August 2017

Guidelines for Graduate Teaching

Welcome! This document contains general information and reference material required to support successful graduate teaching with the Lawrence S. Bloomberg Faculty of Nursing, University of Toronto.

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1. TEACHING

1.1. Teaching Support: Centre for Teaching Support and Innovation (CTSI)

This Centre was created to assist in the development of instructional skills, recognize teaching excellence and ensure that an effective balance is established between teaching and research at the University of Toronto. Full details on the Centre for Teaching Support and Innovation can be found at the following website http://teaching.utoronto.ca. CTSI offers a wide range of support for online and in-class teaching. It regularly offers courses about topics such as the following:
- Meeting the Challenges of Larger Classes
- Responding to students in Crisis
- Dealing with Disruptive Behaviour
- Responding to Student Papers Effectively and Efficiently

If you work with teaching assistants, please encourage them to use the following services offered by Teaching Assistants’ Training Program (TATP):
- Seminar Series
- Individual consultation
- Onsite observation and peer feedback

For more information consult the TATP website at http://tatp.utoronto.ca

1.2. Course Outlines / Syllabi: Guidelines for Preparing Course Outlines / Syllabi

All instructors are required to provide an electronic copy of course outlines / syllabi to the Graduate Program Assistant by the end of the first week of classes of each term. Below are some important guidelines you need to know about:

- A copy of the course outline should be made available to students through posting on Blackboard before class starts, or directly to students on the first day of class.
- The course outline should clearly indicate the course description, objectives, and evaluation methods. Students must be informed of all assignments including due date of each assignment, the weight each assignment carries in the grading plan, and lateness penalties. A penalty for late assignments may not be awarded unless you clearly specify the exact circumstances for late penalty including the amount of the penalty. There is no policy related to academic penalty for late assignments for graduate students. Faculty have the option to set or not set an academic penalty for late assignments. If you do choose to set an academic penalty for late assignments, you must specify this in the course outline. Specify what constitutes late and what the amount of penalty is per day (e.g. Late assignments after the due date will accrue a late penalty of X % [usually between 2 to 5%] each day). If a late penalty is stipulated, late penalties will be calculated in final grades, even if this results in course failure.
- Although it is no longer mandatory to return a graded assignment to graduate students before the drop date each term, you are encouraged to continue this practice as appropriate.
• Group-graded work should not exceed 25% of the total grade.
• Marks for class participation should not exceed 20% of the total grade.
• Instructors who use Turnitin.com (a tool to detect plagiarism – see also sections 1.6 and 1.10) must inform students at the start of the course that assignments must also be submitted to Turnitin.com.
• The Grading Plan for each course must be submitted to the Faculty’s Committee on Standing for approval every term. Detailed instructions on how to submit grading plans will be sent to teaching faculty via e-mail in advance before each term begins.
• Once a course outline has been distributed, assignments, tests and evaluations may only be changed if a majority of students in the class approve the changes. Consequently, such changes should only be considered in extraordinary situations. Please consult the Director, Masters Program or Director, PhD Program if you are considering a mid-course change in grading plan.
• There are university and faculty policies that should be included in each course outline / syllabus. Please see Appendix A at the end of this package with the current information that must be included in each graduate course outline / syllabus. **Please cut and paste these into your course outline / syllabus.**

  Each course outline should have our current faculty logo as displayed on the first page of this document. **Please refer to the visual identity toolkit for the Faculty Logo.**

• CTSI has sample statements on granting or withholding permission for the recording of lectures that you may wish to include in your course outlines. Please refer to the website below for more information: [http://teaching.utoronto.ca/ed-tech/audio-video/sample-statements/](http://teaching.utoronto.ca/ed-tech/audio-video/sample-statements/)

### 1.3. Textbook Orders & Course Readings and References

Textbooks must be ordered through the U of T bookstore. The contact person at the bookstore for our faculty is Dino Naccarato. Dino can easily be reached at 416-640-5831 or by email at [dnaccarato@uoftbookstore.com](mailto:dnaccarato@uoftbookstore.com) - please use the following link for more information [http://data.uoftbookstore.com/adoptions/](http://data.uoftbookstore.com/adoptions/)

Publishers will provide course teachers and TAs with a free copy of the text. You must contact the publisher to do so (actually the sales representative for UofT). Dino Naccarato will be able to advise you about the publisher representative for you to contact to get a free desk copy of the text (they usually only do so for required textbooks).

You may choose to pull together a group of readings for your course to supplement, or as an alternative to a course textbook. In most cases, you will be able to compile an appropriate reading list using materials available electronically through the university library services (electronic journals, e-books, etc.) The library can assist you to put together links to materials, to facilitate student access. It is generally not appropriate to post pdf copies of articles in Blackboard. However in some cases it may be acceptable to copy and post a small excerpt from a reference (e.g. a single chapter from a textbook or a paper that is not available through the library’s resources) that would not otherwise be available to students. Please contact the library for assistance. In all cases, it is essential that you follow the guidelines established for complying
with Canadian Copyright legislation. Appendix C contains detailed information about Copyright requirements and Fair Dealing guidelines, and the services provided by the library to assist you in accessing, communicating, and making available required resources for students.

1.4. Library Resources

The University of Toronto does not support departmental libraries. Textbooks will not be purchased and maintained for our departmental or faculty use. Individual faculty members should contact the University of Toronto library services and request that they purchase appropriate texts, or place material on reserve for specific classes. We have a liaison librarian assigned to us. The librarian can be reached at nursing.gerstein@utoronto.ca. (Note: this position is currently vacant; please use the generic email ask.gerstein@utoronto.ca)

The U of T Library system offers a variety of sessions on how to use its resources. Please consult www.library.utoronto.ca for more information. You should each have access to our outstanding library system. Procedures for accessing to the library are provided to you when you secure your academic appointment. If not, please contact the Business Manager, Nadia Ramnarine at nadia.ramnarine@utoronto.ca.

1.5. Blackboard

Blackboard is a learning management system to allow you to put your course materials online, to make announcements to your class, and to engage in discussions and other learning activities with students. Blackboard not only facilitates online teaching and learning, but also acts as a valuable supplement to your in-class teaching.

Some courses are offered entirely on-line through Blackboard. If your course is being offered through classroom interface, you should use Blackboard for your course as a communication device (e.g., post the course outline, announcements, class notes, and so on). Students will all have access to the Blackboard unit for your course. For online courses, you will also use the Grade Centre in Blackboard to collect and return student assignments, and to post student grades for individual assignments and tests (students are able to view only their own grades.) Please do NOT use the Blackboard Gradebook to calculate final grades. An Excel sheet will be sent to you for this purpose. If you require orientation and support for Blackboard, there are great resources to learn about Blackboard and how to use Blackboard at the University of Toronto website http://www.portalinfo.utoronto.ca/. You can also contact Neal Macllnnes at neal.macinnes@utoronto.ca (416.946-8434) for help.

1.6. Assignments

In general, the instructors for each course are responsible for collecting and returning all written assignments. Students are responsible for ensuring that the instructor receives each assignment on time.
Handing In Assignments

Students are expected to keep drafts and preparatory work of their completed assignments and copies of their final papers (you may want to remind them of that expectation). Drafts and preparatory work must be made available to course faculty upon request. Generally assignments are submitted in hardcopy for in-class courses, and via Blackboard for on-line courses.

Instructors may also require students to submit their assignments to Turnitin.com to assist them in the detection of plagiarism. Detailed instructions on the use of Turnitin.com can be found through the Centre for Teaching Support and Innovation at http://teaching.utoronto.ca/ed-tech/teaching-technology/turnitin/

Normally, students in in-class courses are expected to submit their assignments in class on a specified date and time. Assignments that cannot be submitted in class are to be placed in the drop box located on the first floor of the Faculty. These assignments will be date stamped and forwarded to the course instructor’s mailbox the next business day.

Students must put on the front page of each assignment:
(1) Course name,
(2) Course number,
(3) Instructor name,
(4) Student Name and number or Student initials and number if they prefer to leave out their name.

Faculty are encouraged to remind students that the assignment submitted to turnitin.com and the assignment submitted directly to the faculty MUST BE identical. Faculty are encouraged to verify these submissions are identical. (Note: Instructors can create a “turnitin assignment” via Blackboard. If students are submitting assignments online (e.g. for online courses) they need submit only once.)

Returning Assignments to Students

Effective September 2011, teachers do not have to hold on to final assignments until final grades are approved. You can return final assignments / release grades for final exams to students before the Committee on Standing approves all course grades for that term.

Graded assignments for in-class courses should be returned to students in class whenever possible. For on-line courses, graded assignments can be returned to students via Blackboard. It is generally not possible to return graded examinations via Blackboard. Students wishing to review their exam results should arrange to meet directly with the instructor (or Teaching Assistant) in person or via telephone. Normally, assignments are evaluated and returned to students within two weeks of submission but must always be evaluated and returned within four weeks after submission.
Students who prefer to have the marked final assignment returned to them by mail must provide a self-addressed and stamped envelope when they submit their final assignment. Separate envelopes should be provided for each submitted assignment. Please inform students if you are interested in doing this in your course.

Final course assignments that will not be available until classes have finished (in-class courses only) can be collected from the Graduate Program Assistant at the Office of Student Services. Students should pick up their assignments within one month after grades are officially released. Students will not be permitted to retrieve papers on behalf of others without written consent.

Assignments that have not been collected by students within one month will be returned to the instructor of the course. According to Freedom of Information and Protection of Privacy Act (FIPPA), uncollected assignments and papers will be kept for at least one full year. Papers that have not been collected beyond one year can be returned to the Graduate Program Assistant for shredding. It is also advisable to keep a copy of graded examinations for one year following the end of the course. Other records used for student evaluation (e.g. class participation/attendance tracking forms) should also be retained by the instructor for one year.

1.7. Grading Practices and Regulations

Grades must be submitted by the designated grade submission deadline for each term. A grade Collection List for each course together with detailed procedures on how to submit grades will be sent to each teaching faculty well in advance. It is imperative that marks are calculated and reported accurately. Please check your grade calculations and grade entry carefully before you submit final grades for your course. Instructors do not release final grades, but may release graded assignments to students.

University Assessment and Grading Practices Policy can be found at http://www.governingcouncil.utoronto.ca/Assets/GoverningCouncil+Digital+Assets/Policies/PDF/grading.pdf. Students should consult the School of Graduate Studies (SGS) Calendar or website: www.sgs.utoronto.ca for information on grade scales and grading procedures.

<table>
<thead>
<tr>
<th>Letter Grade Scale</th>
<th>Numerical Scale of Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>90 – 100%</td>
</tr>
<tr>
<td>A</td>
<td>85 – 89%</td>
</tr>
<tr>
<td>A-</td>
<td>80 – 84%</td>
</tr>
<tr>
<td>B+</td>
<td>77 – 79%</td>
</tr>
<tr>
<td>B</td>
<td>73 – 76%</td>
</tr>
<tr>
<td>B-</td>
<td>70 – 72%</td>
</tr>
<tr>
<td>FZ**</td>
<td>0 – 69%</td>
</tr>
</tbody>
</table>

** FZ = Fail
Appeals Procedures

Graduate students and faculty should consult the "Appeals" section in the School of Graduate Studies Calendar or on the SGS website (http://www.sgs.utoronto.ca/).

Reporting Summary Grades for Assignments Throughout Each Course

Graduate students have requested that graduate teaching faculty consistently report course assignment summary grades in the course for assignments where appropriate. Please provide the mean, median and/or mode of each assignment to students whenever appropriate. To protect the privacy of students, you need not provide grade ranges.

1.8. Course Work Extensions for Graduate Students

Students are expected to complete coursework by the deadline(s) both of the School and of the graduate units in which they are registered and are advised to plan their projects accordingly. Requests for short extensions for individual assignments may be considered by the course instructor consistent with the information provided in the syllabus regarding late penalties. Students who find themselves unable to meet SGS deadlines for completing course work (i.e. cannot complete course work by the time grades are due) can, under certain conditions, receive extensions for completing the work after the date set by SGS. Admissions and Enrolment Officer, Kate Young (Phone: 416-978-2863; Email: kate.young@utoronto.ca) is the staff person who has procedural information related to course work extensions.

i) Petitions for course work extensions

The authority to grant an extension for the completion of work in a course beyond the original SGS deadline for that course rests with the graduate unit in which the course was offered, not the instructor of the course. (Students should discuss this with the course professor, but the student must submit a formal petition for course extension.) Students will petition the graduate unit for extensions, using a standard form provided by SGS at http://www.sgs.utoronto.ca/Documents/Extension+to+Complete+Coursework.pdf. The completed form should be submitted to Margaret Blastorah, Director, Masters Program (for MN courses) or Robyn Stremler, Director, PhD Program (for doctoral courses) for approval.

The deadline for requesting an initial extension is the deadline for completion of course work and grade submission for courses offered in the relevant session, as specified in the SGS calendar or course syllabus/outline.

A student on extension who is unable to complete the required course work in the extension period specified by the graduate unit may apply to the graduate unit for a continuation of the extension (subject to the time-limits and deadlines for extensions, set out below); however, the student must make such a request before the expiry date of the extension period in place.
ii) **Grounds for course work extensions**

Legitimate reasons for an extension can be academic in nature - e.g., unexpected problems of research in a course - or nonacademic - e.g., illness. In order to ensure as much uniformity and fairness as possible in the granting of extensions (or continuations of extensions), the relevant graduate unit must be reasonably certain that:

   a. the reasons for the delay are both serious and substantiated: the student is to provide a statement detailing the reasons, together with a physician's letter in the case of illness;

   b. the student would not be granted an unfair academic advantage over fellow students in the course;

   c. the student would not be placing in jeopardy the normal and satisfactory completion of new course work; and

   d. the student does have a reasonable chance of completing outstanding requirements within the time to be allotted.

iii) **Time-limits for course work extensions**

If a graduate unit grants a petition for an extension, it must specify an extension period, which is not to run beyond the SGS deadline for completion of course work and grade submission following the original SGS deadline for the course (i.e. the end of the following semester.)

If a student is granted an extension for course work completion, the instructor should indicate “SDF” (standing deferred) when submitting the grade sheet for the course.

1.9. **Student Evaluation of Courses and Teaching Effectiveness Process**

Course and teacher evaluations play an important role to formally evaluate student learning and teaching effectiveness.

Effective Fall 2011 academic term, we participate in a university-led ‘Student Evaluation of Courses and Teaching Effectiveness Process’ process. Students are invited electronically to complete course evaluations. Course evaluations include 3 types of evaluation items: university-wide, faculty/department- specific, and teacher-specific. You will be invited to select up to 5 items from a pre-set bank of teacher-specific items to include in the evaluation of each course you teach. Summary responses to these teacher-specific items are private to you alone. Summary responses to the eight university-wide items as well as the two departmental items will be made available across our faculty community. Faculty may opt out of faculty-wide dissemination of course evaluation results. For more information on the course evaluation framework, please refer to the CTSI website at [http://www.courseevaluations.utoronto.ca](http://www.courseevaluations.utoronto.ca).

Increasingly, student feedback is an essential component of tenure, promotion and re-appointment reviews so you are strongly encouraged to highlight the importance of student evaluation of your course to students. The CTSI website has resources and tips to help you talk
to your students about course evaluation. Visit http://courseevaluations.utoronto.ca for details.

1.10. Academic Integrity and Plagiarism
It is essential to emphasize the importance of academic integrity to your students. Please refer to the following website for useful tips and guidelines: http://academicintegrity.utoronto.ca/.

Plagiarism is one of the most common academic offences. The University provides various resources on how to avoid, and detect plagiarism. There are other types of academic offences so please carefully review the University policy on the Code of Behaviour on Academic Matters: http://www.governingcouncil.lamp4.utoronto.ca/wp-content/uploads/2016/07/p0701-coboam-2015-2016pol.pdf

Turnitin.com is a tool that assists in detecting textual similarities between compared works. Detailed instructions on how to use it are provided in online user manuals and can be found at http://www.turnitin.com/static/training/instructor.php. If you are planning to use turnitin in your courses, you must include the following statement in your course outlines (updated September 2009):

Normally, students will be required to submit their course assignments to Turnitin.com for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their assignments 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.

Students do have the option of handing in rough notes of their paper if they are opposed to using Turnitin. These students should approach faculty in advance.

Email help for turnitin is available on a 24-hour basis from helpdesk@turnitin.com.

Centre for Teaching Support and Innovation (CTSI) also provides useful tips and services to deter plagiarism: http://teaching.utoronto.ca/teaching-support/strategies/a-i/preventing/

1.11. Resources to Assist with Challenging Students and Students in Difficulty

From time to time faculty encounter students who are struggling to meet course expectations, or who present challenges in terms of effective teaching and learning. While these issues can often be addressed directly by the course instructor, it may be helpful at times for the student to access additional supports. Faculty should also discuss the situation with the Masters or PhD Program Director, as appropriate.

The University has several services and resources to support students who are experiencing difficulty. Below is list of services to which you can direct students. If it is an emergency situation, use the link for Responding to Distressed Students http://studentlife.utoronto.ca/DistressedStudent.htm. If it is outside business hours, there are more Emergency Resources available at this link: http://www.studentlife.utoronto.ca/hwc/emergencies#node-1086
Safety
www.safety.utoronto.ca
This website provides information on supportive resources and programs to address safety needs on campus.

Academic Success Centre (ASC)
http://www.asc.utoronto.ca/  416-978-7970
Academic Success Centre presents workshops and lectures that are tailored to specific needs of students and programs. Their Drop-in Centre offers students assistance in developing study strategies and writing skills.

Health and Wellness Centre (Formerly Counselling and Psychological Services [CAPS])
http://healthandwellness.utoronto.ca/  416-978-8070
The Health & Wellness Centre provides a variety of services for registered students including mental health services such as short-term individual counseling and group therapies for anxiety, low or depressed mood and resilience (e.g. Mindfulness-Based, Cognitive-Behavioural Therapy for Anxiety) and psychiatric medication services.

Accessibility Services
http://www.accessibility.utoronto.ca/
Accessibility Services facilitate the inclusion of students with disabilities into all aspects of university life. It provides guidelines to faculty on how to accommodate students with disability.

Writing Support for Students
www.hswriting.ca/
Health Sciences Writing Centre provides one-on-one sessions for both undergraduate and graduate nursing students. Both in-person and online support is available.

http://www.sgs.utoronto.ca/currentstudents/Pages/English-Language-and-Writing-Support.aspx
Office of English Language and Writing Support at the School of Graduate Studies offers non-credit courses and workshops for graduate students.

Please also refer to APPENDIX B on the suggested process to support your students with academic concerns.

1.12  FIPPA – Q&A’s for instructors

The document, FIPPA – Q&A’s for instructors has outlined best practices for student-faculty interactions. It should be interpreted in light of the U of T’s Policy on Access to Student Academic Records, the Grading Practices Policy, and the Policy on Official Correspondence with Students. Please refer to the document at the link below from the website of the vice-president and provost office:
http://www.provost.utoronto.ca/Assets/Provost+Digital+Assets/Provost/Provost+Digital+Assets/Provost/fippa+Q%26A%26s+for+Faculty.pdf
1.13  A Guide to the Personal Health Information Protection Act

This guide was created to give health information custodians a basic understanding of how the Personal Health Information Protection Act applies in the course of day-to-day activities: https://www.ipc.on.ca/wp-content/uploads/Resources/hguide-e.pdf

1.14  Working with a Teaching Assistant

Some graduate courses have Teaching Assistant (TA) positions assigned to them. If you have a TA position associated with your course, you will be advised how many hours of TA support are available to you. You have some flexibility with respect to how you use the TA hours. In general, TAs can provide assistance with marking assignments and tests, facilitating student understanding of material through on-line/in-class discussions and individual student consultations, and preparing instructional materials. It is also appropriate for TAs to have an opportunity to deliver some course content, with the guidance of the course instructor.

The Teaching Assistant Training Program (TATP) is an excellent support program for TAs offered through the Centre for Teaching Support and Innovation (CTSI). New TAs are required to attend 3 hours of training (TAs are paid for this education), during their first TA assignment. Continuing TAs could have an additional 2 hours of education, if needed, and these hours are included in their paid hours. However, all TAs should be encouraged to take advantage of these workshops and resources. More information is available at the TATP website: http://tatp.utoronto.ca. A CUPE 3902 Training Request Form must be signed by you as their supervisor.

Faculty have the responsibility to advise students about the specific role(s) the TA(s) will have in the course.

You should plan a meeting with your TA prior to the start of the course to determine the allocation of TA hours within the course. In making this determination, it is advisable to consider both the nature of the support you will require, as well the needs of the TA as a developing scholar. You will need to complete a Description of Duties and Allocation of Hours (DDAH) form that both you and the TA will sign. This form is submitted to the Associate Dean’s Office at the beginning of the term, and subsequently reviewed (and updated if necessary) at mid-term. If changes are made, the revised DDAH form will require signing of both the instructor and TA. The revised DDAH form is also submitted to the Associate Dean’s Office. You are encouraged to check in periodically with the TA as the course progresses.

Towards the end of a term or course, students will be invited to provide an evaluation of TA effectiveness (if appropriate) through an online evaluation process. As well, effective Fall 2014, faculty will be expected to provide every assigned TA with a written evaluation (see Appendix D) for each course as feedback on the TA’s effectiveness in the course. Near the end of the course, you will be asked to complete a short evaluation form related to the TA’s performance in your course. This evaluative information is provided to the TA to support her/his ongoing development. You may also wish to debrief in person with the TA at the end of the course. For any inquiries related to working with a TA, please email stephanie.allard@utoronto.ca.
2. FACULTY GOVERNANCE

2.1. Faculty Council and Committees

i) Faculty Council and its Standing Committees

Faculty Council is the highest governance body at the Faculty. It is comprised of 6 standing committees.

Roles of Standing Committees of Faculty Council

Executive Committee - executes policies of Faculty Council and makes recommendations on membership of standing committees
Committee on Standing - oversees grading plans for all courses; addresses issues concerning students’ academic standing.
Admissions Committee - approves admission of qualified applicants to all Programs, and makes recommendations on entrance requirements
Curriculum Committee - reviews and reports recommendations to Council on changes to all existing curricula and policy regarding program delivery
Awards Committee - selects candidates for awards & reviews award/funding policies
Appeals Committee - decision-making authority within the Faculty on academic appeals by a student (undergraduate only). All graduate student appeals are governed by SGS policies. The Graduate Department Academic Appeals Committee (GDAAC) considers graduate academic appeals as a first step in this process.

ii) Faculty Program Committees

Undergraduate Program Committee:
All faculty who teach in the undergraduate program usually meet monthly to discuss matters related to the BScN program and undergraduate nursing education.

MN Program Committee:
All faculty who teach in the Master of Nursing program usually meet monthly to discuss matters related to all graduate programs, and graduate education and research.

PhD Program Committee:
All faculty who teach in the PhD program and/or supervise doctoral students usually meet monthly to discuss matters related to all graduate programs, and graduate education and research.
There are also several Faculty committees on promotions, workload and research. Ad-hoc committees and sub-committees are formed as required, particularly for academic selections.
2.2. Graduate Program Governance

Developing New Courses
The Curriculum Committee is responsible for approving new courses and minor revisions to graduate courses on behalf of Faculty Council. New courses approved by the Curriculum Committee will be submitted to the Office of the Vice-Provost, Academic Programs.

New Program Proposals
The Curriculum Committee makes recommendations to Council on proposals for new programs. New program proposals and all major graduate program changes require further approval.

For full details on graduate program governance and forms on various program changes, please refer to: http://vpacademic.utoronto.ca/quality-assurance/

3. SUPPORT AND RESOURCES AT THE FACULTY

3.1. Communications

Paper Mail

Mailboxes for Faculty and Staff members are located in Room 265 and are arranged alphabetically. Mailboxes for student societies are located at the reception counter in the Office of Student Services. Campus mail is retrieved and delivered to the faculty daily and Canada Post mail is dispatched every evening.

Campus mail can be placed in the bin labelled ‘Campus Mail’ in the mailroom. Mail for Toronto Hospitals and Ontario Public Universities can also be placed in the ‘Campus mail’. Regular mail is to be placed in the Canada Post bag that is also in the mailroom. Please identify the number of items posted on the form adjacent to the mailbags with the course name and number.

Faxing

The general Faculty of Nursing fax number is 416-978-8222. The fax machine is located in the mail room. For fax numbers or phone numbers with a 978 or 946 exchange, only the 8 or 6 needs to be dialed before the final 4 digits (if using a campus fax machine), e.g. 8-8222.

Photocopying

There is a photocopier on each floor. There are separate codes for graduate teaching. Instructions on how to operate the copier and fax machine will be provided on request. If you need to photocopy materials, please ask someone in the administration suite for a code. We do not normally photocopy reading materials for students but there may be in-class activity materials that you want to photocopy.
3.2. **On-Campus Workspace**

Please contact the Faculty Business Officer in the Dean’s Suite for more information.

3.3. **Supplies**

General office supplies are kept in Reception Area and the stock is maintained by the receptionist. Please ask for needed supplies.

3.4. **AV Equipment and Room Booking**

The Faculty of Nursing manages many (but not all) of its own bookings for rooms and audio-visual equipment. All Faculty-owned AV equipment is picked up from and returned to the IT Support Office (Room 231). If you want to book electronic equipment for your classes (LCD projector, laptop, digital camera, digital video camera, video camera, conference phone, microphone, TV / VCR, or overhead projectors), you must do so in advance. Please contact our Graduate Program Assistant, at 416-978-8318 or by email at academic.nursing@utoronto.ca to arrange for the equipment you need. If you use our faculty equipment (e.g., classroom is in our building), you will need to pick up the equipment before class and return it after class in Room 231 at the far end of the Administration Suite. If your class is located in another building, the equipment will be delivered to the classroom by the Office of Space Management and picked up by them as well.

Classrooms are booked in advance by our Graduate Program Assistant. If you have special classroom needs, please contact the Graduate Program Assistant at 416-978-8318 or by email at academic.nursing@utoronto.ca.

3.5. **Building Access**

The building at 155 College Street is opened by the U of T caretaking staff at 8 a.m. weekdays and locked at 6 p.m. The building is not open on weekends or holidays. Status and adjunct faculty who will be using the shared ‘swing’ office space on the 3rd floor will need a FOB to access this space. The Faculty Business Officer in the Dean’s suite can arrange this with Campus Police.
### 3.6 Administrative Staff - Who to Contact?

Below is important information about staff working in the following faculty areas: Dean’s Office, Development Office, Business & Finance, Clinical Education Office, Student Services, and the IT Support Office.

#### DEAN’S OFFICE

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Responsibilities</th>
</tr>
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<tbody>
<tr>
<td>Emily Hill</td>
<td>Executive Assistant to the Dean</td>
<td>General admin support to the Dean; liaison with vice-provost's office related to faculty appointments on behalf of Dean; scheduling, correspondence, coordination of meetings, travel for the Dean; coordination of faculty meetings, General Faculty, Executive, and other meetings called by the Dean.</td>
</tr>
<tr>
<td>Nathan Doidge</td>
<td>Chief Administrative Officer</td>
<td>General support to the Dean, Associate Deans, responsible for Faculty administrative matters related to: space and building management; personnel; finance and budget planning and control; liaison with University central administration.</td>
</tr>
</tbody>
</table>

#### DEVELOPMENT OFFICE

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jen Williams</td>
<td>Director of Advancement</td>
<td>Fundraising, development, alumni relations, donor and prospect stewardship, donations management, event planning and coordination (awards ceremony, annual reunion, donor recognition, dean’s reception/gala, etc.), marketing and publications, media and public relations.</td>
</tr>
<tr>
<td>Rosemary Quinlan (interim)</td>
<td>Alumni Relations and Annual Fund Officer</td>
<td>Maintains and manages information about alumni, donors, prospects, campaign projects; alumni-related events, meetings, databases; development website information; support to Director.</td>
</tr>
</tbody>
</table>

#### BUSINESS AND FINANCE

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nadia Ramnarine</td>
<td>Business Manager</td>
<td>Payroll, expense claims, services (business cards, phones, keys, furniture, supplies), information about U of T services (email, voice mail) and policies (related to finance, HR, property management), recruitment of admin staff, front office management.</td>
</tr>
<tr>
<td>Demet Sen</td>
<td>Finance &amp; Payroll Administrator</td>
<td>Payroll for Casual employees; management of TA hiring; building operations support (moves; phones; keys).</td>
</tr>
<tr>
<td>Carmen Cutajar</td>
<td>Faculty Receptionist</td>
<td>Room and equipment bookings, unlocking classrooms, photocopies, couriers, mail (campus and CanPost), inventory of office supplies, general inquiry and assistance, frontline customer service.</td>
</tr>
<tr>
<td>Name</td>
<td>Position</td>
<td>Responsibilities</td>
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</tr>
<tr>
<td>Grase Kim</td>
<td>Assistant Dean, Academic Programs</td>
<td>Develops processes and gathers information for the quality assurance of nursing programs, reporting responsibilities for accreditation and cyclical program reviews, also coordinates the administrative support for clinical education, including WSIB, police records checks, immunization, and student placement agreements.</td>
</tr>
<tr>
<td>Sharon Lee</td>
<td>Student Placement Coordinator</td>
<td>Administrative support for clinical education; maintains information on student placements, preceptors, related database management, reports placement information to receiving agencies, tracks practicum requirements, preparation of correspondence &amp; communication re: clinical placements, agreements, WSIB, mask fittings, photo ID, health records (students and faculty).</td>
</tr>
<tr>
<td>Kong Ng</td>
<td>Student Placement Coordinator</td>
<td>Administrative support for clinical education; maintains information on student placements, preceptors, related database management, reports placement information to receiving agencies, tracks practicum requirements, preparation of correspondence &amp; communication re: clinical placements, agreements, WSIB, mask fittings, photo ID, health records (students and faculty).</td>
</tr>
<tr>
<td>Nora Jantschuikite</td>
<td>Practicum Placement &amp; Professional Development Officer</td>
<td>The Faculty of Nursing has hired two Practicum Placement &amp; Professional Development Officers in our Clinical Education Office – Nora Jantschuikite and Randa Bronte-Tinkew. Their key responsibilities include: overall coordination of practicums and placements for several programs within the school; providing leadership in the maintenance and ongoing development of placement programs, by field, and creation of transparent and efficient practicum policy and procedures; working with staff, faculty and academic leaders to develop and maintain adequate and appropriate practicum opportunities for students; ongoing liaison activities, external relations and development of partnerships with all levels of prospective practicum preceptors/employers; supporting the movement to and maintenance of practicum placement data using standard database and/or project management software.</td>
</tr>
<tr>
<td>Randa Bronte-Tinkew</td>
<td>Practicum Placement &amp; Professional Development Officer</td>
<td>The Faculty of Nursing has hired two Practicum Placement &amp; Professional Development Officers in our Clinical Education Office – Nora Jantschuikite and Randa Bronte-Tinkew. Their key responsibilities include: overall coordination of practicums and placements for several programs within the school; providing leadership in the maintenance and ongoing development of placement programs, by field, and creation of transparent and efficient practicum policy and procedures; working with staff, faculty and academic leaders to develop and maintain adequate and appropriate practicum opportunities for students; ongoing liaison activities, external relations and development of partnerships with all levels of prospective practicum preceptors/employers; supporting the movement to and maintenance of practicum placement data using standard database and/or project management software.</td>
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<tr>
<td>Name</td>
<td>Position</td>
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<tr>
<td>Soobong Song</td>
<td>Registrar</td>
<td>Faculty registrar and most senior Student Services administrator responsible for: student record administration; admission/ registration/enrolment process management and development of procedures and policies; timetable production; resolution of complex student issues; management of student data systems and student awards.</td>
</tr>
<tr>
<td>Tammy Chan</td>
<td>Associate Registrar, Admissions, Recruitment and Programs</td>
<td>Workflow supervision of Program Assistants; provides workflow management of all administrative, curricular and programmatic activities; plans and executes admission process &amp; recruitment activities; establishes internal policies and guidelines on admissions; guides and develops internal policy and manages implementation; Manage the periodic academic year activities; preparing governance and quality assurance initiatives.</td>
</tr>
<tr>
<td>Kate Young</td>
<td>Admissions &amp; Enrollment Officer</td>
<td>Determines eligibility of applicants for admission; admin support to committees (Admissions, Standing); monitors and maintains benchmarking data on enrolment &amp; program completion; administers grade collection process.</td>
</tr>
<tr>
<td>Brett Snyder</td>
<td>Interim Admissions &amp; Enrollment Officer</td>
<td></td>
</tr>
<tr>
<td>Angela Ho</td>
<td>Student Financial Awards, Stewardship &amp; Projects Officer</td>
<td>Administers scholarships, awards, bursaries procedures; counsels students on available sources of aid, financial management; produces statistics on financial support; admin support to Awards Committee.</td>
</tr>
<tr>
<td>Star Yu</td>
<td>Graduate Program Assistant</td>
<td>Supports the Graduate Chair; issues class lists, provides contact info of course registrants for faculty use correspondence, timetabling, guest speakers, coordination of meetings, general communications to students and faculty; maintains curriculum information; supports the graduate course instructors; course evaluations process; faculty handbook; graduate student assignments; room and equipment bookings.</td>
</tr>
<tr>
<td>Terry Yuen</td>
<td>NP Program Assistant</td>
<td>Admin support to nurse practitioner programs, provides contact info of course registrants for faculty use, correspondence, timetabling, guest speakers, coordination of meetings, general communications to students and faculty; supports the NP course instructors; website information about NP programs; admin support in recruiting clinical preceptors.</td>
</tr>
<tr>
<td>Marisa Covello</td>
<td>Undergraduate Program Assistant</td>
<td>Admin support to the UG program and instructors, issues class lists, provides contact info of course registrants for faculty use, timetabling, guest speakers, general communication to students, coordination of meetings ;course outlines; undergraduate student assignments; program/course review; event organization; mailings; admin support in recruitment of clinical instructors, lab instructors.</td>
</tr>
<tr>
<td>Name</td>
<td>Position and Responsibilities</td>
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<tr>
<td>Barry St Denis</td>
<td>Administrative Information and Communication Technologist</td>
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<td>Responsible for administrative IT support (hardware and software); file conversion; database</td>
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<td>management and managing accounts; collecting and reporting on data advice re: IT resources,</td>
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<td>purchases; creating help documents; implementing utilities, technical improvements, virus</td>
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<td></td>
<td>software, etc.; website management; back-up to Academic Information &amp; Communication Technologist</td>
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<td>re: courseware; general IT help desk support and training.</td>
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<tr>
<td>Neal MacInnes</td>
<td>Academic Information &amp; Communication Technology Supervisor</td>
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<td></td>
<td>Leads online curriculum technological advancements, engages in consultations on course</td>
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<td>instructional designs and infrastructure, develops faculty capacity building initiatives in</td>
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<td></td>
<td>support of technology integration, monitors continuous improvement efforts, and supports</td>
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<td></td>
<td>Faculty special projects and new initiatives. He also supervises academic technology</td>
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<td></td>
<td>support and backs up Admin-IT.</td>
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<tr>
<td>Alison Lee</td>
<td>Academic Technology Support Analyst</td>
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<td>Supports instructors with the appropriate use of academic technologies for all undergraduate</td>
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<td></td>
<td>and graduate courses. Supported technologies include Blackboard Portal, Turnitin, Echo360</td>
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<td>video recordings, Techsmith Relay video recordings, Clickers, Blackboard Collaborate</td>
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<td>webinars, SimChart, and more. Develops training and support materials, assists with Faculty</td>
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<tr>
<td></td>
<td>projects and backs-up Admin IT.</td>
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<tr>
<td>Caroline De Angelis</td>
<td>Information Technology Advisor &amp; Project Manager</td>
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<tr>
<td></td>
<td>Responsible for IT strategy and planning; management of IT vendors (K4Y, LHP); IT policies;</td>
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<td>network design.</td>
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<tr>
<td>Yashar Bashiri</td>
<td>Technology Support Analyst</td>
<td></td>
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<td></td>
<td>First level Help Desk technical support; A/V equipment setup and management; new computer</td>
<td></td>
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<tr>
<td></td>
<td>set ups (PC, laptop, MAC); Simulation Laboratory control room support; IT inventory</td>
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<td></td>
<td>management; IT issues triage.</td>
<td></td>
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<tr>
<td>Terry Yuen – LHP</td>
<td>Application Support</td>
<td></td>
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<tr>
<td></td>
<td>Responsible for first level user support for LHP online education and evaluation system.</td>
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</table>
APPENDIX A: University and Faculty policies for inclusion in course outlines / syllabi

IMPORTANT UNIVERSITY AND FACULTY POLICIES

Course Drop Date
[Insert date here] is the final date to drop [Insert session here] session courses without academic penalties. For drop dates for 2017-18 courses please go to: https://bloomberg.nursing.utoronto.ca/current-students/sessional-dates-and-calendar#content2

Grading of Written Papers
All written assignments are subject to the grading regulations as outlined in the Lawrence S. Bloomberg Faculty of Nursing calendar and the School of Graduate Studies Calendar.

Insert here any course related policy on late papers and related penalty.

Submission of Assignments
Insert one of the following policy statements regarding submission of assignments for in-class or online courses.

For In-Class Courses:
On the due date, please submit your paper **in class** to your faculty member at the beginning of class and submit an electronic copy to turnitin.com **prior** to handing in the hard copy. Your paper will **NOT** be evaluated until it is submitted to turnitin.com. Your teacher will post the unique class ID and password on a message within Blackboard and / or in class.

For Online Courses:
On the due date, please submit an electronic copy of your paper to the digital drop box in Blackboard and to turnitin.com (if using). Your paper will **NOT** be evaluated until it is submitted to turnitin.com. Your course instructor will post the unique class ID and password for turnitin on a message within Blackboard.

Plagiarism & Academic Honesty
Normally, students will be required to submit their course assignments to Turnitin.com for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their assignments 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. Students do have the option of handing in all their rough drafts and notes of their paper if they are opposed using to Turnitin. These students should approach faculty in advance.
Turnitin is used in this course. [Insert the following statement]

Normally, students will be required to submit their course assignments to Turnitin.com for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their assignments 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.

Academic Offenses (from the Code of Behaviour on Academic Matters, 1995)

It shall be an offence for a student knowingly:
(a) to forge or in any other way alter or falsify any document or evidence required by the University, or to utter, circulate or make use of any such forged, altered or falsified document, whether the record be in print or electronic form;
(b) to use or possess an unauthorized aid or aids or obtain unauthorized assistance in any academic examination or term test or in connection with any other form of academic work;
(c) to personate another person, or to have another person personate, at any academic examination or term test or in connection with any other form of academic work;
(d) to represent as one’s own any idea or expression of an idea or work of another in any academic examination or term test or in connection with any other form of academic work, i.e. to commit plagiarism (for a more detailed account of plagiarism, see Appendix "A") ;
(e) to submit, without the knowledge and approval of the instructor to whom it is submitted, any academic work for which credit has previously been obtained or is being sought in another course or program of study in the University or elsewhere;
(f) to submit any academic work containing a purported statement of fact or reference to a source which has been concocted. (Code of Behaviour on Academic Matters, 1995)

Accessibility Statement
Students with diverse learning styles and needs are welcomed in this course. In particular, if you have a disability/health consideration that may require accommodations, please contact the Accessibility Services Office as soon as possible. The St. George Campus Accessibility Services staff (located in Robarts Library, First Floor) are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations (416)978-8060 or accessibility.services@utoronto.ca.
**Student Evaluation of Courses**

Student evaluation of courses is an essential component of our educational programs at the Lawrence S. Bloomberg Faculty of Nursing. Student feedback enables us to continue to improve our teaching effectiveness to enhance student learning.

The Lawrence S. Bloomberg Faculty of Nursing participates in the University of Toronto’s centralized ‘Student Evaluation of Courses’ system. Towards the end of this course, you will receive an email inviting you to complete an online evaluation of this course. The email will provide you with the specific information and links needed to access and complete course evaluation. Your ratings and comments will be anonymous but will be aggregated for summary across evaluations. Once a process has been established, summarized course evaluations will be made available within the faculty and university community. For more information about the University of Toronto policy about student evaluation of courses, please refer to the following website: [http://www.governingcouncil.utoronto.ca/Assets/Governing+Council+Digital+Assets/Policies/PDF/ProvostiaStudentEval.pdf](http://www.governingcouncil.utoronto.ca/Assets/Governing+Council+Digital+Assets/Policies/PDF/ProvostiaStudentEval.pdf)
APPENDIX B    Guidelines for Promoting Student Success

Assumptions:
1. Students admitted to our MN/NP programs have the skills and motivation to complete courses and programs successfully.

2. Students are adults with busy and complex lives. Students do experience difficulties balancing work/family/student roles at times. Some students face additional challenges due to ethno-racial/cultural and language diversities.

3. Faculty have a key role to play in identifying students who are experiencing difficulties completing the course assignments/course, supporting these students, and communicating their concerns to the Director, MN Program.

4. Following these processes will lead to students feeling supported.

Student Academic Progress: Faculty Process Suggestions
Faculty members teaching in the graduate programs are responsible for supporting student learning, assessing student learning, and reporting student grades to the Committee on Standing (COS).

Faculty members determine how to support students and prepare students for course assessments/assignments. Faculty members may draw upon the many supports that the University of Toronto offers. As an example, faculty may encourage students to review documents available to support student writing. APA guidelines for nursing students can be retrieved from http://bloomberg.nursing.utoronto.ca/wp-content/uploads/2012/10/APA-Guidelines-for-Nursing-Students.pdf Writing in the Health Sciences: A Comprehensive Guide is available at http://hswriting.library.utoronto.ca/index.php/hswriting

Faculty members are supported by the Centre for Teaching Support and Innovation (CTSI) which has invaluable on-line and face-to-face supports, workshops, and faculty observation services. http://teaching.utoronto.ca/teaching-support/

Faculty members are obligated to mark assignments by providing comments and assigning numeric and related letter grades. Faculty are provided with an excel file to record their numeric grades. When all assignments have been graded the excel file will identify the final letter grade achieved by each student in the course. The faculty member encrypts this excel file and sends it to the COS administration staff member. Faculty are responsible to verify the translation of the numeric grade to the letter grade before submitting final grades.
**Students with Academic Concerns: Faculty Process Suggestions**

When faculty members grade an assignment/paper as very poor or as failing, there are additional steps to consider. Faculty are encouraged to meet with the student to review the assignment/paper. This invitation can be written as part of the assignment/paper feedback comments delivered during class when assignments are returned, or through email.

Feedback can then be shared by the faculty member and the student can be encouraged to create a plan for improvement. Such meetings should be tracked by the faculty in a student file.

Faculty should advise the Director, MN Program or Director, PhD Program of situations in which student performance (poor results on assignments, limited engagement in classes/online learning, late submissions or repeated requests for extensions, etc.) is a concern. Together, the faculty member and Director can devise a plan to address the concerns.

Once students with academic concerns have been identified, the faculty member continues to offer support to the student and continues to assess their academic progress. If the student’s next assignment is graded as poor or failing, and/or anytime the student is at risk of failing the course, the faculty member is encouraged to discuss the situation with the Director, MN Program/Director, PhD Program. The Director’s role is to provide support to faculty who have students who are experiencing challenges in completing the course. The Director can then offer support to the course teacher and may be aware of the student from previous courses and thus have additional insight into the challenges the student is facing.

At the end of the course, if the faculty member is submitting a failing grade to the COS please ensure that you alert the Director, MN Program.
PDAD&C #15, 2013-14

To: PDAD&C
From: Cheryl Regehr, Vice President and Provost
Date: September 5, 2013
Re: Update on Copyright Compliance at the University of Toronto

PLEASE CIRCULATE WIDELY TO FACULTY MEMBERS AND STAFF.

With a new term commencing, it is a good time to provide you with an update on copyright compliance at the University of Toronto and on the options for faculty to make “in copyright” materials available to students.

The University takes its copyright obligations seriously. As such, we are committed to providing faculty, staff, and students with accurate and up to date copyright information. The copyright landscape in Canada has changed significantly in the last few years. In 2012, the Copyright Act was significantly amended, including among other things a broadening of educational use provisions. Also in 2012, the Supreme Court of Canada released a series of decisions that point to a broader and more generous interpretation of “user rights,” including fair dealing. There have been developments in the area of Open Access, and the expectations regarding copyright in the scholarly publishing world are evolving. Technology continues to change rapidly. The expectations of content creators and content users are being tested in a variety of ways, including in litigation.

Attached to this memo are links to a suite of resources that will assist you, as a faculty member or staff member, as you navigate these rapidly changing waters.

- **Copyright Basics and Copyright FAQs**: This is a new, updated document that presents detailed information on your rights and obligations under Canadian Copyright Law and our license with Access Copyright.
- **Copyright Roadmap** (attached): This document lays out a brief set of steps to consider as you analyze a copyright issue.
- **Fair Dealing Guidelines**: Published in 2012, these guidelines remain a very important tool in assessing fair dealing.
- **List of copy shops licensed by Access Copyright for printing and sale of course packs**: Faculty should only use these licensed copy shops or the University of Toronto Bookstore operated by the University of Toronto Press for paper coursepack printing and distribution. It is important to note that the University continues to work closely with the University of Toronto Bookstore to provide course materials to students. To produce a paper coursepack, faculty members can contact their usual textbook coordinator at the Bookstore who can explain the process or
contact CSPI directly at 416-929-2774 or email info@coursepack.ca. Please note that when paper coursepacks are not pedagogically necessary, you will be able to save students money by linking in Blackboard directly to resources licensed by the library or by scanning a document directly into Blackboard as permitted under the Fair Dealing Guidelines or our Access Copyright license. Please refer to the Copyright Basics and Copyright FAQs site for more detailed information.

- Please do not hesitate to contact Bobby Glushko, the Scholarly Communications and Copyright Librarian, at copyright@library.utoronto.ca with any copyright related questions.

We hope that these resources are of assistance.
Copyright Roadmap

It can be easy to get overwhelmed by the complexity of copyright regulation, but here are some basic steps to consider as you analyze copyright issues:

1. **Is the material “in copyright”?**

   The Copyright Act provides that copyright subsists in every original literary, dramatic, musical and artistic work, in most cases for the life of the author plus 50 years. Copyright also subsists in certain “non-traditional” subject matter, such as performer’s performances, sound recordings, and broadcast signals, where the clock starts running from the first performance. So, a first step is to consider whether copyright applies at all. Much of the material that you will use will fall within Canadian copyright protection.

2. **Does permission exist in the form of a license?**

   The University has licensed a huge amount of material, and it also (until December 31, 2013, subject to negotiations regarding renewal) has a broad license from Access Copyright, the collective that administers copyright on behalf of a very large number of authors. If the material is licensed, and the use that you propose is permitted by the license (two separate questions) then you will be able to use the material without further permission or payment. Here is where you can go to check whether the material is licensed: [http://www.accesscopyright.ca/look-up-tool](http://www.accesscopyright.ca/look-up-tool).

3. **Whether or not it is licensed, is the proposed use a “substantial use”?**

   Here is where it can get complicated. Copyright only applies to the reproduction of the work “or a substantial part thereof” (s. 3 of the Copyright Act). Copying that is not substantial does not require permission or further payment. But, what is substantial is a matter of degree and context. For more guidance on how to ascertain if the proposed reproduction is substantial, please refer to the Fair Dealing Guidelines: [http://www.provost.utoronto.ca/Assets/Provost+Digital+Assets/26.pdf](http://www.provost.utoronto.ca/Assets/Provost+Digital+Assets/26.pdf).

4. **Fair Dealing**

   In the educational context, there is considerable scope for copying, without the necessity of seeking permission from the rights holder, where the copying would be considered “fair dealing” within the meaning of the Copyright Act. To fall within this exception the dealing must be for an allowable purpose: research, private study, education, parody, satire, criticism or news reporting. And the dealing itself must be “fair” having regard to: the purpose of the dealing; the character of the dealing; the amount of the dealing; the nature of the work; available alternatives to the dealing; the effect of the dealing on the work. This is obviously a fact-specific, nuanced assessment. But see the Fair Dealing Guidelines, and section 4 in particular, for more information: [http://www.provost.utoronto.ca/Assets/Provost+Digital+Assets/26.pdf](http://www.provost.utoronto.ca/Assets/Provost+Digital+Assets/26.pdf).
5. Coursepacks

Many faculty members have chosen to reduce the use of coursepacks, and upload material to the secure environment of Blackboard for course use. Others, for pedagogical reasons, prefer to continue with paper coursepacks. At present, the Access Copyright License provides good ability to upload material without additional charges. And even if the License is not renewed the Library possesses a large number of licenses that permit such uploading. But if you choose to use a coursepack, it is ensure that you follow a method that complies with copyright. For any material in the Access Copyright repertoire you can use one of the local licensed copy shops identified here: http://onesearch.library.utoronto.ca/sites/default/files/copyright/Authorized%20Copyshops%20for%20U%20of%20T%20Aug%202012-13.pdf. Or you may choose to use the UTSC copy shop, which is licensed by Access Copyright. Or you may choose to use the U of T Bookstore, at the St. George Campus, which arranges production through a licensed entity. Obviously, it is of benefit to the University if you use either the Bookstore or the UTSC copy shop, but provided that you respect copyright, you can use the method that best suits your needs.

6. What does the future hold?

It should not be any surprise that in the information age there is greater attention than ever before being paid to issues like creators’ rights, copyright, open access, and related matters. This attention gets focussed in different ways, such as legislation, litigation, technological development, and scholarly norms and expectations. You, as both a content creator and a content user, and, especially, as a faculty member in an institution devoted to teaching and research, have a vital role to play in these developments, but that role will require more attention and care than may have occurred previously, and greater use of our excellent resources, both within the Library and elsewhere.
Teaching Assistant Evaluation 2017-2018
Completed by Faculty Supervisors

Please provide TA with a copy and submit the signed form to the Office of the Associate Dean Academic.

1. At the beginning of the semester, instructors should review this Evaluation Form with each of their TAs, indicating their expectations of the TA.
2. Instructors should complete a copy of this form for each TA he/she supervised at the conclusion of the course, providing a copy of the completed form to the TA when all TA duties have ended. The feedback is intended to enhance teaching performance.
3. Instructors who become aware of serious problems with the performance of a TA should not wait until the end of the course to address those problems but should discuss them with the TA as soon as possible.

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<tr>
<th>Term</th>
<th>Course Number and Title</th>
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Instructor's Name

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<th>Teaching Assistant's Name</th>
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</table>

Number of hours of TA employment

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<tr>
<th>Is this the TA's first appointment?</th>
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</table>

RATING OF TA EFFECTIVENESS

Keeping in mind the expectations that you communicated to the TA at the beginning of the semester, rate the TA's performance in each of the categories below. Use the following 3-point scale below. If an item is not applicable, please enter NA.

1 = Exceeds expectations
2 = Meets expectations
3 = Does not meet expectations
NA = Not applicable or no opportunity to evaluate

- Regularity of attendance at course planning/coordinating meetings (if required)
- Engagement in learning activities (if required)
- Availability for consultations with students (if required)
- Understanding of material covered in the course
- Effective communication with students
- Accuracy and timeliness of grading student assessment methods
- Quality of feedback/comments on student assessments
As the Faculty Supervisor, please comment on the TA’s performance in your course:

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Instructor’s signature        Date

TA’s Comments:

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