Guidelines for Undergraduate Teaching

Welcome! This document contains general information and reference material required to support successful undergraduate 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://www.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 Undergraduate 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 make 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, learning outcomes, evaluation methods, and course readings. 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. For undergraduate courses, grades of papers submitted after the due date with no extension or after the extended due date will be lowered by 2% for each day that the paper is late, weekends included.
- Although it is no longer mandatory to return a graded assignment to undergraduate students before the drop date each term, you are encouraged to continue this practice as appropriate. The fall drop date is November ... and the winter drop date is ...
- 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 1.9) 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 Undergraduate Program Director 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 undergraduate 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:
  https://share.nursing.utoronto.ca/Communications%20Department/Shared%20Documents/Forms/AllItems.aspx?RootFolder=%2fCommunications%20Department%2fFaculty%20%20Documents%2fFaculty%20%20Templates%2c%20%20Signs%2c%20Logo%20%20et
  c%20FolderCTID=&View=%7b5D015569-DC9C-40C1-AB1A-5D875182A376%7d

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/

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 Pat Gillespie. She can easily be reached at 416-640-5831 or by email at pgillespie@utpress.utoronto.ca - please use the following link for more information
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). Pat Gillespie can advise you who to contact for a free desk copy of required textbooks.

You may choose to pull together a group of readings for your course to supplement 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 B 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. UofT copyright office’s has a free syllabus service: https://onesearch.library.utoronto.ca/faculty-course-reserves and they provide permanent links to online resources available in UTL’s collection to your syllabus.

### 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. She can be reached at nursing.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. How to access this information is provided to you when you secure your academic appointment. If not, please contact the Interim Business Manager, Vince Chan at businessmanager.nursing@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 discussions 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. **Please do NOT use the Blackboard Gradebook to calculate 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/Page1138.aspx. You can also contact Neal MacInnes 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, unless your course is delivered on-line. Some instructors, particularly those teaching an on-line course, may choose to have assignments submitted electronically.

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/.

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.

**Guidelines for the Submission of Written Assignments** *

The ability to communicate in a scholarly manner in both speaking and writing is an expectation of the baccalaureate nurse. Scholarly writing is expected and will be considered in the grading of assignments.


2. Papers should be handed in at the specified time to the Assignment Drop-box outside the reception area at 155 College St. or the digital drop box, unless otherwise directed by the course instructor. Students are advised to put (1) their student number, and (2) their initials on the front page of each assignment. Please note that student numbers and initials are to be used in place of names. Normally papers are returned in class or in the on line drop box, but in some cases, graded assignments can be picked up from the reception area upon presentation of your student card.

3. Assignments are also submitted through Turnitin (http://turnitin.com/) as per faculty instructions.

4. The instructor of each course will determine the due date for assignments and consider individual requests, in writing, for submission of late papers. If the request is granted, a new date and time will be determined.

   a. Negotiation of the submission of a paper after the due date because of extenuating circumstances must be discussed with the course instructor. The student must make this request in writing prior to the due date. A medical certificate is required in the case of illness.
   
   b. Grades of papers submitted after the due date, will be lowered by 2% per day that the paper is late, weekends included, unless an alternate due date has been negotiated.
   
   c. Assignments that are more than two weeks late without prior agreement for extension of the due date, will not be accepted by the teacher. The student is required to petition the Committee on Standing within a month of the due date of the assignment, and the petition must be supported with evidence of illness or personal circumstances that interfered with the student’s ability to complete the assignment on time.
   
   d. Grades of papers submitted after the due date where no alternative due date has been granted, or papers submitted after the renegotiated
due date, will normally be lowered by 2% for each day that the paper is late, weekends included. Late penalties applied to assignments will be calculated in final grades, even if this results in course failure.

As academic integrity is integral to our work, please access the following information sheet produced by the Writing Centre (University of Toronto) on How Not to Plagiarize: http://www.writing.utoronto.ca/advice/using-sources/how-not-to-plagiarize
* These guidelines will apply for all assignments written in the undergraduate nursing program. Revised April, 2014.

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 should be returned to students in class whenever possible. Students will not be permitted to retrieve papers on behalf of others without written consent.

Assignments for online courses should be returned electronically.

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 can be collected from the Undergraduate Program Assistant at the Office of Student Services. Students should pick up their assignments within one month after grades are officially released.

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 Undergraduate 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. Grade Collection Lists 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.
Full details of Undergraduate Program Grading Regulations can be found at the Undergraduate Calendar: http://bloomberg.nursing.utoronto.ca/academic/sessional-dates-and-calendar#content3

1.8. 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’. Students are invited electronically to complete course evaluations. Course evaluations have 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 four 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/.

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://www.courseevaluations.utoronto.ca/ for details.

1.9. 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: www.utoronto.ca/academicintegrity.

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. Turnitin.com is most effective when it is used by all students in a particular course; however, if and when students object to its use on principle, a reasonable offline alternative must be offered. See conditions of use at University of Toronto for more information. [http://teaching.utoronto.ca/ed-tech/teaching-technology/turnitin/](http://teaching.utoronto.ca/ed-tech/teaching-technology/turnitin/).

Email help 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/](http://teaching.utoronto.ca/teaching-support/strategies/a-i/preventing/)

### 1.10. Resources to Assist with Students in Difficulty

From time to time faculty members 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. Students with difficulties or challenges either academically or personally should be referred to the Undergraduate Program Director (416-978-2849) maureen.barry@utoronto.ca. If necessary, students will be linked to resources within the Faculty or to campus resources.

The University has resources and guidelines to help faculty members to handle complex student issues and to assist faculty to support students in difficulty. If it is an emergency situation, use the link for Responding to Distressed Students [http://studentlife.utoronto.ca/DistressedStudent.htm](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](http://www.studentlife.utoronto.ca/hwc/emergencies#node-1086)

The University has various services and resources to support students who are experiencing difficulty. Below is list of services for students facing challenges.

**Safety**

[www.safety.utoronto.ca](http://www.safety.utoronto.ca)

This website provides information on supportive resources and programs to address safety needs on campus.

**Academic Success Centre (ASC)**


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 counselling 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.

1.11 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 taken 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/fippa+Q$!26A+for+Fac ulty.pdf

1.12 A Guide to the Personal Health 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:
http://www.ipc.on.ca/images/resources/hguide-e.pdf

1.13 Working with a Teaching Assistant

Some undergraduate 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 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 C) 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 associatedeanacademic.nursing@utoronto.ca.

1.14 Missed Exam Policy

Examinations and tests should be missed only in the case of extraordinary circumstances. Students are expected to contact the course instructor prior to the exam/test if extraordinary circumstances arise that would prevent taking the test as scheduled.

Students must provide appropriate documentation to course faculty immediately upon return.

Examinations are rescheduled as close to the date of the original exam as possible. Normally only one make-up exam date is set which could be during reading or break weeks, and students are expected to be available. Prior to writing the exam students will sign a Declaration of Confidentiality indicating that they have not discussed the exam with others.
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 managed by SGS.

ii) Faculty Program Committees

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

- **Graduate Program Committee Meeting:**
  All faculty who teach in the graduate program 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. Undergraduate Program Governance

The Curriculum Committee makes recommendations to Council on proposals for new program initiatives and program changes. Major undergraduate program changes require Faculty Council approval. Some major program changes and initiatives may also require approval by the Governing Council.
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 (Room 130). 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 box labelled ‘Campus Mail’ in the mailroom. Mail for Toronto Hospitals and Ontario Public Universities can 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 undergraduate 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 Room 130 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
Undergraduate Program Assistant, to arrange for equipment at 416-946-8220 or by email at marisa.luisi@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, most equipment such as an LCD will be delivered to the classroom by the Office of Space Management and picked up by them as well. You will have to bring a laptop from the Faculty, however.

Classrooms are booked in advance by our Undergraduate Program Assistant. If you have special classroom needs, please contact the Undergraduate Program Assistant at 416-946-8220 or by email at marisa.luisi@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. Faculty members can access the building and the elevators with their FOB, however. 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  UNDERGRADUATE LEADERSHIP TEAM

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Email</th>
<th>Phone</th>
<th>Office</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maureen Barry</td>
<td>Associate Professor Teaching Stream</td>
<td><a href="mailto:maureen.barry@utoronto.ca">maureen.barry@utoronto.ca</a></td>
<td>416-978-2849</td>
<td>HS 132</td>
</tr>
<tr>
<td></td>
<td>Undergraduate Program Director</td>
<td></td>
<td></td>
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<tr>
<td>Mary Ann Feagan</td>
<td>Associate Professor Teaching Stream</td>
<td><a href="mailto:maryann.bedore@utoronto.ca">maryann.bedore@utoronto.ca</a></td>
<td>416 946-0963</td>
<td>HS 146</td>
</tr>
<tr>
<td></td>
<td>Year 1 Coordinator</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Zoraida Beekhoo</td>
<td>Associate Professor Teaching Stream</td>
<td><a href="mailto:zoraida.beekhoo@utoronto.ca">zoraida.beekhoo@utoronto.ca</a></td>
<td>416-946-8272</td>
<td>HS 156</td>
</tr>
<tr>
<td></td>
<td>Year 2 Coordinator</td>
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3.7  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, Student Services, and the IT Support Office.

DEAN’S OFFICE

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Support</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.</td>
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planning and control; liaison with University central administration.

**DEVELOPMENT OFFICE**

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<tr>
<th>Name</th>
<th>Title and Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jen Williams</td>
<td>Director of Advancement: 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>TBA</td>
<td>Stewardship and Alumni Relations Officer: Maintains and manages information about alumni, donors, prospects, campaign projects; alumni-related events, meetings, databases; development website information; support to Director.</td>
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**BUSINESS AND FINANCE**

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<thead>
<tr>
<th>Name</th>
<th>Title and Responsibilities</th>
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<tbody>
<tr>
<td>Vince Chan</td>
<td>Interim Business Manager: 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: Payroll for Casual employees; management of TA hiring; building operations support (moves; phones; keys).</td>
</tr>
<tr>
<td>Carmen Cutajar</td>
<td>Faculty Receptionist: Room and equipment bookings, unlocking classrooms, photocopies, couriers, mail (campus and CanPost), inventory of office supplies, general inquiry and assistance, frontline customer service.</td>
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**CLINICAL EDUCATION OFFICE**

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<tr>
<th>Name</th>
<th>Title and Responsibilities</th>
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<tbody>
<tr>
<td>Grase Kim</td>
<td>Assistant Dean, Academic Programs: 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: 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: Administrative support for clinical education; maintains information on student placements, preceptors, related...</td>
</tr>
</tbody>
</table>
database management, reports placement information to receiving agencies, tracks practicum requirements, preparation of correspondence & communication re: clinical placements, agreements, WSIB, mask fittings, photo ID, health records (students and faculty).

**Esther Koven**  
Occupational Health Nurse (part-time)  
Assess students’ health information for readiness for practicum, reviews TB information and in some cases, medical documentation due to accidents/injuries that may prevent a student from attending practicum.

**Zoraida Beekhoo**  
Associate Professor Teaching Stream & Undergraduate Clinical Placement Coordinator  
In addition to teaching in the undergraduate program, the Undergraduate Clinical Placement Coordinator coordinates the clinical placements for the undergraduate program (i.e. BScN). This entails exploring/negotiating new partnerships, confirming the number of placements within organizations, specifying units, matching students for NUR 470 to their placements, and addressing placement concerns that may arise throughout the year.

**Pam Walker**  
Lecturer & Undergraduate Community Placement Coordinator  
In addition to teaching in the undergraduate program, the Undergraduate Community Placement Coordinator is responsible for securing appropriate community placements (requesting, negotiating, visiting) for the undergraduate courses NUR 461, and NUR 470. Additional responsibilities include hiring Clinical Instructors/preceptors, matching students to their preceptors and ensuring all practicum requirements are met prior to placements.

**Mary Ann Fegan**  
Associate Professor Teaching Stream & Undergraduate Clinical Education Coordinator  
In addition to teaching in the undergraduate program, the Undergraduate Clinical Education Coordinator assists with the hiring, orientation and evaluation of Clinical Instructors needed for undergraduate student group placements. Other responsibilities also include arranging for back up Clinical Instructors, organizing honorarium payments and coaching CIs who run into difficulty.

**STUDENT SERVICES**

**Soobong Song**  
Registrar  
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.

**Tammy Chan**  
Associate Registrar, Admissions, Recruitment and Programs  
Workflow supervision of Program & clinical Assistants; provides workflow management of all administrative, curricular and programmatic activities; plans and executes
| Admission & Recruitment Officer | Brett Snyder  
Interim Admissions & Enrollment Officer | Determines eligibility of applicants for admission; admin support to committees (Admissions, Standing, Appeals, Awards); monitors and maintains benchmarking data on admissions statistics, enrolment, program completion; administers grade collection process; administers scholarships and awards |
|--------------------------------|--------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|
| Graduate Program Assistant | Star Yu  
Graduate Program Assistant | 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 |
| NP Program Assistant | Terry Yuen  
NP Program Assistant | 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 |
| Undergraduate Program Assistant | Marisa Covello  
Undergraduate Program Assistant | Time tabling, guest speakers, general communication to students, coordination of meetings etc.; course outlines; undergraduate student assignments; program/course review; admin support to the UG Program Committee; supports the undergraduate course instructors; event organization; mailings; admin support in recruitment of clinical instructors, lab instructors; issues class list; provides contact info of course registrants for faculty use. |
| IT SUPPORT OFFICE | Barry St Denis  
Administrative Information and Communication Technologist | Responsible for administrative IT support (hardware and software); file conversion; database management and managing accounts; collecting and reporting on data; a-v equipment maintenance, management, troubleshooting; advice re: IT resources, purchases; creating help documents; implementing utilities, technical improvements, virus software, etc.; back-up to Academic Information & Communication Technologist re: courseware; general IT help desk support and training. |
| | Neal MacInnes | Leads online curriculum technological advancements, |
| Academic Information & Communication Technology Supervisor | engages in consultations on course instructional designs and infrastructure, develops faculty capacity building initiatives in support of technology integration, monitors continuous improvement efforts, and supports Faculty special projects and new initiatives. He also supervises academic technology support and backs up Admin-IT. |

| TBA Academic Technology Support Analyst | Supports instructors with the appropriate use of academic technologies for all undergraduate and graduate courses. Supported technologies include Blackboard Portal, Turnitin, Echo360 video recordings, Techsmith Relay video recordings, Clickers, Blackboard Collaborate webinars, SimChart, and more. He also develops training and support materials, assists with Faculty projects and backs-up Admin IT. |

| Caroline De Angelis Information Technology Advisor & Project Manager | Responsible for IT strategy and planning; management of IT vendors (K4Y, LHP); IT policies; network design. |

| Yashar Bashiri Technology Support Analyst | First level Help Desk technical support; A/V equipment setup and management; new computer set ups (PC, laptop, MAC); Simulation Laboratory control room support; IT inventory management; IT issues triage. |

| Terry Yuen – LHP Application Support | Responsible for first level user support for LHP online education and evaluation system. |

### 3.7 Professional Expense Reimbursement Allowance (PERA)

The Professional Expense Reimbursement Allowance (PERA) is available to Faculty and Librarians who are governed by the Memorandum of Agreement between the University of Toronto and UTFA. For further details, please visit [http://www.hrandeducation.utoronto.ca/about-hr-equity/policies-guidelines-agreements/pera.htm](http://www.hrandeducation.utoronto.ca/about-hr-equity/policies-guidelines-agreements/pera.htm)
APPENDIX A: University and Faculty Policies for Inclusion in Course Outlines /Syllabi

IMPORTANT UNIVERSITY AND FACULTY POLICIES

Professional Comportment

It is an expectation that nurses demonstrate a high degree of respect towards others as a fundamental aspect of professional comportment. Nursing students in our program must understand and enact this professional standard:

- in their actions and interactions with patients and family members,
- in their communications about patient care and other issues with colleagues,
- in their conduct, manner and demeanor in the practice environment,
- and generally as a student member and representative of a professional organization.

Further discussion on this important theme of professional comportment will occur in each course through the program. For additional guidance please refer to:
The University of Toronto’s Standards of Professional Practice Behavior for all Health Professional Students (2008):
http://www.cno.org/Global/docs/prac/41034_Ethics.pdf

Guidelines for the Submission of Written Assignments*

The ability to communicate in a scholarly manner in both speaking and writing is an expectation of the baccalaureate nurse. Scholarly writing is expected and will be considered in the grading of assignments.

2. Papers should be handed in at the specified time to the Assignment Drop-box outside the reception area at 155 College St. or the digital drop box, unless otherwise directed by the course instructor. Students are advised to put (1) their student number and (2) their initials on the front page of each assignment. Please note that student numbers and initials are to be used in place of names. Normally papers are returned in class or in the online drop box, but in some cases, graded assignments can be picked up from the reception area upon presentation of your student card.
3. Assignments are also submitted through Turnitin (http://turnitin.com/) as per faculty instructions.
4. The instructor of each course will determine the due date for assignments and consider individual requests, in writing, for submission of late papers. If the request is granted, a new date and time will be determined.
   a. Negotiation of the submission of a paper after the due date because of extenuating circumstances must be discussed with the course instructor. The student must make this request in writing prior to the due date. A medical certificate is required in the case of illness.
b. Grades of papers submitted after the due date, will be lowered by 2% per day that the paper is late, weekends included, unless an alternate due date has been negotiated.

c. Assignments that are more than two weeks late without prior agreement for extension of the due date, will not be accepted by the teacher. The student is required to petition the Committee on Standing within a month of the due date of the assignment, and the petition must be supported with evidence of illness or personal circumstances that interfered with the student’s ability to complete the assignment on time.

d. Grades of papers submitted after the due date where no alternative due date has been granted, or papers submitted after the renegotiated due date, will normally be lowered by 2% for each day that the paper is late, weekends included. Late penalties applied to assignments will be calculated in final grades, even if this results in course failure.

As academic integrity is integral to our work, please access the following information sheet produced by the Writing Centre (University of Toronto) on How Not to Plagiarize: http://www.writing.utoronto.ca/advice/using-sources/how-not-to-plagiarize

* These guidelines will apply for all assignments written in the undergraduate nursing program. (Revised April, 2014)

Academic Integrity

Academic integrity is essential to the pursuit of learning and scholarship in a university, and to ensuring that a degree from the University of Toronto is a strong signal of each student’s individual academic achievement. As a result, the University treats cases of cheating and plagiarism very seriously. The University of Toronto’s Code of Behaviour on Academic Matters (http://www.governingcouncil.lamp4.utoronto.ca/wp-content/uploads/2016/07/p0701-coboam-2015-2016pol.pdf) outlines the behaviours that constitute academic dishonesty and the processes for addressing academic offences. Potential offences include, but are not limited to:

In papers and assignments:

1. Using someone else’s ideas or words without appropriate acknowledgement.
2. Submitting your own work in more than one course without the permission of the instructor.
3. Making up sources or facts.
4. Obtaining or providing unauthorized assistance on any assignment.

On tests and exams:

1. Using or possessing unauthorized aids.
2. Looking at someone else’s answers during an exam or test.
3. Misrepresenting your identity.

In academic work:
1. Falsifying institutional documents or grades.
2. Falsifying or altering any documentation required by the University, including (but not limited to) doctor’s notes.

All suspected cases of academic dishonesty will be investigated following procedures outlined in the *Code of Behaviour on Academic Matters*. If you have questions or concerns about what constitutes appropriate academic behaviour or appropriate research and citation methods, you are expected to seek out additional information on academic integrity from your instructor or from other institutional resources. See [http://sites.utoronto.ca/academicintegrity/resourcesforstudents.html](http://sites.utoronto.ca/academicintegrity/resourcesforstudents.html)

**Turnitin**

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.

**Accommodations**

The University provides academic accommodations for students with disabilities in accordance with the terms of the Ontario Human Rights Code. This occurs through a collaborative process that acknowledges a collective obligation to develop an accessible learning environment that both meets the needs of students and preserves the essential academic requirements of the University's courses and programs.

For more information on services and resources available to instructors and students, please contact Tanya Lewis, Director, Academic Success Centre and Accessibility Services at 416-978-6786 tanya.lewis@utoronto.ca.

**Library Resources**

University of Toronto Libraries provides access to a vast collection of online and print resources to faculty, staff, and students. Research help is available by phone, e-mail, chat, and in-person. (See Library website for more details.)

For more information on services and resources available, visit the Gerstein library website. [http://gerstein.library.utoronto.ca/](http://gerstein.library.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:
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.

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.

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.
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 2016-2017
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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<table>
<thead>
<tr>
<th>Instructor's Name</th>
<th>Teaching Assistant's Name</th>
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<tr>
<th>Number of hours of TA employment</th>
<th>Is this the TA's first appointment?</th>
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**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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Appendix D

Lawrence S. Bloomberg Faculty of Nursing

Examination Rules, Policies & Protocol 2016

A. Rules for the Conduct of Examinations

(Adapted from http://www.artsci.utoronto.ca/current/exams/rules)

No person will be allowed in an examination room during an examination except the candidates concerned and those supervising the examination.

1. Candidates must appear at the examination room at least twenty minutes before the commencement of the examination.
2. Candidates shall bring identification document (signed with photo) and place it in a conspicuous place on their desks. Identification includes any of the following: current University of Toronto Student Card (T-Card); passport (any country); driver’s license (any country); Canadian health card (any province or territory).
3. Candidates shall place their watch or timepiece on their desks.
4. All notes, books, pencil cases, cell phones, laptops, other unauthorized aids, and purses shall be stored inside candidate’s knapsack or large bag. The bag shall be closed securely and placed at the front, back, or side of the examination room. Candidates are not allowed to have a pencil case on their desk and any pencil cases found on desks shall be searched. All watches and timepieces on desks will be checked. If candidate has brought a bag (paper, transparent plastic or non-transparent plastic), the following items may be stored inside it under the candidate’s chair: cell phone, wallet, laptop and any small electronic devices such as calculator.
5. The faculty lead for the course has authority to assign seats to candidates.
6. Candidates shall not communicate with one another in any manner whatsoever during the examination. Candidates may not leave the examination room unescorted for any reason, and this includes using the washroom.
7. No materials or electronic devices shall be brought into the examination room or used at an examination except those authorized by the faculty lead for the course. Unauthorized materials include, but are not limited to: books, class notes, or aid sheets. Unauthorized electronic devices include, but are not limited to: cell phones, laptops, calculators, MP3 players, pagers, electronic dictionaries, compact disc players, smart watches, or other wearables.
8. Candidates who bring any unauthorized materials or electronic devices into an examination room or who assist or obtain assistance from other candidates or from any unauthorized source are liable to penalties under the Code of Behaviour on Academic Matters. That includes the loss of academic credit and expulsion.
9. In general, candidates shall not be permitted to enter an examination room later than 15 - 30 minutes after the commencement of an examination. Candidates will
not be permitted to leave the examination room for the first 30 minutes after the commencement of an examination, except under supervision.

10. Candidates shall remain seated at their desks during the final ten minutes of each examination.

11. At the conclusion of an examination, all writing shall cease. The Chief Presiding Officer may seize the papers of candidates who fail to observe this requirement, and a penalty may be imposed.

12. Examination booklets and other material issued for the examination shall not be removed from the examination room except by authority of the Chief Presiding Officer.

13. The protocol for open book examinations is different and students may be allowed to have books, notes and/or computers. The faculty responsible for the course will notify students ahead of time and supervise accordingly.

B. Exam Materials Needed for Most Nursing Exams

1. Scantrons for multiple choice exams need to be ordered at least 2-3 days ahead of exam from undergraduate program assistant.

2. Scanning Master Key Form and Scanning Service Order Form are available upon request from U/G program assistant or via this link http://dc.med.utoronto.ca/service-request-forms under “Scanning Service Requests”

3. Master Key shall be filled out in pencil

4. Scanning service order form (see template p. 7), scantrons to be marked, and master key are to be delivered in an envelope to Discovery Commons (3rd floor Rm 3172 Medical Science Building. See p. 5 of this document for directions).

5. Examination booklets (for longer essay questions) need to be ordered ahead of time from the faculty receptionist.

6. Box or a suitcase for carrying exams is available from the faculty receptionist.

7. Individual Examination Candidate Forms for attendance (sample on p. 5) need to be ordered at least 2-3 days ahead of exam from the undergraduate program assistant. See FIPPA rules related to taking attendance on p. 4 of this document.

8. Arrange invigilators ahead of time. For classes of over 150 students, 3 invigilators work best as students must be accompanied to the bathroom.

9. Room Bookings
   a. Ensure room is suitable for number of students writing. If they are writing essay questions or a 3-hour exam, they need desk space to write.
   b. Check if there is a class prior to or following the exam so you can plan accordingly. Consider booking an extra hour for the exam to give you some flexibility.
   c. Re-confirm room booking prior to day of exam. Bring your room booking confirmation or check booking at this link http://osm.utoronto.ca/index.html

10. Bring Master Copy of the exam and answer key for reference if students have questions.
C. **Proctoring a Nursing Exam**

If any of your students are registered with Accessibility Services for an exam accommodation, then a copy of the exam needs to be dropped off ahead of examination date to Test Services at the Exam Centre, 3rd floor (McCaul St) - either in person or via campus mail. It is the responsibility of the student and Test Services to notify instructors ahead of time, usually via email.

Send a Blackboard announcement to the student group prior to the exam. The announcement should include:
- Location and room number of examination.
- Exact start time.
- Reminder regarding what to bring, such as a pencil, pen, and valid identification.

Examination room setup:
Exam booklets, scantrons, and examination candidate forms for attendance are to be placed on desks prior to commencement of an exam. Prepared desks should reflect number of students registered to write the exam. Bring extra copies of the exam, but keep them separate from the ones placed on the desks. Start room preparation at least 30 minutes in advance for a class of over 150 students.

When examination room is ready, allow students into the room and instruct them to leave all bags, devices, notes and extra clothing at front of room. Familiarize yourself with what items are allowed during examination in section A of this document. Prior to commencing examination, explain conduct to students (see section A). Once students are seated, start examination, write the start time on a board. Update the time on the board hourly. Announce when they have 10 minutes left and when they have 5 minutes left.

Approximately 10-15 minutes into the examination, collect the Examination Candidate Forms and check identification. Walk around the examination room during the exam especially with big classes. One teacher can remain sitting and watching at the front while the others walk up and down the aisles and position themselves at back or to the sides. Make eye contact with students as you walk around the room and be attuned to student gestures. Students needing to use the washroom during an exam are accompanied by a faculty member.

At the conclusion of the examination, count exams and scantrons to make sure everything tallies. It is important to account for any unused exams because exam questions are often used in future exams.

It is good practice to number exam booklets and scantrons as they are collected – i.e. assign a number to each individual student and write the corresponding number on both exam booklet(s) and scantron.
D. Process for Writing Exams Out of Sequence

In an exceptional circumstance, e.g. death in family or medical illness, a student may be allowed to write an exam out of sequence. In case of an illness, the student needs a note from a primary care provider and needs to fill out the following form: http://www.illnessverification.utoronto.ca/getattachment/index/Verification-of-Illness-or-Injury-form-Jan-22-2013.pdf.aspx. The student needs to contact the instructor as soon as possible prior to the exam. An alternate date needs to be set as close to the date of the original exam as possible. It is best to group multiple out of sequence writes at the same time, and instructors in the same semester of the program should collaborate and agree upon a common date for out of sequence writes prior to final exams. Invigilation can be shared among the instructors should they have a group of students writing at the same time. Students writing in groups must have an invigilator present in the room for the entire examination. Individual students must sign a Declaration of Confidentiality for Students Sitting Tests/Examinations at Other Than the Regular Specified Time (see page 8). Students in NUR 371/372/373 and NUR 360 all sign an Affidavit of Silence (see p. 9) during their examinations as similar examinations are used across rotations.

E. Freedom of Information and Protection of Privacy Act (FIPPA)

http://www.provost.utoronto.ca/Assets/Provost+Digital+Assets/Provost/Provost+Digital+Assets/Provost/fippa.pdf

FIPPA: Q and As for Instructors
http://www.provost.utoronto.ca/Assets/Provost+Digital+Assets/Provost/Provost+Digital+Assets/Provost/fippa+Q$!26A+for+Faculty.pdf

“Where written proof of attendance at final exams is necessary, students should provide it so that their personal information (i.e. their presence or absence) is not easily known or captured by others. Do not circulate an attendance list that allows students to learn each other’s personal information such as full name, full student number or their presence/absence.

A good practice is to use individual attendance forms or signature cards which are given to each student, and which ask for the date, their full name, full student number, course number and session, instructor’s name, and their signature. Such a form is completed at the beginning of the exam, and placed beside (or face down on top of) their student photo ID card on the examination desk. Invigilators should walk around the room to verify student photo ID cards on a student-by-student basis, noting the attendance on a sheet of names and numbers. Students should sign their individual attendance form in the presence of the invigilator as the forms are collected. Keep attendance forms for each exam in a secure place for at least one year and then destroy, along with the exams.”
F. Final Exam Review
A student may only view final examinations after ROSI marks are released. Students must formally request a review through the Registrar in the Office of Student Affairs (OSA). Course instructors are contacted by the registrar when a request is made. The instructor hands the following to the registrar: the student’s exam booklet, scantron, and a copy of the exam answer key. A person from OSA sits with the student during the review session. If the student has questions, the student makes an appointment to speak to the individual instructor. Students in the 7 week courses (NUR 371, 372 & 373) or NUR 360 cannot view their exams till the last group of students has completed examination. See p. 11 for Policy on Final Exam Viewing Process for BScN Students. The process for the midterm test is less formal. Instructors can let students review their midterm exams under their supervision or under TA supervision.

G. Storage of Old Exams
Exams and candidate forms are stored in secure storage at the Faculty for one year. The candidate forms are stored with the exams as a record of attendance. Arrange for secure storage for completed exams with the faculty receptionist. For storage, place all files in a banker’s box, write course code, your name, and date when the exams can be shredded.

H. Examination Candidate Form for Attendance – Example

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University of Toronto
Examination Candidate Form

- Complete this form at the beginning of the exam
- Place this form beside student card on desk
- Sign this form at time of collection

Date

Name ____________________________

Surname ____________________________

Given Names ____________________________

Course NUR 350Y INTRODUCTION TO NURSING PRACTICE
Course Name and Number - e.g., BIO 110Y

Student’s Signature
(sign only at time form is collected)

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I. Discovery Commons

Bring scantrons, scanning order form and master key to Discovery Commons (NW corner of Med Sci Building – 3rd floor Rm 3172). See map below. Our undergraduate program assistant can also drop them off or pick up the results for you.

More Information About Discovery Commons Scanning Service (formerly Test Scoring)

Discovery Commons provides optical scan forms and electronic marking for multiple choice exams, tests and course/lecture evaluations using the Remark scanning software. A standard template bubble sheet forms is available in electronic format. [http://dc.med.utoronto.ca/service-request-forms](http://dc.med.utoronto.ca/service-request-forms) Custom versions can be designed and tested with sufficient lead time.

Test results are available in hard copy and must be picked up at Discovery Commons. Instructors can also request to receive the digital files which are stored using Sharefile for the period of one month only. The files are emailed to you. Please save them to your computer as they are not retrievable after 1 mth. USB/memory sticks are no longer accepted.

Contact Person: Alex Fernandes|Test Scoring Clerk
Discovery Commons, Faculty of Medicine -Room 3172
Tel: 416-978-8586

J. Scanning Service Order Form Template

Billing contact for this form is faculty business manager.
Form can be customized for subtests if needed. See example above.
K. Declaration of Confidentiality Form (for students writing exams out of sequence)

DECLARATION OF CONFIDENTIALITY FOR STUDENTS SITTING TESTS/EXAMINATIONS AT OTHER THAN THE REGULAR SPECIFIED TIME

I, ____________________________, having been granted permission to write (Print Name)

a term test/examination in __________________________ at other than the (Course designation)

regular specified time, hereby certify that I will not or have not received any indication of its content from any source whatsoever, and will reveal nothing of its content to anyone should the time scheduled be prior to the regularly scheduled test/examination time.

I understand that failure to uphold my promise is an academic offence and is subject to penalty under the University of Toronto Code of Behaviour on Academic Matters [Section B i, l(b)].

Name: __________________________ Signature: __________________________
Student #: __________________________ Witness: __________________________
Date: __________________________

Rev 2016
L. Affidavit of Silence Form (for all students in NUR360/371/372/373)

AFFIDAVIT OF SILENCE

I, ____________________________, promise that I will not seek, receive, or divulge (name of student)
any information pertaining to the contents of the term test/final examination in _____________________________. (course name/code)

If it is found that I knowingly contravened this agreement, I will fully accept any and all consequences, resulting from my actions, as deemed appropriate by the Lawrence S. Bloomberg Faculty of Nursing.

Signatures:

_________________________  ____________________________
Student Name                Witness

_________________________  ____________________________
Date                      Date
M. Policy on Final Examination Viewing for BScN Students

Within one month of the issue of final grade results, students can request to review their final examination papers. Examination papers may not be removed from the Faculty. Arrangements must be made with the Office of Student Services through the Registrar.

For clinical courses with repeating rotations (NUR360Y, NUR371Y, NUR372Y, NUR373Y), students will not be allowed to view the examinations until grades have been released for all of the rotations (two rotations in NUR360 and three rotations in NUR371/372/373). However, the request for the viewing must be submitted within one month of the release of grade.

Request for Examination Viewing Process

- Students must request to view a final exam through an email to the Faculty Registrar within one month of the release of the final course grade on ACORN/ROSI (Students are informed by the Faculty Registrar by email when their grades are posted at the end of each session/rotation).
- Faculty Registrar requests a copy of the student’s exam and answer key from the course instructor.
- Undergraduate program assistant informs the student when the exam is ready for viewing and books an appointment with the student.

Examination Viewing Process

- Students viewing examinations may not be accompanied by anyone else.
- Students are not permitted to take any belongings, including writing implements and cellphones, to the exam viewing room.
- Only calculators provided by the Office of the Faculty Registrar may be used by students to add totals within the examinations. (There will be a calculator in the viewing room when the student arrives).
- No exams or answer keys are to be removed from the exam viewing room by students.
- A student will be allowed 30 minutes to review one exam.

Examination Re-Grading Process

If a student wishes to have the final examination re-graded, a petition should be submitted to the Office of Student Services outlining the student's reasons in detail. The request should be received within one week of viewing the examination. A fee of $36 will be charged. The fee will be refunded if the grade changes as a result of re-grading.

(March 28, 2016)