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Greetings from the Dean

I am delighted to bring my greetings to the FRAN teaching faculty for the 2016/17 academic year. Since my arrival in February of this year to Guelph and to the role of Dean of the College of Social and Applied Human Sciences, it has been a real pleasure to get to know people in FRAN. The department is a natural fit for me, as my academic and professional career has always been in the area of applied nutrition, often within a unit with a very similar history and composition to FRAN. I feel very much at home here!

Having taught in the applied nutrition program at the University of British Columbia for 25 years, I can relate to the feelings of excitement and anxiety that many of you are likely feeling as September approaches, in anticipation of meeting new groups of students and facing the challenge of finding ways to facilitate their learning. One of the aspects of the University of Guelph that attracted me was its emphasis on learner-centred education, including promotion of innovative pedagogies, experiential learning, and new technologies – all areas where I put much of my energy throughout my years of teaching. The importance of these areas to the University of Guelph is reinforced in the new Strategic Framework, where “Inspiring Learning and Inquiry” is one of five themes that will guide the university’s path forward over the coming years. The guiding principles that have been articulated for that theme include supporting the education and well-being of the whole person, meeting learners’ changing needs using evidence-based practices and new technologies, and advancing experiential learning, engaged scholarship and learning outcomes. I invite you to keep these areas in mind as you prepare for your teaching this year, and hope you will enjoy exploring ways to inspire your students’ learning as much as I have in my teaching.

Best wishes for a successful year.

Gwen Chapman, Dean
College of Social and Applied Human Sciences
A “Thank You” from the Chair

Thanks for the important contribution you are making to the life of the Department by helping create a great learning environment for our students. We have a proud history of being applied and student-centred in all our programs. I encourage you to be an active member of our strong community. There are numerous opportunities to develop professionally and personally.

This handbook has been designed to answer some of the questions you might have during your time as a faculty member or sessional instructor in the Department. It is an adjunct to other resources and materials related to your teaching position at the University, including:

- The Undergraduate Calendar (Guelph)
- Centre for Open Learning and Educational Services

The information that follows is divided into general sections based on University, College and Department procedures. When in doubt about how best to proceed, check the Departmental Contacts and consult with the staff person listed as the first contact. We hope you find this handbook useful as an orientation to your role in our department. I encourage you to become familiar with the information provided.

Please direct any suggestions you have for expanding the information in this book to me as we want it to be “user friendly” and to cover as many situations as possible, bearing in mind its informal nature and the fact that most of the information appears in other sources.

I am also happy to meet with you to answer any questions/concerns you may have, and to provide an opportunity to share with me your experiences teaching within the Department.

Sincerely,

Paula Brauer, PhD, RD, FDC
Interim Chair
Family Relations and Applied Nutrition
http://www.uoguelph.ca/family
pbrauer@uoguelph.ca
# Key Departmental Contacts

<table>
<thead>
<tr>
<th>Function</th>
<th>Person</th>
<th>Contact Information</th>
</tr>
</thead>
</table>
| The Chair and his/her Administrative Assistant manage the hiring, human resources, payroll and personnel functions within the Department. Manages all student concerns, incidents of academic misconduct. | **Paula Brauer**  
Interim Chair  
X 56326  
pbrauer@uoguelph.ca |
| Point person for general inquires and admin. support to sessional instructors. Human Resources (Payroll, etc.) Central Logins, List Servs and Class lists. Final Grade Submissions and Procedures. Procedure re Academic Misconduct. | **Cathy Walsh**  
Administrative Assistant  
MINS 245  
X 56321  
franddept@uoguelph.ca |
Department Clerk  
MINS 251  
X 53519  
liebregt@uoguelph.ca |
| Academic Questions (if not clear in Undergraduate Calendar). Course scheduling and teaching assignments. Recruitment and monitoring of GTA work assignments. **CUPE 3913 Collective Agreements**; also see Appendix A: Being a Sessional Instructor in FRAN – Cupe 3913 Unit #2. Course waivers (graduate & undergraduate). Final exam arrangements (including invigilators). Distance education and Courselink support. | **Sharon Helder**  
Academic Admin. Assistant  
MINS 247  
X 53582  
franwork@uoguelph.ca |
| First point of contact for all graduate matters/students. Booking MACS 331, MINS 123 and MINS125 for graduate related activities. Collects graduate course outlines. | **Jennifer Cosentino**  
Graduate Program Assistant  
MINS 249  
X 53968  
frangs@uoguelph.ca |
| BASc Program Counsellor  
Refers students when accommodations for semester work based on medical, psychological &/or compassionate reasons are required. | **Linda Zehr**  
BASc Program Counselor  
MINS 253  
X 53280  
bascprog@uoguelph.ca |
| First point of contact for undergraduate matters/students. Manages deferred exams. | **Lina Fracasso**  
BASc Program Secretary  
MINS 253  
X 58964  
bascprog@uoguelph.ca |
# Other Departmental Contacts

## Faculty Advisors & Coop

<table>
<thead>
<tr>
<th>Name</th>
<th>Department</th>
<th>Email</th>
<th>Extension</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alexia Prescod</td>
<td>Applied Human Nutrition Faculty Advisor</td>
<td><a href="mailto:aprescod@uoguelph.ca">aprescod@uoguelph.ca</a></td>
<td>52611</td>
</tr>
<tr>
<td>Tricia van Rhijn</td>
<td>Child, Youth &amp; Family Faculty Advisor</td>
<td><a href="mailto:tvanrhij@uoguelph.ca">tvanrhij@uoguelph.ca</a></td>
<td>52412</td>
</tr>
<tr>
<td>Kim Wilson</td>
<td>Adult Development Faculty Advisor</td>
<td><a href="mailto:Kwilso01@uoguelph.ca">Kwilso01@uoguelph.ca</a></td>
<td>53003</td>
</tr>
</tbody>
</table>

## Curriculum Coordinators

<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
<th>Email</th>
<th>Extension</th>
</tr>
</thead>
<tbody>
<tr>
<td>John Beaton</td>
<td>Interim CFT Program Director</td>
<td><a href="mailto:beaton@uoguelph.ca">beaton@uoguelph.ca</a></td>
<td>56256</td>
</tr>
<tr>
<td>Andrea Breen</td>
<td>FRHD Curriculum Chair</td>
<td><a href="mailto:abreen@uoguelph.ca">abreen@uoguelph.ca</a></td>
<td>53967</td>
</tr>
<tr>
<td>Andrea Buchholz</td>
<td>AHN Curriculum Chair</td>
<td><a href="mailto:abuchhol@uoguelph.ca">abuchhol@uoguelph.ca</a></td>
<td>52347</td>
</tr>
<tr>
<td>Scott Maitland</td>
<td>Graduate Coordinator</td>
<td><a href="mailto:smaitlan@uoguelph.ca">smaitlan@uoguelph.ca</a></td>
<td>56516</td>
</tr>
</tbody>
</table>

## Administrative Team

<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
<th>Email</th>
<th>Extension</th>
</tr>
</thead>
<tbody>
<tr>
<td>Heather Bogart</td>
<td>IT Support Technician</td>
<td><a href="mailto:csahshelp@uoguelph.ca">csahshelp@uoguelph.ca</a></td>
<td>58780</td>
</tr>
<tr>
<td>Kara McFarlane</td>
<td>CFTC Client Services Coordinator</td>
<td><a href="mailto:cftc@uoguelph.ca">cftc@uoguelph.ca</a></td>
<td>56335</td>
</tr>
<tr>
<td>Jennifer Pepper</td>
<td>BASc Practicum Coordinator</td>
<td><a href="mailto:bascprac@uoguelph.ca">bascprac@uoguelph.ca</a></td>
<td>53970</td>
</tr>
<tr>
<td>Kevin Van Der Zwet Stafford</td>
<td>CFT Director of Clinical Training</td>
<td><a href="mailto:Kevin.stafford@uoguelph.ca">Kevin.stafford@uoguelph.ca</a></td>
<td>53423</td>
</tr>
</tbody>
</table>

## Key CSAHS Dean's Office Contacts

<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
<th>Email</th>
<th>Extension</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gwen Chapman</td>
<td>Dean</td>
<td><a href="mailto:csahsdean@uoguelph.ca">csahsdean@uoguelph.ca</a></td>
<td>52400</td>
</tr>
<tr>
<td>Byron Sheldrick</td>
<td>Associate Dean Academic</td>
<td><a href="mailto:csahsada@uoguelph.ca">csahsada@uoguelph.ca</a></td>
<td>54485</td>
</tr>
<tr>
<td>Cathie Hosker</td>
<td>Assistant to the Dean</td>
<td><a href="mailto:chosker@uoguelph.ca">chosker@uoguelph.ca</a></td>
<td>56764</td>
</tr>
</tbody>
</table>
# Overview of Semester Teaching Activities

<table>
<thead>
<tr>
<th>Issue</th>
<th>Contact</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>HR Items - Offer of Appointment and Employee ID:</strong> Sign one copy of your Offer of Appointment letter and return it as soon as possible. Once you are activated on payroll, you will be assigned a 9-digit employee ID number and contacted by Human Resources. You will be provided with a central login and password with which you can access the Pay and Pension Link through the HR Website.</td>
<td>Administrative Assistant</td>
</tr>
<tr>
<td><strong>Payroll Documentation:</strong> Complete and return your payroll documentation and <em>Direct Deposit</em> form.</td>
<td></td>
</tr>
<tr>
<td><strong>Computer Access &amp; E-mail Accounts:</strong> You will be assigned a central login account to all University of Guelph resources. The department will submit the request to set you up. You will be added to our Sessional email Listserv. Your University of Guelph e-mail address should be used for all official University business, including communicating with students and administrative staff.</td>
<td>Administrative Assistant</td>
</tr>
<tr>
<td><strong>Course Outlines.</strong> Contact the relevant faculty member or previous instructor, relevant sections of this handbook, and Undergraduate Calendar.</td>
<td></td>
</tr>
<tr>
<td><strong>Submission of Grades - Guidelines for grade submission are strictly monitored and enforced.</strong> See section on <a href="#">Academic Consideration</a> for more information on managing students who do not complete a course.</td>
<td></td>
</tr>
<tr>
<td><strong>Annual Performance Evaluation</strong>&lt;br&gt;Any instructor who has taught in the past year is to submit a yearly performance report, by September 15th, which will be reviewed by the department Tenure and Promotion committee.</td>
<td></td>
</tr>
<tr>
<td><strong>Office space, keys, telephone, mailbox, supplies:</strong> You will be assigned shared office space. Please post your office hours outside your door. You will be assigned a shared department mailbox.</td>
<td>Department Clerk</td>
</tr>
<tr>
<td><strong>Text Books &amp; Course Packs.</strong> Submit all Textbook and Course Pack orders as early as possible. Note that it takes approximately 6-8 weeks for delivery.</td>
<td></td>
</tr>
<tr>
<td><strong>Course Evaluations.</strong> Students are given the opportunity to evaluate their courses during the last two weeks of classes. Prior to this, faculty are sent the material required to conduct such an evaluation.</td>
<td></td>
</tr>
<tr>
<td>Issue</td>
<td>Contact</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>----------------------------------------------</td>
</tr>
<tr>
<td><strong>Classroom technology, library reserve readings, use of COURSELINK</strong> (D2L) (Desire to Learn)**</td>
<td>Each service is managed by different groups on campus – consult other sections of this Handbook; class lists</td>
</tr>
<tr>
<td><strong>Academic Regulations and Procedures.</strong></td>
<td>Consult relevant sections of this handbook, and Undergraduate Calendar. Also see Semester Schedule</td>
</tr>
<tr>
<td>Course Information can be found at Webadvisor</td>
<td></td>
</tr>
<tr>
<td><strong>Supervision of Graduate Teaching Assistants (GTAs).</strong></td>
<td>Need to complete Assignment of Work Agreement and supervise according to GTA Collective Agreement, Unit 1.</td>
</tr>
<tr>
<td>Course Waivers.</td>
<td>At the beginning of any Course ADD period or semester, you may receive requests from students who are not eligible to enroll in your course. All such requests are dealt with centrally in FRAN. Please direct students to the Academic Administrative Assistant (<a href="mailto:franwork@uoguelph.ca">franwork@uoguelph.ca</a>) or to the Course Waivers section of the FRAN website.</td>
</tr>
<tr>
<td><strong>CUPE Collective Agreement, Unit 2:</strong></td>
<td>Please review. Copies of the collective agreement can be found at the CUPE 3913 website. Also see Appendix A: Being a Sessional Instructor in FRAN.</td>
</tr>
<tr>
<td><strong>Administrative Support.</strong></td>
<td>Sessional instructors will require support in obtaining class lists, preparing &amp; submitting ‘bubble sheets’, etc. The Administrative Assistant is the point person for all sessional administrative support. Please consult the CCS Online Test Scoring System</td>
</tr>
<tr>
<td><strong>In-class Peer Teaching Appraisal/Observation and Student Concerns.</strong></td>
<td>Student concerns about the course that have been communicated to the Chair, will be discussed with the instructor, in accordance with due process as outlined in the Collective Agreement. All course outlines must identify for students the process for reporting concerns to the Department Chair.</td>
</tr>
<tr>
<td>Issue</td>
<td>Contact</td>
</tr>
<tr>
<td>------------------------------------------------------</td>
<td>------------------------------</td>
</tr>
<tr>
<td><strong>Inclement weather/Cancelling a class.</strong> Any notification of University closures in inclement weather will be posted on <a href="#">the University website</a>. On occasion it may be necessary to cancel a class. The Department Chair must be notified of this and a staff person can arrange for notices to be placed in classrooms. You must notify students, preferably via the email and announcement features on <a href="#">COURSELINK</a> (D2L).</td>
<td>Academic Administrative Assistant</td>
</tr>
<tr>
<td><strong>Final Exams.</strong> Information for Invigilating Final Exams and for <a href="#">exams held in the Athletic Centre</a> are provided in Appendices.</td>
<td></td>
</tr>
</tbody>
</table>
Department Administrative Procedures

At the Start

Offers of Appointments
The Administrative Assistant will require the following information to complete the paperwork for Human Resources: a current CV, complete with Social Insurance Number, Date of Birth, Hiring Form and Direct Bank Deposit form. Information should be submitted together with the signed letter of acceptance. Human Resources will contact the instructor with regard to the benefits associated with the contract.

Central Logins and E-mail
Upon your hire, the Administrative Assistant will arrange a central login account to provide you with a University of Guelph Gryph Mail e-mail account that will be used for all University and department correspondence. This must be the email used for correspondence with students.

Identification Cards
You will be issued your I.D. within 2 weeks after the start of your employment/contract. This card can be used for a variety of things, including Library privileges, Athletic Centre and Faculty Club privileges. Please note that should you want to join the Athletic Centre or use the University Club, a fee is charged. Human Resources will contact the instructor regarding an I.D. photograph.

Library Card Validation
Once you have received your identification card, you may take this card to the Circulation Desk at the Library. The card will be validated by the Library. Library staff will provide you with information regarding the facilities and borrowing privileges.

Mailbox and Keys
You will have to sign a key card in advance of receiving keys. It takes about a week to have the keys made up. At the end of your employment you must return all your keys to the Department Clerk and sign off the key card. You will be required to pay a $40.00 key deposit which will be refunded to you once you have turned in your keys. Mailboxes are located outside MINS 247. You will often have to share a mailbox and should make sure you are only taking away your own mail.

Parking Passes
Parking permits are available for purchase online at Parking Services.

Any vehicle not parked at a meter must have a parking pass or is at risk of a ticket issued by Campus Police &/or towing.
In-Course Information

Classroom Changes
Rooms on campus are centrally managed and it is difficult to change a room, except in exceptional circumstances, such as the presence of a disabled person in the class. In such cases, the Scheduling Department will notify the Academic Administrative Assistant, who will inform the relevant instructor(s).

Check with the Academic Administrative Assistant should you wish to request a change for pedagogical reasons.

Please note that there is a 10 minute changeover time rule re: the end of one class and beginning of another. This is so that there is time for the next class to prepare. This applies to all classes. Note that the dinner hour booking time is 1730 to 1900 and that classes are generally not scheduled at this time.

Classroom Bookings
For non-regularly scheduled classes, meetings, academic conferences, tests, etc. classroom bookings may be made through the Scheduling Reservations Clerk by University of Guelph faculty, staff and students. Send requests by email to:
Classroom Reservations - osrooms@uoguelph.ca

In addition, MACS Room 331 is a department controlled room and can be booked if there is a need for a meeting room or classroom. It is booked through the Graduate Program Assistant for all graduate related activities and through the Department Clerk for other department related activities. A projector is available in MACS 331. This room does not require an access code.

Calls – Long Distance
Any long distance calls relating directly to teaching responsibilities are paid for by the Department. The Department expects reimbursement for personal long distance calls and cheques or cash should be submitted to the Department Clerk, who will send out monthly phone statements. You can also use your own calling card.

Calls – Conference
Our phones allow conference calls of up to 8 people, and shows on your normal phone bill.
Instructions on Setting up Conference Calls

Course Materials
Photocopying/ duplicating, examination materials, etc. may be channeled through the Department Clerk. Please send requests to deptcopy@uoguelph.ca

Final copies of course outlines, midterms and final exams will require a minimum of one week to be sent for duplication.
Departmental AV Equipment
Laptops and LCD projectors can be borrowed from the department on a sign-out basis from the Department Clerk for use in rooms where equipment has not been permanently installed.

Duplicating
The departmental photocopier is located in MINS 229 (contact staff in MINS 251, 249, or 245 if you have difficulties). Scanning to email is available at no cost. See the Department Clerk for the relevant code.

All copying requests, including course outlines and exams should be sent to deptcopy@uoguelph.ca. The Department Clerk will arrange for printing and notify you, via a notice in your mailbox, when your materials are ready.

Please note that department adheres strictly to the Copyright Guidelines. This will preclude making multiple copies of any portion of a work. Copyright Guidelines are also posted in the photocopy room. Further details of the University’s policies on course readings and materials can be found on the Library website.

NOTE: Final copies of midterms, finals, and course outlines will require a minimum of one week to be sent to central duplicating.

Honoraria for Guest Speakers
Modest honoraria may be offered to guest lecturers on occasion. This and other special requests need to be approved by the Chair in advance.

Listserv and E-mail Groups
The department maintains a number of listservs and email groups:

<table>
<thead>
<tr>
<th>Listserv/Group</th>
<th>Managed By:</th>
</tr>
</thead>
<tbody>
<tr>
<td>FRAN Faculty</td>
<td>Admin Assist</td>
</tr>
<tr>
<td>Sessional Group</td>
<td>Academic Admin</td>
</tr>
<tr>
<td>Grad Students</td>
<td>Grad Program Assistant</td>
</tr>
<tr>
<td>Undergrad:ADFW,AHN CYF</td>
<td>BASc Secretary</td>
</tr>
</tbody>
</table>

Parking for Guest Speakers
If needed, parking for guest lecturers (parking kiosk by War Memorial Hall) can be arranged by the Department Clerk.
**Shredding**
As part of the University's document retention and disposal policy, all materials submitted for shredding must follow the procedure below:

1. Please do not hand in shredding if it cannot be shredded immediately. We do not have the space to store materials and also this will eliminate the possibility of accidentally shredding materials. Please refer to the guidelines below on how long materials need to be kept before they can be shredded (i.e. final exams, midterms and course materials need to be kept for one semester).
2. All materials handed in for shredding must be in either an envelope or box. Loose paper will not be accepted.
3. Binders, duo-tangs, etc. are not acceptable. Also make sure any metal clips are removed. Staples and paper clips are okay.
4. Two identical labels must be filled out. Place one on the envelope/box and hand in the other one for our records. Labels are available in the holder on the FAX room door.

If you have any questions please feel free to contact the Department Clerk. Guelph’s shredding policy can be found at the University Secretariat website.

**Social Media**
There are increased concerns about the use of social media in the context of the university. All instructors (faculty, sessionals and GTAs) should understand that any material that would normally be considered confidential (e.g., excerpts from exams, papers or students’ personal information), or comments from which students or colleagues could be identified, should not appear on Facebook, Twitter or other social media, regardless of their individual privacy settings.

**Telephones**
Telephones are in each office and instructions for use can be accessed via CSS. By dialing zero you can access the Voice Activated Directory.
Academic Policies and Procedures

The major university and department policies and procedures that govern on-campus and distance education course development and delivery are outlined on the following pages. Academic policy is established by Senate and the academic actions of all instructors are governed by this. Only common issues have been summarized here. When in doubt about department procedures, do not guess; ask the Department support staff.

Instructors may also find it useful to consult with previous and current instructors, and the Office for Open Learning and Educational Support in developing their course. Instructors must coordinate multiple-section courses in terms of course content, evaluation procedures and final grades.

Schedule of Dates
Important dates for 2016-2017 are found in the Appendix of this Handbook and Section III of the undergraduate calendar: Schedule of Dates

The Calendars
The information published in the Undergraduate and Graduate Calendars details the rules, regulations, curricula, programs and fees for each academic year. They are the University’s contract with students.

Information in the University Calendars includes program requirements, University policies and procedures and course descriptions. Please refer to the Senate Rules and Regulations regarding the undergraduate program. Strict adherence is necessary.

Course Outlines
During the first week of the semester, instructors must provide students with course outlines that state clearly the course requirements and the methods of evaluation. This can mean either a hard copy or an electronic copy and can be either distributed in class or posted electronically (PDF). This is a contract between the instructor and the student. You must still adhere to the policies and procedures outlined in the other resolutions, including Resolution 5 (changes to method and/or timing of evaluation) and Part A of Resolution 4.

Our department has a policy on the appearance and content of course outlines. See Appendix C for a sample template of information to be included in all course outlines. In developing course objectives, please read the section on Learning Outcomes in the Undergraduate Calendar.

At the beginning of each term professors should include a short statement in their course syllabus that the university welcomes feedback on accessibility issues and instruct students on how to provide this feedback. Consult the Office of Diversity and Human Rights for more information.
A copy of each course outline must be forwarded to the Chair’s Office (frandept@uoguelph.ca) for review before the beginning of classes. The Chair will review the manner in which an instructor intends to conduct a course and to determine final grades. If the Chair disagrees with the instructor’s intention or subsequently with the implementation of the stated intentions, the Chair will discuss his/her concerns with the instructor. If agreement cannot be reached, the matter will be referred to an appropriate department committee which will advise the Chair in reaching his/her decision. The advice may include a recommendation on examination procedures. The Department posts course outlines on the department website.

Some of our faculty include an Email Etiquette policy in their course outlines. These have proven to be quite successful in reducing the amount of emails. Following are two examples which you may want to add to your course outlines:

**Example For Large Classes**

“PLEASE USE DISCRETION WHEN EMAILING. You will receive a response, within 48 hours, if your email is sent from a uoguelph email address. You will not receive a response if your email is sent from a hotmail or similar web-based account. Please do not email questions related to course content (these can be posted on CourseLink)”.

**Example For Third and Fourth Year Classes**

“Please try to keep email to a minimum. Try to direct all questions to Dr. B. during labs, lectures or appointed office hours. However, do not hesitate to contact Dr. B. if there is an emergency.

Do not use email to ask a question about course content. Content-related questions can be posted on the discussion board of COURSELINK (D2L). Do not send your written papers, outlines, or summaries by email.”

**Accessibility for Ontarians with Disabilities (AODA)**
The province has passed legislation known as the Accessibility for Ontarians with Disabilities Act (AODA) which is aimed to move Ontario to a fully accessible province for individuals with disabilities. The Act identifies yearly compliance requirements.

Sessional instructors are required to complete the Accessible Service Provision eLearning course on CourseLink and are eligible for one hour of additional paid work after completion. In addition, students can request that all documents be made accessible for reading, including course outlines, class notes and PowerPoint slides. The SAS office provides courses and online videos to guide instructors on the provision of accessible materials.

**Grading Procedures**

Undergraduate grading standards and procedures are published in the calendar Section VIII, Undergraduate Degree Regulations and Procedures.
University Grading System
Undergraduate Calendar - Grading

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
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Evaluation Techniques
The numerous policies related to evaluation reflect its importance, both to the University and to students. New instructors should consult with previous instructors if available, and the Chair of the Department for guidance on the past evaluation methods and class averages for the courses they teach.

Instructors are not to use evaluation techniques that take into account merely the number of books read, physical attendance, or other similar criteria while tabulating the final grade (i.e., no portion of a final grade is to be based on such techniques).

Instructors are not to use predetermined, arbitrary distributors in the assignment of grades in individual courses.

Instructors must use evaluation criteria which measure quality of performance and not merely activity.

Unannounced evaluations or surprise assessment may not be used for course assessment purposes or to determine grades.

Changes in Methods of Evaluation
Methods of evaluation are not to be changed after the first week of the semester without the unanimous consent of the students in attendance at a scheduled class. Notice of proposed change and of the class at which consent is to be sought must be given at a previous scheduled class. In a case where making a change is unavoidable, but unanimous consent of the students has not been obtained to a proposed change, the Instructor must receive the approval of the Chair of the Department before making the change.

In-Course Essay/Assignment Submission and Return (Paper-based)
Under the guidelines of FIPPA (Freedom of Information and Protection of Privacy Act) and department procedures, the following guidelines for submission and return of student assignments are recommended:
- **Classes under 50**: Submit and return coursework directly in class
- **Classes under 250**: Submit and return coursework under supervision at the end of the class
- **Classes over 250**: Obtain oral consent to use return bins for the duration. Invite students who object to fill out a form. These students will then be responsible for submitting their assignments by other means.

Student assignments must not be left outside of office doors without the permission of the student. **Students are not permitted to submit or pick-up assignments from the Chair’s Office or support staff.**

**Electronic Submission**
Students may submit assignments electronically if prior permission is given by the instructor. In fact, many instructors have found that marking papers electronically is not only fast, neat and efficient, but it also saves paper and students love the ability to submit right up to the deadline.

If you need assistance in setting up electronic ‘Dropboxes’ in CourseLink, please contact the Academic Administrative Assistant.

**Privacy of Student Names and ID Numbers**
If you have arranged for students to submit assignments via the bin process please make sure that their identification information is not visible, i.e. have only their name on the cover page with other pertinent information inside.

When/if posting students’ grades, post grades by ID only (not name), sorted numerically. The name and number combination must be protected.

**Timing and Return of Assignments**
Term tests, assignments, laboratory reports, etc. should be returned to, or discussed with students without undue delay, and in any case before the last day of the final examination period. As per the Undergraduate Calendar, under **Grading Procedures**, please note: “Instructors must provide meaningful and constructive feedback prior to the 40th class day.” If the material is necessary for the preparation of the final examination it must be returned or discussed as soon as possible and in any case no later than three days before the examination.

It is departmental policy that assignments should be graded and returned to students within two weeks of the submission deadline.

**Grade Review**
From time to time, students may request a grade review on a particular assignment in a course. Instructors have the authority to change student grades; however, students should be informed that upon your review, their grade may go up or down or stay the same.
Academic Consideration for Missed Exams or Assignments

Under the heading “Academic Consideration, Appeals and Petitions,” in Chapter VIII of the Undergraduate Calendar, (Undergraduate Calendar - Academic Consideration, Appeals and Petitions) you will find university policy on students’ and instructors’ responsibilities when it comes to term work missed due to medical, psychological, or compassionate reasons (e.g., missed mid-term, late essays, etc.). These are the regulations:

Students are responsible for writing to their instructors with a request for consideration for missed term work as soon as the need for consideration arises; and Instructors are responsible for determining (using the guidelines and policy available) whether or not to grant students consideration for missed work. Such consideration is the instructor’s responsibility, up to the course grade submission deadline, as outlined in the undergraduate calendar.

If the medical, psychological or compassionate circumstance is such that it could affect overall semester performance or the ability to meet the course grade submission deadline, students should be advised to see the BASc Program Counselor.

Types of consideration that may be granted by an instructor include the setting of a make-up test, re-weighting the value of course assignments, extending a deadline or allowing the resubmission of an assignment (up to the grade submission deadline for the course).

Students should consult with the Chair for advice on an appropriate course of action if the student feels that appropriate consideration has not been granted by the instructor.

Across the board, we have been asked to be reasonable and to not ask for documentation for minor illnesses for cases of missed term work. You do continue to have the right to ask for that documentation if you wish; and you do continue to have responsibility for granting academic consideration when it is warranted and requested in a timely manner (as required) by the student.

The BASc Counselling Office does not provide documentation for students (that comes from experts on medical, psychological, or compassionate grounds) nor does the BASc Counselling Office grant consideration for missed term work (that comes from the instructor if warranted). The BASc Counselling Office provides advice to students on strategies to work toward academic progress.

Final Exam Policies and Procedures
The following link provides policy on examinations at the University of Guelph: Undergraduate Calendar Exam Policies

1000 and 2000 Level Courses
Normally all courses at the 100 and 200 levels shall have final examinations and that exceptions require the approval of the Board of Undergraduate Studies. These exams are scheduled through the Registrar’s office.
3000 and 4000 level courses
At the third and fourth year levels, courses may or may not have an exam, depending on the content and style of the course. Exams may have been scheduled before your sessional appointment was made based on previous iterations of the course. If you are teaching a 300 or 400 level course for which a final examination date has been scheduled, and you determine at the beginning of the semester that you do not require a final examination, please inform the Academic Administrative Assistant so that the exam slot can be cancelled. You must also inform your students of this change.

Final Examination Schedule
The Final Examination schedule is set by The Registrar’s office and can be found through Webadvisor.

The Academic Administrative Assistant will contact individual instructors during each semester to discuss any specific requirements for exams such as alternate seating.

It is the student’s responsibility to attend final examinations. Students are advised that the Final Examination schedules are available for Fall Semester by mid-August, for Winter Semester by mid-December, and for Summer Semester by mid-April. **Students are required to consult the final examination timetable in order to avoid conflicts in examination times when adding courses.** Written approval must be obtained from the dean or director and the instructor-in-charge of the course to register in courses that have conflicting examination times.

“ACADEMIC CONSIDERATION IS NOT GIVEN TO STUDENTS WHO MISREAD PUBLISHED TIMETABLES.”

Students may ask professors directly for "informal" arrangements, such as writing on an alternate day for final examinations but not due to documented medical, psychological or compassionate grounds. These arrangements are not covered under formal University policies, and are highly discouraged. University policy and procedures should be followed.

Invigilation of Final Exams
Outlined in the **Undergraduate Calendar, Section VII.** The Office of the Registrar requires that instructors attend their final examination. If this is not possible, you must inform the Chair why you cannot attend and you must find a colleague to take your place. A faculty member must be in attendance at all examinations.

The Academic Administrative Assistant will contact all instructors during the semester to discuss any specific examination room requirements, including the use of alternate seating and the provision of tables and chairs as opposed to tablet desks.

A detailed invigilation schedule will be issued to instructors and GTAs after the 40th class day, once registration numbers and exam rooms have been finalized.
There are specific requirements for exams that take place in the University’s Athletic Centre. These regulations can be found in Appendix D

**Examinations at Student Accessibility Services**

In cases where a student has been granted an accommodation for an examination or mid-term, they may sit the exam at Student Accessibility Services (SAS). In these cases, SAS will inform the Department Clerk of the number of students concerned, and the Clerk will then inform the course instructor.

The instructor must provide hardcopies of the relevant exam to the Department Clerk by the deadline provided. Note that students taking exams at SAS may be sitting their exam at a different time/date to the rest of the class.

Once the exam has been completed, SAS will courier the exam script(s) to the department and they will be placed in the instructor’s mailbox. The Department Clerk will inform the instructor that the scripts are available. The department does not open, scan, copy or mail completed SAS exams. Instructors are required to pick up the hardcopies for marking.

Similar rules apply to any deferred exams that take places after the semester is completed.

**Submission of Final Grades**

Grades are due in the Chair’s office for processing within 7 days of the examination. If there is no final examination, final grades will be due for processing within 7 days after the last day of classes. Saturdays and Sundays are included in the count. Notification of specific deadlines will be sent to you by the Administrative Assistant. If there are extenuating circumstances and an extension is required, this needs to be approved by the Chair.

The Department requires that you prepare your final grades for electronic upload to the Registrar’s office via Courselink (D2L) and there are instructions on how to prepare the electronic file for submission on the Courselink (D2L) site.

Once you have the electronic file you need to e-mail it to the Administrative Assistant at frandep@uoguelph.ca. Once she uploads the grades, a sign-off sheet is generated and you will need to go to the Chair’s Office and sign off on the grades. At this time you will also need to hand in any Instructor Recommendation Forms for students receiving Incompletes (INC). Please make sure you are available when your grades are due for submission. Instructors must sign their grade lists in person.

If you are not using Courselink (D2L) contact the Administrative Assistant to make arrangements for submitting your final grade. You will need to be available to sign off on the paper version of the final grades.
For those that are still using WinMarks to track grades, email does not accept files with an .mdb extension, so such files cannot be emailed. Therefore, please submit your mdb files to the Administrative Assistant on a USB stick, along with a signed hard copy.

**Final grades cannot be posted.** All final grades are subject to Academic Review and are only released to the student by the Registrar’s Office after a meeting of the Academic Review Committee. If by posting a final essay mark, the students are able to ascertain their course mark, then final essay marks may not be posted either.

Instructors are required to remain accessible until the date of their contract to ensure that final grades have successfully been processed.

A student who receives an INC (Incomplete) must complete the course in the next registered semester, at the end of which it is required that the INC be replaced by a grade of INF (Incomplete: Failure). If the student is not registered in the semester in which the course is completed, any submitted grade will not be accepted and the student will receive INF as a final grade. Note that the student does not register for the incomplete course again; when a grade is received, the grade will replace the INC grade originally recorded. Requests to permit the extension of INC courses are sometimes considered for documented medical or compassionate reasons. If the reasons for the request are compelling, the requests are normally granted. (Note: all grades are submitted to Enrolment Services in the Office of Registrarial Services).

**Students who do not complete Course Requirements**

If a student does not complete the course requirements by the last day of grade submission, or if you have no record of the student, an Incomplete Coursework Form (Appendix E) must be completed. This forms the Instructor’s Recommendation to the Academic Review Committee if necessary.

If the student simply did not complete coursework or attend the exam, instructors should record the mark obtained for the course elements the student did complete on the final grade list.

If you have agreed with the student that they may submit a piece of coursework after the last day of grade submission, their grade should be recorded as INC. You will have to complete a Grade Change Form once the missing coursework has been completed.

If the student has requested Academic Consideration, then grades should be submitted as MNR (mark not recorded). The information the student provides and your recommendation assist the Academic Review Committee in determining what is required of the student (with proper documentation) to complete the course requirements. You are encouraged to discuss your recommendations with the Chair or Program Counsellor to ensure the committee has the information to make an informed decision. These forms must be filled out in full and attached to your grades when submitted for processing.
The student will submit their documentation for a Request for Academic Consideration (RAC) to the Program Counselor, who chairs the Academic Review Committee.

The Academic Review Committee ultimately makes the decision as to whether students are to be given deferred exams or conditions but your recommendations will be taken into consideration. Granting of a deferred examination or condition is only granted in specific medical/psychological and compassionate circumstances, where the student could not have anticipated and addressed other ways, such as by dropping the course before the drop date.

**Deferred Exams/Conditions**
Students given a deferred privilege to write a final exam will do so during the deferred exam period in the following semester (dates are published in Undergraduate Calendar). Students may also be granted a deferred condition for a final assignment and you will be asked to mark the assignment and submit a final grade. The Office of the Registrar will ask our Department for a copy of the final exam, the Registrar will invigilate the exam and return the paper to FRAN for grading and grade submission. You will be reimbursed for your time at the rate defined in Schedule B of the CUPE Collective Agreement.

At the end of the semester, especially if you know you are likely to have students with deferred exams or conditions, please consult with the Program Counsellor. If an examination will be required, leave a copy of your exam, or a new exam specifically for deferred exams, with the BASc Program Secretary. You may be contacted at the time the exam is written to mark the deferred exam.

**Final Grade Reassessment**
A student may request a grade reassessment by submitting a request, in writing, to the Chair of the Department no later than the 10th class day of the succeeding semester. The request must be in the format as outlined in the Undergraduate Calendar. You will be required to respond, in writing, to the Chair’s request, within 5 class days. The Chair may request you review the student’s assignments and examinations. If it is determined that the student’s grade should be changed, then complete the Grade Reassessment Form (Appendix E).

**Access to Final Exams/Final Assignments**
Students may request to view any printed or submitted materials directly related to final examinations/assignments. Students must request to see these materials, in writing to the Department Chair by the fifth class day of the semester following the completion of the work.

**Academic Misconduct**
All instructors need to be proactive in preventing and dealing with academic misconduct. Students need to understand that such behavior will not be tolerated and offenses will be reported and dealt with. Some simple measures will discourage the temptation, such as notification on course outlines, changing topics and assignments, multiple assignments in the essay production process, etc. (outlines, key arguments, etc.). Familiarize yourself with the University’s policies at:
Instructors should also ensure that GTA’s or markers are aware of what is considered to be academic misconduct, and insist that they read the relevant sections of the Undergraduate Calendar.

If a GTA suspects academic misconduct he/she should report the offense to the instructor with a full explanation of the case. The teaching assistant should keep copies of any suspect material.

**Steps to Reporting of Academic Misconduct**
- Gather evidence of academic misconduct (written work or direct observation in an exam)
- Have discussion with student
- Fill out Academic Misconduct Form (available from the Administrative Assistant) and submit (along with supporting documentation) to Chair’s Office
- Chair will either interview student or refer student to Associate Dean

Final responsibility for deciding whether academic misconduct has occurred resides with the Dean (or Designate) of the college offering the course and the Dean (or Designate) of the student's college. One of the Deans shall interview the student. The Deans also determine an appropriate penalty in consultation with the instructor.

**Addressing Student Concerns**
If students have concerns about your course they may contact the Chair. They will be encouraged to take up their concerns with the Instructor first.

If the issue cannot be resolved by the Instructor, then the Chair will discuss the issue with the instructor and provide direction on resolution of the issue.

**Storage of Course Materials**
All course materials and final essays, projects and examinations must be kept for one semester following the offering of a course. If you are here only for one semester you should box up all materials and return them to the Department office for storage. If you are allowing students to view their final examinations or essays you are advised not to leave them alone with the materials.

**Accommodation for Religious Holy Days**
Please refer to the Office of Diversity and Human Rights website, which lists the major holy days of obligation for a number of religions for 2015-2017. This resource is provided in order that events may be scheduled in a manner which is sensitive to the religious obligations of members of the university community.
The list includes the principal holy days and may not be all-inclusive. These holy days may require that the practicing student, staff or faculty member: (a) fast; (b) abstain from work or study; or (c) participate in all-day or fixed time activities, such as congregational prayer.

**Student Assessment of Teaching**

Please ensure that all student assessment of teaching is conducted in accordance with the Provost’s Protocol. Please see Appendix I. Course evaluations are available for students to complete within the last two weeks of each semester. All evaluations are offered online except with the permission of the Chair.

The Department Clerk will notify instructors of the Course Evaluation period. Evaluations will be compiled and sent to instructors after the end of each semester. Evaluations will not be released until final grades have been submitted.
University Services and Resources

University Policies
The most current versions of University of Guelph policies, procedures and guidelines can be found through the University Secretariat.

Human Resources
You are directed to the University HR website for important information on, among other things, policies and training opportunities.

Computing & Communication Services (CCS)
CCS offers a number of useful services to students, staff and course instructors, including a Test Scoring service.

The Test Scoring service scans, scores, and produces a variety of ASCII files and reports from test scoring answer sheets used in quizzes, midterms, and final exams which are available to University of Guelph faculty and staff. All files and reports must first be requested via Test Scoring Form. If you have any questions about the test scoring service please contact the CCS Help Centre at 58888help@uoguelph.ca or by phone at 519-824-4120 x58888. They are located in Room 033 Johnston Hall (Lower Level).

The department holds the necessary forms and Scantron ‘bubble’ sheets that are used by the Test Scoring service. Please see the Department Clerk or the Academic Administrative Assistant if you need materials, or assistance with completing the forms.

Guest Internet Accounts
The process of issuing guest accounts on campus is being updated to a more efficient and secure self-serve Guest Registration Process effective June 18, 2016. The new system can reduce the burden on departments by allowing guests to register through a simple, on-line registration system that involves approval from a campus contact/sponsor. Moving forward, all staff and faculty will have the ability to approve guest accounts as a sponsor. The new process can eliminate reliance on a small group of people for issuing individual guest accounts, and provide a convenient way for all staff and faculty to accommodate their own guests.

For events/meetings with 10 or more attendees, a conference guest access process is available. We have notified and trained all individuals and teams that currently issue guest accounts. This includes Library, CCS Help Centre staff, Hospitality, Conference Services, Alumni and Student Housing. Please continue to work with your established partners on these types of events.

Individual Guest Access Request Process:
If a guest is visiting U of G and connects to our uog-guest WiFi network, they will be presented with a guest portal where they have an option to self-register. After providing their name, email address and
choosing a password, they will be asked to specify a sponsor via name and email address. Once the registration process is submitted, this will generate an email to the sponsor, asking them to login to the system and approve the request.

Sponsor Approval Process:
The sponsor will receive an email notification that a guest (whose information will be included) has requested WiFi guest access, including a link that will take them to the guest system. Once logged in, the sponsor can review and approve requests requiring their action. Guests will have access immediately after their request is approved.

Sponsors should provide their email address to their guests. Please note that only original (non-alias) email addresses ending in @uoguelph.ca can be used. Aliases such as @exec.uoguelph.ca or @ovc.uoguelph.ca will not be accepted by the system.

Questions? Contact the CCS Help Centre at 58888help@uoguelph.ca.

If a guest is visiting U of G, they will need to visit https://www.uoguelph.ca/ccs/service/guest-network-access and follow the instructions for self-registration. Please note that this currently links to the existing process, however, this webpage will be updated to reflect the new process as of June 18.

Computing and Communications Services (CCS) University of Guelph

Library
For more detailed information on how to reserve course materials, consult the Library website. The ARES online reserve is a popular tool.

Open Learning and Educational Support
Open Learning and Educational Support offers instructors a wide variety of teaching supports, including:

- Courselink
- AV Loans & Rentals
- Classroom Profiles (instructor login req’d)
- New Faculty Program
- Educational Development

Access to Classroom Technology
You will need your central login and password to access presentation technology in many classrooms (i.e., those classrooms where the technology is controlled through the Crestron Control system). The password will be effective for the entire semester. To obtain the Classroom Technology password, please login to Classroom Profiles.
If you are teaching a course in MACS 331, you do not need a password as this technology is departmentally maintained.

Teaching Station Phones
Some classrooms have VOIP phones.

**Button 1** – connect to Campus Community Police. Hours of support: 24/7
**Button 2** – connect to Classroom technical support. Hours of support: 8:30 am to 8:00 pm
**Button 3**: connect to Campus Safe Walk.
Hours of support: 7:30 pm to 2:230 am during semester

Acceptable use of classroom emergency phones include:
- Immediate threat to person or property
- Serious injury or medical problem
- Fight in progress
- Need for campus Safe Walk
- AV equipment malfunction during class (NOT PASSWORDS)
- Calls to other campus phones or to the local calling area

Classroom Orientation Session
It is a good idea to check out your classroom(s) prior to the first day of class. From late August to early September, Classroom Technical Support will be hosting room-specific Orientation Sessions where CTS staff will demonstrate the audio-visual equipment in the rooms.
If you have not already registered for your classroom orientation, the schedule and required **online registration** for these sessions can be found at the Teaching Support Services (TSS) website.

Note that if you are unable to attend the Orientation Session for your classroom at the scheduled time, OR, if you would like additional time to practice using the equipment, the Demo E-classroom (118 Day Hall) can be reserved. Call Ext. 52973.

Other AV Equipment
Portable equipment is available should your room not have AV equipment or if you require any specialized AV equipment. There is a list of equipment available on the TSS website.
**Portable AV Equipment through TSS.** Please reserve 48 hours in advance by calling Ext. 52778.

CourseLink
**CourseLink** (D2L) is the current web-based teaching platform being used at Guelph. TSS offers introduction workshops for course designers at the beginning of each semester. Course specific listservs and email/discussion groups may be managed by any instructor in CourseLink. Student email addresses are available via Class Lists.
Instructors must request a CourseLink site in advance of the semester by completing the Course Request Form. If you are unsure of any of the details required, please contact the Academic Administrative Assistant.

**WebAdvisor**

WebAdvisor is the online tool for managing students’ information, and provides access to the following services for students and Instructors:

- Search for Sections *(No Login Required)*
- Course Registration, Class/Exam Schedules
- Final Grades, Transcripts, Graduation Applications
- Billing, Account Summary, Payments
- Application Status, Documents Received

**Accessibility**

The Accessibility for Ontarians with Disabilities Act (AODA) became law in 2005. It is mandatory that anyone that is considered a service provider take the Accessible Service Provision eLearning course. It takes approximately one hour to complete. You will be notified via e-mail when you are enrolled and will need to complete the course at your earliest convenience.

The University’s commitment to providing goods and services in a way that respects the dignity and independence of persons with disabilities can be found online at the Office of Diversity and Human Rights.

**Student Accessibility Services (SAS)**

Student Accessibility Services (SAS) (formerly known as Centre for Students with Disabilities) is committed to creating a barrier-free environment. Instructors have a duty to accommodate students registered with SAS. Such students will approach you with a standard form, if accommodations are required, especially with respect to taping lectures, and/or additional time required to complete examinations and/or assignments. Counselors at SAS and department staff can provide advice as needed.

Some students will sit their examinations at the SAS exam centre in order to receive the accommodations they require. Instructors will be asked to provide a copy of their exam to the Department Clerk, who will arrange for the SAS courier to collect it.

After the examination, SAS will deliver the completed papers to the department. Instructors are responsible for collecting these hardcopies for marking and must do so by the normal deadline for mark submission. Due to privacy and liability issues, the department does not open, copy, scan or mail completed exams.
Appendices

A) Being a Sessional Instructor in FRAN
B) Schedule of Dates
C) Course Outlines
D) Regulations for Exams Held in Athletic Centre
E) Instructors Recommendation to Academic Review Committee
F) Grade Change Form
G) GTA Work Agreement
H) Academic Misconduct Form
I) Provost’s Protocol for the Administration of Teaching/Course Evaluations
J) Academic Integrity: What You Should Know
Appendix A: Being a Sessional Instructor in FRAN – CUPE 3913 Unit #2

This summary is intended as a guide for sessional instructors in the Department of Family Relations and Applied Nutrition. In all cases of interpretation and administration, the specific language of the prevailing Collective Agreement (CA) takes precedent.

Guiding principles:

- All available positions are posted on the Central Job Posting website.
- All applications, including exercising a right of first refusal, are made via the Central Job Posting Website. Applications remain on file in the department for the remainder of the academic year.
- Each semester as required, the department convenes a Sessional Instructor Selection Committee composed of: the Department Chair (or designate), the Academic Administrative Assistant and Faculty in the related area of study.
- The selection committee follows the currently prevailing CA between the University of Guelph and CUPE 3913, Unit 2.
- Sessional instructors report to the Department Chair and may be mentored and evaluated by other department faculty and staff.
- Clause 14.04 and 14.09(b) speak to the department’s responsibility to compensate instructors for large class sizes in DE and on campus courses, respectively. This determination is made after the 40th class day.
- Letter of Understanding #14 speaks to the supplemental payment for preparatory work for sessional lecturers who are teaching a course for the first time (30 hours at the Schedule B rate). This payment is added to the instructor’s wages and paid out at the University’s regular bi-weekly wage schedule.
- Course cancellations are not required to be posted (clause 11.07)
- Any questions/concerns are forward for discussion with the Department Chair, or with Academic Staff Relations, or with your Union representatives at CUPE 3913. There will be no reprisal action or penalty for an employee who raises an issue.
- Sessional Lecturers who have not yet completed the AODA on-line training module must do so. This accounts for one additional hour of paid work, to be compensated at the Schedule B rate.

On-Campus Courses: Sessional Instructors

- Sessional instructors provide up to 4 hours of direct teaching time per week
- CUPE (14.11.b) dictates a class size compensation for sessional instructors for enrolments greater than 60 ($75 for enrolments between 61 and 110; $150 for each additional 50 students over 110 to a max of $600 payout), provided the instructor has not been provided with a GTA, UTA or TA.
Distance Education (DE) Courses: Sessional Instructors

- DE instructors manage the first 100 students enrolled.
- CUPE (14.04) dictates a class size compensation for enrolments greater than 45 ($75 for each additional 5 students over 45 to a max of $375 payout), provided the instructor has not been provided with a GTA, UTA or TA. Thus, sessional instructors of DE courses with enrolments between 45 and 100 are eligible for a class size compensation.

Teaching assignment decisions are made on a course-by-course basis and in the following sequence:

- Courses taught by regular department faculty and staff
- Courses taught by sessional instructors with the first right of refusal.
- Courses taught by PhD students within their program of study. The assigned individual receives the unit 2 rate, is a member of CUPE 3913 unit 2, pays union dues, and earns a Unit 2 seniority point. However, the individual does not have right of first refusal for this position for the next 4 semesters.
- All remaining courses are posted for 15 days (as per 11.02a) (Appendix “C” CUPE 3913 unit 2)

The allocation process:
The committee considers the applicants for each course based first on qualifications (academic & professional), teaching competence, capability, skill & ability, and prior relevant experience. Therefore, it is important for applicants to clearly outline their qualifications etc., at the time of application.

Seniority points are only taken into consideration in job competitions where applicants are considered to be relatively equal in terms of qualifications (as listed above). Only then will the applicant with more seniority points be offered the work assignment.

Following completion of the hiring process and no later than immediately following the second pay of the semester, the department posts a summary of all semester work assignments indicating the course and employee(s) assigned to each course. A copy of this summary is forwarded to the Union. [CA 11.02 (d)].

The Work Assignment process:
Following the application deadline, applicants will receive an email notice of the outcome of their application. Successful applicants can expect:

- An email notification asking for confirmation of availability and interest in accepting of the position.
- The offer of appointment (Appendix E CUPE 3913 unit 2) is emailed to the sessional. The sessional is asked to print and sign the letter of offer and return a copy to the Chair’s office. A copy of the signed letter is sent to CUPE 3913.
- Instructors will be provided with a copy of the CUPE 3913 Unit 2 Collective Agreement
- Orientation Meeting and Work Agreement (As per 10.02). The Chair hosts an orientation meeting each fall & winter semester normally at least 15 days prior to the commencement of
the semester. Individual meetings will be accommodated. Sessionals have a right to bring union representation if s/he wishes.

- Guelph instructors must provide a course syllabus to the Administrative Assistant. A Data Sheet is completed for payroll purpose.
- It is understood that there will be no more than one supervisor per work assignment, the Chair of the Department.
- For those instructors supervising one or more GTA’s, pay close attention to completion of the GTA Work Agreement.
- Instructors must be in attendance at the final exam and be available at the time of grade submission. See important information for Invigilating Final Exams.
- At the end of the course, the final exam and answer sheet must be submitted to the BASc Secretary for the purpose of deferred exams.
- Employee Evaluations take place as per Article XIII in the Collective Agreement.
- Professional Development Reimbursement: You may apply for a reimbursement of up to $300 each academic semester. The Department Chair approves the reimbursement application prior to it being processed by Academic Staff Relations.
- End of Semester Meeting: The Department Chair hosts a meeting at the end of the semester to discuss and debrief regarding the Sessionals’ work experience of that semester. Sessionals have a right to bring union representation if s/he wishes.

In-Class Peer Teaching Appraisal:
Early on in the semester the Sessional Committee Chair may arrange an in-class peer teaching appraisal of a Sessional lecturer, to take place later in the semester. In-class appraisals are conducted by regular faculty members of the Department. Over time, we hope to get to all classes. Sessional Instructors are given at least five (5) days’ notice that an appraisal is to be conducted, and are notified of this appraisal in writing. This peer appraisal results in a formal written appraisal and is done using a standardized document (see below, Peer Teaching Document). A copy of the in-class peer teaching appraisal is given to the Sessional Instructor and the Department Chair. The written record of the in-class peer teaching appraisal forms part of the formal evaluation process for Sessional Instructors. However, the in-class visit should also be an occasion for more informal, constructive dialogue between the Sessional Instructor and members of the Department and this informal dialogue will not form part of the information provided to the Tenure and Promotion Committee for performance evaluation purposes.

Instructors of distance education (DE) courses may be evaluated in a parallel process to that described above, where a faculty member is invited as a “Guest” to an on-line component of the course.

On-going Communication with Department Chair

It is recognized by the University and CUPE 3913 that formal performance evaluation is only one component in administering performance evaluation. Accordingly, instructors are welcome to engage in ongoing dialogue about various aspects of the teaching role. Such informal and ongoing dialogue shall
not form part of the information provided to the Tenure and Promotion Committee for performance evaluation purposes. Self-evaluation, if used, shall only form part of the constructive, on-going dialogue, and shall not form part of the formal process.

**Department Tenure and Promotion Annual Performance Evaluations**

Each fall, sessional instructors are reviewed by the Department Tenure and Promotion Committee (the Chair and at least 2 faculty members). This is in compliance with the requirements of the Collective Agreement between CUPE 3913 Unit #2 (as per section 13.02) and the University of Guelph. This is an opportunity to provide feedback on the teaching that has been done during the assessment period.

In conducting this evaluation, the committee follows these guidelines:

- Student evaluations of teaching for all courses are used as a basis for the evaluation of teaching performance. Only signed copies of qualitative evaluations are used.
- The committee takes into account matters related to the performance of duties for the course. This would include attendance and punctuality in classes, submission of grades in a timely fashion and adherence to departmental and university policies and practices (as outlined in this Handbook and the Undergraduate and Graduate Calendars).
- Sessional instructors will submit a performance report providing additional contextual commentary on their teaching. This should be directed to the Chair of FRAN by September 15 immediately following the review period.
Use the following guidelines for your observations (unless you have developed criteria that you like better and can justify—and be sure the person you are observing understands your criteria) of the instructor where 1 = Weak and 5 = Strong

<table>
<thead>
<tr>
<th>Category</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presents the material in an organized fashion.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Makes the main point(s) of today’s class clear.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is knowledgeable of the subject matter, as far as I can tell.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asks questions of students to get them involved.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uses, examples, metaphors, and/or demonstrations to clarify concepts and create interest.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Makes frequent eye contact with students.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uses visual aids well, if used (doesn’t stand in front of overhead screen, refers to visual, visual is relevant, legible, etc.)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Presents the subject/material in a way understandable by the students (doesn’t skip steps, does explain process, etc)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Smiles and is relaxed with students.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Write your comments on the back of this sheet and discuss them with the instructor immediately after the class or, if not possible then, later the same day.

- Strongest parts of today’s class:
- Something you particularly enjoyed/liked about the class:
- Something you think the instructor could use help with:
- An idea you think YOU could help the instructor with:
Seniority Points for GTAs and Sessional Instructors
This summary is intended as a guide for sessional instructors and graduate teaching assistants. In all cases of interpretation and administration, the specific language of the prevailing collective agreement takes precedent.

How are seniority points accrued?
- Employees (specifically, sessional instructors and GTAs) earn one seniority point per work assignment.
- One seniority point is earned per semester of service on the CUPE 3913 Executive.
- GTA and Sessional seniority points are accrued separately.
- If an employee resigns or is dismissed from a work assignment, no seniority point is accrued.
- It is the employee’s responsibility to provide, on the application form, an accurate listing of all seniority points earned from all departments across campus.

What is a work assignment?
- This is an individual employment agreement between the individual and the Department.
- For GTAs, this is established with the "Offer of Appointment" (Appendix E) and finalized with the Assignment of Work Agreement (Appendix “F”).
- GTAs may have one or more appointments per semester at varying levels (i.e. 70, 105 or 140 hours). Each appointment earns a seniority point, regardless of the level.
- For Sessional instructors, this is established with the "Offer of Appointment" (Appendix F) and finalized in writing per 10.02(e) of the collective agreement.
- Sessionals will normally earn one seniority point for each course taught.

Examples for graduate students:
- A graduate student who has never held a GTA position at the University of Guelph starts with zero seniority points.
- A graduate student who holds a full .5 GTA position for one course in the fall and a .5 GTA position for another course in the same semester earns 2 seniority points for that semester.
- A graduate student who holds a full GTA position in the fall and a .75 GTA position in the winter has accrued 2 seniority points.

What are the implications of seniority points?
Seniority points are only taken into consideration in job competitions where applicants are considered to be relatively equal in terms of qualifications (academic & professional), teaching competence, capability, skill & ability, and prior relevant experience. Only then will the applicant with more seniority points be offered the work assignment. Therefore, it is important for applicants to clearly outline their qualifications etc., at the time of application by including their CV.

For Sessional Instructors:
- For every 5 sessional seniority points, an employee advances one step in the salary grid.
• Employees with ten or more sessional seniority points must be granted an interview for any faculty position for which they apply “unless they are demonstrably not qualified to hold the position according to the advertised qualifications.”

• Article 20.01(d) confirms that a sessional retains bargaining unit seniority earned immediately prior to receiving a contractually limited faculty appointment for a period of 8 semesters following completion and non-renewal of the CL appointment.
Appendix B: Schedule of Dates

Fall Semester 2016

- **Monday, August 22**
  - Add period for Fall Semester 2016 begins
  - Last day to submit Request for Academic Consideration -- 3rd meeting
- **Monday, September 5**
  - Holiday
- **Thursday, September 8**
  - Classes commence
- **Friday, September 9**
  - Last day to submit Requests for Academic Consideration--1st meeting
  - Last day to submit co-op work performance evaluations for Summer Semester 2016
- **Wednesday, September 14**
  - Last day to submit co-op work semester reports for Summer Semester 2016
- **Friday, September 16**
  - Add period ends
  - Last day to drop two-semester courses (S16/F16)
  - Last day for clearance to graduate for Fall 2016 Convocation
- **Wednesday, October 5**
  - Last day to submit Requests for Academic Consideration--2nd meeting
- **Monday, October 10**
  - Holiday--NO CLASSES SCHEDULED -- classes rescheduled to Friday, December 2
- **Tuesday, October 11**
  - Fall Study Break Day - NO CLASSES SCHEDULED -- classes rescheduled to Thursday, December 1
- **Wednesday, October 12**
  - Course selection period for Winter Semester 2017 begins--In-course students
- **Friday, October 14**
  - Last day to submit co-op learning goals for Fall Semester 2016
- **Saturday, October 15**
  - Fall 2016 Convocation
- **Monday, October 17**
  - Deferred examinations for Summer 2016 courses commence
- **Friday, October 21**
  - Deferred examinations for Summer 2016 courses conclude
  - Last day for applications to graduate at Winter 2017 Convocation without application late fee
- **Thursday, November 3**
  - Course selection period for Winter Semester 2017 ends--In-course students
• **Friday, November 4**  
  o Fortieth class day--Last day to drop one semester courses  
  o Last day to apply to graduate at Winter 2017 Convocation (late application fee still in effect)  

• **Tuesday, November 15**  
  o Last day for external and internal applications for admission to Winter Semester 2017 for all programs with Winter entry  

• **Wednesday, November 30**  
  o Last day for regularly scheduled classes  

• **Thursday, December 1**  
  o Classes rescheduled from Tuesday, October 11, Tuesday schedule in effect  

• **Friday, December 2**  
  o Classes rescheduled from Monday, October 10, Monday schedule in effect  
  o Classes conclude  
  o Last day for applications from in-course students for admission into the Co-op option of B.A. (Psychology), B.Sc., Biochemistry, Biological & Pharmaceutical Chemistry, Chemistry, Toxicology) and B.Sc.(Env.) for Winter Semester 2017  

• **Monday, December 5**  
  o Examinations commence  

• **Saturday, December 10**  
  o Examinations scheduled  

• **Monday, December 12**  
  o Add period for Winter Semester 2017 begins  

• **Friday, December 16**  
  o Examinations conclude  

• **Monday, December 19**  
  o Last day to submit Requests for Academic Consideration--3rd meeting  

**Winter Semester 2017**  
• **Monday, December 12**  
  o Add period for Winter Semester 2017 begins  

• **Sunday, January 1**  
  o Last day for applications to D.V.M. for Fall 2017 (Canadian applicants)  

• **Monday, January 9**  
  o Classes commence  

• **Tuesday, January 10**  
  o Last day to submit co-op work performance evaluations for Fall Semester 2016  

• **Friday, January 13**  
  o Add period ends  
  o Last day to drop two-semester courses (F16/W17)  
  o Last day to submit co-op work semester reports for Fall Semester 2016  
  o Last day to submit Requests for Academic Consideration--1st meeting
- **Friday, January 20**
  - Last day for clearance to graduate at Winter 2017 Convocation
- **Friday, January 27**
  - Last day to apply for international exchange programs departing in Summer Semester 2017, Fall 2017 or Winter 2018
- **Friday, February 3**
  - Last day to submit Request for Academic Consideration--2nd meeting
- **Monday, February 6**
  - Deferred examinations for Fall 2016 courses commence
- **Friday, February 10**
  - Deferred examinations for Fall 2016 conclude
  - Last day to submit co-op learning goals for Winter Semester 2017
- **Friday, February 17**
  - Last day for apply to graduate at Summer 2017 Convocation without application late fee
- **Monday, February 20**
  - Winter Break begins--NO CLASSES SCHEDULED THIS WEEK
  - Holiday
- **Tuesday, February 21**
  - Winter 2017 Convocation
- **Wednesday, February 22**
  - Winter 2017 Convocation
- **Thursday, February 23**
  - Winter 2017 Convocation
- **Friday, February 24**
  - Winter Break ends
  - Winter 2017 Convocation
- **Monday, February 27**
  - Classes resume
- **Monday, March 6**
  - Course selection period for Summer Semester 2017 and Fall Semester 2017 begins--In-course students
- **Friday, March 10**
  - Fortieth class day--Last day to drop one semester courses
  - Last day to apply to graduate at Summer 2017 Convocation (late application fee still in effect)
- **Wednesday, March 15**
  - Last day for external and internal applications for admission to Summer Semester 2017 for all programs with summer entry
- **Monday, March 27**
  - Course selection period for Summer Semester 2017 and Fall Semester 2017 ends-In-course students
• **Friday, April 7**
  o Classes conclude
  o Last day for applications from in-course students for admission into the Co-op option of B.A. (Economics & Mathematical Economics), B.A.Sc., B.Comm., B.Comp., B.Eng., B.Sc. (Biological and Medical Physics, Chemical Physics, Food Science, Microbiology, Nanoscience, Physics) for Fall Semester 2017.

• **Monday, April 10**
  o Examinations commence

• **Friday, April 14**
  o Holiday - NO CLASSES SCHEDULED

• **Saturday, April 15**
  o No Examinations scheduled

• **Saturday, April 22**
  o Examinations scheduled

• **Monday, April 24**
  o Examinations conclude

• **Monday, April 25**
  o Last day to submit Requests for Academic Consideration--3rd meeting
Appendix C: Course Outlines

FROM THE UNDERGRADUATE CALENDAR:

Standard Statements
The following are standard statements for inclusion on all course outlines (adapted with permission from the College of Arts). Some departments or colleges may also elect to post this information on a common website and link to such sites in the course outline. However, it is strongly recommended that statements on academic misconduct and links to the academic misconduct section of the academic calendars are included on all course outlines.

E-mail Communication
As per university regulations, all students are required to check their <mail.uoguelph.ca> e-mail account regularly: e-mail is the official route of communication between the University and its students.

When You Cannot Meet a Course Requirement
When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons, please advise the course instructor (or designated person, such as a teaching assistant) in writing, with your name, id#, and e-mail contact. See the undergraduate calendar for information on regulations and procedures for Academic Consideration.

Drop Date
The last date to drop one-semester courses, without academic penalty, is for F15 – November 6, 2015 and for W16 – March 11, 2016. For regulations and procedures for Dropping Courses, see the relevant section in the Undergraduate Calendar.

Copies of out-of-class assignments
Keep paper and/or other reliable back-up copies of all out-of-class assignments: you may be asked to resubmit work at any time.

Accessibility
The University of Guelph is committed to creating a barrier-free environment. Providing services for students is a shared responsibility among students, faculty and administrators. This relationship is based on respect of individual rights, the dignity of the individual and the University community's shared commitment to an open and supportive learning environment. Students requiring service or accommodation, whether due to an identified, ongoing disability or a short-term disability should contact the Centre for Students with Disabilities as soon as possible.

For more information, contact SAS (formerly CSD) at 519-824-4120 ext. 56208 or email sas@uoguelph.ca or see the website: http://www.uoguelph.ca/csd/
**Academic Misconduct**

The University of Guelph is committed to upholding the highest standards of academic integrity and it is the responsibility of all members of the University community – faculty, staff, and students – to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring. University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection.

Please note: Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor.

The Academic Misconduct Policy is detailed in the [Undergraduate Calendar](https://www.uoguelph.ca/registrar/calendars/).

**Recording of Materials**

Presentations which are made in relation to course work—including lectures—cannot be recorded or copied without the permission of the presenter, whether the instructor, a classmate or guest lecturer. Material recorded with permission is restricted to use for that course unless further permission is granted.

**Resources**

The Academic Calendars are the source of information about the University of Guelph's procedures, policies and regulations which apply to undergraduate, graduate and diploma programs: [https://www.uoguelph.ca/registrar/calendars/](https://www.uoguelph.ca/registrar/calendars/)
SAMPLE COURSE OUTLINE

UNIVERSITY OF GUELPH
Department of Family Relations and Applied Nutrition

Course Number and Name

INSTRUCTOR:

CLASS TIME:

ROOM:

OFFICE HOURS:

EXTENSION:

PREREQUISITES: From the Undergraduate Calendar

METHOD OF EVALUATION:

REQUIRED TEXT:

FINAL EXAMINATION: See Web Advisor

APPEALS PROCEDURE: Undergraduate Calendar pages 28-30

DROP & ADD PROCEDURE: Undergraduate Calendar pages 32/37

CALENDAR DESCRIPTION: Undergraduate Calendar

COURSE OBJECTIVES: Description of specific aims of course

COURSE SCHEDULE: Weekly breakdown of topics & readings

Also to be included in each course outline:

When you cannot meet course requirements: When you find yourself unable to meet in-course requirements due to illness or compassionate reasons, please advise the course instructor [or designated person] in writing with name, address and e-mail contact. Where possible, this should be done in advance of the missed work or event, but otherwise, just as soon as possible after the due date, and certainly no longer than one week later. Note: if appropriate documentation of your inability to meet that in-course requirement is necessary, the course instructor, or delegate, will request it of you. Such documentation will rarely be required for course components representing less than 10% of the course grade.
Appendix D: Regulations for Exams held in Athletic Centre

REGULATIONS FOR EXAMS HELD IN THE ATHLETIC CENTRE
(See Final Examinations section-Undergraduate Calendar-Section VIII)
(CHIEF INVIGILATOR IS IN ROOM 140)

The following regulations apply to all faculty who have exams being administered in the Athletic Centre. These regulations, when adhered to, ensure that exams run in a smooth and efficient manner. This in turn provides for a less stressful environment for the student, which is our main objective.

1. **Instructors must arrive at least 30 minutes prior to the commencement of the exam to allow for adequate time for distribution of exams and attendance cards.** Set up must be completed well in advance of the commencement of the exam as students have to be given ample time to be seated. It can take up to 15 minutes to seat the students if the gym is full (700 students). Arriving 30 minutes prior to the start allows everyone just enough time for set up. It is essential that we start each exam period on time as starting one exam period late can have major repercussions on the following exam period(s).

2. It is the department’s responsibility to ensure that instructors are allotted a sufficient number of invigilators for their course. Please see below for specifics:

<table>
<thead>
<tr>
<th><strong>Number of Students</strong></th>
<th><strong>Number of Invigilators</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>20 – 25</td>
<td>2 (usually instructor +1)</td>
</tr>
<tr>
<td>+ 50</td>
<td>1 additional invigilator</td>
</tr>
<tr>
<td></td>
<td>per 50 additional students</td>
</tr>
</tbody>
</table>

   Therefore a class of 125 students should have 4 invigilators, including the instructor. (see Final Examinations, Dept. Chair’s Responsibility, section VIII of the Undergraduate Calendar). Instructors, please ensure that you have enough invigilators, and that they are aware of what time to be there. Thank You!

3. **Attendance must be taken during the first hour of the exam.** In fact, you can begin as soon as the announcements have been completed. This entails having the students sign the attendance cards, collecting the cards, and counting the cards. The number of attendance cards collected must agree with the number of exams collected. **Please note: attendance cards are retained by the department. Attendance cards should be placed on top of exams when set-up is done. The bright colour of the cards help the students locate their seats.**
4. Make sure all instructions for the examination are included on the examination paper. Details such as, students should only write on every other line or only on the right hand page of the examination booklet should be included on the exam paper. No verbal instructions may be given at the examination hall with the exception of corrections to printed instructions and materials, and these instructions must be given prior to the commencement of the exam by the chief invigilator. Help us to avoid this scenario by ensuring that your exams are thoroughly proofed prior to printing. Having that additional “set of eyes” peruse the exam may help to detect those inevitable spelling or wording errors.

5. Please ensure that you have the correct number of exams.

6. As approved by Senate Nov. 12/72 “All final examinations shall be two hours in duration.” If your final exam takes less than 1 hour for most students to complete, your use of the Athletic Centre may be reviewed for final exams.

7. Students must remain in the Examination Hall for the first hour and the last 15 minutes of the exam. If a student needs to use the washroom, they must be accompanied by an invigilator.

8. Any suspected incidents of cheating should be reported to the Chief Invigilator, in Room 140, immediately.

9. If your exam includes any reference materials such as graphs or charts which are used by the students when answering questions, it is the instructor’s and the assisting invigilator’s responsibility to collect these after the exam. Please collect them when you are picking up the completed exams. Also, please collect any unused exams and booklets. Exams left on the desks can easily be picked up by students. P.S. This also applies to candy wrappers. Those “kind souls” will know to whom I am referring.

10. If you have assignments that you wish to hand back to students at the end of the exam, this absolutely must not be done inside the exam hall. It can however be done in the lobby of the Athletic Centre.

Failure to comply with the above listed regulations could jeopardize your future use of the Athletic Centre for your final exams.
Appendix E: Instructor’s Recommendation to Academic Review Committee

The instructor’s recommendation to the Academic Review Committee is used to indicate the instructor’s recommendation for students who have not completed course work, or where you have *no record of the student. **DO NOT** submit this sheet if the student’s final work is complete and you have recorded a final numeric grade. A fillable form is available from the Administrative Assistant, frandep@uoguelph.ca

The recommendation provided by the Instructor assists the members of the Academic Review Committee in making their decisions. Please fill out the form according to the following procedure. If done correctly, it will not be necessary to personally contact faculty at the time of the Academic Review Committee meetings.

Frequently Asked Questions

**What is the purpose of the Incomplete Coursework Form (ICF)?**
The ICF replaces the former Instructor Recommendation Form. Academic Review Sub-Committees use this form to assist with determining whether a student is eligible to be considered for a deferred privilege for a missed final exam, missed final assignment or other missed final graded component(s) of the course.

**When do I need to submit an Incomplete Coursework Form?**
The ICF must be completed for any student to whom you are giving a final grade of INC or MNR as a result of the student not completing one or more final graded components of your course (typically a final assignment, final lab/oral/practical exam or final written exam) or the student is under investigation for academic misconduct. Two copies of the completed ICF must be submitted with your final grades.

**What is to be included under “Completed Work”?**
The total of all grades received in the graded components of the course which have been completed by the student to date is to be provided here. This is not to be a pro-rated grade. This grade will be pre-populated in this field if this form is generated through the final grades widget in CourseLink. This is the final grade which will be assigned to the student should the student not be granted consideration by the Academic Review Sub-committee.

**What should be included under “Final Work Not Completed”?**
All final graded components of the course which have not been completed by the student must be provided here. You also have the opportunity to indicate if you would like to supervise the student’s deferred privilege in the form of an exam if the student is granted consideration.

**What does “Due Date” under “Final Work Not Completed” represent?**
This is the original due date: the date the graded component was to be submitted (eg. final assignment) or written/completed (eg. final exam, final lab exam, final oral exam) as listed on the course outline. If you granted consideration for a graded component during the term (eg. essay, midterm, lab component) and the student failed to complete the component, please also note this, along with any other consideration you have granted the student, in the comments section.
Why do I need to complete the ICF if a student is under investigation for academic misconduct in my course?
If a student is under investigation for academic misconduct, it is important for the Office of Registrarial Services and the Academic Review Sub-Committee to be aware of the investigation, though not the details, in order to ensure the student is considered for a deferred privilege, if appropriate. If the student did not miss any final graded components of the course the “Completed Work” and “Final Work not Completed” sections of the form should not be filled out. A grade of MNR will appear on the student’s academic record for the duration of the investigation. The department is responsible for submitting a final grade to Enrolment Services once the investigation is completed.

Where do I find the information to complete the top section? For example, how do I know the student’s degree program?
When the ICF is fully integrated into CourseLink this portion of the form will be pre-populated when you assign a grade of INC to a student in the gradebook. Please make sure to enter the entire course & section number in the “Course” field (eg. MATH*1210*0101). The student’s name and id number will be available from CourseLink or on your course class list. If you do not know the student’s degree program check with the person in your unit who is responsible for submitting grades to the Registrar’s Office.

How can I submit this form?
Please continue to submit 2 copies of the ICF in hard-copy format along with your grades to your chair/director for sign-off. The University is investigating future options for form submission.

Link to Incomplete Coursework Form
# University of Guelph - Incomplete Coursework Form

**I.D. Number**

**Student's Name (Last, First)**

**Program (e.g. BSc)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Course Title</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Instructor Name</th>
<th>Instructor Email Address</th>
</tr>
</thead>
</table>

**SEMESTER _____**

Academic Review Sub-Committees use this form to determine whether a student is eligible to be considered for a deferred privilege. Student documentation must be reviewed by the Academic Review Sub-Committee. If the student has submitted their documentation and/or request directly to you, please forward it to the student's program counsellor immediately; otherwise, consideration may not be granted.

Academic Review Sub-Committees grant deferred privileges if the medical, psychological and/or compassionate reason(s) provided by the student is verifiable and accepted. Instructors may not independently grant consideration for a missed final exam, final assignment or other final piece of the graded components of the course.

- For a missed final written exam a deferred exam, supervised by the Office of Registrarial Services, may be granted.
- For all other missed final work a deferred condition, supervised by the instructor, may be granted.
- If the student missed the final written exam and other final work, both a deferred exam and a deferred condition may be granted.

**Completed Work**

Enter the grade the student has achieved to date in the completed graded components of the course. Do NOT pro-rate this grade. The mark entered here is the final grade the student will receive if the student is NOT granted consideration.

- Grade to be assigned based on completed semester work (pre-populated if this form is generated through the final grades widget in CourseLink)

Assign an alternate final grade if the grading scheme requires the student pass the final exam in order to pass the course and the student is NOT granted consideration.

**Final Work Not Completed**

<table>
<thead>
<tr>
<th>DID NOT:</th>
<th>Max Value/Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>write final exam</td>
<td>% / ________</td>
</tr>
<tr>
<td>check here if you are willing to supervise this student's final exam</td>
<td>% /</td>
</tr>
</tbody>
</table>

If checked and a deferred privilege is granted, the student will be notified by email to contact the instructor to make arrangements to write the exam.

<table>
<thead>
<tr>
<th>DID NOT:</th>
<th>Max Value/Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>write final take-home exam</td>
<td>% /</td>
</tr>
<tr>
<td>submit final assignment</td>
<td>% /</td>
</tr>
<tr>
<td>attend final oral exam</td>
<td>% /</td>
</tr>
<tr>
<td>attend final practical exam</td>
<td>% /</td>
</tr>
<tr>
<td>attend final lab exam</td>
<td>% /</td>
</tr>
<tr>
<td>other final requirement</td>
<td>% /</td>
</tr>
</tbody>
</table>

Please check one:

- Student is under investigation for academic misconduct & has completed all course components
- Student is under investigation for academic misconduct and has not completed a final graded component of the coursework.

Please provide any additional comments: (Optional)
Appendix F: Grade Change Form

UNDERGRADUATE
Grade OR Grade Change

Please return this form to: Megan MacLeod,
Enrolment Services, Office of Registrarial Services, University Centre Level 3 OR fax: 519-766-0143

Student’s Name: ____________________________
(surname) (first name)

Student’s I.D. Number: _______________________

Course Number & Section:
(Course eg. PSYC2310) (Section eg 01)

Course Title: ________________________________

Semester Course Taken:
(example: F10)

Current Grade:
(as posted on Colleague)

Revised Grade:
(new final grade or “no change”)

Reason for Revision
___ Result of student appeal of original grade
___ Correction of miscalculation of grade
___ Result of completed Deferred Privilege
___ Other (explain: please print clearly below)

________________________________________________________________________

________________________________________________________________________

Instructor’s Signature: ________________________ Date: _____________

Chair’s: __________________________________ Date: _____________

OFFICE USE ONLY

Date Processed ___________________________ By _______________________

Continuation of Study From _____________ To _____________

Dean’s Honours List Yes ______ No ______

Letter Required Yes ______ No ______

NOTE: GRADES SHOULD NOT BE SENT BY CAMPUS MAIL
HAND DELIVER OR FAX TO 519-766-0143 FAX CONSTITUTES AS THE ORIGINAL
GRADUATE
Grade OR Grade Change

Please return this form to: Megan MacLeod,
Enrolment Services, Office of Registrarial Services University Centre Level 3 OR fax: 519-766-0143

Student's Name: _____________________________
(surname) (first name)

Student's I.D. Number: _______________________

Student's Program: __________________________

Course Number & Section: ____________________ (eg. PSYC*6010*01)

Course Title: ________________________________

Semester Course Taken: _______________________
(example: F10)

Original Grade: _____________________________

Revised Grade: ______________________________
(insert new grade or "no change")

Reason for Revision: ✓ Early completion of course requirements - Final Grade
✓ Late completion of course requirements
✓ Result of student appeal of original grade
✓ Correction of miscalculation of grade
✓ Other (explain: please print clearly below)

___________________________________________

Instructor's Signature: _______________________
Date: __________________

Chair's Signature: ___________________________
Date: __________________

NOTE: GRADES SHOULD NOT BE SENT BY CAMPUS MAIL

PLEASE HAND DELIVER OR FAX TO 519-766-0143
FAX CONSTITUTES AS THE ORIGINAL
Appendix G: GTA Work Agreement

The Assignment Work Agreement form is available from the Academic Administrative Assistant (franwork@uoguelph.ca)

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<table>
<thead>
<tr>
<th>Duties</th>
<th>Hours</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Orientation/Training:</td>
<td></td>
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<tr>
<td>2. Preparation:</td>
<td></td>
<td></td>
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<tr>
<td>3. Attending Lectures:</td>
<td></td>
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<tr>
<td>4. Conducting Labs/Seminars:</td>
<td></td>
<td></td>
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<tr>
<td>5. Lecturing:</td>
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<td>6. Grading:</td>
<td></td>
<td></td>
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<tr>
<td>7. Office Hours:</td>
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<td></td>
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<tr>
<td>8. Student Consultation:</td>
<td></td>
<td></td>
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<tr>
<td>9. Supervisor/TA Meetings:</td>
<td></td>
<td></td>
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<tr>
<td>10. Invigilating Exams:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. Supervising Field Trips:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. Other Duties (Specify):</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total Hours/ Semester

Extra Hours (If any):

Comments (First Meeting):

---

Employee's Signature

Date

Comments (Second Meeting if any):

---

Employee's Signature

Date

Work Supervisor's Signature

Date

(Sign and Date; Keep one copy of this agreement for your records, give one copy to the employee.)
Appendix H: Academic Misconduct Form

ACADEMIC MISCONDUCT REPORT FORM
TO BE FILLED OUT BY INSTRUCTOR/COURSE COORDINATOR

Please refer to the APPENDIX at the end of this form for Instructions on how to complete this form for Undergraduate and Graduate Students.

A. Record Information

Student Name: [ ] ID #: [ ] Degree Program: [ ]
Major: [ ] Student email: [ ]
Semester Level: [ ] Semester when course was taken by the student: [ ]
Course #, Section, Title: [ ]
Coordinator or Instructor's Name: [ ]

B. Details of Alleged Offence

For more information on offences, consult the Undergraduate Calendar, Section VIII, Academic Misconduct: [http://www.uoguelph.ca/registrar/calendars/undergraduate/current/](http://www.uoguelph.ca/registrar/calendars/undergraduate/current/) Click on Section VIII. "Undergraduate Degree Regulations and Procedures." Then click on the section "Academic Misconduct." If the case involves a graduate student, consult the Graduate Calendar, Section II, Academic Misconduct: [http://www.uoguelph.ca/registrar/calendars/graduate/current/](http://www.uoguelph.ca/registrar/calendars/graduate/current/) Click on Section III. "General Regulations." Then click on the section "Academic Misconduct."

Please select as many options that may apply. If you are unsure of the exact offence, indicate “Uncertain.”

1. Misappropriation of Other's Work:
   - [ ] Plagiarism
     Misrepresenting someone else's ideas or work as their own
   - [ ] Copying
     Copying in whole or in part exam answers, lab reports etc.
   - [ ] Unauthorized cooperation or collaboration
     Collaboration on any assignment which has been explicitly designated as an individual effort

2. Misrepresentation and Fraud
   - [ ] Impersonation
     Impersonating or allowing someone to impersonate, in person or electronically, in any type of academic requirement
   - [ ] Falsification
     Providing a false or fraudulent document or testament for any academic purpose. Includes misrepresenting how much work an individual has contributed to a group assignment
   - [ ] Withholding
     Withholding records, transcripts and other academic records in order to gain unfair academic advantage
   - [ ] Unauthorized aids or assistance
     Use or possession of any aid or assistance which is not specifically allowed by the instructor or invigilator
3. **Improper Access and Obstruction**
   - Preventing access to materials
     - Hiding, destroying or otherwise restricting access to any material intended for general academic use
   - Obstruction and Interference
     - Obstructing or interfering with the scholarly activities of others specifically to gain unfair academic advantage
   - Improper access
     - Unlawfully accessing any confidential document or material to gain an unfair academic advantage
   - Improper dissemination
     - Unlawfully making any confidential material available to a third party

4. **Aiding and Abetting**
   - Aiding and abetting
     - Knowingly aiding or abetting anyone in committing any form of academic misconduct

5. **Uncertain**
   - Circumstances do not fit neatly into any one category

   **Assignment or Exam Worth What % of Final Grade?**
   - Preliminary Grade (required)
   - Mark as though no misconduct has occurred

   **Assignment Due Date or Exam Date**

   **Date Assignment Submitted**

   **Grades in Other Assignments:**
   1. 
   2. 
   3. 
   4. 

   **Names of other student(s), if any, associated with this student’s allegation:**
   1. 
   2. 
   3. 
   4. 

   **C. Details of Notification/Interviewing of Student Re. Allegation**

   **Student Interviewed by:**
   - Instructor
     - Yes
     - No
     - Date:
   - Chair/Director
     - Yes
     - No
     - Date:
   - Other
     - Yes
     - No
     - Date:

   **Date Forwarded to Chair/Director:**

   **Instructor and/or Source of Allegation:** Please provide details of the alleged misconduct and your evidence-gathering activities and relevant dates (attach additional pages and documentation as necessary):

   [Blank space for additional details]
D. Please attach to or otherwise indicate inclusion of the following documentation (as applicable) on this form:

- Course Outline
- Assignment or examination instructions (indicate value of assignment/exam)
- A preliminary grade for the assignment or test avoiding any reductions associated with possible misconduct
- A copy of the student’s work with suspicious areas highlighted or otherwise clearly noted
- Information about the student’s performance on other assignments in the course (see appropriate space given above)
- E-mail or other correspondence related to the case
- Names of witness(es) and/or witness statements, as appropriate
- Any additional information that may be relevant to the allegation (please list):

__________________________
(signature)
Instructor’s or Research Advisor’s Signature

__________________________
Date

TO BE FILLED OUT BY CHAIR/DIRECTOR

Date Received by Chair/Director:

__________________________
Additional Comments (attach separate sheets if necessary):

__________________________
Date Forwarded to Dean/Associate Dean:

__________________________
Chair/Director’s Signature

__________________________
Date
APPENDIX

CSAHS ACADEMIC MISCONDUCT REPORT FORM

INSTRUCTIONS

The University of Guelph Academic Misconduct policy applies to both undergraduate and graduate students at the University of Guelph, Guelph-Humber and the Regional Campuses. When completing this form, determine the degree status of the student being reported and then proceed as described below. The Department Secretary can help determine the student’s degree status:

Undergraduate Students:

- The instructor/course coordinator should fill out this form. Make sure to include all supporting documentation listed at the end of this form.

- If you are a teaching assistant or invigilator, and suspect a student has committed academic misconduct, forward your concerns to the instructor/course coordinator along with any supporting documentation, such as a copy of the student's assignment or examination. You may provide a written report to the instructor/course coordinator if you so wish.

- The instructor/course coordinator should forward the completed form and all requested documentation to the chair of the department offering the course in which the alleged misconduct occurred.

- The chair of the department should review the documentation to ensure that all information is complete and attach any other information that may aid in the investigation of the complaint.

- Once the department chair has verified that the form is complete, the chair should forward the form and any accompanying documentation to the dean or designate of the college (Associate Dean, Academic) in which the course is offered.

- The dean or designate will conduct an investigation of the matter based on the allegations set out in the form. Once the dean or designate has investigated the matter, a decision will be made. If the allegation of academic misconduct is confirmed, a penalty will be levied in accordance with the Guidelines for Academic Misconduct. Please visit the current calendar at:

  http://www.uoguelph.ca/registrar/calendars/undergraduate/current/

Click on Section VIII. "Undergraduate Degree Regulations and Procedures." Then click on the section "Academic Misconduct."
Graduate Students:

- If the alleged misconduct is course related, the instructor/course coordinator should fill out this form. Make sure to include all supporting documentation listed at the end of this form.
- If the alleged misconduct is research related, the research advisor should fill out this form. Make sure to include all supporting documentation listed at the end of this form.
- The instructor/course coordinator or research advisor should forward the completed form and all requested documentation to the chair of the department in which the alleged misconduct occurred. The chair of the department should review the documentation to ensure that all information is complete and attach any other information that may aid in the investigation of the complaint.
- Once the chair of the department has verified that the form is complete, forward a copy of the form and accompanying documentation to both the dean or designate of the college in which the course is offered or research is being conducted and the Dean of Graduate Studies or designate.
  - The dean or designate and the Dean of Graduate Studies or designate will jointly conduct an investigation of the matter based on the allegations set out in the form. Once the deans or designates have investigated the matter, a decision will be made. If the allegation of academic misconduct is confirmed, a penalty will be levied in accordance with the Guidelines for Academic Misconduct.

Please visit the current calendar at:

http://www.uoguelph.ca/Registrar/calendars/graduate/current/

Click on Section III. “General Regulations.” Then click on the section “Academic Misconduct.”

Guidance on Evidence-Gathering: Communication and Interviewing of Students

To whatever extent is possible, it helps if the student who is suspected of committing an offence is: a) minimally, notified of the allegation before documentation is forwarded to the Associate Dean (Academic); b) optimally, interviewed by the instructor, chair of the department, or some combination thereof, as part of evidence-gathering. In situations in which more than one student may be implicated, interviewing may be critical in determining the nature of the likely offence (e.g., whether the conduct involves unauthorized collaboration and potentially two guilty parties, or copying and potentially one guilty party and one victim). Prevention of an inappropriate charge, with its attendant stresses for the student, is a worthwhile possible by-product of careful evidence-gathering. With respect to interviewing, there may be exceptions: e.g., based on the timing of detection of the allegation (after classes end and during the final examination period), though all efforts should still be made to contact and communicate with students. There may also be other circumstances in which an instructor does not feel comfortable interviewing a particular student, in which case the chair of the department may be called in jointly or singly to interview the student or to gather evidence by other means. Please ensure that details about disclosure or non-disclosure of the allegation to the student are included in this form.
Appendix I: Provost’s Protocol for the Administration of Teaching/Course Evaluations

(Conducted in Class or Electronically)

Student assessment of teaching will be completed using a standard department instrument agreed to by at least a two-thirds majority of the faculty members. This instrument will be administered as per the following protocol, which has been determined by the Provost and Vice-President Academic.

1. To allow students to understand fully the purpose and goals of the evaluations and to generate more thoughtful responses, course evaluation instruments (or a précis thereof) will be available to the students at the beginning of the semester either electronically or as part of the introductory course package. Each department must make available to students a concise statement of the policies and procedures involved in the evaluation of courses and its administration. This statement should be available to students via hard copy, web pages, or other means. This protocol does not suggest distribution to classes; it suggests availability to interested individuals.

2. Questionnaires will be filled out during the last two weeks of classes; when more than one professor is assigned to the course, then questionnaires will be filled out for each faculty member in turn within the final two weeks of each professor’s segment of the course or at the end of the semester, as each faculty member chooses.

3. Sufficient time must be allowed for the student to complete the questionnaire in a thoughtful manner.

4. Each department must have an independent third party (called herein the “Administrator”) designated by the Chair, who will be responsible for the administration of the course evaluation process. The independent third party is defined as someone not involved in the instruction or grading of the course and not a member of the Tenure and Promotions Committee. All teaching evaluation will be conducted in the absence of anyone involved in the grading of the course. Other faculty and instructors in the department are also not considered to be an independent third party.

5. Completed questionnaires are provided to the Administrator for processing. Processing will be in accordance with this Protocol.

6. Students should be informed of the purpose of the evaluation and the value of the process to the department, the program and the instructor. It should be stated that professors do not see these evaluations until after the assignment of final grades. It should also be stated that teaching evaluations are looked at by the University in the context of the instructor’s teaching dossier. This is done to ensure that there is no disincentive to strategic innovation.

7. All questionnaires will begin with a clear statement of the following provisions of the Collective Agreement concerning signed student comments: (i) that only signed comments (with a clearly legible handwritten or appropriately authenticated electronic signature) will be provided to the
Chair of the Department and the Tenure and Promotion Committee and (ii) that unsigned comments will be provided only to the faculty member (but NOT to the Chair or the Tenure and Promotion Committee unless the faculty member so wishes).

8. It is the responsibility of the Chair to ensure that teaching evaluations are completed for all courses and conducted in accordance with the Collective Agreement.

9. Prior to the administration of teaching evaluations in each semester, each faculty member will elect to have his or her courses evaluated in one of two ways—in hard copy during a class session or by electronic means. When there is more than one section of the course or more than one faculty member assigned to teach in the course, however, then the faculty members who will be evaluated will choose a single method of evaluation—either the in-class or the electronic method—in order to ensure consistency in the process. In the event that the collected faculty members cannot agree, then the Chair of the Department will choose the method of evaluation.

10. The results of the evaluations, including both detailed comments and numerical ratings shall not be released publicly by the University.
Appendix J: Academic Integrity: What You Should Know

Prevention

1) Talk about Academic Integrity and why it is important
   That a student engages in academic misconduct is not necessarily a moral failing. Through lack of knowledge of the rules, bad time management or sloppy work, students may find themselves committing misconduct unwittingly. Even if they do not intend misconduct, they will still be held accountable for it. As an instructor, talking to students about what constitutes misconduct, and the consequences of misconduct, is an effective first line of defense. More importantly, guide your students to the resources, such as The Learning Commons, that will help them avoid misconduct. An online tutorial on academic integrity is also available through the Learning Commons website. Completion of this tutorial can be incorporated into the learning objectives of a course, especially a course for first-year students.

2) Be clear in your expectations
   Avoiding misconduct is a two-way street. Be clear in your course outline as to what style of citation you require in your course. Students also tend to collaborate in their work unless told otherwise. Specify in writing which assignments must be done on an individual basis. If students still collaborate despite the warning, it is clearly misconduct.

3) Design assignments with prevention in mind
   Assignment design is a key component in prevention. The University of Guelph Teaching Support Services (TSS) offers great resources and advice on how to design assignments to minimize academic misconduct.

4) Make it as difficult as possible to cheat
   It is impossible to completely prevent all students from trying to cheat. Make it as hard as possible for cheaters to succeed. For example, provide multiple versions of exams with the questions in different order, with no identical exams next to each other. Students with wandering eyes will be sorely disappointed.

5) Know where to go for information
   There are a lot of resources on campus to help you deal with Academic Integrity. Contact the Judicial Officer for advice or referrals to the right places to get the information you need: judicial@uoguelph.ca or Ext. 53116

Feel free to contact the CSAHS Associate Dean (Academic) at sheldric@uoguelph.ca or at Ext. 54485.
Detection

1) **Look for telltale signs of “cut and paste”**
   Is the citation style inconsistent throughout the paper? Minimal or no citations? Are there references to figures or tables in the text that do not actually lead to any figures or tables? If so, you might have a “Frankenstein” paper.

2) **Is the use of language consistent throughout the paper?**
   Language is a good indicator of whether parts of the paper have been lifted from other sources without proper citation. Well-written sections interspersed with poorly-written sections are a dead giveaway.

3) **Déjà vu all over again?**
   Are you seeing the same phrases again and again in the papers submitted by your students? This might be an indication of verbatim copying from a familiar scholarly source or even from another student’s work.

4) **Use electronic detection**
   There is a myriad of electronic detection methods, some offered as a pay service, some offered for free. Keep in mind that for every system of electronic detection of plagiarism, there are also ways to fool the system—for example, with white fonts that appear to be empty page space, a tactic that interferes with the search algorithm. You might want to consider using a combination of approaches. Do not underestimate what a simple Google search of suspect phrases might uncover.

5) **Ask colleagues**
   A second set of eyes might help confirm or disconfirm your suspicions. Try to protect the student’s identity as best you can when seeking this second opinion.

Response

1) **Know the rules**
   Be aware of what constitutes academic misconduct, and what the process you need to follow is when you detect it. Consult the Undergradate Calendar and familiarize yourself with the proper procedures.

2) **Document, document, document**
   As an instructor, you are the first link in the chain of reporting academic misconduct. Provide a brief written report to your Chair of what you observed. A clearly written report constitutes good evidence. Remember to include who did it, what they did, when they did it, where to get supporting documents and why you think it is academic misconduct. Also include the course outline.
3) **Time is of the essence**
   There are strict timelines when it comes to reporting academic misconduct. Once you have detected academic misconduct, you must provide a report to your Chair within ten working days.

4) **Share your opinion in your formal report**
   When you send your report, give your opinion as to why the act is misconduct. Also, give a suggested outcome according to the Guidelines on Penalties. The Associate Dean (Academic) is not bound by your suggestion, but it may help determine how the misconduct should be treated. However, if you speak to the student in question as part of your evidence-gathering, be careful not to predict for the student what the penalty will be, even if the student confesses. First of all, the student has not yet been found guilty. Second of all, you have no idea whether this is a first or subsequent offence (which will affect the penalty).

5) **Forward it up the chain**
   Send your report to your Department Chair. Once your Chair verifies that all the necessary information is included and that there is enough evidence to support a misconduct charge, the report will be sent to the Associate Dean (Academic).