INSTRUCTOR HANDBOOK

Fall 2020

This handbook encompasses the Information Guide for Course Lecturers, the Grader Policy, the Grading Policy, and all pertinent information that instructors must know. New for the Fall 2020 term, this handbook includes information specifically for remote instruction. In the current remote teaching context, topics in the remote instruction section supersede the same topics found in the original handbook section. We hope that it will make it easier for you to find all the information you need to have a successful Fall term.

It is important that you familiarize yourself with University rules, regulations and policies that govern our undergraduate programs. Please take the time to read this handbook, the University Student Assessment Policy as well as other teaching policies. Links to these policies can be found in this document.

Feel free to contact us if you have any questions or concerns. Your feedback will be welcome.

Wishing you a wonderful Fall 2020 term!

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INFORMATION FOR REMOTE INSTRUCTION (FALL 2020)

GUIDELINES AND POLICIES
Please review the guidelines and policies around remote instruction.

This page is updated periodically; please check back for the latest policy or guideline changes.

Faculty-specific guidelines and policies can be found on the Desautels Teaching and Learning Services web page. Please note that you will need to be signed in with your McGill credentials to access this page.

REMOTE COURSE OUTLINE
Please refer to the course outline template for remote instruction.

COURSE PACKS AND TEXTBOOKS
Course packs are available in a digital format this term. Textbooks and all other course materials must be available in digital forms as well. Additionally, make sure any required videos or recordings are available to students across the globe. The library liaisons, Amanda Wheatley and Dawn McKinnon can assist in finding online textbooks for your course, and with any questions about the accessibility of online course materials.

CLASS TIMES
There is no set guideline or policy on how you divide your course time between fixed (synchronous) and flexible (asynchronous) schedule activities. Instead of thinking of a course as a set number of contact hours per term, think of the course in terms of “credit hours”, where each credit corresponds to about 45 hours per term of “time on task” for each student. This includes everything from time spent in a synchronous session, doing course readings, meeting with group members, studying for exams, etc. Assume that the 135 credit hours for a typical 3-credit course is an average.

Synchronous classes should take place during the originally scheduled time. However, you may opt to add additional fixed schedule activities such as tutorials, office hours, or small group meetings at a different time.

ASSESSMENT
Please follow the BCom Student Assessment Guidelines for Remote Delivery for Fall 2020. Please note that you will need to be signed in with your McGill credentials to access the guidelines.

The grading policy is in effect for the Fall 2020 term, as is the University Student Assessment Policy.

EXAM VIEWING
The BCom office will not facilitate exam viewing sessions this term. As such, you will be responsible for organizing your own exam viewing sessions. Some recommended tools to use for exam viewing sessions include myCourses and Zoom. For information on how to set up exam viewing using the myCourses Quizzes...
tool, please refer to the Quizzes webinar. Please note that you will need to be signed in with your McGill credentials to access this page.

**TECHNOLOGICAL SUPPORT**
Contact Darlene Inamahoro for any software needs. Do not use software that is not supported by McGill IT.

**ADDITIONAL RESOURCES AND SUPPORT**
TLS has developed a number of webinars and guides to help you navigate the remote teaching environment. The Desautels Teaching and Learning Services web page includes Faculty-specific resources, as well as TLS resources for instructors and students. You can also contact Dr. Angela Guadagno or online-courses.mgmt@mcgill.ca for teaching support.
**COURSE PLANNING**

**COURSE OUTLINE**

At the beginning of each term, a copy of your course outline must be given to your course Administrative Coordinator and to the BCom Office.

Course outlines act as a contract between instructor and student. Should a change become necessary, it may be permitted with the unanimous consent of all students registered in the course.

If disputes arise involving course changes and these are referred to the level of the Associate Dean, Undergraduate Programs, or the Dean of Students, the original written course outline will usually form the basis upon which these disputes are evaluated. Thus, it is to the instructor’s advantage to make all course policies as explicit as possible in the course outline.

The final version must be made available to the class in the first week of the term. Some helpful guidelines and links below:

Please review [the course outline guide](#) and use [the template](#) found on the Teaching and Learning Services (TLS) website. Please refer to [the teaching checklist](#), and note that class participation must adhere to [the University Student Assessment Policy 3.1.6](#).

Course outlines must include:

- Course pre-requisites.
- A description of the course as well as topics to be covered.
- Method of evaluation as well as a grading scheme along with due dates for assignments and dates/times of exams.
- Consequences of late submissions of assignments/papers, missed examinations, and penalties that student might incur.
- A list of required or recommended textbooks and reading materials (a suggested timeline of course readings is highly recommended).
- **All term work must be assigned early enough for students to complete the assignments (including projects and reports). Submissions must take place no later than the last day of class.**
- Inform students that in case of a dispute for a re-grade for class work or class tests, students should go to the BCom Office to fill out an official [re-read request form](#). However, instructors should indicate that there is a defined period of [7 to 10 days](#) after class tests or other course work has been returned to the students for students to inquire with re-grade requests. After this period, students should not be permitted to have these items re-graded.
- The instructor’s office hours, office location, office telephone number, email address and Administrative Coordinator contact information. Instructors should allot a reasonable amount of time for student consultation and duties include having regular office hours every week. The Faculty-recommended policy is a minimum of one hour per week, per section. Exceptions should be made if students have other courses/commitments at set times.
- Language of submission.
**Academic integrity**

Failure by an instructor to include a statement about academic integrity on a course outline shall not constitute an excuse by a student for violating the Code of Student Conduct and Disciplinary Procedures.

**Use of text-matching software**

Instructors may adopt the use of text-matching software to verify the originality of students’ written course work. Instructors must inform their students before the Add/Drop deadline, in writing, of the use of text-matching software in a course, and, the chosen text-matching software must be in accordance with the [Policy on Text-Matching Software](#).

**Copyright**

Please address copyrights of course materials, by including the following statement on your course outline and/or your myCourses page:

© Instructor generated course materials (e.g., handouts, notes, summaries, exam questions, etc.) are protected by law and may not be copied or distributed in any form or in any medium without explicit permission of the instructor. Note that infringements of copyright can be subject to follow up by the University under the Code of Student Conduct and Disciplinary Procedures.

**Teaching and Learning Services**

The Teaching and Learning Services (TLS) promotes and supports the ongoing development and enhancement of teaching and learning at McGill University. For additional teaching and learning resources, please visit the [Desautels Teaching and Learning Services web page](#).

As part of the new initiatives, a TLS resource is now available. Dr. Leigh Korey joined the Desautels Faculty last year as our new Academic Associate. Please note that Dr. Angela Guadagno is now replacing Dr. Korey while on leave until August 2021. She will support our efforts in developing and implementing innovative and effective teaching methods and projects. Dr. Guadagno’s can be reached at Angela Guadagno.

If you have questions about remote instruction or if you would like to request a consultation about your teaching, please contact online-courses.mgmt@mcgill.ca. For all other needs, please contact Angela Guadagno.

**ACADEMIC INTEGRITY**

McGill University values academic integrity. If you suspect that a student has committed an academic offence, you need to refer to the Disciplinary Officer. Please review the [Student Rights and Responsibility](#) for detailed instructions on how to handle these situations.

**COURSE PACKS AND TEXTBOOKS**

The McGill University bookstore, “Le James” is located at 680 Sherbrooke Street West.

The timely arrival of materials requires that you order as early as possible. Please abide by the instructions that will be provided by the McGill Bookstore (via email a few months before the beginning of the term).
It is a good idea to check with the Bookstore a week or two before classes begin to confirm the arrival of materials ordered (if there has been some error, there may still be time for emergency measures before classes begin).

The Course Pack production process is handled centrally within the McGill Bookstore. The process includes the compilation, copyright clearance and creation of a master production file, as well as printing and binding services. Students will be able to purchase their Course Pack from Dave’s Store in the student concourse of the Bronfman Building.

Instructors are not allowed to photocopy and distribute copyrighted material to students.

Instructors cannot distribute or post copyrighted material electronically on their myCourses page. If the material is available through libraries, then instructors only have the right to provide a link to the material on your myCourses page. Instructors cannot, for example, download a pdf version of an article from the library and post this pdf file on their myCourses page as this would violate copyright laws.

**CLASS TIMES AND MAKE-UP CLASSES**

A course must contain 39 contact hours with the students per term.

Classes are shown as starting five minutes after hour or half-hour and finishing five minutes before the hour or half-hour. There is a ten-minute interval between classes in order to give students sufficient time to get from one class to another.

In the event of an exam during class time, your total time is therefore 80 minutes. Please take into consideration that it takes time to set up and then collect exams.

If you are unable to teach a class due to sickness or an emergency, please post the notice on myCourses, inform both the BCom Office (514 398-4068) and the course Administrative Coordinator as soon as possible so that students are informed promptly and arrangements are made for a replacement or make-up class.

**ADD/DROP PERIOD**

Students can add/drop courses until the end of the Add/Drop periods (approximately the first 2 weeks of classes in each term). Please review the McGill’s important dates.

Students requesting permission to enter your course should be redirected to the BCom Office – do not issue written permission.

During this period students should not be penalized for missed assessments, including grades allotted to participation or attendance.

Groups should be formed after the Add/Drop period, or at the very end of this period.

Any student purporting to have a registration problem or wishing to withdraw from a course after the Add/Drop deadline should be referred to the BCom Office.

McGill does not permit the auditing of courses.
Course capacities

Course capacities indicated on Minerva are actually 5 below those provided by the Areas. This is to allow BCom Advisers to register students in cases where not doing so would delay graduation. On the Friday of the first week of add/drop, if the true maximum is not reached, BCom will release the spaces. If you receive student requests, direct them to the BCom Office.

COURSE CONSISTENCY POLICY

Whereas academic freedom is a core value in the Faculty and it is understood that when a course is offered across multiple sections in a given academic year, the teaching style, the examples used and the explanations offered will differ from one instructor to the other, it is also understood that there is a need for consistency.

When a course is offered across multiple sections in a given academic term, there should be:

1. A course outline that is generally standardized for all sections;
2. Coordination to ensure consistency with regards to the:
   2.1. content that is taught,
   2.2. material that is used,
   2.3. workload,
   2.4. student assessment,
   2.5. the learning outcomes.

As area coordinators are ultimately responsible to ensure such consistency, they need to coordinate courses offered across multiple sections or assign a course coordinator to do so. Ideally, it should be a full-time tenured or tenure track faculty member.
**GRADING**

**GUIDELINES**
Faculty policy does not allow students to do additional work to improve their standing.

The Desautels Faculty of Management does not offer supplemental exams.

BCom courses cannot have examinations scheduled during the last two weeks of term worth more than 10% of the final grade.

**All term work must be assigned early enough for students to complete the assignments (including projects and reports). Submission must take place no later than the last day of class.**

Please note that there should be more than one assessment for each course. Group work must not exceed 50% of a student’s grade. If a final examination is offered, it shall be worth at least 25% of the course grade but **no more than 75%** of the course grade.

Assessment protocols should be transparent, and that students have the right to receive ongoing feedback within a reasonable time while the course is in the process of being taught. Please review [the Handbook on Students Rights and Responsibilities (Charter of Students’ Rights)].

It is the responsibility of instructors to properly communicate the expectations of the course.

To avoid difficult assessment situations at the end of the term, instructors are expected to manage their assignments and grading throughout the term to meet policy requirements and avoid scaling down at the end of the term. We encourage instructors to provide feedback to students on their learning before the course withdrawal deadline.

Instructors should include in their course outline consequences of late submissions of assignments/papers, missed examinations, and penalties that students might incur.

Students must repeat any grades of D or F in core courses or courses as part of a Concentration, Minor, Major or Honours Program. However, D is a passing grade for elective courses.

It is University policy that **information of any kind regarding a student’s record may not be given out to the general public – including to family members** who may call or write for such information without the student’s consent.

Course work that has been graded and returned to students prior to the final examination cannot be re-graded after the final grades have been posted.

The myCourses portal should be used to assist with course management as well as to report and release grades, along with the distribution of grades for students to view. Instructors are encouraged to participate in training, and avail themselves to resources associated with [myCourses](https://mycourses.mcgill.ca/).

Please review [the University Policies, Procedures and Guidelines](https://www.mcgill.ca/academic-guidelines/pol-proc) – which consolidates all rules and regulations relating to student assessments.
NEW GRADING POLICY
As of summer 2019, the new grading policy is as follows (bolded entries reflect changes):

In order to increase consistency of marking procedures across instructors and areas within the Faculty, the overall average and median grade for all management courses (core and non-core) must fall between 65% and 77.5% (instructions and exceptions below).

• Sections with fewer than 25 students are not restricted to the 77.5 maximum average and median. However, instructors are encouraged to comply with the policy, and if the average or median exceeds 77.5, instructors must provide written explanation to the BCom office.
• Instructors teaching multiple sections of the same course in the same term with enrolment of 25 students or more must apply the 77.5 maximum average and median to the sum of student marks in all sections of greater than 25 students.
• Group work must not exceed 50% of a student’s grade.
• Grade distributions for every course and section will be tracked every term by the BCom Office, and reviewed by the Undergraduate Program Committee (UPC).
• We expect instructors to respect final grade submission deadlines as communicated by the BCom office.
• To better facilitate our scholarship qualification process, please enter numerical grades.

LETTER GRADES/PERCENTAGE MARKS
Please note that as a student’s grade point average (GPA) is calculated on the basis of the above grade points, “borderline” grades (those ending in a 4 or a 9) become significant. Please reassess before reporting final grades.

<table>
<thead>
<tr>
<th>Letter Grades</th>
<th>Percentage Marks</th>
<th>Grade Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>85-100</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>80-84</td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td>75-79</td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>70-74</td>
<td>3.0</td>
</tr>
<tr>
<td>B-</td>
<td>65-69</td>
<td>2.7</td>
</tr>
<tr>
<td>C+</td>
<td>60-64</td>
<td>2.3</td>
</tr>
<tr>
<td>C</td>
<td>55-59</td>
<td>2.0</td>
</tr>
<tr>
<td>D</td>
<td>50-54</td>
<td>1.0</td>
</tr>
<tr>
<td>F (Fail)</td>
<td>0-49</td>
<td>0</td>
</tr>
</tbody>
</table>

The instructor should assign a grade of J for any student who does not write the final examination. Should deferrals be granted, the BCom Office will make the appropriate grade changes.

When numerical final grade submissions are made via Minerva students see only letter grades on their transcripts.

Deadlines for grade submission are one week after the final exam (or last class) for graduating students and two weeks after the final exam (or last class) for non-graduating students.

Failure to submit grades on a timely basis not only affects graduating students but may also affect students taking subsequent courses, applying for scholarships and awards, as well as to other programs, internships or exchange opportunities.

According to McGill’s privacy policy a student’s grades are confidential to that student, even if every group member gets the same grade; it cannot be posted with student names nor with the full student number. “Grades” include course grades, as well as, any component of it, such as tests, presentations, papers, participation, etc.
The two links relevant to McGill’s privacy can be found at:
https://www.mcgill.ca/secretariat/access-information

“What data elements are confidential?” grades are included, and cannot be revealed or released.

**Final Grade Changes**

Instructors can enter grades for deferred exams, as well as changes to historical grades, on Minerva. See ‘Instructor Grade Changes’ in the Minerva Faculty menu.
GRADER POLICY

INSTRUCTORS’ RESPONSIBILITIES
For any given course, the grading budget is currently one hour per student, subject to enrollment of at least 35 students.¹

When hiring graders, instructors must ensure that their graders have expertise and have exhibited high performance in the subject matter.

Instructors must:
1. Approve the hiring in Workday,
2. Disclose any conflict of interest,
3. Have their grader sign the confidentiality agreement,
4. Assign clear grading guidelines. This means instructors must:
   4.1. Specify due dates of graded material,
   4.2. Provide rubrics and/or clear instructions,
   4.3. Specify policies about partial credit,
   4.4. Respond promptly to grader inquiries
5. Provide answer keys for the material to be graded,
6. Provide adequate supervision and mentoring to ensure accurate and fair grading,
7. Ensure grading consistency.

Instructors must not:
1. Allow graders to leave the Desautels buildings with physical student material (e.g. quizzes, final papers and/or exams)²
2. Ask graders to develop the answer keys or rubrics,
3. Ask graders to assign or report final grades in a course,
4. Ask graders to hold office hours,
5. Bank, loan, or share graders’ hours.

Failure to comply with these responsibilities will result in a loss of graders for the following academic year.

¹ For Rates and Payments schedule please visit the casual payroll website.

² Exceptions can be made for longer assignments and late final exams in the Fall term. To receive an exception, please contact your program office directors who will walk you through the procedure.
**Graders’ Responsibilities**

**Graders must**

1. Apply for the position via Workday before beginning work,
2. Agree to fulfill all obligations as outlined in this contract, in particular:
   2.1. Graders must meet deadlines as assigned by the instructor;
   2.2. Graders must complete all tasks assigned by instructor through to the end of the term for which they are employed;
3. Follow instructions provided and follow up with the instructor as appropriate if any questions or issues arise,
4. Prepare records of students’ grades as instructed.

**Graders must not**

1. Disclose the course for which they have been hired as a grader during the term they have grading responsibilities,
2. Leave the Desautels buildings with physical grading material (e.g. answer keys, quizzes, final papers and/or exams),
3. Exceptions may be made under the direction of the instructor
4. Prepare, share, or distribute answer keys,
5. Keep any material (e.g. exams, answer keys, records).

**Failure to meet these requirements will result in removal as a grader, and a note in the grader’s record.**

NB: This policy is applicable for the 2020-2021 academic year and will be revisited and modified if necessary.

**Suggestions for adhering to guidelines**

Provide clear grading guidelines and adequate supervision:

For cases where graders will be grading written work or will follow a rubric, rather than an answer key, consider doing a practice session with graders. Using an example of student work, ask graders to grade the same piece of writing and discuss any differences. This may be a moment to modify the rubric to eliminate vagueness, or it may be a moment to set expectations for how to interpret and apply the rubric.

For cases where partial credit is possible, in addition to providing graders with a policy, provide examples of different scenarios that earn or do not earn partial credit. If you wish to use previous students’ work, ask the student for consent and be sure to remove their name from the work and ask for student consent.

**Ensure grading consistency**

In cases where more than one grader is involved, graders should grade the same problem across all student work rather than grading a specific student’s work.

When possible, anonymize student materials. For example, consider making online submissions on MyCourses anonymous, or have students provide their McGill ID numbers instead of their names on their exam booklets.
Do not permit graders to leave the building with student materials

When possible, have all graders meet in the same time and place after the exam to do the grading together.

For assignments ask students to submit work electronically and in hard copy to have a backup copy in case something happens to one version.

Do no ask graders to hold office hours

Hire tutors to hold office hours or to assist with midterm viewing.
EXAMINATIONS

GENERAL COURSE ASSIGNMENT AND ASSESSMENTS
Please note that instructors are not permitted to have an in-class assessment (including exams) worth more than 10% of the final grade within the last two weeks of class.

All written work (e.g., final papers and reports) must be due no later than the last day of class. If the content of the final paper requires a comprehensive delve into course material that warrants more time beyond the last day of class, then professors must inform the BCom office in order to designate the final paper as a “take-home” exam.

Rubric for Assessing Student Participation see Appendix I.

FORMAL FINAL EXAMINATIONS
Formal final examinations are centrally administered by Enrolment Services. At the beginning of each term, the Exam Coordinator will send you an on-line form that must be submitted by the deadline indicated.

Around the end of October and beginning of March, a final examination schedule will be posted on the McGill’s Exam website.

Seating arrangements are posted on the McGill website toward the end of the last week of class.

The BCom Office is responsible for making all decisions regarding students’ requests for special final examination arrangements.

Instructors are not permitted to make private arrangements for any student to substitute a project, paper, assignment, etc. for a final examination, and the University does not permit final examinations to be written before or after their officially scheduled times.

Should a student not write the final exam, a grade of J must be granted.

It is Faculty policy that the instructor be available during their exam to answer questions that may arise.

Via e-mail, each instructor will be given the names of students with a conflict, if any, by Enrolment Services around the third to last week of term. Instructors should not get involved with making their own alternate arrangements with the student for final exam conflicts.

Final exams must be submitted to the Exam Coordinator upon request, approximately one month prior to the exam date.

It is not permitted to have an in-class assessment (including exams) worth more than 10% of the final grade within the last two weeks of class.

If a final examination is offered, it shall be worth at least 25% of the course grade but no more than 75% of the course grade.

Exceptions can be made where a student has been offered the choice in advance to write a final examination worth more than 75% of the Course grade. In the case of documented extenuating
circumstances that cause a student to miss an assessment (such as a midterm examination), the student must be given the choice of another assessment in addition to the option of writing a final examination worth more than 75% of the Course Grade.

When picking up your examinations from the Exam Office, you are required to verify the number of exams you are receiving to ensure accuracy.

**Deferred Final Examinations**

The student must complete an Application for Deferred Final Exam through their Minerva account as well as provide supporting documentation to the BCom Office within 5 working days of the date of the exam.

The decision to grant a deferral rests with the BCom Office.

If approved, the student will write their final exam during the University’s official deferred/supplemental exam period – specific dates during study break in March (fall terms) and August (winter terms).

After a deferred final examination is written, the exam paper is forwarded to the appropriate instructor for grading. The instructor is expected to grade the exam within one week.

**Missed Midterm Exams/In-Class Tests**

Decisions regarding a request to miss a mid-term exam or in-class test worth **20% or more** are the responsibility of the BCom Office.

The student must complete [an Application for Missed Mid-Term Exams or In-Class Test](#). Students must provide the BCom Office with supporting documentation before a decision can be made. Once a decision is made, the BCom Office will notify the student and instructor.

Keeping in line with the University policy, the following reasons are **generally accepted**, provided proper documentation:

- Religious conflict. Please review [the “Reasonable Accommodation of Students” University Student Assessment Policy 3.4.](#)
- Health/medical
- Death in the family
- Serious illness/accident in the family
- Intercollegiate event
- Job interview
- Faculty-sponsored events held outside of Montreal

Keeping in line with the University policy, the following reasons are **not generally accepted**:

- Travel not related to above issues, including family birthdays, reunions, vacations
- Misreading of the course outline or calendar
- Having many other exams / assignments in the same week
- Personal matters such as relationship conflicts
- Obligations to student clubs or sports teams other than intercollegiate events
- Employment obligations
• Sleeping in / falling asleep
• Inclement weather, other than that resulting in university closure
• Traffic
• Car trouble, other than car accident with police report

If an approval is granted, the professor will determine how to accommodate the missed mid-term/test. Here are a few examples of how to accommodate such situations:

• Reschedule the in-class test. An equivalent test may be given usually within a week of the original test. The make-up test should be given after the regularly scheduled test not before.
• Prepare an alternate evaluation for the student. The instructor may assign an alternate assignment, such as a paper. In this instance, the instructor should take care that the alternate assignment is of equal difficulty as the missed test, to avoid creating incentives for missing tests.
• Shifting the weight of the test to the final exam or another individual test. This is only appropriate if the final exam or the other test(s) are cumulative for the year, otherwise the material on the missed test would go untested. Weight should not be added to group work or class participation. (See section “Formal Final Examinations”).

Be consistent in your method of accommodation with all students. For example, the instructor should set a time in advance for a make-up test such that all students with deferrals would write it at the same time.

In the rare event that the instructor and the student cannot agree on an accommodation, the matter is to be referred to the Associate Dean, Undergraduate Programs.

**FRIDAY MIDTERMS**

Prior to each term, the Exam Coordinator sends information pertaining to Friday midterms; detailed information is then provided.

Common Friday midterms may conflict with students who are enrolled in regularly scheduled classes, usually in other Faculties. Priority is given to the classes, therefore, alternate arrangements must be made for the mid-term. The Exam Coordinator can provide guidance regarding the conflict.

It is the instructor’s responsibility to invigilate make-up examinations. A conflict room is provided from 8:00 a.m. and 8:00 p.m. every Friday during the term.
**COURSE ADMINISTRATION**

**Keeping records**
Students should be kept informed of their standing as the term progresses and any questions about the grades should be settled before the end of the term.

Instructors should keep careful records of students’ results, including an explanation of how the final grade was calculated.

As necessary, this information should be made available to Area Coordinators so that they may respond to any requests for verification in the event that the instructor cannot be reached.

Please note that all examinations and records should be kept for one year. The Faculty provides storage facilities for corrected final examination papers for one year, after which they are destroyed.

Instructors must retain the examination solutions, the marking schemes, and all other relevant information, for at least one year after the final grades have been submitted.

Sessional lecturers should leave the corrected final examination papers with their course Administrative Coordinators for storage, and the examination solutions and marking schemes should be left with the Area Coordinator.

**Student’s right to see examination papers**
Every student has the right to arrange a meeting with their instructor to review their responses to examination questions and to see the corrected solutions.

As a courtesy, the Exam Coordinator in the BCom Office provides exam viewing dates and instructions on the procedures via email at the appropriate times.

**Verification of grades/examination re-reads**
In accordance with the Charter of Student Rights, and subject to the conditions stated therein, students have the right to consult any written submission for which they have received a mark and the right to discuss this submission with the instructor.

In a case where a student feels that an error has been made in arriving at the final grade, the student must first request that the instructor carry out a detailed check that all questions have been marked, and that the final grade has been correctly computed on the basis of the term work, final examination, etc.

If the student is not satisfied with the assessment of a final exam or course work, the student may apply (fees apply) for a formal re-read through the BCom Office.

*Formal re-reads* can only be requested if a change upwards in the letter grade for the course is possible as a result of the re-read. However, during the course of the term, any requests to have term work re-evaluated should initially be made directly to the instructor.

Please note that participation marks are not subject to formal re-reads through the BCom Office.
**ONLINE MERCURY COURSE EVALUATIONS**

Course evaluations will be available to students for completion on MINERVA near the end of each term.

These evaluations provide instructors with feedback that can be used to improve future courses and are one indicator of teaching performance for tenure and promotion.

To increase the response rate, it is important to [remind students](#) to fill in the course evaluations.

Your course evaluation results will be available once the final grades for courses are submitted and approved.

The Faculty of Management uses the [condensed period for course evaluations](#).

- Fall 2020: November 12 - December 24, 2020
- Winter 2021: March 22 - April 14, 2021
STUDENT WELLNESS AND EARLY ALERT SYSTEM

As of Fall 2019, we will have our own Local Wellness Adviser (LWA) who is a member of the Counselling Services and will be physically present in our faculty. The LWA will increase awareness, prevention and early intervention programming for students where they live and learn. The LWA will reach out to all instructors at the start of the term.

If you wish to express a concern for a student, please do so through the Early Alert System, provided by the Office of the Dean of Students.

Another option is to email:
- The Office of the Dean of Students
- The Associate Director, BCom Student Affairs
- The Associate Director, BCom Program
OFFICE FOR STUDENTS WITH DISABILITIES (OSD)

It is the student’s responsibility to apply by the deadline, and to obtain approval from the Office for Students with Disabilities (OSD) for any accommodations necessary; please make sure to accommodate OSD requests.

Some students will be writing their exams at OSD, so please refer to for information about procedures.
University Calendar (Regulations, Policies and Procedures)

The BCom Office must abide by everything in the University Calendar – pre-requisites, concentrations, majors, etc.

Please do not make exceptions for students that would go against regulations, policies and procedures in any situation (unless approached by the BCom Office, which may happen in exceptional circumstances).

Information on general university regulations, policies and procedures.

BCom and other Faculties’ E-Calendar for Academic Year 2020-2021.
**GENERAL CONTACT INFORMATION AND OFFICIAL COMMUNICATIONS**

**Bronfman Building, 1001 Sherbrooke Street West**  
Montreal, Quebec H3A 1G5  
Tel.: 514 398-4000  
Fax: 514 398-3876  

**Donald E. Armstrong Building**  
McGill University  
3420 McTavish Street  
Montreal, Quebec H3A 3L1  
Tel.: 514 398-4066  
Fax: 514 398-2499

**Dr. Isabelle Bajeux-Besnainou, Dean**  
Tel: 514 398-4001  
Email: isabelle.bajeux@mcgill.ca  
Dean’s Office (Room 454)

**Yvonne Ng D’Alessandro**  
HR Manager  
Tel: 514 398-7418  
Email: yvonne.ng@mcgill.ca  
Admin Hub (Room 302)

**Mark Michaud**  
Director of Administration  
Tel: 514 398-4002  
Email: mark.michaud@mcgill.ca  
Dean’s Office (Room 454N)

**Andrew Bennett**  
HR Administrator  
Tel: 514 398-6733  
Email: Andrew.bennett@mcgill.ca  
Admin Hub (Room 302)

**Nina Cochina**  
Finance Manager  
Tel: 514 398-6811  
Email: nina.cochina@mcgill.ca  
Admin Hub (Room 302)

**Karen Robertson**  
Senior Administrative Coordinator  
Tel: 514 398-8144  
Email: karen.robertson@mcgill.ca  
Admin Hub (Room 302)

**Michelle Forsythe**  
Associate Director, Infrastructure  
Tel: 514 398-1295  
Email: Building.mgmt@mcgill.ca  
Admin Hub (Room 302)

**IT Support**  
Tel: 514 398-3398  
Email: support.mgmt@mcgill.ca  
[www.mcgill.ca/it](http://www.mcgill.ca/it)

For emergencies, please dial Ext. 3000

**Summary of the Faculty’s Offices**

- Dean’s Office – Room 454
- Administrative Office – Room 302
- BCom Program Office – Room 110
- CA Program Office – Room 312
- Career Services – Room 650
- PhD Program Office – RM 501B
- International Executive Institute – Room 601
- Master’s Program Office – Armstrong building
Mailbox
You will receive and pick up mail from Bronfman, 104 (card access required with your McGill ID card). Mailboxes for lecturers are located to the right and are divided into alphabetical sections.

Parking
Daily pay parking is available on campus and in the basement of the Bronfman and Armstrong Buildings. It is accessible via the alley between the Bronfman and Armstrong Buildings. For information on hours, permits and rates go to: http://www.mcgill.ca/transport/parking.

Printing
Employees can print via “uPrint” with their McGill ID card. The number of copies available is based on the number of students enrolled in your course sections.

Virtual private network (VPN)
McGill’s VPN allows users to access McGill-restricted sites (e.g., library databases and journals) and network drives from outside the university network. For more information on VPN, click here.

Official communications
University Policy on E-mail Communication with Students states that the official form of communication via e-mail with students be through the McGill e-mail address.

For more information on required components of course outlines and the regulations governing student assessments (including multiple-choice examinations and midterm and final examinations), please see the following websites:

- Components of Course Outlines
- University Student Assessment Policy
- McGill Policies and Guidelines related to Teaching
- For more information on the BCom Program

Information for sessional instructors
As a new course lecturer, you are eligible for a McGill ID card only when your contract has been returned and processed by the Payroll Department. The ID card is only active during the period of your appointment for the term. You may obtain your ID card at:

Human Resources
688 Sherbrooke Street West
15th Floor, Room 1520
https://www.mcgill.ca/hr/self-service/id-cards
Card access

Card access is required to enter the Bronfman Building after regular hours and to enter some rooms within the building. Once you have obtained your McGill ID card please contact building.mgmt@mcgill.ca to activate your card for access to the appropriate areas. She can also help you if you have problems with your card or require access to other areas.

Office assignment

As a new lecturer you will be assigned an office for office hours by the Infrastructure Team (building.mgmt@mcgill.ca). Office space and computers are shared with other instructors.

All offices have a combination lock. To obtain the code, please contact building.mgmt@mcgill.ca.

All offices must be vacated at the end of the term. Faculty will store exams and other student assignments.

Minerva

Minerva is McGill’s online System to perform certain course-related administrative tasks (i.e. view and print your class list, teaching schedule, and enter your final grades, etc.).

You must have a 9-digit McGill ID to access Minerva. This will be generated and activated once your course lecturer contract has been signed and returned. Please contact the Human Resources Administrator, Andrew Bennett (514 398-6733), for further information.

Please visit: https://www.mcgill.ca/minerva.

Administrative coordinator support

You will be assigned an Administrative Coordinator or an Administrative Coordinator by the Senior Administrator Coordinator and be introduced at your convenience. Please note that your Administrative Coordinator is also assigned to several other full-time professors as well as numerous course lecturers as part of their regular duties. Your Administrative Coordinator will provide the following support:

- Typing support for course materials, exams;
- Ordering books and cases;
- Sending materials to printing (no xeroxing assistance);
- Sending course package to the bookstore but no assistance in the preparation of the course package;
- Serving as a link to students (relay messages – no appointments);
- No general distribution of materials, exams and term papers to students.

Last minutes requests should be kept to a minimum.

List of administrative coordinators

- Linda Foster Room 302 +1 514 398-4000 Ext. 0252
- Darlene Fowler Room 302 +1 514 398-4028
- Marina Nikoghossian Room 302 +1 514 398-4000 Ext. 00973
- Suzanne Sellitto Room 302 +1 514 398-4000 Ext. 00974
- Rola Zoayter Room 302 +1 514 398-4000 Ext.
Remuneration

University salaries are paid by direct deposit on a bi-weekly basis; every other Thursdays.

For information about setting up direct deposit of your salary at your bank, please view the site below: http://www.mcgill.ca/desautels/resources/building-admin/casual-payroll/first-time-payment.

Direct deposit is now mandatory and must be updated prior to your first scheduled pay date.

Taxes will be deducted at source for all teaching of regular courses. University payroll practices comply with government income tax regulations and cannot be changed by the University. You may direct any enquiries concerning salary to the McGill Payroll Department (local 4747).
# APPENDIX I — RUBRIC FOR ASSESSING STUDENT PARTICIPATION

## Tools for Assessment

Eberly Center for Teaching Excellence

> www.cmu.edu/teaching/assessment

## Rubric for Assessing Student Participation

<table>
<thead>
<tr>
<th>Frequency of participation in class</th>
<th>Exemplary (90% - 100%)</th>
<th>Proficient (80% - 90%)</th>
<th>Developing (70% - 80%)</th>
<th>Unacceptable (&lt;70%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student initiates contributions more than once in each recitation.</td>
<td>Student initiates contribution once in each recitation.</td>
<td>Student initiates contribution at least in half of the recitations</td>
<td>Student does not initiate contribution &amp; needs instructor to solicit input.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Quality of comments</th>
<th>Exemplary (90% - 100%)</th>
<th>Proficient (80% - 90%)</th>
<th>Developing (70% - 80%)</th>
<th>Unacceptable (&lt;70%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comments always insightful &amp; constructive; uses appropriate terminology. Comments balanced between general impressions, opinions &amp; specific, thoughtful criticisms or contributions.</td>
<td>Comments mostly insightful &amp; constructive; mostly uses appropriate terminology. Occasionally comments are too general or not relevant to the discussion.</td>
<td>Comments are sometimes constructive, with occasional signs of insight. Student does not use appropriate terminology, comments not always relevant to the discussion.</td>
<td>Comments are uninformative, lacking in appropriate terminology. Heavy reliance on opinion &amp; personal taste, e.g., “I love it”,”I hate it”, “It’s bad” etc.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Listening Skills</th>
<th>Exemplary (90% - 100%)</th>
<th>Proficient (80% - 90%)</th>
<th>Developing (70% - 80%)</th>
<th>Unacceptable (&lt;70%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student listens attentively when others present materials, perspectives, as indicated by comments that build on others’ remarks, i.e., student hears what others say &amp; contributes to the dialogue.</td>
<td>Student is mostly attentive when others present ideas, materials, as indicated by comments that reflect &amp; build on others’ remarks. Occasionally needs encouragement or reminder from T.A. of focus of comment.</td>
<td>Student is often inattentive and needs reminder of focus of class. Occasionally makes disruptive comments while others are speaking.</td>
<td>Does not listen to others; regularly talks while others speak or does not pay attention while others speak detracts from discussion; sleeps, etc.</td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX II — LAYOUT OF BUILDINGS

Bronfman

Concourse
- Dave's Store: sells snacks
- Sandiford Lab: BCom student 24hr. computer lab
- Classrooms: 001, 002, 011, 045 and 046

1st
- Porter's office
- Mailroom (room 104)
- BCom Program Office (room 110)
- Classroom: 151

2nd
- Alphonse Desjardins Trading Room - Teaching Lab: 205
- Classroom: 210
- Student Study Space
- Student Discussion Rooms
- MUS Offices (BCom Student Association)

3rd
- Administrative Hub
- Faculty offices
- Classrooms: 310, 340, 360

4th
- Dean’s Office 454
- Faculty offices
- Classrooms: 410, 422 and 423
- Student Study

6th
- McGill International Executive Institute
- Soutar Career Center
- Bensadoun School of Retail Management
ARMSTRONG

Concourse

• Classroom: 060, 065
• Teaching Lab: 075
• Student Study Space
• Student Discussion Rooms

1st

• Master’s Programs offices
• DGSS Offices (Master’s Student Association)

2nd

• Classrooms: 255, 260, 265
• Student Study Space
• Student Discussion Rooms

3rd

• Classroom: 375
• Event space Student
• Study Space
• Student Discussion Rooms

3430 McTavish

SS1 & 1st

• McGill Dobson Centre for Entrepreneurship

2nd & 3rd

• McGill Centre for the Convergence of Health and Economics
### APPENDIX III – DEFINITIONS: GRADERS, TUTORS AND TEACHING ASSISTANTS

<table>
<thead>
<tr>
<th>Position</th>
<th>Teaching Assistant</th>
<th>Tutor</th>
<th>Grader</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Definition</strong></td>
<td>A “TA” is a <strong>graduate</strong> student appointed to assist a Course Supervisor with the instruction and evaluation of students in a course. <strong>The TA must become a member of the AGSEM Union.</strong> TAs work under the guidance and supervision of the Course Instructor who is responsible for setting course objectives, content and method of instruction as well as final grades and grading practices of the course.</td>
<td>A “Tutor” is generally an <strong>undergraduate</strong> student (either U2 or U3) but can also be a graduate student or non-student. A “Tutor” is hired by the course instructor.</td>
<td>A “Grader” can be either an <strong>undergraduate, graduate, or non-student.</strong> A “Grader” is hired by the course instructor.</td>
</tr>
<tr>
<td><strong>Some duties may include</strong></td>
<td>• May give lecture on behalf of the course instructor; • Will hold office hours to meet with students; • May correct assignments, midterm, etc.</td>
<td>• Can give one-on-one tutorials; • Some may hold office hours; • <strong>Does not give lectures or help with course preparation;</strong></td>
<td>• Corrects assignments, mid-terms, and/or final exams; • <strong>Does not give lectures or hold office hours;</strong></td>
</tr>
<tr>
<td><strong>Budget Considerations</strong></td>
<td>The TA budget is approved by the Vice Dean prior to the start of term.</td>
<td>The tutor budget is approved by the Vice Dean prior to the start of term, and is generally one half hour per enrolled student.</td>
<td>Courses will be allocated a Grading budget of 1 hour per enrolled students if total enrollment is 35 students or more.</td>
</tr>
<tr>
<td><strong>Hiring</strong></td>
<td>This process is governed by the collective agreement. Contact the HR Administrator (<a href="mailto:hr.mgmt@mcgill.ca">hr.mgmt@mcgill.ca</a>) for info.</td>
<td>The course instructor is responsible for hiring a Tutor (after a Tutor budget has been approved).</td>
<td>The course instructor is responsible for hiring Graders.</td>
</tr>
</tbody>
</table>
Important

Family members of an instructor cannot be hired to provide support for the courses taught by the instructor.

Please inform your Tutors or Graders that they should meet with your Administrative Coordinator before starting any work to make sure that the necessary forms have been filled to avoid delays in payment.

All necessary hiring paperwork can be found here: