets/Policies/PDF/grading.pdf>) with each letter grade range having a defined meaning, as follows:

Percentage	Grade	GPA Value	Grade Definition
90-100	A+	4.0	Excellent
85-89	A	4.0	
80-84	A-	3.7	
77-79	B+	3.3	Good
73-76	B	3.0	
70-72	B-	2.7	
67-69	C+	2.3	Adequate

Percentage	Grade	GPA Value	Grade Definition
63-66	C	2.0	
60-62	C-	1.7	
57-59	D+	1.3	Marginal
53-56	D	1.0	
50-52	D-	0.7	
0-49	F	0.0	Inadequate

8.B Submission of Final Marks

Final course marks are submitted to the Office of the Registrar at the end of the term. They are due five business days following the final examination or, for courses without a final exam, five days following the end of the Study Break. All final marks are reviewed within the Department and must be approved by the Chair/Director or designate. Instructors logon to the eMarks (Electronic Marks submission system, <https://emarks.utoronto.ca/emarks/utorLogin.xhtml>) to submit their final marks for the course or to amend marks. Once logged into eMarks, there is a help menu that details the marks submission process.

The Department Academic Administrators have also been trained to provide basic support for their faculty. They are able to train faculty on the marks submission and approval process, and they can also assist an instructor in the data entry or electronic upload of the grades, as well as track the progress of marks submission. Beyond basic support, issues can be addressed by the Office of the Registrar.

NOTE: The Repository of Student Information (ROSI/ACORN) is the official system recognized by the University of Toronto for student grades. Students should understand that My Grades 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” under “FIPPA” on the website of the Vice-President and Provost:

<http://www.provost.utoronto.ca/Assets/Provost+Digital+Assets/Provost/Provost+Digital+Assets/Provost/fippa+Q&A+for+Faculty.pdf>

8.C Marks Distribution Guidelines

The Dean expects that, in a larger first- or second-year course, the proportion of As could reasonably vary from 15% to 35%, and the proportion of Fs should generally not exceed 10%. There will clearly be cases in which the grades appropriately fall outside of these guidelines, perhaps even on a multi-year basis. It should be emphasized that the Marks Distribution Guidelines are guidelines only, not a requirement for course marks to fit into a pre-defined distribution (which is in fact prohibited by the University’s Grading Practices Policy).

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

8.D Marks at Grade Thresholds

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

That said, there is no policy or practice to automatically “round up” such marks, and you should not feel pressured to do so. In fact, you should be sure to have sound reasons for changing student marks, given the care taken to provide proper marking and fair opportunities for remark requests; see Section 8.E below.

8.E Requests for Final Grade Changes

Do NOT change a student's grade because the grade change will help him or her get into a program/postgraduate school/avoid academic probation etc. **Students get the grades they earn, and grade changes should occur solely due to administrative/marketing errors.** If a student requests a regrade of a particular piece of work, and the request is timely and not frivolous, please proceed in accordance with Section 5.B.(iv).

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

SECTION 9: PETITIONS, APPEALS, DEFERRALS

A petition is a student's formal request for an exemption from the regulations of the university. UTM students must an online petition through the Office of the Registrar's website at <https://registrar.utm.utoronto.ca/student/petitions/>

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 department 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 Academic Calendar (Petitions, Appeals, Deferrals) section: www.utm.utoronto.ca/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.A 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. Late withdrawals 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.F** 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.

9.B Appeals

Students receive the results of their petition through their UTOR (utoronto) e-mail address. Students may appeal refused petitions by following the appeals processed outlined in the Academic Calendar (Petitions, Appeals, Deferrals section, www.utm.utoronto.ca/calendar).

SECTION 10: COURSE EVALUATIONS

The University of Toronto is committed to ensuring the quality of its academic programs, its teaching and the learning experiences of its students. An important component of this is the regular evaluation of courses by students. At the University of Toronto, course evaluations are conducted for the following reasons:

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

The Policy on the Student Evaluation of Teaching in Courses (May 2011, <http://www.utm.utoronto.ca/dean/sites/files/dean/public/users/kauldhar/Policy%20on%20the%20Student%20Evaluation%20of%20Teaching%20in%20Courses.pdf>) outlines the principles and parameters that guide the evaluation of courses at the University of Toronto. In addition, the UTM Guidelines and Procedures document (<https://www.utm.utoronto.ca/dean/sites/files/dean/public/shared/pdfs/Sept2014%20UTM%20Guidelines%20%26%20%20Procedures.pdf>) provides detailed information about the structure and administration of the course evaluation process at UTM.

The Talking to Your Students About Course Evaluations document, found at <https://www.utm.utoronto.ca/dean/sites/files/dean/public/users/kauldhar/Talking%20to%20your%20students%20about%20Course%20Evaluations.pdf>, can be referenced if you wish to talk your students about the value of student feedback in teaching. CTSI has also developed a course evaluation video (<http://www.youtube.com/watch?v=8cyiBPuQJA8&feature=c4-overview&list=UUQI3tEk4peOIeIq8sA-UIA>) 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, plus may feel coerced into submitting one.

SECTION 11: ACADEMIC INTEGRITY

11.A University Policy

The University's *Code of Behaviour on Academic Matters* (hereafter referred to as "the Code", http://www.utm.utoronto.ca/academic-integrity/sites/files/academic-integrity/public/users/kauldhar/Code_of_Behaviour_on_Academic_Matters%5B1%5D.pdf) 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 with regard to upholding 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.B Preventing Academic Offences

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

- a. All faculty are required to include a section regarding academic integrity within their course syllabus. Links to resources, the Code and the Office of the Dean's academic integrity website would be particularly helpful to include - <http://www.utm.utoronto.ca/academic-integrity/>.
- b. Begin the class session by stressing the importance of academic integrity, emphasizing this point by discussing possible penalties and the strategies of prevention in place.
- c. Reiterate the importance of academic integrity, as well as common offences and how to avoid them. Discussions on what constitutes an offence (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, so changing materials can act as a barrier to plagiarism and unauthorized assistance.
- e. Request that students hand in draft materials and/or outlines. Students are able to find and utilise a wide variety of sources, including those on the internet, making it harder to prevent and detect plagiarism. Draft notes can help verify a student's work, as well as act as added evidence in cases of purchased papers.
- f. Make use of technology-based resources such as Turnitin.com, or even a simple Google search if you suspect an assignment might be plagiarised.

Mindful coursework design and execution, use of resources, and preservation of security in testing and assignment handling will help create an atmosphere of academic honesty. For specific tips and techniques, please see our online tip sheet found at <http://www.utm.utoronto.ca/academic-integrity/instructors/tips-preventing-academic-offences>.

11.C Handling Alleged Offences

Academic offences come in various forms, not all of which are obvious. The primary criterion for determining whether an offence was committed is whether the student 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 our website, <http://www.utm.utoronto.ca/academic-integrity/>, but is briefly outlined here.

If you do suspect that an offence has been committed:

- a. Please note that under the Code, a Chair/Director may settle the case at the department level, but only under certain circumstances. However, an instructor can never resolve an alleged academic offence.
- b. After discovering evidence of academic misconduct in a student's work, instructors must inform their Department Academic Administrator who will complete a GWR (Grade Withheld Pending Review) form. Placing a GWR on a student's record prohibits the student from dropping the course until the matter is resolved. As a result, the instructor should encourage students to continue in the course.
- c. The instructor should make reasonable efforts to meet with the student. During this interview, the instructor should objectively discuss the alleged offence with the student, and make notes on the content

of their discussion (including explanations and admissions of guilt). The instructor should not suggest to the student what the sanction may be, or attempt to "bargain" with a student who is alleged to have 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 Office of the Dean (the step of meeting with the instructor will be bypassed).

- d. The instructor should prepare a written report as soon as possible and forward this, with original assignment(s) as well as originals of the 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 our website³⁰.
- e. 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 be forwarded to the Office of the Dean.** If you have questions about whether the case should be forwarded, please contact the Office of the Dean (see below for contact information). Chairs should review materials and, as appropriate, either impose sanction or send the case file and all the evidence materials with a brief note to the Office of the Dean. All documents for cases handled at the departmental level still need to be processed (GWR, Admission of Guilt, offence details, etc.) and sent to the Office of the Dean.
- f. Should the course component be worth **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 Office of the Dean for resolution. A Dean's designate will review the case and, if appropriate, invite the student to come to meet with himself/herself. The instructor will also be invited to this meeting.
- g. Should the Office of the Dean be unable to resolve the case, the case will be forwarded to the Tribunal for resolution.

11.D Information and Help

Instructors can consult with their Chairs/Directors, Department Academic Administrator or the Manager, Academic Integrity & Affairs (phone: 905-828-3964), if they have questions about the *Code of Behaviour on Academic Matters* or how to conduct the meeting with the student. It is essential that all allegations of academic misconduct be reported to the Office of the Dean.

Staff from the Office of the Dean are also available for individual instructor or departmental workshops on methods of prevention. Instructors are also encouraged to consult our website for further information on prevention, enforcement, and the academic offence resolution process - <http://www.utm.utoronto.ca/academic-integrity/>. Further resources for instructors are also available on the website.

SECTION 12: ACCESSIBILITY ISSUES

The University provides academic accommodations for students with disabilities in accordance with the terms of the Ontario Human Rights Code (<http://www.efc.ca/pages/law/ontario/H.19.sect.html>) and the AODA legislation (*Access for Ontarians with Disabilities Act*, <http://www.aoda.ca>). Under the legislation, responsibility for ensuring accessibility is shared among all the players in the University: Accessibility Services, instructors, academic units and staff. Beyond our legislative obligations, the UofT takes pride in its serious commitment to those with disabilities. Our objective is an accessible learning environment that both meets the needs of students and preserves the essential academic integrity of the University's courses and programs. Students cannot arrange accommodation without consultation with UTM's AccessAbility Resource Center (<http://www.utm.utoronto.ca/accessability/future-uoft-students/about-centre>). If a student approaches, asking for a certain kind of accommodation, you should direct them to this office, who will determine what, if any, accommodation is needed.

SECTION 13: STUDENTS IN PERSONAL DIFFICULTY

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

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

If you notice these signs, and believe that a student may be in difficulty, contact the Office of Student Affairs & Services at 905-828-3872 for advice and/or further direction (<http://www.utm.utoronto.ca/student-affairs-services>.) 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 additional UTM resources available for students in difficulty.

UTM Health & Counselling Centre

905-828-5255

<http://www.utm.utoronto.ca/health/>

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

UTM Office of Student Affairs & Services

905-828-3872

<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.

AccessAbility Resource Centre

905-569-4699

<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.

Campus Police

905-828-5200

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

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

Community Safety Office

416-978-1485

<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.

SECTION 14: ADDITIONAL STUDENT SUPPORT SERVICES

Career Centre

Davis Building, Room 3094
905-828-5451

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

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

Financial Aid & Awards

Please visit the website for the Office of the Registrar, specific to Financial Aid Resources at <http://www.utm.utoronto.ca/registrar/financial-aid-resources> in order get information regarding financial aid advising, tuition fees, student loans, scholarships & awards, and grants & bursaries.

Many of the 200 scholarship and awards files that are maintained and administered by the Office of the Registrar are department-specific. This means the criteria that dictate how the award can be administered are specific to departmental courses, programs or other like criteria. 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 the names forward so that our students can be recognized.

SECTION 15: ON-CAMPUS AND OFF-CAMPUS SAFETY

15.A Safety in Field Research

Primary responsibility for health and safety in field research lies with the academic supervisors in charge of field research projects, and the team leaders who are involved in directly supervising research on location. All field research should be conducted in compliance with the “Guidelines on Safety in Field Research”.

(<http://ehs.utoronto.ca/wp-content/uploads/2015/10/Guidelines-on-Safety-in-Field-Research.pdf>)

and any environmental and health or safety incidents that occur must be reported in accordance with them.

15.B Safety Abroad

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

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

15.C Fire Safety

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

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

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

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

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

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

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

15.C.(iv) Fire Emergency Procedures

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