DEPARTMENT OF MATHEMATICS

Information for Instructors

Contacts:

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Resources:

Academic Handbook for Instructors: https://www.artsci.utoronto.ca/teaching-learning/academic-handbook

Academic Calendar: https://fas.calendar.utoronto.ca/

The *Academic Handbook* contains important information concerning rules and regulations, as well as useful advice about teaching, designing a syllabus, assigning marks, and so on. The *Academic Calendar* lists course descriptions, rules and regulations, sessional dates. Please bookmark the above links; alternatively, they are easily found using a search engine. Some of the information given below is discussed in more detail in the *Handbook* and the *Calendar*.

Information for Instructors: A departmental website with information for all teaching staff https://www.math.toronto.edu/instructors (login required).

Centre for Teaching Support and Innovation: https://teaching.utoronto.ca/

Identify, Assist, Refer (mental health resources): https://iar.utoronto.ca/main/ (more at https://www.math.toronto.edu/instructors/troubles.php).

1. Important Dates

i. Sessional dates for the summer session may be found at https://fas.calendar.utoronto.ca/sessional-dates#summer2019

For example:

First day of F and Y courses	May 6, 2019
Last day of F section courses	June 14, 2019
Make-up day for Monday classes (F section)	June 17, 2019
Study Break for F and Y section courses	June 18, 2019
First day of S courses	July 2, 2019

Last day of S and Y section courses	August 12, 2019
Make-up day for Monday classes (S and Y section)	August 13, 2019
Study Break for S and Y section courses	August 14, 2019

Note: Instructors are not allowed to hold classes or other academic activities during the study breaks.

ii. Term tests for Y courses, may be scheduled during the June exam session. **No term test or combination of term tests having a value greater than 25% of the final mark may be held in the final two weeks of classes at the end of any session.**

iii. In extraordinary circumstances, instructors may grant individual students extensions of a maximum of five days after the final exam date to complete their term work.

iv. During the Summer F terms, there exists a "course change date," allowing students to switch courses as follows:
   a) MAT137Y → MAT135H1F
   b) MAT137Y, MAT135H1F → MAT133Y
   c) MAT237Y → MAT235Y
   d) MAT135H1F → MAT135H1Y
   e) MAT136H1F → MAT136H1Y
   f) MAT223H1F → MAT223H1Y
   g) MAT224H1F → MAT224H1Y

2. Syllabus, Course Marking Scheme

- *Course Marking Scheme* details should be entered in the Course Information System (CIS).
- You must create a *Course Syllabus*, and make it available to your students at the first day of classes. A copy should be submitted to the undergraduate office. The syllabus should contain the course outline of the marking scheme.

In addition to providing course information and logistical details, the Course Syllabus serves as the "contract" with students for the purposes of this course. For this reason, it has to be designed with great care, and has to comply with certain Faculty and University regulations. A detailed discussion may be found in Sections 1 and 2 of the *Handbook*. Some of the required components are:

- course contact information
- office hours
- marking scheme
- assignment due dates
- term test dates

The Syllabus should also describe the *course objectives* and a fairly detailed description of the *course contents*. Furthermore, it should describe your policies regarding missed or late term work, as well as a statement regarding academic integrity. A change in the syllabus can only take place if there is a majority vote of the class and the vote activity must be advertised in advance of the vote session. Consult the *Handbook* for further details, or the website https://teaching.utoronto.ca/teaching-support/course-design/developing-a-syllabus/

3. Assignment return dates. A significant amount of course work must be returned before the drop deadline for the course. Specifically: **Instructors shall return by the deadline one or more marked assignments worth a combined total of at least 10% of the total course mark for H courses and 20% for Y courses.** (Section 2.11 of *Handbook.*)

4. Final Exams, Evaluation & Report of Final Mark

- Please ensure that evaluations reflect the course outline and objectives, and match the level at which teaching was executed.
- All final exams, except restricted exams, are posted to the online exam database.
- The *E-Marks* system is used to enter the final course mark. **The final course mark is not official until it has gone through an approval process. Instructors may not release "recommended" or provisional final marks to students (Section 9.1 of the *Handbook*.)**
- Students who did not write (DNW) the final are typically included as F's in the final marks report. An exception can occur if a student has a very high term mark, and the term mark contributes over 50% to the final exam mark. Include a comment on the total number of DNW's in the comment section of the E-Marks system.
- Special consideration should be given to threshold marks (49%, 59%, 69%, 79% and 84%). You may wish to `round up' such marks. See Section 10.6 of the *Handbook*.
- Course Statistics: Section 10.3 of the *Handbook* quotes a memo from the Dean: "For a larger first- or second-year course, the proportion of As in any given offering of the course might reasonably vary from 15% to 35%. […] At the other end of the scale, the proportion of Fs in a first- or second-year course should generally not exceed 10%." Only "real" failures are considered for this purpose, that is, the failures without the DNW's.

5. Medical Notes and other Documentation. The University's `Verification of Illness and Injury' form is the only acceptable form of direct medical documentation. However, a number of internal documents – such as College Registrar's letters, Accessibility Services letters and so on – have equal weight. Guidelines for non-medical documentation may be found at https://www.artsci.utoronto.ca/petitions/petition-process#petitions-documentation-accordion-1 See Section 7.3 of the *Handbook* for further details.

6. Academic Integrity The most common offences are

- plagiarism
- cheating on tests and exams
- fraudulent medical documentation
- modification of marked term work
- improper collaboration

In most academic integrity matters, the first step is for the instructor to interview the student, and inform the Undergraduate Coordinator and Associate Chair. Matters may only be resolved at the academic unit level if the assignment in question is worth 10% or less. **In such cases, sanctions may be applied only by the Chair or head of the unit. Under the Code, instructors are not permitted to apply sanctions for integrity offences.** See Section 12 of the *Handbook* and the OSAI website http://www.artsci.utoronto.ca/osai for further details. You can contact the Manager, Kristi Gourlay kristi.gourlay@utoronto.ca if necessary.

To avoid academic integrity problems, the best approach is *prevention:*

- The Office of Academic Integrity has asked that you include the following link in your course syllabus: https://www.artsci.utoronto.ca/academic-advising-and-support/student-academic-integrity-osai
- Use signature sheets, and check student identification during test and exams. (This practice should be announced in class and via the syllabus.)
- Consider a "no tools allowed" policy for tests and exams, with the possible exception of approved calculators.
- Request rooms with desk and chairs for tests well in advance of the test date, so that students will not sit too close together.
- Use TA's to assist with invigilation. (This must be included with their job description.)
- Ask your graders to cross out blank spaces of completed tests or exams, to discourage modification at a later stage.
- You may want to have a policy that "term work written in pencil will not be considered for remarking." Such a policy should be stated on the course syllabus.
- Never leave course work, including problem sets, in unsupervised locations, such as your mailbox.

7. Relationships. Be friendly and approachable towards students, but remain at a professional distance. Do not enter into personal relationships with students; don't accept invitations to their parties, don't interact with them through social media. Please speak to the Undergraduate Administrator or the Associate Chair (Undergraduate) if you become aware of troubling comments or untoward advances.

8. Teaching.

- Make sure you know your math really really well!
- Keep your lectures at a moderate pace. Material that is easy to you may be very unfamiliar to the students. It is usually better to repeat or give more examples, rather than include more material.
- Make sure that your handwriting is large and neat. Verify before your first class that your writing is well visible from the last row.
- Interact with your audience: For example, ask them questions and be patient enough to wait for an answer.
- Typically, your classroom will be equipped with a `teaching station'. For example, the teaching station should have a microphone which you can use during your lectures. It also permits access to the internet, or a connection to your laptop. Familiarize yourself with its functions, before your first class. You will need a UTOR ID and password. See http://sites.utoronto.ca/teachingstation/index2.html.
- If possible, stay for a few minutes after class, and make yourself available for questions.
- Instructors must have a minimum of one hour per week as office hours. Select a time that is beneficial to the students.
- After preparing a draft of your exam, write out full solutions, and keep track of the time required. Remember that your students will need a lot more time. Proofread your exam with great care, and have it also proofread or solved by a co-instructor or TA.
- The Centre for Teaching Support and Innovation, https://teaching.utoronto.ca/about-ctsi/ provides a wide range of teaching support.

- Consider asking a mentor to critique your delivery, or complete an "In Class Observation Request." Forms are available online at https://teaching.utoronto.ca/teaching-support/consultations/in-class-observations/

9. Absence from Classes. Instructors are expected to be present at all classes. Any deviation from this norm must be discussed with the Associate Chair (Undergraduate). Planned absences should be communicated at least two weeks in advance, unforeseen absences as soon as possible. Instructors must also be available for the invigilation and marking of the final exams.

10. Documentation. The Undergraduate Office needs the following documentation for record keeping:

- Course Marking Scheme
- Course Syllabus
- Spreadsheet of course marks, with mark breakdown for each student
- Medical notes and other documents validating missed assignments

Final exam scripts are to be sorted in alphabetical order and returned to the Undergraduate Administrator within two working days of the submission of marks**.**

Unclaimed term work must be kept (usually by the instructor) for one year beyond the end of the course.

11. Further Remarks, Rules, Regulations, and Recommendations

- Multiple pieces of work should be used for evaluation - class work, quizzes, homework assignment, test, research paper etc.
- Self-Evaluation or "peer marking" may not be used as part of your marking scheme.
- No single essay, test or exam in the marking scheme may be assigned a value of more than 80%.
- Remind students to keep copies of marked scripts as well as rough draft and work copies of work done.
- For single-section courses, all term tests should be scheduled within class time (but possibly a different location), to minimize scheduling conflicts. For multi-section courses, it is recommended to alternate between the class times of the two (or more) sections.
- It is a departmental policy that at least 50% of the marks in final exams are to be marked by the instructors.

12. The Freedom of Information and Protection of Privacy Act (FIPPA)

- Familiarize yourself with the *University of Toronto Privacy Act* http://www.fippa.utoronto.ca/.
- No course work should be left in unsupervised spaces (such as the mail room) since it contains personal information.

13. New Instructor Training. The CUPE3902 contract http://www.hrandequity.utoronto.ca/Assets/HR+Digital+Assets/Policies$!2c+Guidelines+and+Collective+Agreements/Collective+Agreement/CUPE3902-1+CA.pdf, contains a requirement for six hours training for all new instructors. You may sign up for sessions at the CSTI web site

http://www.teaching.utoronto.ca/gsta/training/cupe3902-1-ci.htm. Please note that the payment for the six-hour training is only made after all the sessions have been completed.

14. Quercus – https://q.utoronto.ca/

Quercus is the online learning platform at UofT, however, not all instructors use it. Students whose courses are on Quercus can access course materials, submit assignments, and find their syllabus on this system. You can access Quercus at https://q.utoronto.ca/. Use your UTORid to log into the system. Quercus help is available at: http://toolboxrenewal.utoronto.ca/training-and-support/

15. Crowdmark

Crowdmark is an online platform that allows you and your TAs to mark tests and assignments online. It has two modes: homeworks (unadministered assignments) and tests (administered assignments). When using a homework, students will receive a link where they can upload a scan or photograph of their homework. When using a test, Crowdmark prepares a PDF with a unique QR code printed on each page. After the test, these pages are scanned and linked with each student.

Once the assignments are in the system, they can be viewed and marked from the administrative interface. TAs and additional markers can be added and everyone can mark simultaneously. Marks can be reviewed and when marking is complete, all students are emailed a link where they can view their homework/test with their score and any comments made by the markers.

Crowdmark has become indispensable in the large math courses at U of T. More information can be found at: https://crowdmark.com/

Last but not least, Summer Workshop for Women Graduate Students.

Crafting Your Life in Graduate School and Beyond is a 2-day workshop for women in the early stages of a mathematics PhD program within the Greater Toronto Area. It aims to help women build the capabilities that they need to complete a mathematics PhD while living a full life. The workshop will include talks, panels, and workshops on topics such as non-academic careers for math PhDs, communicating in male dominated fields, selecting an advisor, building mathematical networks, and time management. Participants will craft personal plans and raise a community of support among local women mathematicians.

The workshop will take place at the University of Toronto, St. George Campus on June 18 and June 19. It is sponsored by NSERC Chair for Women in Science and Engineering, Dr. Catherine Mavripilis.

For more information, see the workshop website: http://www.math.toronto.edu/wim/

The website also contains a link to the participant application, due on May 15.

We hope to see you there!

Best,
Sarah Mayes-Tang, Amenda Chow, Ada Chan, Allysa Lumley, and Elena Aruffo
(Organizing Committee members)