

**New Faculty Orientation – Getting Started: What You Need to Know as an Instructor (Some Useful Scenarios)**

**(Session focused mostly on Senate bylaws/policies – with a smattering of other policies/agreements)**

*[Responses to many of the situations below relate primarily to undergraduate courses. There is slightly more flexibility with graduate courses.]*

**A. Course Planning – Creating Your Syllabus**

You need to write your course syllabus to be distributed by the first day of classes. [Bylaw 54](#) (2.1-2.2) (Undergraduate) and [Bylaw 55](#) (1.1-1.2) (Graduate) set out the minimum requirements for your course syllabi. [Bylaw 54](#) (2.3-2.10) and [Bylaw 55](#) (1.3-1.6) also set out rules and conditions around academic evaluations, which are to inform your course syllabi. In addition to specific requirements, the bylaws stipulate that the course syllabus must include any other matters as mandated by University, Senate or Faculty policy. Office hours are to be included in the course syllabus as per the [Faculty Collective Agreement 5:25\(j\)](#).

Refer to the bylaw/policy sections provided, as well as the Learning-Centred Syllabus Checklist (Undergraduate) and the Learning-Centred Syllabus Checklist (Graduate) (created by CTL in consultation with the University Secretariat) to respond to the following questions.

*NB:* Bylaws and policies often refer to first-entry undergraduate programs, which means all undergraduate programs, with the exception of Law and Education. Law and Education are second-entry undergraduate programs.

<p><b>1. Can I include attendance as a grade in my undergraduate course?</b> (Bylaw 54, 2.4)</p>	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Maybe. Explain:
<p><b>2. Can I have a final assignment due the last week of term in my undergraduate course?</b> (Bylaw 54, 1.3)</p>	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Maybe. Explain:
<p><b>3. Can I have a final exam weighted at 70% of the final grade for my undergraduate course?</b> (Bylaw 54, 2.5.1)</p>	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Maybe. Explain:
<p><b>4. Can I set all the assessments to be due after November 16?</b> (Bylaw 54, 2.6); (Bylaw 55, 1.5)</p>	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Maybe. Explain:
<p><b>5. Can I require students to pay a fee to use an online tutorial program?</b> <a href="#">Policy on the Use of Digital Learning Resources for Instructional and Assessment Purposes</a></p>	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Maybe. Explain:
<p><b>6. Can I run student essays through the University’s plagiarism detection tool, Safe Assign?</b> <a href="#">Policy on Plagiarism-Detection Software</a></p>	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Maybe. Explain:
<p><b>7. Can I schedule a midterm for my undergraduate course on a Saturday (outside of Reading Week)?</b> (Bylaw 54, 2.9)</p>	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Maybe. Explain:

<b>8. Can I schedule a midterm on a Saturday during Reading Week? (excluding the Master of Engineering Management and the MBA for Managers and Professionals)</b> (Bylaw 54, 2.3); (Bylaw 55, 1.3) <a href="#">Policy on Reading Week and Semester Lengths</a>	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Maybe. Explain:
<b>9. Can I set aside 15% of the final grade for my undergraduate course for spot quizzes?</b> (Bylaw 54, 2.5.4)	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Maybe. Explain:
<b>10. Can I make a change to my undergraduate course syllabus once I've met the students?</b> (Bylaw 54, 2.7/2.18); (Bylaw 32)	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Maybe. Explain:

**B. Student Rights/Responsibilities and Special Requests**

Refer to the bylaw/policy sections provided to respond to the following scenarios. Note: not all responses are straightforward. Consider the principles informing the regulations when answering the question.

**Are you required to act in these scenarios?**

<b>1. A student presents you with a registered educational accommodation related to a learning disability. (Registered with Student Accessibility Services)</b> <a href="#">Policy on Academic Accommodation for Students with Disabilities.</a>	<input type="checkbox"/> Action Required	<input type="checkbox"/> No Action Required	<input type="checkbox"/> Possible Action Required. Explain:
<b>2. A student says they want an appropriate accommodation because they have three final exams scheduled within the same 24 hours.</b> (Bylaw 54, 2.5.2/2.5.3); (Bylaw 55, 1.4.1/1.4.2)	<input type="checkbox"/> Action Required	<input type="checkbox"/> No Action Required	<input type="checkbox"/> Possible Action Required. Explain:
<b>3. A student tells you she can't come to labs because she's working.</b>	<input type="checkbox"/> Action Required	<input type="checkbox"/> No Action Required	<input type="checkbox"/> Possible Action Required. Explain:
<b>4. A student needs an extension based on extenuating circumstances.</b> (Bylaw 54, 2.18); (Bylaw 55, 1.11)	<input type="checkbox"/> Action Required	<input type="checkbox"/> No Action Required	<input type="checkbox"/> Possible Action Required. Explain:
<b>5. A student does not submit an assignment, though the student claims it was emailed to you.</b> (Bylaw 54, 2.18); (Bylaw 55, 1.11)	<input type="checkbox"/> Action Required	<input type="checkbox"/> No Action Required	<input type="checkbox"/> Possible Action Required. Explain:

<b>6. A student wants to drop the course and is seeking your advice.</b> (Bylaw 54, 2.15); (Bylaw 55, 1.10)	<input type="checkbox"/> Action Required	<input type="checkbox"/> No Action Required	<input type="checkbox"/> Possible Action Required. Explain:
<b>7. A student wants to take your course next semester but doesn't have the prerequisite.</b> (approved course descriptions)	<input type="checkbox"/> Action Required	<input type="checkbox"/> No Action Required	<input type="checkbox"/> Possible Action Required. Explain:
<b>8. A student wishes to pray in accordance with their religious commitments, during an exam.</b> (Bylaw 54, 2.22); (Bylaw 55, 1.13) <a href="#">Religious Accommodation Guidelines for Students</a>	<input type="checkbox"/> Action Required	<input type="checkbox"/> No Action Required	<input type="checkbox"/> Possible Action Required. Explain:
<b>9. A student tells you her midterm grade is unfair.</b> (Bylaw 54, 2.17); (Bylaw 55, 1.12)	<input type="checkbox"/> Action Required	<input type="checkbox"/> No Action Required	<input type="checkbox"/> Possible Action Required. Explain:

**C. Student Discipline and Student Behavioural/Personal Matters**

Relevant bylaw/policy sections are listed for the scenarios in this section. It is also important to know who you should approach for advice or clarity particularly when there may be several bylaws/policies, *etc.*, at play.

**Who might you approach in the following situations? Check all that apply.**

*The list of contacts is not exhaustive. However, these individuals will be able to point you to others who should be contacted.*

<b>1. A student discloses an experience of sexual violence to you.</b> <a href="#">Board Policy on Sexual Misconduct</a>	<input type="checkbox"/> Associate Dean	<input type="checkbox"/> AVP, Student Experience	<input type="checkbox"/> Head/Director (departmentalized Faculties)	<input type="checkbox"/> Dean	<input type="checkbox"/> Sexual Misconduct Response and Prevention Officer	<input type="checkbox"/> Student Counselling Centre and/or Assessment and Care Team	<input type="checkbox"/> University Secretary
<b>2. I have a student whom I believe is seriously depressed.</b> <a href="#">Behavioural Intervention Plan</a>	<input type="checkbox"/> Associate Dean	<input type="checkbox"/> AVP, Student Experience	<input type="checkbox"/> Head/Director (departmentalized Faculties)	<input type="checkbox"/> Dean	<input type="checkbox"/> Sexual Misconduct Response and Prevention Officer	<input type="checkbox"/> Student Counselling Centre and/or Assessment and Care Team	<input type="checkbox"/> University Secretary

<b>3. Is that paper plagiarized?</b> <a href="#">Policy on Plagiarism-Detection Software</a> (if in course syllabus) <a href="#">Student Code of Conduct</a> <a href="#">Bylaw 31, 3&amp;4</a>	<input type="checkbox"/> Associate Dean	<input type="checkbox"/> AVP, Student Experience	<input type="checkbox"/> Head/Director (departmentalized Faculties)	<input type="checkbox"/> Dean	<input type="checkbox"/> Sexual Misconduct Response and Prevention Officer	<input type="checkbox"/> Student Counselling Centre and/or Assessment and Care Team	<input type="checkbox"/> University Secretary
<b>4. I have a student that keeps making racist statements in class.</b> <a href="#">Policy on Freedom of Expression</a> <a href="#">Faculty Collective Agreement 5:24(a)&amp;(d)</a> <a href="#">Procedures for Addressing Student Non-Academic Misconduct</a> <a href="#">Student Code of Conduct</a> (Bylaw 31, 4 – depending on context)	<input type="checkbox"/> Associate Dean	<input type="checkbox"/> AVP, Student Experience	<input type="checkbox"/> Head/Director (departmentalized Faculties)	<input type="checkbox"/> Dean	<input type="checkbox"/> Sexual Misconduct Response and Prevention Officer	<input type="checkbox"/> Student Counselling Centre and/or Assessment and Care Team	<input type="checkbox"/> University Secretary

#### D. Instructor Conduct, Rights, and Responsibilities

Refer to the bylaw/policy sections provided to assist you in responding to the following scenarios. Note: not all responses are straightforward. Consider the principles informing the regulations when answering the question.

<b>1. Can I alter the description of a course I've been assigned to teach?</b> Senate-approved Undergraduate and Graduate Calendars <a href="#">(Faculty Collective Agreement 5:25 (c) and (d))</a>	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Maybe. Explain:
<b>2. Can I see or use the materials developed by another colleague for a course I've now been assigned to teach?</b> <a href="#">(Faculty Collective Agreement, Article 35)</a>	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Maybe. Explain:
<b>3. Can I use student assignments and feedback in a research paper?</b> <a href="#">Guidelines for Research Involving Humans</a> Research Ethics Board	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Maybe. Explain:
<b>4. Can another instructor require me to change my course, when it is not a section of a multi-section course?</b> <a href="#">(Faculty Collective Agreement 5:25 (c) and (d))</a>	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Maybe. Explain:

<p><b>5. Can I have students pick up their assignments outside my office?</b> (Bylaw 54, 2.12.1); (Bylaw 55, 1.7.1)</p>	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Maybe. Explain:
<p><b>6. Can I ask my GA out on a date?</b> <a href="#">Policy on Intimate Personal Relations</a></p>	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Maybe. Explain:
<p><b>7. Is it ok for my GA to go out on a date with one of their students?</b> <a href="#">Policy on Intimate Personal Relations</a></p>	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Maybe. Explain:
<p><b>8. I've received an envelope with blank course evaluations in my mailbox. Must I administer these to my students?</b> <a href="#">Policy on Student Evaluations of Teaching (SET) and Mandatory Administration of SET</a> (Bylaw 54, 2.1.3); (Bylaw 55, 1.1.3)</p>	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Maybe. Explain:
<p><b>9. Must I curve my grades if directed to do so by the Head/Dean?</b> (Bylaw 54, 2.13/2.14); (Bylaw 55, 1.8/1.9)</p>	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Maybe. Explain:
<p><b>10. Can I make a make-up evaluation harder than the original?</b> (Bylaw 54, 2.1.1/2.5.2/2.5.3/2.18); (Bylaw 55, 1.1.1/1.4.1/1.4.2/1.11)</p>	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Maybe. Explain: