



# UNIVERSITY OF TORONTO FACULTY OF MUSIC

## Community Guidelines

### INTRODUCTION

The Faculty of Music at the University of Toronto is a world-class institution for artistic and academic excellence in music creation, performance, education, and research. This standard of excellence is dependent on ensuring that its entire community can study and work in an environment that is safe and inclusive, an environment in which the entire community can thrive and realize their individual and collective potentials. Promoting the success and well-being of its community is, and must be, central to the Faculty's mission.

These Guidelines are intended to support this mission and commitment by establishing best practices and providing guidance to community members on appropriate interactions, particularly in contexts that are unique to music education and scholarly work. These Guidelines also serve as a wayfinding document to direct community members to appropriate resources, supports and institutional offices.

These Guidelines are not intended to be exhaustive as additional best practices are likely to exist. They also attempt to avoid unnecessary repetition of content found in University-wide policies, guidelines and standards, many of which are referenced and linked below. In the event of conflict between these Guidelines and those University-wide documents, the latter shall govern.

These Guidelines may be considered alongside the [Faculty's Statement of Values and Principles](#). All members of the community are strongly encouraged to review both documents carefully.

### WELLNESS

The University is committed to supporting wellness. There are wellness resources available to you as a community member of our Faculty of Music.

<https://mentalhealth.utoronto.ca/> (Students)

<https://people.utoronto.ca/culture/wellness/> (Staff, Faculty, and Librarians)

Additional Wellness Resources are available [here](#).

## GUIDING PRINCIPLES

These Guidelines are informed by and adopt the following principles:

- Empathy, dignity, respect, equity and belonging for all;
- Reflexive engagement with cultures and communities - respectful curiosity, diligent research, academic freedom, and cultural humility in creative and scholarly endeavours;
- A culture of integrity and accountability;
- Artistic, pedagogical, and professional practices that foster individual and collective growth within class and performance spaces, and other community spaces; and
- Upholding the importance of well-being in musical and academic activities.

Interactions among and between all community members should always be guided by these principles. Effective communication requires understanding that community members may experience interactions differently as related to differences in lived experience, intersecting aspects of personal identity, and diverse learning goals and needs.

## POWER DYNAMICS

Differential power dynamics exist within the Faculty and the University of Toronto more broadly, and they are inherent to institutions of higher learning. A person may be in a position of power when they can confer, grant or deny a benefit or advancement to another person. In addition, individuals may have positions of trust or authority relative to others, which can create perceived power imbalance even where actual power is absent. These power imbalances, both perceived and actual, can exist between and among faculty members, librarians, sessional instructors, teaching assistants, administrative staff, and students. These power imbalances are recognized in University policies and guidelines related to conflict of interest, including the [Policy on Conflict of Interest – Academic Staff](#) and the Provostial memorandum on [Conflict of Interest and Close Personal Relations](#).

## SEXUAL VIOLENCE

The Faculty fully endorses and is bound by the University of Toronto's commitment to achieving an environment free of all forms of sexual violence, including sexual harassment and sexual assault, as set out in the [Policy on Sexual Violence and Sexual Harassment \(Policy\)](#).

Sexual Violence is defined in the *Policy* as “any sexual act or act targeting a person’s sexuality, gender identity or gender expression, whether the act is physical or

psychological in nature, that is committed, threatened or attempted against a person without the person's consent, and includes Sexual Assault, Sexual Harassment, stalking, indecent exposure, voyeurism, gender-based harassment or violence, cyber sexual violence, and sexual exploitation." Definitions of many of these terms (e.g., cyber sexual violence) are available in the *Policy*.

The Sexual Violence Prevention & Support Centre (the "SVPSC") is an institutional office established to support survivors of sexual violence, including helping them navigate the processes and procedures under the *Policy*. Individuals who Disclose to the SVPSC can be supported with confidential, non-judgmental, client-centred services, including assistance in navigating available supports such as counselling, medical services, academic or workplace accommodations, financial aid, and legal aid.

There is a difference between Disclosing and Reporting an incident of Sexual Violence. A Disclosure means sharing an experience of sexual violence with a member of the University community. Speaking with the SVPSC about an experience of sexual violence or the reporting process does not automatically initiate a report. It does not launch a formal process to look into an incident of sexual violence.

Reports of Sexual Violence by any community member are appropriately made to the SVPSC or, in emergency situations, to Campus Safety. Initiating a Report means telling a designated member of the University Community about an incident to initiate a formal process, such as an investigative process through the University, which could result in disciplinary or other corrective action. The SVPSC can assist individuals with understanding the University's reporting process and with making a report under the *Policy*, if they choose.

24/7 crisis supports for survivors of sexual violence are listed [here](#).

**For urgent safety concerns while on campus, students should contact 9-1-1 immediately. They may also contact Campus Safety at 416-978-2222 (urgent) or 416-978-2323 (non-urgent).**  
<https://www.campussafety.utoronto.ca/>

## **BULLYING, HARASSMENT, AND DISCRIMINATION**

The Faculty also fully endorses and is bound by the University of Toronto's commitment to fostering an inclusive environment in which all members of our community feel they belong, are respected, and can thrive. Harassment, discrimination, and bullying in any form are unacceptable and unwelcome at the Faculty and the University.

The University's commitment is found in a robust policy framework, including the following resources:

- [\*Policy with Respect to Workplace Harassment\*](#)
- [\*Human Resources Guideline on Workplace Harassment and Civil Conduct \("Civility Guideline"\)\*](#)
- [\*Guideline for Employees on Concerns and Complaints Regarding Prohibited Discrimination and Discriminatory Harassment \("Discrimination Guideline"\)\*](#)
- [\*Policy with Respect to Workplace Violence\*](#)
- [\*Workplace Violence Program\*](#)
- [\*Code of Student Conduct\*](#)
- [\*School of Graduate Studies Supervision Guidelines\*](#)
- [\*Statement of Commitment Regarding Persons with Disabilities\*](#)

There are multiple pathways for having concerns related to bullying, harassment, and discrimination addressed. The specific pathway can depend on the relationship of those involved to the University (faculty, staff, student, etc.) and the nature/context of the conduct in question.

Concerns by undergraduate students may generally be brought to the:

- [Equity, Diversity, and Inclusion Director](#)
- [Registrar's Office](#)
- [Associate Dean, Academic & Student Affairs](#)
- [Dean](#)

Concerns by graduate students may be brought to the:

- [Equity, Diversity, and Inclusion Director](#)
- [Associate Dean, Graduate Education](#)
- [Dean](#)
- [School of Graduate Studies](#) (including, if applicable, the [Centre for Graduate Mentorship & Supervision](#))

These pathways are not rigid. For example, students may speak to a supportive member of the community who is able to help bring the concern forward. They may share their concerns with an instructor or divisional coordinator/performance area head if they are comfortable doing so. Students may alternatively bring concerns to the [Equity, Diversity, and Inclusion Director](#).

For administrative staff members, faculty members, and librarians, it is normally most helpful to bring concerns to the attention of the person to whom the staff member, faculty member, or librarian immediately reports (e.g., Manager, Supervisor, Dean's Office) or the next higher level of authority, as necessary. Administrative staff members, faculty members, and librarians may also raise concerns and complaints with:

- [Professional Faculties Human Resources Office](#) (which supports the Faculty of Music)

- [Equity, Diversity, and Inclusion Director](#)

Alternatively, a community member may wish to raise their concern with a University official outside of the Faculty. The following offices may be contacted directly without proceeding through the pathways described above and are available to any member of the Faculty, including students:

- [Accessibility for Ontarians with Disability Act \(AODA\) Office](#) – offers support to community members in relation to persons with disabilities.
- [Anti-Racism & Cultural Diversity Office \(ARCDO\)](#) – offers supports to community members in relation to racial discrimination and harassment.
- [Sexual & Gender Diversity Office \(SGDO\)](#) – offers support to community members in relation to sex, sexual orientation, and gender identity discrimination and harassment.
- [Institutional Equity Office](#) - offers support to community members in relation to concerns of harassment and discrimination based on the Ontario Human Rights Code’s protected grounds.
- [Workplace Investigations Office https://people.utoronto.ca/office/workplace-investigations/](https://people.utoronto.ca/office/workplace-investigations/) – a specialized unit within the Division of People Strategy, Equity & Culture which receives, investigates, and addresses concerns and complaints related to faculty or staff conduct, including workplace harassment and discrimination.
- [Professional Faculties Human Resources Office](#) – receives, investigates, and addresses concerns related to faculty or staff conduct.
- [Centre for Graduate Mentorship & Supervision \(CGMS\)](#) – supports successful mentorship and supervisory relationships between graduate students and supervisors/committee members.
- [Community Safety Office](#) – offers support and assistance to students, staff and faculty members who have personal safety concerns.
- [Campus Safety](#) – Special Constable service at the University which responds to emergency situations and offers pro-active safety services, including Work Alone and TravelSafe programs.

## USE OF INTOXICATING SUBSTANCES

The Faculty strongly encourages and supports responsible decision-making about the use and non-use of alcohol and other intoxicating substances, which prioritize the safety and health of the members of our community.

As set out in the [Human Resources Guideline on Fitness for Work](#), Faculty and staff are reminded of the University-wide prohibition against using any intoxicant in the workplace (except pursuant to the [Alcohol Policy](#) and except for appropriate use of a medication).

Students are similarly reminded that the [Code of Student Conduct](#) is concerned with a wide variety of activities and behaviours including, but not limited to, conduct related to the use or misuse of alcohol and other intoxicants at the University.

## **PEDAGOGICAL BEST PRACTICES**

### ***General***

Effective music education requires that interactions between faculty members/instructors and students be conducted with respect, integrity, and trust. All faculty members/instructors should take special care to respect and protect the dignity of their students, and to communicate with them in a way that acknowledges their diverse individual needs. This includes using a professional tone without unnecessary and gratuitous derogatory or demeaning language of any kind, including language that targets equity-deserving groups. It also includes using a person's pronouns as identified by them (see: ["All About Pronouns"](#), Sexual & Gender Diversity Office, University of Toronto).

The Faculty strongly recommends that all communications between students and faculty members/instructors and other staff (including Teaching Assistants) be conducted through official University of Toronto email as a way of maintaining professional boundaries. The Faculty strongly advises against contact through social media accounts and SMS/text messaging; this includes communication channels such as but not limited to *WhatsApp*, *Instagram*, *Facebook*, *Snapchat*, and *TikTok*. University of Toronto email should be used in accordance with the Provostial Guideline regarding [Appropriate Use of Information and Communication Technology](#).

Faculty office hours should be held on campus, or virtually if necessary. Faculty members are not to hold in person office hours in sites off-campus such as homes, restaurants, or bars.

Faculty members/instructors should also avoid favouritism and treat all students in a fair and equitable manner, ensuring appropriate opportunities and supports are made available to each of their students.

### ***Change of Teacher in Applied Music***

While specific instrument areas of the Faculty of Music are best served by a shared teaching model, it is pedagogically sound for students to receive their full annual complement of lessons from one instructor. This allows for a monitored and supervised arc of development, and effective grading and feedback for students.

When a change of applied music teacher is necessary, students should contact [performance.music@utoronto.ca](mailto:performance.music@utoronto.ca). In most cases, they should consult with and obtain a signed consensus for the change by both their current and proposed faculty member/instructor, as well as the Area Head, and then submit that signed agreement to the Performance Office for approval.

If it is not reasonable for students to consult with the faculty members/instructors (e.g., due to interpersonal conflict or concerns about teaching practices), the request for a change of studio may be brought to the Associate Dean, Performance and Public Events or the Performance Office, which will directly contact the relevant instructors.

Students are encouraged to update their current teacher and Area Head regarding proposed changes in instruction. Students should also openly communicate with their applied teacher regarding any regular or occasional lessons or coaching with other faculty members or external instructors.

### ***Consent and Touch***

Respecting personal space during any and all interactions is crucial to ensuring all members of our community feel safe and comfortable. Personal space should be respected in all teaching, learning, and performance spaces including classrooms, during masterclass and repertoire classes, on stage, and during one-on-one teaching sessions.

Appropriate touch may be an effective tool in instrumental and vocal teaching where positioning, posture, and somatic awareness are crucial elements of skill and performance development but can sometimes defy precise verbal description. Some faculty members/instructors and students experience this kind of touching as a natural part of instruction while others, for any number of reasons (including but not limited to culture, gender, disability, faith, and past experience), find it uncomfortable.

If a required change in position or posture can be communicated without touch, this pathway should be followed. When touch is consented to and employed, it must always be the minimum amount of pressure and time required to make the necessary physical adjustment and must never extend to sensitive areas of the body (including but not limited to the face, chest, pelvis, thigh).

To ensure a safe one-on-one learning environment, students must be asked for consent before every instance of touching, even if consent has been obtained in the past. Students may decline without any further discussion or clarification and may decline at



any point during the process of touching Faculty members/instructors are encouraged to remind students of their right to decline touch at any time.

Should touch be considered a possible effective tool for teaching and learning, a daily check-in with students about situationally specific touch is strongly recommended. It should be framed in a way that makes clear the purpose of the suggested touch; i.e., identifying the skill it may assist with developing.

Instructors should have an alternative way to teach when a student declines touch. If they do not have an alternative method available, they should let the student know and research alternate methods in time for the next lesson. Instructors may consult with the appropriate person within the Faculty (e.g., Area Head, Associate Dean).

Faculty members/instructors should foster an environment, notwithstanding the power dynamics present, where students feel comfortable expressing and revoking consent.

Here are possible ways of asking students for their consent to touch:

- “May I move your left wrist into the preferred position? This could help with... Or would you rather I demonstrate using my body so you can just observe?”
- “May I indicate which area on your right shoulder is holding too much tension? This may assist you to... If you prefer, I could demonstrate in some other way that does not involve touch.”

Here are possible ways for students to respond to invitations to learn through touch:

- “May I move your left wrist into the preferred position? This could help with...”
  - *“No, I’m never comfortable with touch. Can you demonstrate this skill for me in a different way?”*
  - *“Not today, it’s still tender from my injury. Can you show me how to improve another way?”*
  - *“Yes, I’m comfortable with a brief adjustment today.”*
- “May I indicate which area on your right shoulder is holding too much tension? This may assist you to...”
  - *“No, I don’t want to be touched. I’d appreciate you showing me how to do this some other way.”*
  - *“Not today. Please demonstrate for me without touch.”*
  - *“Yes, a brief touch for learning is okay today.”*

More information about consent is available [here](#). Faculty and instructors are welcome to connect with the EDI Director for consultation and further discussion. Students can connect with the EDI Director any time to discuss issues around consent and touch.

## QUESTIONS AND FEEDBACK

Questions regarding these Guidelines may be directed to the [Equity, Diversity, and Inclusion Director](#): Edward Johnson Building, 80 Queens Park, Rm 121; 416-978-3782.