

APPENDIX 1

Terms of Reference for The Office of the University Ombudsperson (2001)

Status/Authority

1. The Ombudsperson is appointed by the Governing Council on the recommendation of the President; is accountable to the Governing Council and has unrestricted access to all University authorities. The Office of the Ombudsperson shall be independent of all existing administrative structures of the University.

Mandate

2. The Ombudsperson investigates, in an impartial fashion, complaints that may arise against the University or against anyone in the University exercising authority. It shall be the special concern of the Ombudsperson that:
 - a. the rights and responsibilities of members of the University community are adequately defined and publicized;
 - b. any gaps and inadequacies in existing University policies and procedures that affect the ability of individuals to function as members of the University community or which might jeopardize their human rights and civil liberties be brought to the attention of the proper authority;
 - c. the problems of members of the University community are addressed with reasonable promptness;
 - d. procedures used to reach decisions are adequate and that the criteria and rules on which the decisions in question are based are appropriate and adequately publicized.

Investigations

3. Complaints may be made by any member of the University community (students and members of the teaching or administrative staffs) or by former members of the teaching or administrative staffs or student body (in respect of matters arising out of their former University employment or student status). Investigations may also begin on the independent initiative of the Ombudsperson in respect of anyone of the above entitled to make a complaint.
4. The Ombudsperson may decline to initiate an investigation on the grounds that it is frivolous or vexatious.
5. In conducting investigations, the Ombudsperson shall act in an impartial fashion.

6. The role of the Ombudsperson shall include:
 - a. ensuring that information on proper University procedures for problem resolution is provided and distributed as broadly as possible throughout the University community, and that clients understand their routes of access to this information;
 - b. informing clients about appropriate processes available to them within the context of specific complaints, and providing information on the appropriate kind of supporting documentation;
 - c. expediting the process toward conflict resolution;
 - d. investigating only after attempts at resolution through existing administrative channels have been concluded.
7. Even though wide latitude has been granted in making public any findings and recommendations, the Ombudsperson shall not set aside the request of complainants that their anonymity be preserved.

Findings/Reports

8. After conducting an investigation, the Ombudsperson may draw conclusions about the complaint investigated and make findings and recommendations concerning its resolution, particularly in relation to the mandate of the Office as set out in 2 above.
9. In drawing conclusions and making recommendations, the Ombudsperson shall not make University policy or replace established legislative, judicial or administrative rules or procedures, although any or all of these may be investigated or questioned and such recommendations made as appropriate for their improvement and efficient functioning.
10. The Ombudsperson shall bring findings and recommendations to the attention of those in authority by the most expeditious means possible, and to the University community at large to the extent that is appropriate.
11. The Ombudsperson shall make an annual report to the University community through the Governing Council, and such other special reports as may be required from time to time by the Governing Council.

Relationship with Other University Activities and Services

12. The Ombudsperson shall have access to such official files and information as is required to fulfill the function of the Office. Requests by the Ombudsperson for information must receive priority from every member of the University community.

13. Where means exist in other University offices for the resolution of complaints or the provision of information the Ombudsperson shall direct enquirers to such offices and emphasize their responsibility for initiating the appropriate actions and for returning to the Ombudsperson if not satisfied with the results. The Ombudsperson shall cooperate with other offices that are particularly concerned with the provision of information to the University community on policies and procedures.

Files

14. The Ombudsperson shall maintain suitable records of complaints, findings and recommendations and these shall be accessible only to the Ombudsperson and members of the staff of the Office of the Ombudsperson.
15. Each file and record will be maintained for a period of seven years and one day from the date on which the Ombudsperson deems the case to be completed. At the end of the period of seven years and one day, the file or record may be destroyed; however, no destruction of the file or record will take place while any proceedings are pending in the University, the Courts or any outside tribunal and until after all rights of appeal are exhausted or times of appeal have expired.
16. The Ombudsperson shall not release any information regarding personal and personnel records, unless written permission has been received from the affected persons for releasing the information.

Review/Appointment

17. The Office of the Ombudsperson shall be reviewed on a regular basis, in the middle of the incumbent's term as well as coincident with the end of the incumbent's term, in a manner to be determined by the Executive Committee of the Governing Council. The normal term of the Ombudsperson should be for five years, with the possibility of reappointment. Candidates for the Office shall be identified by a search committee highly representative of the University community and including students and members of the teaching and administrative staff.

May 31, 2001

APPENDIX 2 STATISTICAL OVERVIEW

In this Appendix, I provide a statistical overview of Appendices 3 through 10 of this report which contain detailed caseload information designed to inform the University community about the number and types of cases handled by the office last year, and of my responses to them, as well as comparative statistics related to the period July 1, 2000 to June 30, 2005. I remind readers again this year that since the caseload numbers are small (both in absolute terms and relative to the total University population), it is not generally feasible to draw conclusions from year-to-year variations in the data.

1. Caseload by Constituency (Appendices 3 and 4):

- Total caseload: 301 (-18%) compared with 367 in 2003-04, the highest caseload since 1996. Note: this year, to date (July 1 to October 31, 2005), the caseload is 124 complaints and queries, representing an 18% increase over the same timeframe last year, and an 8% decrease from the previous year
- 64 graduate student cases (21 % of caseload), compared with 87 (24%) last year, the highest graduate student caseload since 1995
- 167 undergraduate/professional faculty student cases (56% of caseload), compared with 203 (55%) last year, the highest since 1997
- 33 visitors were academic or administrative staff members (11% of total caseload), compared with 28 the previous year (8%)

2. Caseload by Issue (Appendix 5):

- One-third of students' issues were 'academic' in nature (that is, related to classes/teaching, petitions/appeals, grading practices, and academic misconduct) – typical of recent years
- 11 (4%) involved accusations of academic misconduct, compared with 27 last year (10%)
- 0 Code of Student Conduct cases once again
- 91 (39% of student caseload) involved 3 or more issues per case, compared with 75 (27%) the previous year

3. Ombudsperson (Ombuds) Accessibility and Responsiveness (Appendices 6, 7 and 8):

- Ombuds Office website received 1440 visits, including 277 from Mississauga (UTM) and Scarborough (UTSC) campuses, consistent with previous 2 years
- Of those who completed our "Request for Assistance" form, 17% indicated having heard of Ombuds Office through our website
- 56% encouraged by another individual to consult Ombuds Office
- Of those encouraged by others to contact us, 52% were encouraged by another student
- UTM's 20 cases represented 7% of caseload, compared with 38 cases (10%) previously

- UTSC's 22 cases represented 7% of the caseload, similar to 24 cases (7%) previously
- Part-time students represented about 7% of student caseload
- Two-thirds received same-day acknowledgement of initial contact with us (telephone/email/in-person), similar to last year's results
- 40% of those requesting meeting were scheduled same or next day, compared with 34% last year
- 61% of cases open more than 7 days, compared with 50% last year

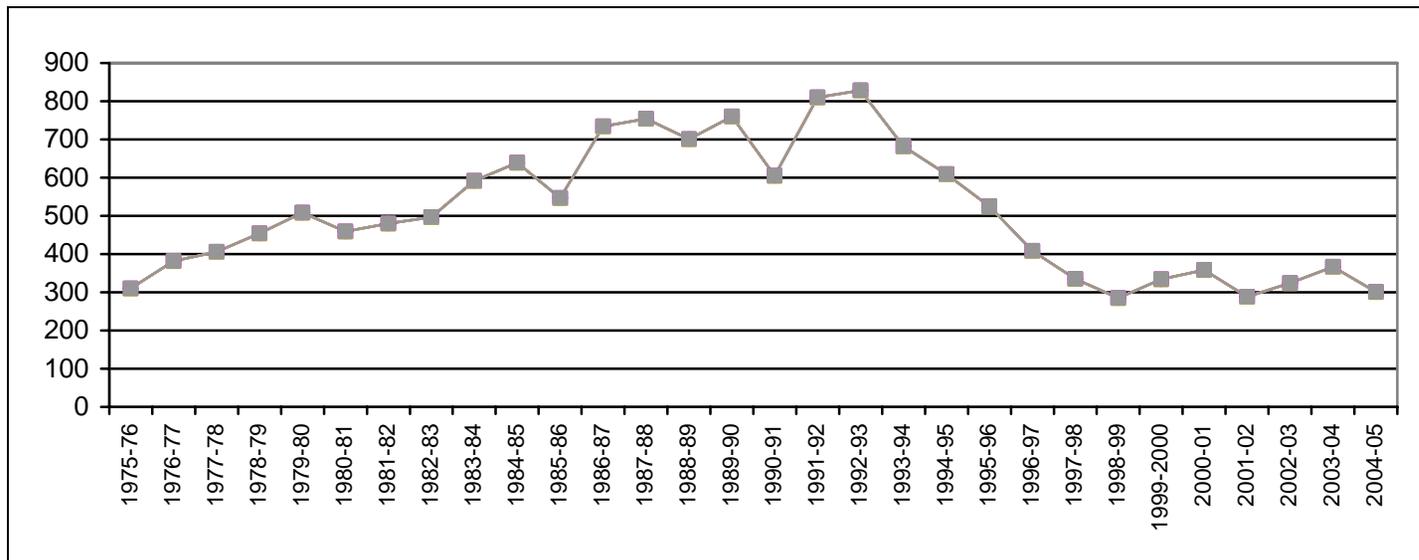
4. Case Resolution/Assistance Provided/Action Taken (Appendices 9, 10 and 11):

- 62 (21%) cases this year, and 84 (23%) last year, categorized as "expedited" or "resolved"
- 2 (1%) cases remained open at year-end, compared with 9 (2%) the previous year
- 54 students' cases (23%) involved 3 or more 'interventions'; 69 (24%) last year
- 25% of all cases involved ombuds contact with university representative with whom visitor had concerns in order to help achieve resolution (26% last year)
- 9% of all cases (5% last year) involved Ombuds contacting multiple individuals within department/unit in seeking resolution
- 7% of all cases involved informal mediation (similar to last year)
- 4% of all cases (similar to last year) involved ombuds discussing concerns with university representatives re: possible trends/patterns/systemic issues

APPENDIX 3
TABLE AND GRAPH
NUMBER OF CASES BY YEAR

Year	Number of Cases	Year	Number of Cases
1975-76	310	1990-91	605*
1976-77	382	1991-92	810
1977-78	406	1992-93	828
1978-79	454	1993-94	682
1979-80	508	1994-95	609
1980-81	459	1995-96	525
1981-82	480	1996-97	408
1982-83	497	1997-98	335
1983-84	592	1998-99	285
1984-85	639	1999-00	334
1985-86	547	2000-01	358
1986-87	734	2001-02	288
1987-88	754	2002-03	324
1988-89	701	2003-04	367
1989-90	760	2004-05	301

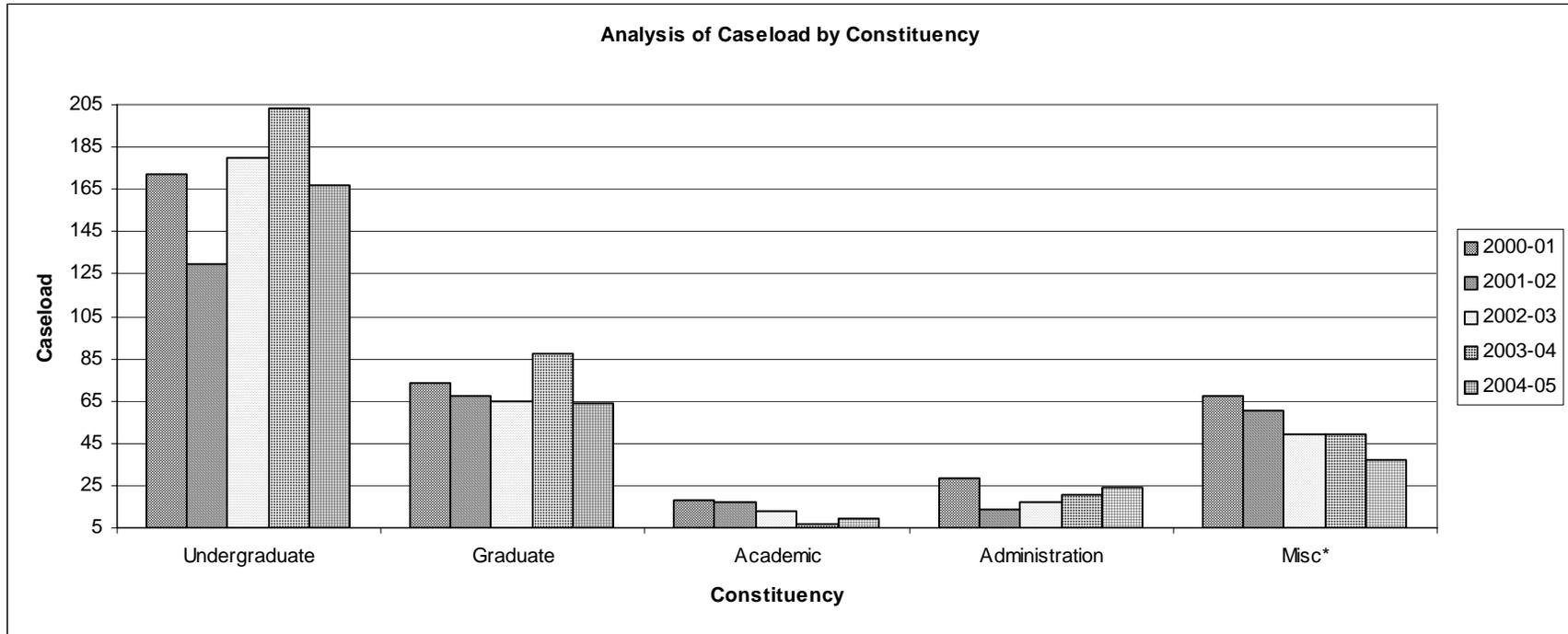
*1990-91 represents a 9-month period



APPENDIX 4
ANALYSIS OF CASELOAD BY CONSTITUENCY

	Undergrad	Grad	Academic	Admin	Misc*	Total
2000-01	172 (48%)	73 (20%)	18 (5%)	28 (8%)	67 (19%)	358 (100%)
2001-02	130 (45%)	67 (23%)	17 (6%)	14 (5%)	60 (21%)	288 (100%)
2002-03	180 (56%)	65 (20%)	13 (4%)	17 (5%)	49 (15%)	324 (100%)
2003-04	203 (55%)	87 (24%)	7 (2%)	21 (6%)	49 (13%)	367 (100%)
2004-05	167 (56%)	64 (21%)	9 (3%)	24 (8%)	37 (12%)	301 (100%)

* Includes former employees, medical residents, parents of students, applicants for admission, alumni, organizations and others.



APPENDIX 5
STUDENT CASELOAD BY ISSUE
JULY 1, 2004 TO JUNE 30, 2005
(FOR 299 CASES CLOSED BY JULY 14, 2005)

Type of Issue*	Total (Undergrad & Grad)		Undergrad	Grad
1. Policy Interpretation/Advice	137	46%	99	38
2. Academic Concerns (eg. Classes/Teaching)	65	22%	50	15
3. Academic Policy/Procedure (eg. Petition Denials)	65	22%	52	13
4. Administrative Policy/Procedure (eg. Access/Bureaucracy Issues)	47	16%	38	9
5. Grading Dispute/Concern	32	11%	25	7
6. Fees/Financial Aid	41	14%	27	14
7. Interpersonal Dispute (eg. Supervision)	30	10%	6	24
8. Concern re Harassment or Discrimination	22	7%	15	7
9. Accused of Policy/Legal Violation (Codes)	11	4%	10	1
10. Admissions	10	3%	8	2
11. Miscellaneous	32	11%	24	8
12. Residence/Housing	9	3%	6	3
13. Library Issues (book returns, fines)	1	1%	-	1
14. Employment/Workplace Dispute	13	4%	6	7

# Issues per Case	Undergrad (167)		Grad (64)	
1	44	26%	13	20%
2	61	37%	22	34%
3	50	30%	25	39%
4	10	6%	3	5%
5	2	1%	1	2%
6	-	-	-	-

***Type of Issue**

(Courtesy of University and College Ombuds Association Handbook)

1. **Policy Interpretation/Advice**
2. **Academic Concerns:** Complaints related to classes and teaching (eg. teaching methods, instructor's behaviour, etc.).
3. **Academic Policy/Procedure:** Complaints about existing policies or procedures (eg. petition denials, transfer/transfer credits, readmission or probationary policies/procedures).
4. **Administrative Policy/Procedure:** Complaints about problems dealing with the bureaucracy (eg. issues re: access, timeliness).
5. **Grading Dispute/Concern:** Disputes or concerns about the fairness of an individual grade or grading procedure.
6. **Fees/Financial Aid**
7. **Interpersonal Dispute:** Disputes between individuals over non-employment or non-workplace issues including graduate supervision issues.
8. **Concern re Harassment or Discrimination:** Non-sexual harassment complaints.
9. **Accused of Policy/Legal Violation (Codes):** Individuals accused of violating the Code of Student Conduct, Code of Behaviour on Academic Matters, residence disciplinary codes, Conflict of Interest Policy, etc.
10. **Admissions**
11. **Miscellaneous**
12. **Residence/Housing**
13. **Library Issues** (book returns, fines)
14. **Employment/Workplace Dispute:** Workplace disputes (eg. disputes between colleagues, supervisor-supervisee disputes, evaluation, discipline or corrective action issues).

APPENDIX 6
Summary Report for the Office of the Ombudsperson Website

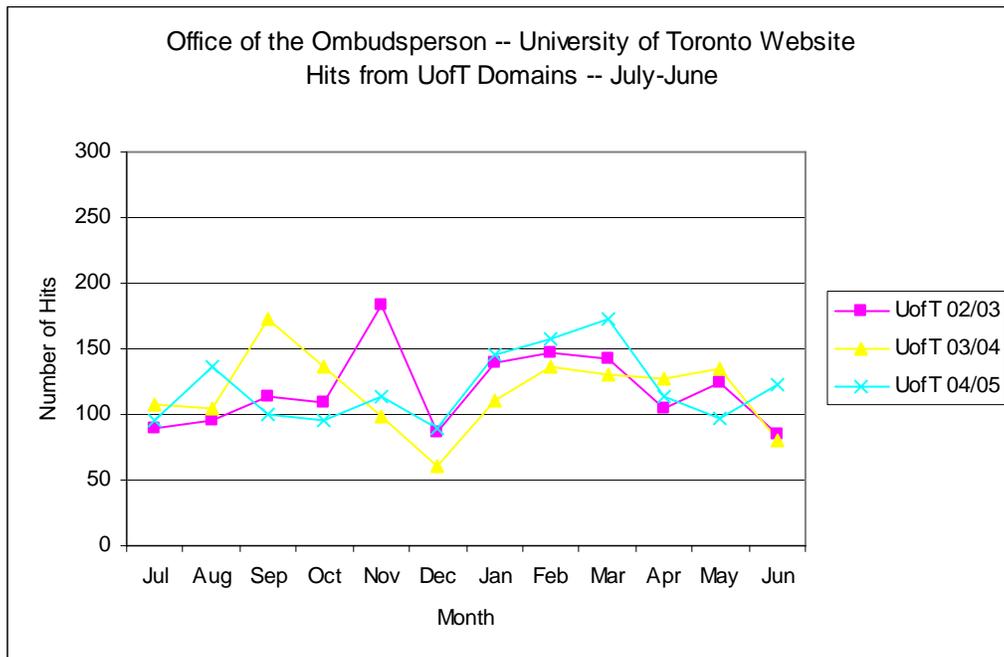
The number of hits is based on an analysis of the U of T web server logs and should be used with some caution. **In general, the number represents a lower limit.** The number of hits does not represent the number of “page views”. For example, some ISPs “cache” pages (i.e., save a copy of a webpage on a “local” computer) as do most web browsers. A cached page can be accessed faster than a remote page (thus improving the customer experience) but does not contribute to the hit count.

The number of hits is accumulated over **all** pages in the Ombudsperson’s website—if an individual visits three different pages, it counts as three hits. **Excluded** from the count are hits from the Ombudsperson’s Office, the Information Commons Digital Studio (which maintains the Ombudsperson’s website), and the U of T search engine.

The number of hits from known U of T networks gives some measure of how actively the Ombudsperson’s website is being viewed. This does not necessarily represent the number of different individuals viewing the website. For example, several different people may be using the same computer in the Public Access Facility in the Information Commons or one person may scan the same page many times over a period of time.

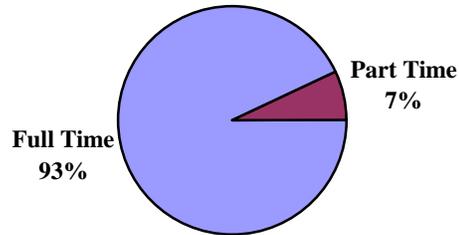
This report was prepared by the ScotiaBank Information Commons Digital Studio.

Source	Month												Total
	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	
UofT 02/03	90	96	114	109	184	87	139	147	143	105	124	85	1,423
UofT 03/04	108	104	172	136	98	61	110	137	131	127	135	81	1,400
UofT 04/05	95	137	100	96	113	90	146	157	173	114	97	122	1,440

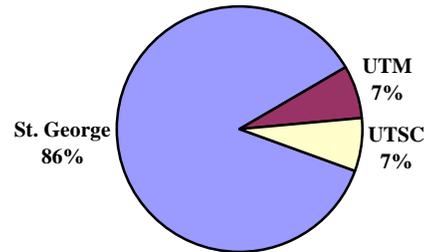


APPENDIX 7
ACCESSIBILITY MEASURES
July 1, 2004 to June 30, 2005

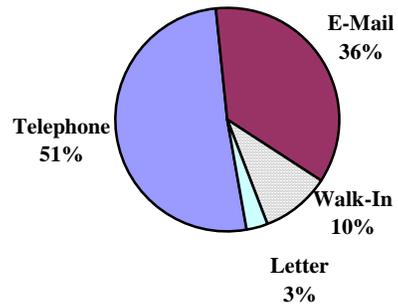
Part-time Student Caseload



Caseload by Campus



Count by Initial Contact



APPENDIX 8
CASE MANAGEMENT: ACCESSIBILITY & RESPONSIVENESS
JULY 1, 2004 TO JUNE 30, 2005
TOTAL CASES: 301

Time to Initial Ombuds Office Response	% of Clients
Within 3 hours	55
Later same day	11
Following day	24
2-3 days	4
4-7 days	1
Other (longer than 7 days)	1
N/A*	4
Total (301 clients)	100%

Time to First Appointment	% of Clients
Same day	15
Next day	25
2-3 days	27
4-7 days	16
Other (longer than 7 days)	17
Total (175 scheduled appointments)	100%

Time to Resolution	% of Clients
One day	16
2-3 days	8
4-7 days	15
8-14 days	14
15-31 days	22
Other (longer than 1 month)	25
Total (office active/involved in 299 cases)	100%

*e.g. office copied on correspondence directed to other University Offices;
complaint withdrawn; anonymous with no return telephone number.

APPENDIX 9
ANALYSIS OF CASELOAD BY ACTION TAKEN & STAFF RESOURCES

Year	Information/ Referral	Expedited	Resolved	No Action Required	No Jurisdiction	Incomplete	Total	Staff (FTE) Resources
2000-01	199 (56%)	39 (11%)	27 (8%)	53 (15%)	28 (8%)	12 (2%)	358 (100%)	1.1
2001-02	136 (46%)	28 (10%)	37 (13%)	39 (14%)	37 (13%)	11 (4%)	288 (100%)	1.5
2002-03	173 (53%)	33 (10%)	46 (14%)	43 (13%)	23 (7%)	6 (2%)	324 (100%)	1.5
2003-04	201 (55%)	24 (7%)	60 (16%)	47 (13%)	26 (7%)	9 (2%)	367 (100%)	1.5
2004-05	162 (54%)	15 (5%)	47 (15%)	55 (18%)	20 (7%)	2 (1%)	301 (100%)	1.5

Information (Consultation/Advice/or Referral) Advising and informing members of the University about the means available to them to resolve whatever concern or difficulty they have.

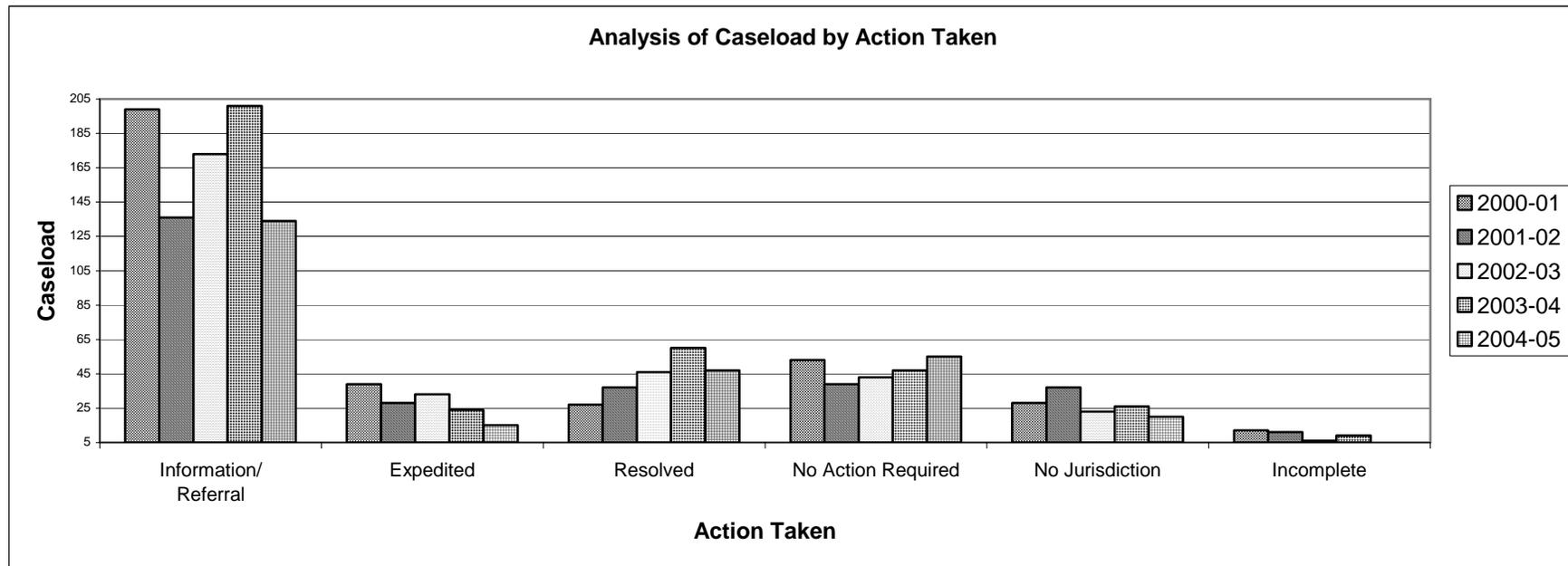
Expedited Resolution of relatively simple “red-tape” problems, such as arranging an exception to a rule in a particular case, speeding up consideration of a routine matter, securing an explanation of a decision, arranging a meeting with the appropriate official, or unsnarling difficulties which occurred when an item fell between two jurisdictions, etc.

Resolved A concern was settled more or less to the satisfaction of both the complainant and the respondent official or department, usually through a reversal of the original decision, a compromise, or an agreement that, in light of new or clarified information, no concern existed.

No Action Required A case was drawn to the attention of the Office, but no action of either an informational or investigative nature was ever required.

No Jurisdiction Inquiries from non-University members and/or the object of the “request for assistance” was outside the jurisdiction of the Governing Council. These cases frequently warrant some assistance from the office (ie. information, referral, and occasionally research in order to provide such assistance).

Incomplete (Ongoing) No conclusion had been reached as of July 14, 2005.



APPENDIX 10
CASELOAD BY ASSISTANCE PROVIDED
JULY 1, 2004 TO JUNE 30, 2005
(FOR 299 CASES CLOSED BY JULY 14, 2005)

Type of Intervention/Resolution/Assistance*	Total		Undergrad	Grad	Academic	Admin	Misc
1. Individual Consultations	163	55%	100	42	3	14	4
2. Mediation/Facilitation	20	7%	15	3	-	2	-
3. Department/Unit Consultation Request	26	9%	16	6	3	-	1
4. Ombuds Contacted Persons/Offices	74	25%	52	14	4	3	1
5. Reporting Trends	11	4%	7	2	2	-	-
6. Information/Referral	235	79%	133	54	4	16	28
7. None (No Show/Cancellation)	56	19%	29	8	2	8	9

Number of Interventions	Undergrad (167)	Grad (64)	Academic (9)	Admin (24)	Misc (37)
0-1	50	16	2	10	32
2	76	35	2	11	4
3	23	10	1	1	1
4	11	2	1	2	-
5	5	1	1	-	-
6	2	-	-	-	-

***Type of Intervention/Resolution/Assistance**

(Courtesy of University and College Ombuds Association Handbook)

Note: More than one intervention/resolution/assistance involved in more complex situations, and/or when more than one issue identified.

1. **Individual Consultation:** Meetings (generally more than one meeting per case necessitated by more complex issues) to discuss issues and options.
2. **Mediation/Facilitation:** Assisting two (or more) parties in resolving a dispute.
3. **Department/Unit Consultation Request:** In seeking resolution, the Ombuds contacted multiple people within a department or unit .
4. **Ombuds Contacted Persons/Offices:** Ombuds contacted an individual(s) with whom a complainant had concerns to gather information/facts related to complaint.
5. **Reporting Trends:** Meeting with an administrator to report trends related to her/his area of responsibility.
6. **Information/Referral:** Provided referral information to additional resources for counselling/advice
7. **None (No Show/Cancellation):** Individual did not call back or keep appointment.

APPENDIX 11 CASE EXAMPLES AND INTERVENTIONS

Consistent with our operating principle of confidentiality, the following case examples are described in a generic fashion so as to remove identifying information of those involved. This intervention summary format is a variation on a framework introduced by the University of Western Ontario's Ombudsperson in her 2003-2004 Annual Report.

1) Six examples of cases in which decision was reconsidered (total of 17 cases):

- Transfer credit issue - reconsidered based on new/reframed information - student now able to complete degree requirements in current academic year
- Official name documentation issue and transfer credit issue - decision reconsidered and overturned based on new documentation
- Outstanding fees owing but student in need of official transcript - exception to university policy arranged by University representative due to unique circumstance
- Student awaiting funds from out-of-province source and fees deferral issue - reconsidered and special arrangement made by University representatives
- Deferred exam - provided after reconsideration based on new information/special circumstances
- Medical petition denied - reconsidered based on new information - extension of term work provided

2) Six examples of cases in which policy/process/procedural change outcomes/impact were more 'broadly-based' (total of 17 cases):

- A cohort of students did not receive sufficiently timely information related to changes in curriculum requirements in academic program - situation reconsidered and previous program requirements reinstated for class
- Grading practices and grade review timeliness issue - reconsidered and reversed so that entire class received overall 3% grade improvement
- Project grading scheme alteration not made in accordance with policy - reverted back to original grading scheme impacting numerous graduate students
- Number of graduate students required to pay interest on student loans - systems and timing problems identified and addressed in communications process between 2 divisions - reversal of costs incurred and future process streamlined
- Special request for degree in absentia granted/process reviewed and clarified - more than one case - (visa/consulate/convocation issues)
- Residence damage inspection process/wording on contractual forms to be altered

Observations:

Some of these cases signalled a need to consider the following factors that were addressed as a consequence of my involvement:

- Petitions/appeals timeliness - committee membership should be prepared to meet after the end of academic terms to deal with petitions/appeals, including during summer months when members' scheduling difficulties most frequently arise

- Academic counsellors should be prepared to advise students in terms of how petitions and appeals processes work, and to assist them with analyzing and focusing their grounds and arguments for appeal
- Contraventions of *Grading Practices Policy* - students are sometimes hesitant to raise their concerns beyond the level of instructor i.e. undergraduate coordinator, chair et cetera
- Underscores the importance of ensuring instructors' familiarity with *Grading Practices Policy* and compliance issues, and of providing instructors with opportunities for peer discussion re: teaching evaluation methods and fair grading practices at orientations/departmental meetings et cetera

3) Six examples of cases in which I facilitated an outcome or process (total of 16 cases):

- Informal mediation of payroll issue(s) involving sessional instructor(s) and administrative staff member - satisfactorily resolved
- Graduate student issue resolved by revised co-supervision arrangement
- Emergency financial aid bursary for graduate student resident in family housing
- Administrative error resulted in student ineligibility for scholarship application - resolved through special bursary award
- Course enrolment difficulty with significant repercussions for student - with registrar, facilitated positive outcome
- Graduate student progress-to-degree and supervision concerns - involved with informal mediation to accommodate student's ongoing health concerns

Observations:

Some of these cases signalled a need to consider the following factors that were addressed as a consequence of my involvement:

- Staff should promptly address any disadvantage caused by their misinforming of students so that 'bureaucratic burden' not unfairly placed on student to address consequences through appeals/petitions/bursary application/et cetera processes
- Program/calendar amendments - reasonable accommodations should be made when changes are introduced that adversely impact students' expected progress-to-degree
- Graduate students are often hesitant to approach their graduate coordinators and other supervisory committee members re: issues with their supervisor - supervisory issues are very difficult to resolve, particularly when supervisor is only specialist in research topic - underscores importance of graduate supervisors' careful consideration before providing initial agreement to supervise; of providing adequate ongoing supervision, and also of graduate unit representatives continuing to work at their problem-solving/mediation abilities in terms of their departmental supervisory relationships

4) Six examples of cases in which 'decision-makers' were aware of Ombudsperson's involvement in the case, but there was no active intervention i.e. intervention largely fact-gathering - no recommendations appropriate (9 cases):

- Administrative staff members' queries re: particular job posting/recruitment process
- *Code of Behaviour on Academic Matters* - timeliness issues

- UTM transfer credit and access to St. George courses
- University staff members' actions led to accidental loss of student's project
- Writing conditions re: final examination room
- Queries related to ethical guidelines protocol and reviews

Observations:

Some of these cases signalled a need to consider the following factors that were addressed as a consequence of my involvement

- Student recruitment process should emphasize ways in which tri-campus constituencies are separate and distinct
- Many students approach my office with questions related to the timing of the forwarding of academic misconduct charges to the decanal level and onward; to the conduct of the meeting, and to their opportunity to present their case

5) Investigated situation of individual but found university's decision/processes not unfair (3 cases):

- Investigated situations of 3 individuals with view to determining if University processes/procedures were fair - findings in these 3 cases related to harassment, academic suspension and transfer credit issues led to conclusions that University procedures and decision-making processes were fair

APPENDIX 12
University's Policy/Procedural/Administrative Initiatives
that Address or Serve to Alleviate Issues Raised by the University Ombudsperson
in the Period 1998 to 2005

1. Initiatives related to Undergraduate/Professional Faculty Students

- *Policy on Student Financial Support* (1998)
- “Student Rights & Responsibilities” publications related to academic honesty, student conduct and grade appeals/petitions (2000)
- Review and revision of the *Code of Student Conduct* (2002)
- Increased resources for recruitment and training of academic, financial and personal counseling personnel across the three campuses
- Recruitment of legal counsel to provide support centrally and to the Divisions to improve practices as they relate to fair and consistent implementation of the University's *Guideline for Academic Appeals Within Divisions* and *Code of Behaviour on Academic Matters* and the development and implementation of support materials and workshops (2002/03)

2. Initiatives related to Graduate Students

- *Intellectual Property Guidelines for Graduate Students and Supervisors* (1999)
- Guaranteed level of financial support for doctoral-stream graduate students (2001)
- Proactive monitoring by SGS of supervisory data and satisfactory graduate student progress in terms of graduate students' supervisory committee meetings and supervisory committee annual reports (2001/ongoing)
- Implementation of graduate student surveys designed to help address the issues of graduate student attrition, time-to-completion and satisfaction with their academic experience (2001/02 ongoing)
- *Policy for Post-Doctoral Fellows* (2002)
- *Graduate Supervision Guidelines* (2002/03)
- *Graduate Department Academic Appeals Committee Guidelines* (2002/03)
- Appointment of a Post-Doctoral Coordinating Office/r at SGS (2003)
- Expanded resource allocation for the English Language and Writing Support Program (2004)

3. Other Initiatives

- UTSC Teaching and Learning Services' Teaching Advancement Program (2000), the Office of Teaching Advancement at the St. George campus (2002), and UTM's Teaching-Learning-Communication group (2003)
- *Policies for Confessionals* and *Policies for Professionals/Managers* clarifies grievance processes (2001)
- Revised *Guidelines for Developing Written Assessments of Effectiveness of Teaching in Promotion and Tenure Decisions* (2002)
- Revised *Policy, Procedures and Terms and Conditions of Appointment for Research Associates (Limited Term) and Senior Research Associates* (2003)
- University of Toronto (Ontarians with Disabilities Act) Accessibility Plan (2003-ongoing)
- Review and revision of the *Guidelines for the Use of Information Technology* (2004)
- *Policy on Crisis Preparedness and Response* (2005)
- Tri-Campus Student Communications “Portal Project” (2005-ongoing)

APPENDIX 13
Administrative Fairness Checklist for Decision-Makers

I - Prior to Decision Being Made

Fairness Standard The individual affected is aware of:	When Advised?	By Whom?	How?
the fact that a decision will be made			
why a decision is necessary			
how the decision will affect him/her			
the information that will be considered and any specific criteria to be used in making the decision			
the current rules that will be used in arriving at a decision			
Has the individual who is affected by the decision been provided with:	How was the opportunity provided, e.g. meeting, written submission?	Who provided the opportunity?	When was the opportunity provided?
the opportunity to present his/her point of view on the matter			
the opportunity to respond to the information presented by others which will be considered by the decision-maker			

II - While the Decision is Being Made

<u>Question</u>	Yes	<u>If “no”, why?</u>
Has an adequate & proper review of all relevant information been conducted, i.e., have all important facts been obtained, documented and considered before the decision is made?		
Has the decision been reached objectively, with due respect for relevant facts, and without bias?		
Has accommodation been made for new and/or changed circumstances during a period of delay or while the decision is being made?		
Has care been taken to require and use only that information which is relevant to the decision?		
Has the decision been made in a manner which is consistent with previous decisions on similar matters, by relying on existing policies, guidelines, procedures and rules?		
If discretion is exercised, can any inconsistency with previous decisions on similar matters be justified and explained?		

III - After the Decision Has Been Made

<u>Question</u>	Yes	<u>If “no”, why?</u>
<u>Have adequate reasons been provided to explain how and why the decision was made?</u>		
Has the decision been written in plain language?		
Has the decision been provided to anyone personally affected?		
Has a proper record of the process used been kept and will it be kept on file for a reasonable period of time?		

(Assembled by Nora Farrell, Ombudsperson, Ryerson University, November 2002)