NEW FACULTY ORIENTATION 2023

Guidebook

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https://www.uwindsor.ca/ctl/sites/uwindsor.ca.ctl/files/nfo_guidebook-2023.pdf

Office of the Provost and Vice-President, Academic
401 Sunset Avenue, Windsor
Ontario, Canada N9B 3P4
T 519-253-3000, ext. 2003   F 519-561-1400
www.uwindsor.ca/provost

July 18, 2023

Dear Colleagues,

On behalf of all the staff at the Provost's office, I extend a warm welcome to you and thank you for participating in our New Faculty Orientation.

Whether you are arriving on campus for the first time, have recently taken on a new role, or reached a new stage of your UWindsor career, we are proud that you have committed yourself to the University of Windsor. Academic faculty and staff are critical to our mission, and you are joining a community of scholars devoted to enriching the student experience through high-quality and innovative teaching and dedicated to producing impactful research and creative endeavours. *You belong here.* Each of you will make unique contributions to our campus community, and we look forward to sharing this journey with you and celebrating your successes.

New Faculty Orientation is a two-day program that will acquaint you with many of the people and resources that will ease your transition into this new phase of your career. We've done our best to make sure you'll have plenty of opportunities to interact with new colleagues over the course of the event. Meeting people across campus is one of the best things you can do for your success. It can also lead to great, enduring friendships.

If at any point there is anything I can do to help facilitate your successful orientation and transition to the University, please feel free to contact me directly at Raguirre@uwindsor.ca. As you forge a new beginning at the University of Windsor, I look forward to meeting you and hearing what challenges and excites you. I can't wait to see what comes next.

Kindest regards,

Robert D. Aguirre, Ph.D.
Provost and Vice-President, Academic

New Faculty Orientation Agenda

Day 1: Getting Started (July 18, 2023)
Location: Freed Orman

8:30-9:00am   **Registration and Breakfast**

9:00-9:10am   **Welcoming Remarks**
Rob Gordon, President

9:10-9:20am   **Indigenous Welcome**
Theresa Sims, Indigenous Knowledge Keeper and Indigenous Culture and Language Specialist

9:20-9:35am   **Introducing…You**
Erika Kustra, Acting Associate Vice-President, Academic

9:35-10:05am   **UWin 101**
Beverley Hamilton, Chief of Staff, Office of the President

10:05-10:45am   **Getting Started with Teaching: Course Design Confidential**
Erika Kustra, Acting Associate Vice-President, Academic

10:45-11:05am   **Break**

11:05-12:00pm   **Avoiding the Splat: Getting Started with Key Bylaws for Your Hip Pocket**
Renee Wintermute, University Secretary, University Secretariat

12:00-1:00pm   **Lunch (Co-Sponsored by Windsor University Faculty Association)**

1:15-1:30pm   **How Do You Get Started with Service?**
Dave Andrews, Professor, Department of Kinesiology

1:30-2:45pm   **Roundtables: Getting Started In…**
1) **Research: Finding External Grants and Research Partnerships**
   Sara Kenno, Ingrid Qemo, & Nicole Roberge, Office of Research and Innovation Services (ORIS)
2) **Research: Internal Grants and Institutional Processes: Accessing Seed Funds and Navigating the UWindsor Research Ecosystem**
   Kate Rosser-Davies, Youstina Asaad, & Gagneet Kaur, ORIS
3) **Teaching: How Do You Know It's Working**
   Jess Dixon, Department of Kinesiology; Michelle Bondy, Faculty of Science
4) **Teaching: Indigenizing Your Teaching**
   Jaimie Kechego, Centre for Teaching and Learning; Rebecca Major, Department of Political Science
5) **Service: Choosing the Right Service Opportunities**
   Andrew Allen, Faculty of Education; Steven Rehse, Department of Physics

2:45-3:00pm   **Wrap-Up**

3:10-4:10pm   **Campus Tour**

Day 2: Creating Networks and Communities (July 19, 2023)
Location: Freed Orman

8:30-9:15am	**Registration and Breakfast**
9:15-9:30am	**Welcoming Remarks** Robert Aguirre, Provost and Vice-President, Academic
9:30-10:15am	**Sharing *Your* Research and Scholarship: One-Minute Elevator Pitches** Hosted by Tom Schnekenburger, Director, Research Partnerships
10:15-10:30am	**Research: Getting Your Research Off the Ground** Kate Rosser-Davies, Research Systems & Metrics Coordinator Amy Davie, Executive Assistant to the Vice-President, Research & Innovation
10:30-10:40am	**Working Across Differences: Panel & Workshop** Clinton Beckford, Vice-President, People, Equity, and Inclusion
10:40-11:20am	Victoria Hecnar, Turtle Island Event Planning & Communications, Turtle Island - Aboriginal Education Centre Chidera Ikewibe, Undergraduate Student, Department of Psychology; and Department of English and Creative Writing Richard Nonso, Undergraduate Student, School of Computer Science
11:20-12:00pm	Kaye Johnson, Director, Office of Human Rights, Equity, and Accessibility
12:00-1:00pm	**Provost's Welcome Lunch**
1:00-1:25pm	**Performance Evaluation and the Tenure/Permanence Track** Edwin Tam, Head, Civil and Environmental Engineering Cindy Wills, Executive Assistant to the Associate Vice-President, Academic
1:25-2:05pm	**Documenting Your Impact: Teaching Dossiers** Veronika Mogyorody, Professor Emeritus, Visual Arts and the Built Environment Jessica Raffoul, Acting Director, Centre for Teaching and Learning
2:05-2:20pm	**Break**
2:20-2:50pm	**Roundtable Discussions: Hot Questions about Hiring, Renewal, Tenure/Permanence, Promotion**
2:50-3:00pm	**Closing Remarks**
3:10-4:10	**Streets of Sandwich: A Black Historical Walking Tour** Irene Moore Davis

New Faculty Orientation Presenters and Facilitators

Name	Office/Department	Email
Robert Aguirre	Office of the Vice-President, Academic	Robert.Aguirre@uwindsor.ca
Andrew Allen	Faculty of Education	aallen@uwindsor.ca
Dave Andrews	Kinesiology	dandrews@uwindsor.ca
Youstina Asaad	Office of Research and Innovation Services	tinaa@uwindsor.ca
Clinton Beckford	Office of the Vice-President, People, Equity, and Inclusion	clinton@uwindsor.ca
Michelle Bondy	Faculty of Science	mbondy@uwindsor.ca
Amy Davie	Office of the Vice-President, Research and Innovation	acdavie@uwindsor.ca
Jess Dixon	Kinesiology	jdixon@uwindsor.ca
Rob Gordon	Office of the President	rogordon@uwindsor.ca
Beverley Hamilton	Office of the President	beverley@uwindsor.ca
Kaye Johnson	Office of Human Rights, Equity, and Accessibility	kjohnson@uwindsor.ca
Vesna Kaps	Office of Research and Innovation Services	vesna@uwindsor.ca
Gagneet Kaur	Office of Research and Innovation Services	gagneetk@uwindsor.ca
Jaimie Kechego	Centre for Teaching and Learning	Jaimie.Kechego@uwindsor.ca
Sara Kenno	Office of Research and Innovation Services	skenno@uwindsor.ca
Erika Kustra	Office of the Vice-President, Academic	kustraed@uwindsor.ca
Rebecca Major	Department of Political Science	Rebecca.Major@uwindsor.ca
Veronika Mogyorody	Visual Arts and the Build Environment	mogy@uwindsor.ca
Michelle Nevett	Office of Research and Innovation Services	mnevett@uwindsor.ca
Ingrid Qemo	Office of Research and Innovation Services	Ingrid.Qemo@uwindsor.ca
Jessica Raffoul	Centre for Teaching and Learning	jraffoul@uwindsor.ca
Steven Rehse	Department of Physics	rehse@uwindsor.ca
Nicole Roberge	Office of Research and Innovation Services	Nicole.Roberge@uwindsor.ca
Kate Rosser-Davies	Office of Research and Innovation Services	krdavies@uwindsor.ca
Tom Schnekenburger	Office of Research and Innovation Services	tschnek@uwindsor.ca
Theresa Sims	Ska:na Family Learning Centre	theresa@skanaflc.com
Tina Suntres	Office of Research and Innovation Services	tsuntres@uwindsor.ca
Edwin Tam	Civil and Environmental Engineering	edwintam@uwindsor.ca
Cindy Wills	Office of the Vice-President, Academic	cindy@uwindsor.ca
Renee Wintermute	Office of the University Secretariat	reneew@uwindsor.ca

Campus Arrival Checklist

Congratulations! We are so pleased that you have come to join our campus community! Prior to your arrival, you will have received several emails about start-up procedures. This list includes the things that you may still have to complete or become familiar with to have a smooth transition to the University. Please check with your departmental office for department and faculty-specific matters.

- ☐ I have received my employee number
- ☐ I have a UWin ID and an email account
- ☐ I have an office and a phone
- ☐ I have organized direct deposit to my bank through Human Resources
- ☐ I have been in touch with Human Resources to sign up for benefits and pay
- ☐ I have organized parking on campus (Parking Services, Joyce Entrepreneurship Centre, 1st Floor, ext. 2413)
- ☐ I have obtained a University of Windsor ID Card (UWin Card Office, CAW Student Centre, Lower Level, Rm B104, ext. 8946)
- ☐ I have organized the purchase of a computer (If you need to purchase a new computer, contact ext. 2088. For more information on computer specifications contact IT Services Helpdesk at https://uwindsor.teamdynamix.com/TDClient/Home/)
- ☐ I have ordered course textbooks: https://www.bkstr.com/uwindsorstore/home or (ext. 3222)
- ☐ I have obtained access to my class lists etc. on the UWinsite (Registrar's Office, ext. 3319)
- ☐ I have established a course site on Brightspace; for access: https://www.uwindsor.ca/brightspace/; for assistance: bbconsults@uwindsor.ca, ext. 3050
- ☐ I have been in touch with Research Finance regarding start-up or other grant accounts (Research Finance, ext. 2129)
- ☐ I have enrolled to become a member of the Windsor University Faculty Association (WUFA, ext. 3366)
- ☐ I have reviewed the academic policies and bylaws that govern academic work at the University (University's Academic Policies and Bylaws: via http://uwindsor.ca/policies; Office of the Provost's Policies and Guidelines: via http://uwindsor.ca/policies)
- ☐ I have ordered business cards (Print Shop, ext. 2011)
- ☐ I have been in touch with the Office of Research and Innovation Services about upcoming grant applications (ext. 3919)
- ☐ I have discussed my department's promotion and tenure guidelines with my department head, and have a copy of them
- ☐ I have reviewed the student programs and services that might help my students (http://www.uwindsor.ca/156/lots-student-support-services)
- ☐ I have reviewed the services and programs offered by the Centre for Teaching and Learning (http://www.uwindsor.ca/ctl/)

Questions to Ask Your Department

Contract of Employment

- During my first year of teaching, what expectations does my department hold for me in terms of teaching, research, and service (e.g., limited emphasis on research, greater focus on teaching, reduced participation on committees -- 40% Research, 40% Teaching, 20% Service)?
- How does performance review work here?
- What are the promotion and tenure criteria for the department?
- What factors impact teaching loads (e.g., undergraduate teaching, mentoring or supervising graduate students, major grants)?
- What do I do if I'm sick and have to cancel a class?

Human Resources

- What information is needed to process my pay?
- How do I obtain an employee identification card?
- What University benefits are available to me?
- How can I find out more about the Faculty Association?

Office Space

- Has office space been allocated to me?
- Am I allowed to make changes to my office (e.g., furniture, décor)?
- How do I arrange for repairs to something in my office?

Telephone

- Does the department cover long distance charges (work/personal)?
- Does the department have mechanisms for conference calling?

Computers

- How can I arrange for the purchase of a workstation?
- What computer support facilities are available in the department? The University?
- How do I access email from home? Telephone messages?
- Does the department have its own computer technician?

Audio/Visual Equipment

- What audio-visual equipment does the department have?
- How do I reserve departmental equipment? Policies and procedures?
- If the department doesn't have the equipment I need, what alternatives are available?
- What equipment is available in each classroom?
- Whom do I contact in case of classroom or office equipment problems?

Keys

- Will I have/need keys to access my department during off hours?
- Will I have/need keys to access my academic building during off hours?
- Will I need keys to access A/V equipment or classrooms? How do I get access to these keys?
- Can my graduate students and research assistants have keys to my lab or other spaces?

Mail Services
- Do I have a departmental mailbox to receive campus and off-campus mail?
- What are the departmental procedures for sending and receiving mail?

Photocopying and Printing
- Do I have access to the departmental photocopier for teaching purposes?
- Does the departmental secretary or another member of support staff photocopy teaching material for instructors?
- Is there a limit to how many photocopies I can make?
- What copying and printing facilities are available outside of the department?

Library
- How do I obtain a library card?
- How do I put course materials on reserve? Are there any departmental procedures or library procedures I should be aware of?
- What library privileges do I have as a faculty member?
- What support or education services are available?
- Who is the department's library representative, and what role do they play?

Films and Videos
- Where can I access films and videos for classroom teaching?
- Can I bring my own films and videos to show in class?
- What about uploading or linking to materials through the learning management system?
- What are the university's policies and regulations regarding the showing of films in classes (copyright, etc.)?

Department/University Guidelines Regarding Undergraduate Policies and Procedures
- Exam Protocols?
- Syllabi?
- Course Evaluations?
- Assignments?
- Attendance?
- Participation marks?
- Requiring use of digital learning resources?
- Classroom requests/changes?
- Students dropping or adding courses?
- Instructor responsibilities?
- GAs' and TAs' roles?

Parking
- Where can I park?
- How much does parking cost? Is payroll deduction an option?
- How do I obtain a parking pass?
- Does the department cover parking charges for a visiting guest lecturer?

Early Career Faculty Online Resource Page

Are you just getting started in your academic career? Start here for resources for early career faculty.

https://www.uwindsor.ca/faculty/recruitment/302/early-career-faculty-resources
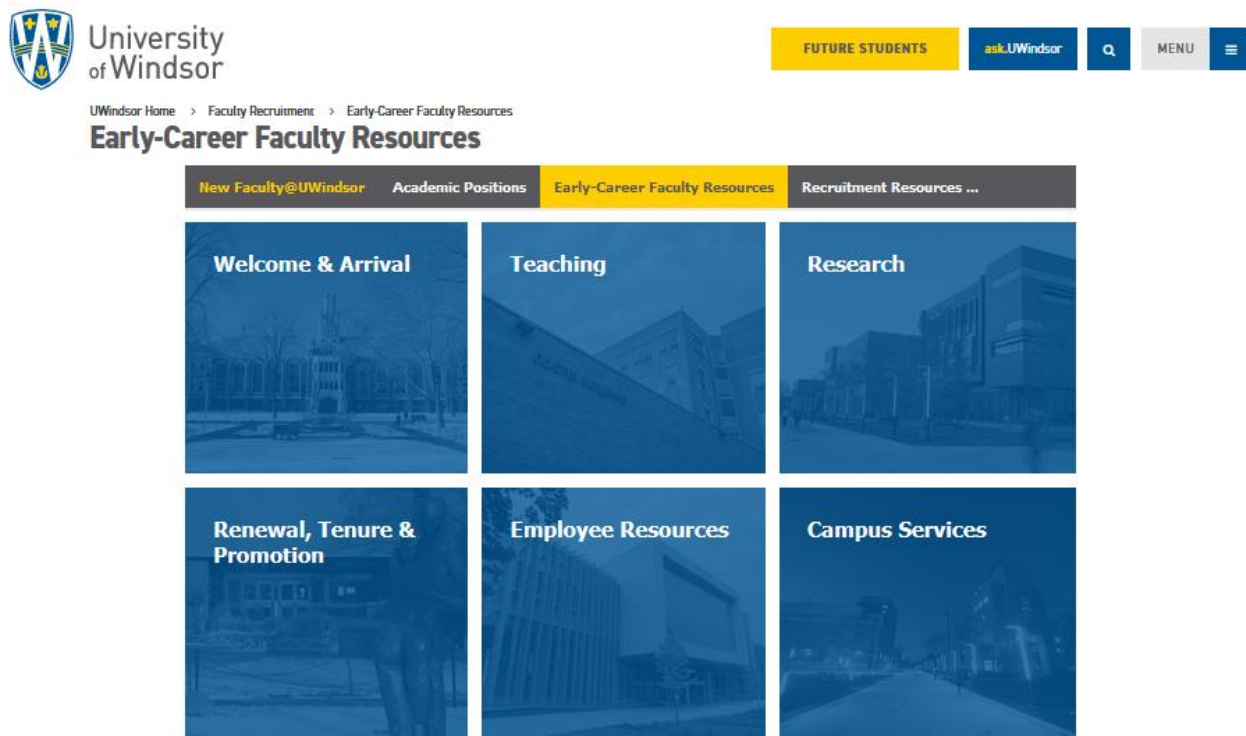
Designed to be clean, intuitive, and efficient, this site is intended to make accessing important forms, and procedural and policy documents more convenient and expedient for busy faculty members.

It hosts answers to questions frequently asked by new faculty, an exhaustive database of commonly used acronyms, and an alphabetized directory of campus services, amongst other resources. The site also aims to provide quick, well-organized access to essential resources hosted elsewhere on the University of Windsor's website, including maps, schedules, academic calendars, and collective agreements.

Whether you need to fix a broken window in your office, hire a teaching assistant, or familiarize yourself with Senate Bylaws pertaining to the tenure and promotion process, the Office of the Provost has designed this website to be your first point of contact.

The site is divided into six sections:

Welcome and Arrival: Acquaint yourself – and your family – with the University of Windsor and the greater communities to which it belongs. Contains onboarding, relocation, and immigration-related resources.

Teaching: Develop your capacities as an educator, access supportive resources, and browse relevant University regulations, standards, and recommendations.

Research: Access institutional expertise, browse available grants and funding sources, and familiarize yourself with important ethical, safety, financial, and other regulations.

Renewal, Tenure, and Promotion   Familiarize yourself with the University's RTP frameworks, processes, and procedures. Learn best practices for strengthening your candidacy.

Employee Resources: Discover how to complete mandatory training, parse your collective agreement, and access a wide variety of resources regarding everything from parking to using staff discounts to understanding your rights and responsibilities as a UWindsor employee.

Campus Services: Introduce yourself to several on-campus services for students, faculty, and staff. Learn how UWindsor services can improve your professional practice and meet the needs of your students, employees, and colleagues.

Important Academic Dates, 2023-24

Source: Office of the Registrar https://www.uwindsor.ca/registrar/events-listing

Aug 7th 2023	Civic Holiday: University Closed
Aug 8th 2023	Make up date for June 30 Classes
Aug 9th 2023	Last Day of Summer 2023 Session (6 week) Classes
Aug 9th 2023	Last Day of Full Summer 2023 (12 week) Classes
Aug 9th 2023	Make up date for Monday, May 22 Classes
Aug 12th 2023 to Aug 21st 2023	Final Exams for Full Summer 2023 (12 week) and Summer 2023 (6 week) Session (Aug 12-21)
Aug 30th 2023	GRAD: Deadline to submit for format checking for completion within Summer 2023
Aug 30th 2023	GRAD: Deposit deadline for completion within Summer 2023
Sep 4th 2023	Labour Day: University Closed
Sep 7th, 2023	First Day of Fall 2023 Classes (excluding Law & Consecutive Ed)
Oct 7th 2023 to Oct 15th 2023	Reading Week (Oct 7 - 15), except JD Law
Oct 9th 2023	Thanksgiving Day: University Closed
Oct 12th & 13th 2023	Fall 2023 Convocation
Dec 6th 2023	Last Day of Fall 2023 Classes (excluding Law and Education)
Dec 9th 2023 to Dec 20th 2023	Final Exams for Fall 2023 - Dec 9 - 20 (excluding Law and Education)
Dec 21st 2023	Alternate Final Exam Day
Dec 23rd 2023 to Jan 2nd 2024	University Offices Closed for December Holiday recess (Dec 23 - Jan 2)
Jan 3rd 2024	University Offices re-open after Holiday Break
Jan 8th 2024	First Day of Winter 2024 Classes
Feb 17th 2024 to Feb 25th 2024	Reading Week for all Faculties except Consecutive Ed (Feb 17-25)
Feb 23rd 2024	Family Day: University Closed
Mar 29th 2024	Good Friday: University Closed
Apr 8th 2024	Last Day of Winter 2023 Classes (excluding Law and Education)
Apr 11th 2024 to Apr 22nd 2024	Final Exams for Winter 2024 - Apr 11-22 (excluding Law and Education)
Apr 23rd 2024	Alternate Final Exam Day
May 6th 2024	First Day of Classes: Full Summer (12 week) and Inter-Session (6 week) 2024
May 20th 2024	Victoria Day: University Closed

May 28th 2024 to May 31st 2024	Spring 2024 Convocation (May 28 - 31) - Tentative
Jun 15th 2024 to Jun 23rd 2024	Reading Week for Full Summer 2024 (12 week) courses (Jun 15 - 23)
Jun 17th 2024	Last Day of Inter-Session 2024 (6 week) Classes
Jun 20th 2024 to Jun 22nd 2024	Final Exams for Inter-Session 2023 (6 week): June 20 - 22
Jun 24th 2024	First Day of Classes: Summer 2024 Session (6 week)
Jul 1st 2024	Canada Day: University Closed

Creating Your Campus Networks

UWindsor Service Units

Service	Description	Contact
Turtle Island Aboriginal Education Centre	Provides support to Indigenous students to reach their highest potential in a culturally supportive atmosphere	Kat Pasquach, Coordinator Kathryn.pasquach@uwindsor.ca Ext. 3465 CAW Centre 179
Brightspace LMS Team	Provides support for the ongoing functioning of the University's Learning Management System, an online application to support teaching and learning activities	Brightspace training, resources, service tickets, and virtual drop-in support can be accessed through: https://www.uwindsor.ca/brightspace/
Bookstore	Manages the ordering and sale of textbooks for university courses, technology products, campus clothing, and other products	https://www.bkstr.com/uwindsorstore/home 519-973-7018
Campus Community Police	Provides a safe and secure environment to students, staff, faculty and visitors by providing a 24-hour presence on our campus to respond to routine and emergency calls for service	Matthew D'asti, Director Matthew.DAsti@uwindsor.ca Ext. 1234; Ext. 4444 (Emergencies) Room 127 Joyce Entrepreneurship Centre
Career Development & Experiential Learning	Offers a variety of programs, services, and resources that can enhance students' university experiences and contribute to their employment and career goals	Krista Kelly, Acting Manager Krista.kelly@uwindsor.ca Ext. 3559 Joyce Entrepreneurship Centre 100
Central Academic Advising	Provides academic advising related to course and program changes, assessment of academic progress, academic procedures, and the development of plans to deal with academic difficulties	Chris O'Gorman, Advising Coordinator cogorman@uwindsor.ca Ext. 3950 Dillon Hall 111
Centre for Teaching and Learning	Works with members of the campus community to enhance the practice, culture, and scholarship of teaching and learning; and to support the integration of effective teaching practices and technologies that extend and enrich learning	Jessica Raffoul, Acting Director jraffoul@uwindsor.ca Allyson Skene, Chair askene@uwindsor.ca Centre for Engineering Innovation, Second Floor

Chemical Control Centre and Research Safety	Promotes the safe use of hazardous materials by the University community through controlled acquisition, distribution, disposal, and training services	Essex Hall B-37 ccc@uwindsor.ca Ext. 3523
Co-operative Education & Workplace Partnerships	Administers co-operative education programs that integrate academic study with work experience in appropriate fields of business, industry, government, social services, and the professions	Kristen Morris, Manager kmorris@uwindsor.ca Ext. 3899 Lambton Tower 1101
Continuing Education	Offers workshops, seminars, certificates and more	Jennie Atkins, Executive Director jatkins@uwindsor.ca Ext. 6721 Windsor Hall, 167 Ferry St. Suite 300
EPICentre	A campus-wide initiative created to encourage entrepreneurship on campus, and support students and graduates interested in launching their own businesses	Wen Teoh, Director wteoh@uwindsor.ca Ext. 3913 Joyce Entrepreneurship Centre, Second Floor
Faculty of Graduate Studies	Brings together a community of scholars and researchers committed to supporting graduate education and fostering student development	Debbie Kane, Dean gradst@uwindsor.ca Ext. 2107 Chrysler Hall Tower, Third Floor
GATA Network	Works with GAs and TAs across campus, introducing them to mentors and resources they will need to improve their pedagogical knowledge and skills	Laura Chittle, Learning Specialist, Centre for Teaching and Leanring Laura.Chittle@uwindsor.ca Centre for Engineering Innovation, Second Floor
Human Resources	Provides comprehensive services and supports to faculty and staff with a mission of developing, facilitating, and providing services and support that enhance opportunities to learn, live and grow	Jody Fraser, Associate Vice-President, Human Resources jody.fraser@uwindsor.ca Ext. 2059 Chrysler Hall Tower 505
Information Technology Services	Provides a wide range of services to UWindsor's faculty, staff and students in support of the University's academic, research and administrative goals; ensures that systems, applications, and processes serve the University's Mission and are designed, implemented and operated efficiently and effectively	ITS Service Desk Ext. 4440 www.uwindsor.ca/itservices/support

International Student Centre	Facilitates the well-being of students engaged in international experiences, providing continuous support to help them succeed	Mike Houston, Director mike.houston@uwindsor.ca Ext. 3945 Laurier Hall, Second Floor
Leddy Library	Main campus library at the University, providing a wide range of resources and services for both students and faculty to support the teaching, learning and research mission of the University as well as providing physical spaces in the library to support these activities	List of Librarians by Subject Area: leddy.uwindsor.ca/contact-us
Office of Legal Services	Provides legal advice to the President, administration, faculty, and staff on legal matters involving or affecting the University	Michelle L. Briden, Legal Assistant mbriden@uwindsor.ca Ext. 2096
Office of Health and Safety	Supports the provision of a safe and healthy workplace and learning environment for University employees, students and visitors, through efforts to prevent occupational illness and injury in the workplace, improve health and safety practices and performance, and compliance with relevant health and safety legislation, codes, standards and practices	Sherri Lynne Menard, Manager, Environmental Health and Safety safety@uwindsor.ca Ext. 2055 Chrysler Hall Tower Suite 500
Office of Human Rights, Equity and Accessibility	Responsible for education, human rights inquiries and complaints, ombuds functions related to human rights, equity and accessibility, government reporting, policy development, and any other matters requiring accountability in these areas at the University	Kaye Johnson, Director kjohnson@uwindsor.ca Ext. 2056 Chrysler Hall Tower 325
Office of Open Learning	Charged with inspiring and leading on strategic, creative and innovative developments in online learning, open learning environments, distance education and open education across the University	Nick Baker, Director nbaker@uwindsor.ca Ext. 4925 Centre for Engineering Innovation, Second Floor
Office of Quality Assurance	Coordinates the University's Institutional Quality Assurance Process (IQAP) and assists programs with cyclical review of existing programs and new program development.	Penny Kollar, Institutional Quality Assurance Process Administrator pkollar@uwindsor.ca Ext. 2114 Centre for Engineering Innovation, Second Floor

Office of Research and Innovation Services	Supports and promotes research at the University and administers research grants and contracts as the point of contact for the federal granting councils, government ministries, industry, associations, and foundations	Youstina Asaad, Research Facilitator/Administrative Assistant youstina.asaad@uwindsor.ca Ext. 3919 Joyce Entrepreneurship Centre, First Floor (East)
Office of the Provost	Provides leadership for academic planning and administration across the University	Blair Gagne, Secretary to the Provost and Vice- President, Academic Blair.Gagne@uwindsor.ca Ext. 4121 Assumption Hall, First Floor
Peer Collaboration Network	Enables faculty and staff to develop their own teaching practices through exchange, classroom observation, and discussion with peers	Judy Bornais and Dave Andrews pcn@uwindsor.ca
Public Affairs and Communications	Functions as the newsroom for the University, sharing the stories of its success and publicizing achievements from across campus	Sabina Howell, Administrative Assistant sabina.howell@uwindsor.ca Ext. 3240 Welcome Centre, Second Floor
Office of the Registrar	Responsible for admissions, academic scheduling, student transcripts, degree granting, and many aspects of formal approval of credits and programs by the Ministry	Chrysler Hall North 1118 registrar@uwindsor.ca (519) 971-3650 Specific Registrar Contacts: https://www.uwindsor.ca/registrar/540/contact-us
Research Ethics Board	Reviews all research involving humans including data about them or human biological materials, conducted by faculty, staff or students affiliated with University	Suzanne McMurphy, Chair ethics@uwindsor.ca Ext. 3948 Chrysler Hall North 2146
Office of Sexual Violence Prevention and Support	Office committed to confidentially advocating for and supporting individuals who have experienced or observed sexual misconduct	Dusty Johnstone, Director of Sexual Violence Prevention, Resistance & Support dustyj@uwindsor.ca Dillon Hall 105
Student Accessibility Services	Provides a variety of services and supports to students with documented disabilities and who have registered with SAS. Intended to facilitate the inclusion of students with disabilities fully into the fabric of the University and help minimize the impact of a disability on individual learning and academic performance	David Soderlund, Accessibility Advisor and Student Development Specialist ryansode@uwindsor.ca Ext. 6172 Dillon Hall, Lower Level

Student Counseling Centre	Provides free, confidential counselling to registered students as well as consultation and referral services for University of Windsor faculty and staff. Coordinates information, strategies, support services, and resources to assist students who may be in distress and/or exhibiting behaviours of concern	Katie Chauvin, Mental Health Wellness Coordinator kchauvin@uwindsor.ca CAW Student Centre 293
Student Exchange	Administers the University's broad range of student exchange partnerships	Michelle Fitzgerald, Administrator, International and Exchange Student Services exchange@uwindsor.ca Ext. 3934 Laurier Hall, Second Floor
Student Success and Leadership Centre	Offers services, programs, and resources including Skills to Enhance Personal Success, writing support, advising, leadership and volunteer opportunities, transfer student support, the campus lifeline, the co-curricular transcript, and student disability services	Cindy Crump, Director Cindy.Crump@uwindsor.ca Ext. 3440 Dillon Hall, Lower Level
University Secretariat	Responsible for the effective and efficient operation of the University's bicameral system of governance	Renee Wintermute, University Secretary reneew@uwindsor.ca Ext. 3347 Assumption Hall, Second Floor
UWinsite	UWinsite is the University's enterprise resource planning (ERP) system, designed to support the delivery of exceptional communication and service experiences to our constituents from their first contact with the University through their ongoing engagement	www.uwindsor.ca/uwinsite
Office of the Vice-President, Research and Innovation Services	Oversees and provides leadership to the University's research institutes and numerous service groups related to research; and administers the appointment of grant-funded research personnel	Amy Davie, Executive Assistant to the VP, Research and Innovation Amy.Taylor@uwindsor.ca Ext. 3925 Joyce Entrepreneurship Centre 150
Windsor University Faculty Association	The collective voice, bargaining agent, and defender of the shared interests of full time faculty and librarians, contract academic staff (sessionals), Ancillary Academic Staff and Learning Specialists	Jennifer Hewer, Administrative Officer jhewer@uwindsor.ca Ext. 3362 366 Sunset Ave. (Kerr House)

Your Librarian

Department	Librarian	Email
Archives, Rare Books and Special Collections, Records Management	Glassford, Sarah	scglassf@uwindsor.ca
Biomedical Science	Reka, Roger	roger.reka@uwindsor.ca
Black Studies, English Department	Jacobs, Heidi	hjacobs@uwindsor.ca
Business	Ball, Katherine	kball@uwindsor.ca
Chemistry and Biochemistry	Reka, Roger	roger.reka@uwindsor.ca
Communication, Media and Film	Kaay, Anne	akaay@uwinsor.ca
Computer Sciences	Rhyno, Art	artrhyno@uwindsor.ca
Data, Research Data Management	Vejvoda, Berenica	bvejvoda@uwindsor.ca
Dramatic Art	Adam Mulcaster	amulcast@uwindsor.ca
Economics	Calarco, Pascal	pcalarco@uwindsor.ca
Education	Cowan, Scott	scowan@uwindsor.ca
School of Creative Arts (SOCA)	Cowan, Scott	scowan@uwindsor.ca
Engineering	Liu, Guoying (Grace)	gliu@uwindsor.ca
Environment	Calarco, Pascal	artrhyno@uwindsor.ca
Government Documents, CEPE	Zhao, Shuzhen	zhaoszf@uwindsor.ca
History	Glassford, Sarah	scglassf@uwindsor.ca
Human Kinetics,	Munro, Sharon	smunro@uwindsor.ca
Indigenous Studies, Work and Employment Issues	Soutter, Jennifer	jsoutter@uwindsor.ca
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International Student Centre	Zhao, Shuzhen	zhaoszf@uwindsor.ca
Languages, Literature and Culture	Zimmerman, Peter	pzimmer@uwindsor.ca
Law Library	Annette Demers	ademers@uwindsor.ca
Liberal Arts and Professional Studies	Bacon, Tamsin	tbolton@uwindsor.ca
Mathematics and Statistics	Vejvoda, Berenica	bvejvoda@uwindsor.ca
Nursing, Psychology	Mulcaster, Adam	amulcast@uwindsor.ca
Philosophy	Johnston, Dave	djohnst@uwindsor.ca
Physics	Rhyno, Art	artrhyno@uwindsor.ca
Political Science	Kaay, Anne	akaay@uwindsor.ca
Print Collection Maintenance	Dalton, Joan	jdalton@uwindsor.ca
Psychology	Mulcaster, Adam	amulcast@uwindsor.ca
Recruitment	Zhao, Shuzhen	zhaoszf@uwindsor.ca
Social Work, Disability Studies	Munro, Sharon	smunro@uwindsor.ca
Sociology, Anthropology and Criminology	Kaay, Anne	akaay@uwinsor.ca
Women's and Gender Studies	Kaay, Anne	akaay@uwinsor.ca

Your Research Coordinator

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Human Kinetics	Sara Kenno/varying	skenno@uwindsor.ca
Nursing	Ingrid Qemo	iqemo@uwindsor.ca
Health Research	Ingrid Qemo	iqemo@uwindsor.ca
Science	Michelle Nevett	mnevett@uwindsor.ca
Business	Michelle Nevett	mnevett@uwindsor.ca
Humanities	Natasha Wiebe	nwiebe@uwindsor.ca
Social Sciences	Natasha Wiebe	nwiebe@uwindsor.ca
Visual and Performing Arts	Natasha Wiebe	nwiebe@uwindsor.ca
Law	Natasha Wiebe	nwiebe@uwindsor.ca
Interdisciplinary/Institutional projects	Nicole Noel	nnoel@uwindsor.ca

Other Key Research Contacts

Area of Research	Coordinator	Email
Research Contracts	Vesna Kaps	vesna@uwindsor.ca
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Canada Research Chairs	Youstina Asaad	tinaa@uwindsor.ca
Research Partnerships	Tina Suntres Vesna Kaps	tsuntres@uwindsor.ca vesna@uwindsor.ca
Research Administration	Gagneet Kaur	gagneetk@uwindsor.ca
ERSO Research Portal	Kate Rosser-Davies	krdavies@uwindsor.ca
Internal grants	Youstina Asaad	tinaa@uwindsor.ca

Your Research Project Manager (Research Finance)

Area of Research	Coordinator	Email
Faculty of Arts, Humanities and Social Sciences	Dami Adeleke	dami@uwindsor.ca
Faculty of Education	Dami Adeleke	dami@uwindsor.ca
Odette School of Business	Dami Adeleke	dami@uwindsor.ca
Faculty of Graduate Studies	Dami Adeleke	dami@uwindsor.ca
Schulich School of Medicine and Dentistry	Dami Adeleke	dami@uwindsor.ca
Cross-Border Institute	Dami Adeleke	dami@uwindsor.ca
Institute for Diagnostic Imaging Research	Dami Adeleke	dami@uwindsor.ca
Faculty of Engineering	Paul Scobie	pscobie@uwindsor.ca
Faculty of Human Kinetics	Paul Scobie	pscobie@uwindsor.ca
Leddy Library	Paul Scobie	pscobie@uwindsor.ca
Faculty of Law	Paul Scobie	pscobie@uwindsor.ca
Faculty of Science	Eric Gee	ericgee@uwindsor.ca

Preliminary Phone-a-Friend List

Questions about Academic Policies and Bylaws

Renee Wintermute	reneew@uwindsor.ca	Ext. 3347
Alison Zilli	alisonz@uwindsor.ca	Ext. 3325
Danny Anger	Danny.Anger@uwindsor.ca	Ext. 3317
Yvonne Arnowitz	Yvonne.Arnowitz@uwindsor.ca	Ext. 2005

Questions about Promotion, Tenure Process, or Sabbaticals

Cindy Wills	cindy@uwindsor.ca	Ext. 2010

Questions about the Collective Agreement

WUFA	wufa@uwindsor.ca	Ext. 3366
Iva Gentcheva	ivag@uwindsor.ca	Ext. 2003

Questions about Research Processes (General ORIS Inquiries)

Kate Rosser-Davies	Kate.Rosser-Davies@uwindsor.ca	Ext. 3919

Questions about Teaching & Learning or Curriculum

Jessica Raffoul (Teaching and Learning)	jraffoul@uwindsor.ca	Ext. 4829
Allyson Skene (Teaching and Learning)	askene@uwindsor.ca	Ext. 2258
Nick Baker (Open Learning)	nbaker@uwindsor.ca	Ext. 4925

Questions about Technology in Classrooms

Stephanie Parent	S.Parent@uwindsor.ca	Ext. 3051

Other Helpful Contacts

Laura Chittle (GATA Network)	Laura.Chittle@uwindsor.ca	Ext. 4839
Debbie Kane (Faculty of Graduate Studies)	dkane@uwindsor.ca	Ext. 2110
Tim Au-Yeung (Brightspace)	timay@uwindsor.ca	Ext. 4926
Anna Galka (Brightspace)	agalka@uwindsor.ca	Ext. 4920

Continue Your Phone A Friend List

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Campus Map

University of Windsor

Main Campus

DOWNTOWN CAMPUS

IN CASE OF EMERGENCY Dial 911 on your phone, or press the button on any blue emergency pole, which activates 911 emergency response.

Legend

- Wheelchair accessible entrance
- Wheelchair accessible entrance with ramp
- Accessible shuttle pick-up/drop-off area
- Emergency Evacuation Chairs
- Wheelchair accessible route

Campus Parking Lots

- Staff Permit Lot
- P1 Staff Permit Lot
- P2 Student Permit Lot
- P3 Visitor Lot
- P4 Pay & Display/Student Permit Lot

Additional Parking

Metered parking is available on Huron Church Road, University Avenue, Wyandotte Street and Sunset Avenue.

Parking on surrounding neighbourhood streets requires a City of Windsor residential permit. The City of Windsor fine for parking illegally in a permit area is $35 per ticket. Please respect the parking restrictions.

Campus Parking Services

Phone: 519-253-3000, ext. 2413
uwindsor.ca/parking-services

Take a virtual tour:
uwindsor.ca/virtualtour

VIRTUAL TOUR

ask.UWindsor.ca

Ask us anything, anytime.

This map was revised August 2019.
For the most up-to-date version, visit uwindsor.ca/map

University of Windsor

401 Sunset Avenue,
Windsor, Ontario N9C 3P4
519-253-3000
uwindsor.ca

Campus Buildings

1. Alan Wildeman Centre for Creative Arts...........D6
2. Alumni Hall and Conference Centre G5/H5
3. Assumption Hall (Assumption Chapel) D2/D3
4. Biology...E4
5. CAW Student Centre (Bookstore, Alumni Auditorium, Marketplace).......................D3
6. Campus Community Police Services F5
7. Canterbury College A4/B4
8. Canterbury College Administration........................B4
9. Cartier Hall..F2
10. Central Receiving..I4
11. Central Refrigeration Plant.....................................A4
12. Centre for Automotive Research and Education (CARE)................................G5/H6
13. Centre for English Language Development ....See CELD inset/E2
14. Charles and Anna Clark Corner F4
15. Chrysler Hall Tower...D4
16. Chrysler Hall North...D4
17. Chrysler Hall South..D4/E4
18. David A. Wilson Commons E5
19. Dennis Fairall Fieldhouse/St. Denis Athletic and Community Centre...............................J4/K4
20. Dillon Hall..D3
21. Ed Lumley Centre for Engineering Innovation F5/F6/G5/G6
22. Education Gym..D3
23. Energy Conversion Centre.....................................G4
24. Erie Hall..E4/F4
25. Essex Centre of Research (CORe).........................E3
26. Essex Hall..E3/F3
27. Faculty Association (Kerr House).............................D5
28. Forge Fitness Centre...J4
29. Freed-Orman Banquet & Conference Centre D3
30. Great Lakes Institute for Environmental Research B1
31. Graduate Student Society......................................D5
32. Human Kinetics...J4
33. Ron W. Ianni Law Building.....................................C4
34. Jackman Dramatic Art Centre................................E3
35. The Joyce Entrepreneurship Centre ....F5 (Career Development and Experiential Learning, Cross-Border Institute, EPICentre, Parking Services)
36. Lambton Tower E4

37. Laurier Hall..E3
38. Leddy Library Main...C4
39. Leddy Library West..C3/C4
40. Macdonald Hall..E2/E3
41. Maintenance Services...I4
42. Memorial Hall...D3/D4
43. The Leonard & Dorothy Neal Education Building...D5
44. Odette School of Business................................E5/F5
45. Odette House – Entrepreneurial Services.............D5
46. Dr. Murray O'Neil Medical Education Centre/ Schulich School of Medicine & Dentistry..............E5
47. Psychological Services and Research Centre........A4
48. River Commons..E4
49. Stadium/Alumni Field.......................................J3/K3
50. Anthony P. Toldo Health Education Centre D5/E5
51. Union House..I5
52. University Computer Centre (IT Services)..............D3
53. Vanier Hall..E2/E3
54. Stephen & Vicki Adams Welcome Centre.............F4
55. Windsor Armouries (SoCA)....................................D6
56. Windsor Hall...C5/C6

Campus Services

Aboriginal Education Centre – Turtle Island
CAW Student Centre, main floor...............................D3

Bookstore – CAW Student Centre, lower level............D3

Career and Employment Services
The Joyce Entrepreneurship Centre..........................F5

Cashiers – Chrysler Hall North, first floor.................D4

Chemical Control Centre – Essex Hall, bsmt.......E3/F3

Student Success Services
Dillon Hall, first floor...D3

Student Recruitment (Campus tours)
Welcome Centre, first floor......................................F4

International Student Centre
Laurier Hall, second floor..E3

IT Services – University Computer Centre.................D3

Registrar's Office – Chrysler Hall North, first floor D4

Student Awards and Financial Aid
Chrysler Hall Tower, first floor D4

Student Accessibility Services
Dillon Hall, ground floor...D3

Student Health Services
CAW Student Centre, second floor D3

Accessible washrooms: Men's washroom or stall — Women's washroom or stall — Universal washroom — Floor number(s) — B – Basement

Visual representation of some of our landmark buildings:

CAW Student Centre

Alumni Hall and Conference Centre

Dilton Hall

Chrysler Hall

Anthony P. Toldo Health Education Centre & Dr. Murray O'Neil Medical Education Centre/Schulich School of Medicine & Dentistry

Ed Lumley Centre for Engineering Innovation

Essex Hall

Energy Conversion Centre

Jackman Dramatic Art Centre

Human Kinetics

Laurier Hall

Essex Centre of Research (CORe)

Joyce Entrepreneurship Centre

Leddy Library

Stephen and Vicki Adams Welcome Centre

Ron W. Ianni Law Building

Odette School of Business

Windsor Hall

Alan Wildeman Centre for Creative Arts

Selected Efficiency Hacks from UWindsor Faculty

Dr. Nihar Biswas, Civil and Environmental Engineering
I believe that setting goals are very important and you should seek advice from seniors, particularly those who have been successful in their teaching and research. You must be able to measure your performance regularly. Set a weekly and monthly performance evaluation rubric that works for you.

Dr. Lori Buchanan, Psychology
My biggest time savings combine efficient teaching with efficient research. I assume that my grad students and senior undergrads learn both content and mentoring from me. They in turn act as mentors for their more junior colleagues. This is like the Fuller Brush approach to teaching research, and it works really well.

Dr. Richard Caron, Mathematics and Statistics
Never handle a piece of paper or email twice, and spend time learning the rules from NSERC, Collective Agreement, and Senate Bylaws. (Yes, I did read all these documents in my first term of employment.)

Dr. Dave Andrews, Kinesiology
Save things that require focus and thought for times of the day when you are most awake and able to think. Do things that don't require as much focus and thought when you know you will be distracted or interrupted, or when you just don't have a lot of open time in your schedule. i.e., Scanning emails, completing a task you have done many times before that requires little concentration. Develop (and then use) a list of VIPs on campus –those people who are helpful, quick to respond, knowledgeable, and open to sharing their time. Use the help you have available to you. You can be working on something while someone else (e.g., secretary, assistant, graduate teaching student) is working on something else for you that is due at the same time. Figure out what they can do to help (learn their job descriptions and skills) and then don't be afraid to ask when you need to.

Dr. Yvette Daniel, Education
There is no need to wear "business" and "stress" like badges of honour! This phenomenon of always seeming to be in a hurry is like an epidemic –everyone appears to be so busy all the time. Excuse me if I sound a bit cynical! Efficiency comes from the practice of mindfulness and being in the moment. Make time for people and show that you care. When you are with your students, give them your full attention. The same goes for research, service, or any other academic or non-academic task.

Dr. Jess Dixon, Human Kinetics
Collaborate with other people on research projects. I was once taught that you can't whistle a symphony. The most productive and effective way of getting research done, in my experience, is by working with others whom you can trust. While there is a time and place for solo projects, I learn far more when working with others.

Dr. Kyle Asquith, Communication, Media and Film
I have all my teaching materials ready to go, and Blackboard sites complete and launched, at least a week before a semester begins. I find students appreciate the "preview" of my courses, but this tactic also allows me to handle the chaos of the first week of a semester. I also typically have the first five or six lectures sketched out before a semester begins. Then, during the first half of the semester, I am working on the lectures for the second half at the pace of one per week. This is very strategic: I try to work ahead to buy myself research time in the second half of a semester, because around then, all my colleagues (and

even grad students) are at their busiest. Beyond lecture planning, I try to deal with other teaching tasks week-to-week. For example, after each lecture in a course, I sit down and write exam questions related to that week's lecture and reading.

Dr. Christopher Tindale, Philosophy
I divide my week up so that I do specific things at specific times or on specific days. Thus, although I have a lot to do, on Monday I only have certain things I do, and that becomes manageable. For example, I am the editor of a journal. I deal with journal matters on Fridays. If something comes in on the weekend or the beginning of the week, it waits until Friday. I don't think about it until then. If I don't get through everything on a specific Friday, it waits until the next one. Similarly, I grade one day of the week (usually Wednesday or Thursday, the same day I have office hours—because I can continue grading if no one shows up). On the rare occasions I don't finish grading on the day assigned, it waits until the following week. But that is unlikely to happen because I co-ordinate my syllabuses so that the grading comes in gradually over the term. And I maintain a 7-day turnaround for all grading. I can always include time for writing each day, whether I'm teaching two, three, or four courses in a term. I always have the primary research well underway for several projects, so that I can write on those projects each day during term. I never try to write more than two pages a day, but that's enough to maintain my active projects. It's only 500 words a day and rarely involves more than an hour.

Prof. Jeffery Hewitt, Law
There can be a lot of efficiency gained by working on various committees to understand how the broader University system(s) work(s). In addition, service outside the University and/or a particular department should be considered, and promoting research networks (i.e., a volunteer director on a non-profit that is related to research work) not only strengthens renewal, tenure, and promotion files but also keeps time working for you by both participating in service, while networking and supporting your area(s) of research/interest. Request to teach courses that are related to research interests; the act of preparing a syllabus can also support research. Teaching and in-class discussions (which should be encouraged) open up potential for honing research questions and further developing thought in area(s) of interest. In other words, teaching can augment research and vice-versa. Time is limited, so finding ways to promote cross-over (i.e., being able to perform two tasks at once) matters.

Dr. Carlin Miller, Psychology
First and foremost, new faculty need to know that no one will ever tell them they are working too hard or that they need to cut back. If they work themselves into burnout, it will be because they did not learn to find some balance (with errors, of course) early enough. Second, new faculty need to remember the 40/40/20 equation. That means if a faculty does not spend the equivalent of 2 full days (16 hours?) on research, 2 full days (16 hours?) on teaching, and 1 full day (8 hours?) on service each week on average they are not doing their job. [Note: If they find ways to shirk their service, the work still has to be done by someone. That person is usually someone who is facing other inequities (e.g., people of colour, women, etc.).] Big hack: mentor your undergrad honours thesis students and graduate students well, because they will work for you. Mine write papers (I advise and edit) and run my research projects with me. They also tend to TA/GA my courses and will advise other students on how to not increase the load on me. They speak nicely of me to faculty and other students.

Prof. Judy Bornais, Acting Executive Director of Experiential Learning (Faculty of Nursing)
Bookmark a directory of staff at the University (when you need to reach people, it saves time). Also bookmark Blackboard Learn and Office 365. Download Zotero and figure out a filing system that makes sense for you. Similarly, establish a good filing system in emails and OneDrive—make them both the same

and it will save lots of time! Consider watching a few videos on Lynda.com for software you aren't familiar with. I also recommend downloading the app Wunderlist, which allows me to make lists of what needs to be done. I try to do this Sunday evening so I have a list for the week and can tick things off. I love ticking things off –such a feeling of satisfaction.

Dr. Erika Kustra, Centre for Teaching and Learning
Turn off most (if not all) notifications, especially for email, so that when you are working on your device, your attention is not continually pulled away from the task at hand. Use an iPad, or mobile device of your choice, that has access to all documents, so that when you are at meetings, you have access to documents and past meeting notes. Bring this mobile device to meetings particularly if you chair, so when you take notes you do not need to later spend time to re-type minutes to send out to others. Use time just before or just after in-person meetings as an opportunity to connect and ask about more sensitive topics that may not be comfortably discussed by email or phone. These often take only a couple minutes but save a lot of time.

Dr. Ashish Mahajan, Odette School of Business
Take every opportunity to present your research within your department. It is a chance to showcase what you are doing and to possibly collaborate with other like-minded colleagues. Be humble. Even if you are doing great work doesn't give you a right to be arrogant. Also, the least service that you can provide to your department is to attend department/faculty council meetings regularly.

Dr. James Gauld, Chemistry and Biochemistry
Be politely prudent: When first arriving, many may ask if you can collaborate or give a small contribution to this or that project they or someone else is working on. It is easy to say yes to those collaborations, thinking it makes you a positive, collegial faculty member. But you need to prepare grants, prepare courses, set up your research group, and start publishing and producing to a level deemed suitable by your external peers (the granting committees or reviewers). At least for research, if you can satisfy external reviewers then chances are that you satisfy internal reviewers. So, being efficient at the beginning, at least in part, is politely saying no, or "I'd love to, but first I need to get my own research going," or "by when are we looking to publish our collaboration? "Do not wait for the perfect "start" conditions. There are several reasons for this including, of course, that external grant reviewers do not necessarily care that you did not have the perfect office or research space; there is a need to be adaptable to changing realities.

Dr. Jamey Essex, Political Science
I know this may be apostasy, but if your research can be done without enormous grants (this may be impossible in Science and Engineering, so take it as you must depending on your field), then don't spend time chasing grants from SSHRC and the like. Those big grants are great (I have one now, even if I probably didn't really need it to do what I want to do in this work), but I also spent two years chasing one before that I didn't get, and the yield in the meantime was not great in terms of publications. I got just as much support from smaller, short-term grants and incorporating Outstanding Scholars into my work. SSHRC is harder than ever to get, so if you do want it, use the resources available from the University to fine tune your applications so you don't end up spending lots of time and stress in the late summer/early fall to get it together only to find that your knowledge mobilization plan (or whatever they're calling it now)was absolute nonsense and your budget is a hot mess. That's time wasted that could have been put to better use.

Dr. Brent Lee, School of Creative Arts

When I am working independently, either in my office or at home, I designate each block of work time (from half an hour to two hours) to a certain task or project. During that time, I only work on that task. I set aside a few half-hour slots each day to respond to email. I find that consciously working on a specific task rather than just "working" makes me more productive. I don't plan an entire week or anything like that: I just look at the tasks and projects on the wall and see what's urgent and important. One benefit of designating time for tasks and projects is that the time invested becomes easy to track and to budget. I don't track hours spent on tasks all the time, but whenever I take on a new responsibility, I track all my hours for a few months or until I have a picture of how my time is being spent on a large scale. This way, I know exactly how many hours I am spending on a course or a committee or in a particular service role. I follow the 40-40-20 rule for teaching, research, and service, as I don't want to shortchange my research program, my students, or my university community. Also, if I have designated a two-hour slot to a specific project, I have an idea of what I can accomplish in that time and am less likely to switch to another task or linger over a conversation in the hall.

Dr. Anne Forrest, Arts, Humanities and Social Sciences

What came to mind immediately is my counter-efficient practice of thinking twice and proofreading before sending emails. Most efficiency advice goes in the other direction—think about the issue only once, and send. In my experience, this has not proved helpful, because it risks misunderstandings, which could escalate tensions and suck up time and energy. Better to take care in the first instance, which sometimes means a phone call or wandering over to the other person's office for a chat.

Dr. Dora Cavallo-Medved, Biological Sciences

The key to my efficiency is organization. When I take on a new project, I break down my goals/objectives into smaller, bite-size tasks and set mini-deadlines for these tasks. I also set my final deadline for an overall project a few days before the actual deadline. Being organized keeps me on track and in control, which in turn reduces the anxiety that goes with trying to accomplish something. And it also gives me a bit of a time buffer if unexpected events should arise. I have an ongoing checklist. Every Monday morning, I look over and add to my checklist and use it to plan out my week. Then, on Friday afternoon, I check things off the list that I have completed throughout the week. I really enjoy checking things off –it's like a mini reward. Finally, I'm also a bit competitive and sometimes I simply like to challenge myself and see how much I can get done in a period of time.

Dr. Wansoo Park, School of Social Work

Build Relationships & Trust: Spend time building relationships at the beginning. It helps in the long run to get things done. Find out what people are good at and work with it. Build connections. When you feel connected, you will be more responsive. Share appreciation when things are done well directly via email (use of emoticon works with some people 😊) or verbally. Build trust and make a buddy. Share ideas and resources with colleagues who teach the same courses or have similar research interests.

Dr. Jeff Defoe, Mechanical, Automotive, and Materials Engineering

"Better is the enemy of good enough." Knowing when to stop revising documents --grant proposals, papers, students' theses --is critical. Improvement upon further iteration for documents and presentations follows the law of diminishing returns. A good way to minimize unneeded time on these sorts of things is to set them aside --figuratively putting a draft away into a drawer for a few days or a week does wonders for the quality improvement that will come from a subsequent revision. Normally only one revision is then required. Resist the temptation to wordsmith your proposals and papers to death. For proposals, how elegantly-structured your sentences are will not, in general, contribute to

persuading the reviewers of the ideas' worth. For papers, you can always revise further after the journal accepts the paper --the version that goes out for peer review need not be 100% polished.

Dr. Shijing Xu, Faculty of Education

I started my research with very clear bigger and broader goals as well as specific objectives, and I developed and approached my research to achieve my goals step by step. I started off by applying for the University of Windsor internal grants as seed money to develop my research program(s) and built up my research step by step for external funding. My projects are not isolated. They build on one another to help develop a larger collaborative research program that can engage many more people from different institutions and across sectors. Working collaboratively with people who share your vision and/or passion is important...Confucius said, "When I walk along with two others, they may serve me as my teachers." I find that I can always learn a lot from those I work with.

Survival manual for new faculty

Seasoned faculty members around the country offer tips for new professors.

By ASHLEIGH VANHOUTEN | University Affairs, September 9, 2015
http://www.universityaffairs.ca/features/feature-article/survival-manual-for-new-faculty/

Your first term as a full-time professor can be overwhelming, to say the least. The demands for your time and attention from different quarters may seem never-ending. No doubt there will be some areas of responsibility where you feel inadequate.

So, we turned to faculty and staff who are known for their expertise in teaching, research and service for advice. Their responses were thoughtful, diverse and rich with experience. We've collected them into categories of teaching, research and service as well as relationships and work-life balance. We hope this advice will help get you off to a smooth start.

Teaching

Seek feedback. One useful technique to refine your teaching approach is known as "Stop, start, continue." Ask students to write one or two ideas under each heading – things they would prefer you to stop doing, start doing and continue doing in support of their learning. Collect their input and report back during the next class on the common themes. This will provide an early indicator of your effectiveness and an opportunity to adjust your approach before the end of the semester's course evaluations (which will inevitably be higher as a result). Students appreciate faculty who seek their input and demonstrate, in concrete ways, their willingness to adapt. *– Julia Christensen Hughes, dean of the college of business and economics at the University of Guelph*

Develop and nurture your lab groups. Know that what your graduate students do and say reflects on you. Help them understand that you are committed to their success, both in their graduate program and beyond. As a junior faculty member, one of your important roles is to be an idea generator: you must inspire and motivate your graduate students. Put their success first. You will always win with that formula. *–Jeffrey McDonnell, professor in the school of environment and sustainability, University of Saskatchewan*

Be willing to take risks. Full-time academic faculty members are given an unusual degree of security. We have a great deal of latitude in our teaching, relatively little supervision by the administration and a lot of good will from our students. In this context we can afford to take risks, try new teaching techniques, address challenging materials and reveal our real passions. We can take risks to reform the university environments in which we work, both in our classrooms and in the institution as a whole. Over the long term, risk-taking innovations lead to healthy, creative universities. *–David Creelman, professor of English in the department of humanities and languages, University of New Brunswick*

Be a mentor for the next generation. Our potential for direct or indirect impact on our students is hard to measure, but it is easy to underestimate. At the risk of sounding

nostalgic, in an era of continuous electronic connectivity it is the human connection we make with students through our teaching and mentoring that has the potential to be life-changing. A kind word of encouragement or well-informed advice dispensed at the right time can have a profound impact on the decisions and life trajectory of many students, as they try to gain a foothold in an increasingly competitive and complex world. – *Zopito A. Marini, professor of child and youth studies in the faculty of social sciences and a 3M National Teaching Fellow, Brock University*

Research

Carve out uninterrupted research time. Set at least one day aside per week to work, uninterrupted, on your research. Avoid email and immerse yourself in your writing. Welcome the peer review process; it will inevitably strengthen your work. Present your ideas at departmental research seminars; ask your peers for feedback. When you do get a publication accepted, work with communications experts at your university to prepare a press release or write an article for the opinion pages of a newspaper. (We all need to do a better job of demonstrating the relevance of our scholarly pursuits to the public.) And, share your research with your students. Finding ways to effectively combine all of your scholarly interests — research, teaching and disseminating knowledge — will help get maximum benefit from your efforts. –*Dr. Christensen Hughes, U of Guelph*

Develop a clear research focus, mission and identity. This research brand identity should be the umbrella for all your work. Have a few key questions that can define you and your work, ones that will sustain you for years or even decades (mine have been the same for 25 years). Then seek to lead the field on these questions with journal commentary, journal papers, editing books and special issues, invitations to give talks and conference sessions. At tenure time, you'll be "known" for something, and this focus will help you through your entire career. – *Dr. McDonnell, U of S*

Learn about the culture and politics of your department and university. Every department is different, and you will be interacting with many members and staff of the department over time. Learn how department decisions are made. Find out which people are good resources for you. Gauge the interests and strengths of various people in the department. Beyond the department, discover, explore and exploit the university's services, particularly in the area of grant-writing support and teaching. –*Marty Wall, teaching consultant, University of Victoria*

Service

Volunteer. Strategically volunteer for a service assignment that fits well with your teaching or research and that will give you some profile. This will help you connect with others and learn more about the functioning of your discipline, department, the university or your community. You will also establish yourself as someone who wants to help make a difference. But be sure to choose something that is not too onerous because the bulk of your time must go towards establishing your teaching and research. Try to choose something that is high-profile and valued, and say no to other service engagements. – *Dr. Christensen Hughes, U of Guelph*

Be an engaged, organizational citizen. By becoming actively involved, I learned a lot. For example, I learned more about the assessment process from serving on the

assessment committee early in my career than I ever could have from reading the collective agreement. My service on various committees also helped me integrate quickly into the department, faculty and institution. Of course, you have to be prudent about how much service you commit to, but social integration into the life of the institution is key to winning allies and advocates, and it helps you understand the institutional culture. This is especially important for members of various minority groups who might be overlooked if they remain unknown. –*Joy Mighty, associate vice-president (teaching and learning), Carlton University*

Deliver. You must seek to excel. And it is the effort that counts even more than the results. If you say you will do something, get it done. You will become known as someone who delivers. Delivering applies to every aspect of your role as a faculty member. It means giving 100 percent in your teaching, your research and your service responsibilities. Let's see –that's 300 percent. Wow! Welcome to academia. – Dr. *Mighty, Carlton*

Be a mentor. Meet new professors in other departments and faculties so that you can learn from each other and break the isolation. In your first year, find a mentor-buddy inside your department who can show you the ropes. Later, you can seek a mentor outside your department and faculty. – *Françoise Moreau-Johnson, manager of the Centre for Academic Leadership, University of Ottawa*

Relationships

Surround yourself with good people. Three or four senior colleagues provided tremendous support to me when I was starting out. Only one of them was even close to my field of specialization, but they allowed me to vent, showed me the ropes and offered blunt and targeted advice. A couple of them found ways to co-author with me, one helped me design my first grad course, another sat in on my first undergrad classes and critiqued and critiqued (and drew caricatures of me while I lectured). Other "good people" are those from outside the university who conduct research with me; they open doors for me and my students. Good people might be fellow academic collaborators who complement your style, are reliable, energize you, challenge you and encourage you to do your best. – *Maureen G. Reed, professor and assistant director with the school of environment and sustainability, University of Saskatchewan*

Be good to others. Academia is a small world. As time goes on, you will come across people in your field all over the world who know you, know of you, know someone who knows you. What goes around will come around. So being a good citizen and finding ways to pay forward or pay back will also reap rewards down the road. If you surround yourself with good people, be sure to be a good person in that virtuous circle. –*Dr. Reed, U of S*

Be mindful of becoming isolated. Even though academic pursuits remain largely individualistic, it is worthwhile, even necessary, to make the effort to become an active contributing member to various communities. Academics can simultaneously belong to many communities, each with its unique culture, norms and values, ranging from one's department and university to national and international professional organizations. Remaining connected to these communities can have both personal and professional benefits. – *Dr. Marini, Brock*

Accept that your colleagues and students won't always like you. When I started as an assistant professor, a longtime mentor said to me: "Learn how to say no." Great advice. But by saying no — to students demanding higher marks, to administrators wanting you to apply for more and bigger grants, to colleagues looking for administrative help — people will inevitably be disappointed and sometimes angry with you. Learning how to say no also requires learning how to accept that people won't always like you. – *David R. Smith, assistant professor in the biology department, Western University*

Don't continually compare yourself to others. In today's world of academic metrics and faculty websites, it is easy to compare yourself to your colleagues, peers and former supervisors. But continually doing so can lead to a sense of inadequacy or an inflated ego, neither of which is a productive or healthy mindset. Know where the bar is set – for your department, institute and field of study – but then focus on your own goals and don't get distracted by rankings. *–Dr. Smith, Western*

<u>**Work-life balance**</u>

Take a moment each day to appreciate the university campus where you work. These campuses hold some of the most majestic and historic buildings, and care has been put into their layout. We build grand, edifying things for grand, edifying ideas. Higher education is one of these ideas that matter, and the campuses by and large reflect this belief. *–Theodore Christou, assistant professor of social studies, graduate faculty, Queen's University*

Say no. Practice in the mirror if you must, but say no. You need not supervise every student who asks you to do so. You need not serve on every committee that has an open space. You need not take on every collaboration in writing. Say no once a day, at least, and follow this up with "thank you." *–Dr. Christou, Queen's University*

Develop coping skills early. This will get you through the first few years where work-life balance is difficult. It will get easier with time as you become faster and more efficient at tasks that now consume enormous amounts of time (paper reviews and committee work, for example). In fact, it gets easier with each passing year. Book what's important to you first. Then book around those things. Rank the items on your daily to-do list to best serve your most important needs (e.g. writing and submitting research papers). Learn how to say no with great diplomacy. Delegate where possible, set realistic deadlines and give yourself permission to take (some) evenings or weekend days off. *– Dr. McDonnell, U of S*

Organize and manage your time. The first few months are crucial and it is easy to spend too much time on some things and too little on other things. Establish an orderly routine that takes into account deadlines and responsibilities, and establish some discipline in meeting your short- and long-term commitments in good time. *–Dr. Wall, UVic*

Foster relationships and interests outside academia. Academic jobs can be all-encompassing: my work, which is my passion, spills into every aspect of my life and at times can make my life feel unbalanced. Consequently, I've tried hard to foster friendships, hobbies and interests outside academia. It's amazing how refreshing it is to spend an evening or weekend with someone who could care less about genome evolution

and university politics. *–Dr. Smith, Western*

Make time for yourself. This sounds obvious, but we can become so busy "doing" – researching, teaching, serving and home-making – that we don't take enough time to reflect on what we are doing, how and why. A president once advised me to schedule time for myself every week. I took that advice seriously and ever since have dedicated one day a week (typically Friday) as my work-at-home day. It allowed me to reflect on what I was doing and why. I could catch up on things I'd been planning to do all week, or plan ahead, slow down and breatheI created a sign for my door that said My Maintenance Day and if I had to go into the office for some reason, everyone understood that I was not really there. People humoured me and respected it.*–Dr. Mighty, Carlton*

Campus and Community Facts and Figures

The University of Windsor is situated on the traditional territory of the Three Fires Confederacy of First Nations: the Ojibwa, the Odawa, and the Potawatomi. To date, the University of Windsor has 56 owned properties and 4 leased buildings which span 125 acres across West Windsor and the Downtown area.

Faculty and Staff Facts and Figures

The University of Windsor is one of the region's largest employers. In 2021, the University was ranked 31st in the Forbes survey of Canada's Best Employees, and as a top 10 university in that ranking. In 2020-21, the University employed 528 full-time teaching staff (including professors, lecturers, and deans)[1]. As Figure 1 details, the highest proportion of faculty members was in the Faculties of Arts, Humanities, and Social Sciences (33%) and Science (22%). Approximately 1 in 4 (26%) faculty members are identified as international in origin. In 2020, 48% of academics identify as women, 23% identify as a visible minority, 2% identify as Aboriginal and 6% identify as living with a disability.[2]

Figure 1: Teaching Staff by Faculty (2019-20)

Teaching Staff by Faculty (2019-20)

- Science 115 (22%)
- Nursing 17 (3%)
- Law 33 (6%)
- Human Kinetics 24 (5%)
- Engineering 86 (16%)
- FAHSS 171 (33%)
- Business 59 (11%)
- Education 23 (4%)
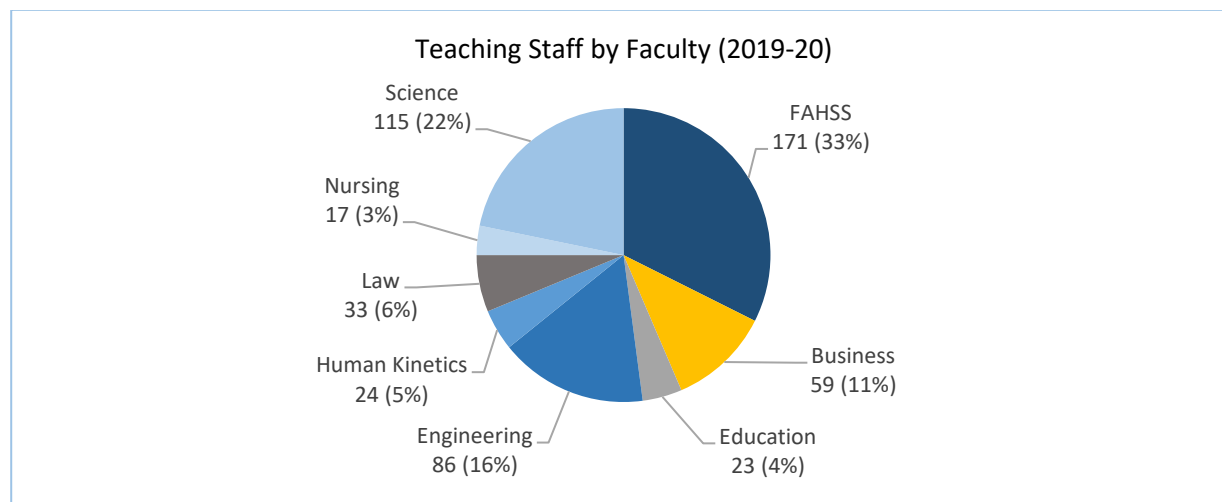
The University employed 1,084 non-academic staff (including managers, professional employees, unionized staff and temporary staff) in 2019-20. In 2020, 66% of non-academic staff identify as women, while 13% identify as a visible minority, 3% identify as Aboriginal, and 7% identify as living with a disability.[2]

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[1] Statistics Canada. Table 37-10-0108-01 Number and salaries of full-time teaching staff at Canadian universities. https://doi.org/10.25318/3710010801-eng

[2] University of Windsor Employment equity survey conducted in Fall 2020 as required under the Federal Contractors program and following the practices of the Employment Equity Act and its regulations. The data is self-identification of members of the four federally designated groups. The four groups include Indigenous peoples under the Federal Term "Aboriginal Peoples" and as such, that is the term used in this document.

Student Facts and Figures

The University of Windsor serves a diverse student population, attracting the majority of its students from the Windsor-Essex region (Table 1).

Table 1: Full Time Students by Place of Origin (Fall 2021)

Region	Undergraduate	Graduate
Tri-County	7135	912
Rest of Ontario	2442	590
Out of Province	205	54
International	736	3341
Unknown or Not Specified	73	28

More than 17,000 students were enrolled at UWindsor in Fall 2021, with 72% at the undergraduate level, and 28% study at the graduate level, with the vast majority of students (90%) enrolled full-time. Fifty per cent of the student body identify as female, 47% as male, 0.3% as a gender other than male or female (2% did not report their gender). Most full-time undergraduate students (81%) are between 18 and 23 years of age and two-thirds (63%) of full-time graduate students are between 23 and 28 years of age

Students study in more than 280 programs across eight academic faculties. Enrollment data by Faculty is included in Tables 2 and 3.

Table 2: Full- and Part-Time Undergraduate Students by Faculty (Fall 2021)

Undergraduate Students	Full-Time	Part-Time	TOTAL
FAHSS	3338	723	4061
Business	959	210	1169
Education	693	6	699
Engineering	945	296	1241
Human Kinetics	685	66	751
Law	703	1	704
Nursing	893	29	922
Science	2375	376	2751
Total	**10591**	**1707**	**12298**

Table 3: Full- and Part-Time Graduate Students by Faculty (Fall 2021)

Graduate Students	Full-Time	Part-Time	TOTAL
FAHSS	746	2	748
Business	568	0	568
Education	196	6	202
Engineering	2226	2	2228
Human Kinetics	79	0	79
Law	8	0	8
Nursing	104	1	105
Science	998	0	998
TOTAL	**4925**	**11**	**4936**

Additional facts and figures include:
- In the 2020 National Survey of Student Engagement, 47% of UWindsor respondents identify as first-generation (neither parent holds a bachelor's degree) compared to 40% of the those in UWindsor's comparators in the Ontario comprehensive universities group (NSSE 2020)
- In their first year, 23% of UWindsor respondents were living in residence compared to 46% of other Ontario universities students in their first year (NSSE 2020)
- While the average number of weekly hours worked off campus by UWindsor students is estimated to be the same as in the Ontario comprehensive group (14.7 for first year and 16.7 for final year), UWindsor students are more likely to work; 56% of UWindsor first year students and 64% of final year UWindsor students work for pay off campus compared with 41% and 53% respectively
- 39% of UWindsor respondents provide care for dependents compared to 32% in other Ontario universities
- 45% of UWindsor respondents do some form of weekly volunteer or community service work that is unrelated to their program compared to 37% of the Ontario Comprehensive group

Gaining work experience is an important facet of UWindsor student life: 3,051 students have on-campus jobs, of which 1,245 support teaching through GA and TA positions and 556 work as research assistants. Additional students are employed in other kinds of on-campus jobs that support administrative units, including co-op students. Off-campus, the Office of Co-operative Education and Workplace Experience placed 1,200 students into positions, with 75 in on-campus roles and approximately 1,100 in roles working with partner organizations.

UWindsor Research Facts and Figures

The University of Windsor has a busy research ecosystem. In 2020-21, UWindsor had nearly $37M in research revenue, of which $26M came from the Federal government. In 2020-21, UWindsor researchers submitted more than 600 applications for external funding, and 484 of those applications were successful (a success rate of 68%). UWindsor also offers a number of internal grant programs which can help new faculty establish their research programs, as well as professional development opportunities offered by the Office of Research and Innovation Services that will help you navigate the

research funding world and prepare top grant proposals. In 2020-21, internal programs funded 41 research projects with $98,000 being disbursed to researchers. Most of the funded research at UWindsor includes student research assistants.

Figure 2: UWindsor Research Revenue by Source (5-Year Trend)
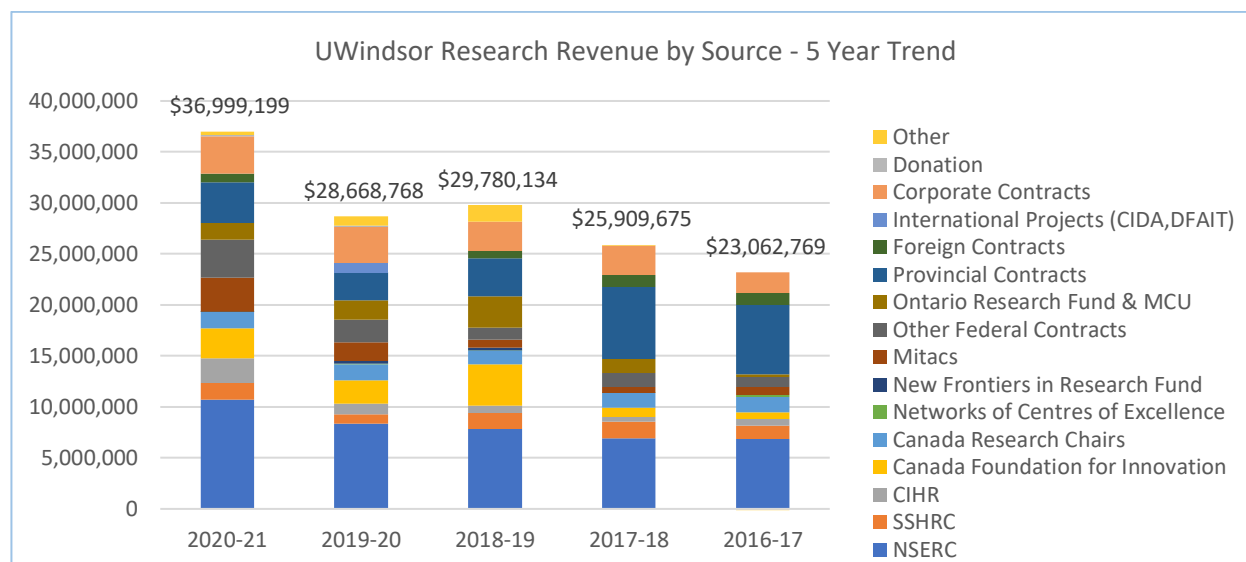
In 2020-21 UWindsor researcher established 69 new research partnerships over 167 research projects. Researchers also had 101 successful Mitacs applications, each of which connects a UWindsor student to an industry or community partner, where they will gain essential workplace experience, setting them up for success in their future careers.

Demographics in Windsor-Essex

According to the 2021 Census of Population, the population of the Windsor-Essex was estimated to be 422,860.[3] Windsor-Essex is one of Ontario's most diverse areas, and regularly ranks among the top regions in Ontario for immigration. Windsor-Essex also has a greater proportion of refugees compared to the rest of Ontario.

Table 4: City of Windsor Citizenship and Residency

Citizenship & Residency	Number
Canadian citizenship	395,066
Citizenship other than Canadian	24,162
Immigrants granted right to live in Canada permanently	92,080
Immigrated between 2000-2006	10,023
Immigrated between 2006-2010	9,998
Immigrated between 2011-2018	11,364

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[3] For detailed census information, please visit:
https://www.citywindsor.ca/residents/planning/Plans-and-Community-Information/About-Windsor/Demographics/Pages/Demographics.aspx

Table 5: City of Windsor Household Income

Category	Income ($)
Median household income	75,257
Average household income	90,157
Total number of households	168,306

For additional facts and figures about the University of Windsor infrastructure, programs, enrollment trends, as well as demographic data about the Windsor-Essex region, visit the University of Windsor Strategic Planning website.

Home » Aspire: Together for Tomorrow.

Aspire: Together for Tomorrow.

Have your say!

Students, staff, faculty and community members are invited to engage with the University of Windsor's strategic planning team for an opportunity to have their say on the University's next strategic plan, *Aspire: Together for Tomorrow*. Once complete, the strategic plan will be our most important five-year navigational tool. It will guide the institution's decision-making and allow us to capitalize on opportunities to grow and thrive. Engage with the process by attending in-person consultation sessions and participating in virtual engagement opportunities as they become available.

How to engage

Click the tile below that most closely captures your relationship to the University of Windsor. Please note, registration is not required to view the site but is required to vote and share ideas unless you opt for the anonymous participation option.

Register today! Stay informed and get involved.

STAY INFORMED

Subscribe for project updates

Your email address...

SUBSCRIBE

103 members of your community are following this project
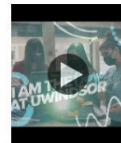
Student Needs and Challenges

Undergraduate Students

1. Job stress
2. Registration and program problems
3. OSAP registration problems – fall courses
4. Prepare for classes
5. Course add/drop
6. Sexual assaults most commonly occur
7. Add/drop date (money or not registered issues)
8. Surprise/disappointment at lower marks compared to high school marks
9. Break ups after first visit home
10. Midterms, final assignments, exams, assignment extension requests
11. VW day
12. Academic integrity problems
13. Student may question intellectual abilities/thoughts of not returning for second semester
14. Money problems
15. Registration and program problems
16. Finalize winter schedule
17. Grade appeals
18. Class prep
19. Grade appeals
20. Add/drop courses
21. Stress about next semester, applying for positions/jobs
22. Midterms, final assignments, exams
23. Extension requests
24. Meal plan expires
25. Money problems
26. Grade appeals
27. Stress about summer employment, second semester academics
28. OSAP registration problems

Graduate Students
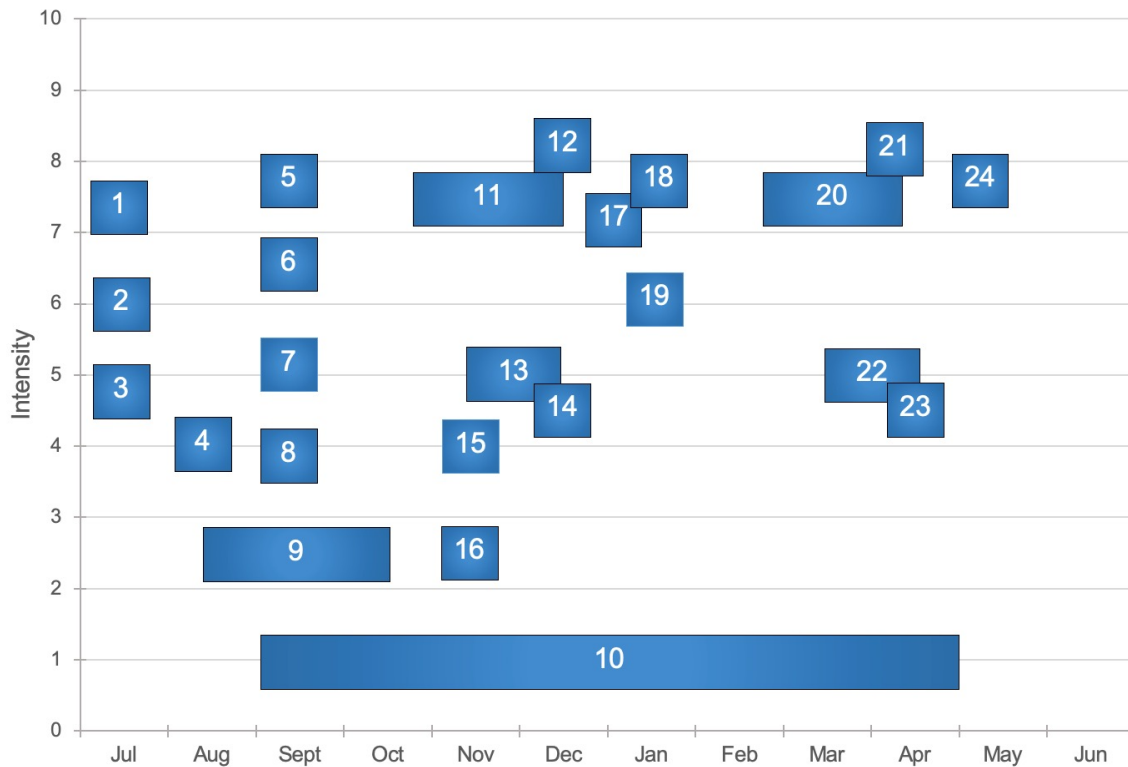
1. Scholarship applications begin
2. Academic Standing
3. Grad student registration
4. U of Windsor Student application deadline
5. Deadline to submit rankings to grad studies
6. Vanier CGS application deadline
7. Deadline to submit nominations to grad studies
8. Grad student orientation
9. GA training
10. Acculturation
11. Complete fall courses
12. Course load
13. Complete GA requirements
14. Continue with new scholarship applications
15. Registration for winter semester
16. Tri-council CGS-M application deadline
17. GS Exam responsibilities
18. Academic Standing
19. OGS applications due
20. Academic standing
21. GA exam responsibilities

As a Faculty Member...

Student Needs/Challenges Timeline
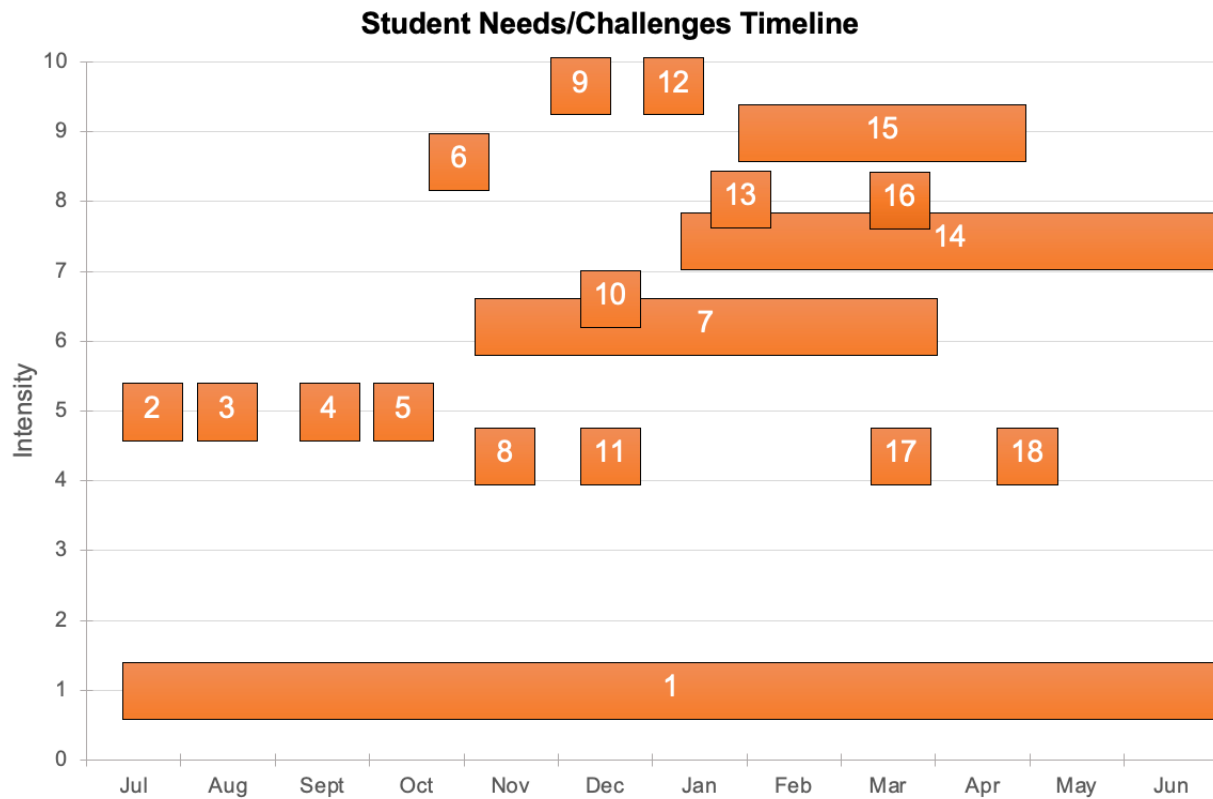
1. Admissions
2. Registration and program problems
3. GA assignments
4. Scholarship adjudication
5. Adjustments to independent life
6. Midterms/major asst. failure
7. Academic integrity
8. New GA assignments
9. Last minute exam help
10. Registration and program problems
11. Scholarship adjudication
12. Reference letters for grad applications
13. Scholarship adjudication
14. Admissions (grad programs)
15. Grade appeals
16. Midterms/major asst. failure
17. GA appointments
18. Academic Standing

...Your research cycle?

Getting started in research means exploring opportunities for grant funding. Make the Office of Research and Innovation Services (ORIS) your first stop in your journey to getting your research funded.

Refer to the contacts list above to find out who you need to contact to find out about funding opportunities and subscribe to the 'Plugging Into Research' newsletter to receive monthly updates. You can also follow ORIS on social media for quick updates @UWinResearch.

If you are transferring from another university and need to move your grants, please contact oris@uwindsor.ca to make arrangements to have a research grant account set up.

The financial needs of your research projects will be looked after by the Office of Research Finance. Research Finance supports the University's research community by managing the post-award functions for all research grants and contracts and acting as the University's main point of contact with sponsor agencies. It provides financial advice, support, and assistance to researchers relating to the management of their research funds while working closely with funding agencies, researchers, administrative units, and the Office of Research and Innovation Services to ensure adherence to funding guidelines and policies.

Make time for your research! ORIS offers monthly writing retreats at Mackenzie Hall where you can spend a day in a quiet space working on your research. They also offer twice-yearly multi-day writing retreats at historic Willistead Manor where you can work quietly on research, consult with grant crafting experts and participate in professional development sessions. For more information, subscribe to Plugging into Research and follow ORIS on social media.

If your research involves compliance areas, take a moment to familiarize yourself with the boards and committees that must clear your projects:

Research Ethics Board – Research projects involving human participants, tissues and cells, secondary use of data.

Animal Care Committee – Research projects involving the use of animals (including fish and invertebrates), whether laboratory or field-based

Research Safety Committee – Research projects involving hazardous chemicals, controlled goods, lasers, radioactive materials, and projects that may have environmental impacts

HOW TO SUBMIT A GRANT APPLICATION

Accessing grant funds can help your research grow.
Opening an ERSO file, submitting a strong application, and securing necessary approvals from signing authorities are integral parts in the process.

STEP 1:
PREPARE YOUR APPLICATION

Strengthen your application by referring to ORIS materials, attending grant writing sessions, and working with your research coordinator to ensure consistency with the agency's conditions and University's policies.

STEP 2:
OPEN AN ERSO FILE

Once you have finalized your grant application, open a new file in ERSO. For assistance establishing a new ERSO file, see the ORIS website for the Portal User Guide and our 'How to' videos that will take you through step-by-step opening a new application.

STEP 3:
REQUEST APPROVAL

Once you have created your application in ERSO, your application will be sent to the necessary signing authorities for review and assigned to a Research Coordinator. You will be notified if any changes are requested.

STEP 4:
INTERNAL DEADLINES

All applications must be reviewed by ORIS prior to submitting to the funding agency. Ensure that you are familiar with the internal deadlines and your application is reviewed on time. If there is no deadline listed, assume it is one week before the external deadline. Be sure to sign up for our monthly email for an extensive list of internal deadlines.

STEP 5:
SUBMISSIONS

For many programs, ORIS will submit the application on your behalf. For other programs, you will submit on your own. In both cases, it is important you have created an ERSO file before the deadline. If you are successful in obtaining funds, ORIS will help you take the next steps.

OFFICE OF RESEARCH AND INNOVATION SERVICES

UWindsor.ca/research-innovation-services
ORIS@UWindsor.ca

Teaching and Learning Support on Campus

The Centre for Teaching and Learning (CTL) maintains an online directory of valuable teaching and learning resources you can access at: https://www.uwindsor.ca/ctl/390/teaching-and-learning-resources. A variety of topics are included such as academic integrity, gathering feedback on your teaching, Indigenous resources, Indigenizing curriculum, engaging large classes, and more.

The Office of Open Learning (OOL) is committed to improving the student learning experience by raising the status of online teaching, enhancing open professional teaching practice, and facilitating open networks and communities of practice. To learn more about online teaching, developing an online, open, or hybrid course, or to find resources and tools for teaching online, visit https://www.uwindsor.ca/openlearning/.

Early Career Faculty Support
The CTL coordinates a number of initiatives in support of early career faculty including workshops, an early career faculty mentoring program, resources, classroom observations, and one-on-one consultations. The Centre will reach out to new faculty near the end of the summer with more information on the mentoring program.

Course Design and Delivery
The CTL offers support, resources, and consultations for course and curriculum design and delivery. Templates for syllabus design, including a learning-centred syllabus checklist, may be helpful when developing your course.

Workshops and Courses
The CTL offers ongoing workshops and courses and the on all areas of teaching and learning for active and engaging teaching, course design, assessment Indigenization and Anti-Black Racism. The CTL's University Teaching Certificate (UTC), open to instructors and graduate students, is designed to help academics, at all levels and in all disciplines, develop their teaching practice, with the goal of enhancing student learning. Both practical and theoretically-grounded, the UTC seeks to engage instructors in areas including course design, teaching practices, leadership, scholarship, and assessment, inspiring reflective, critical, evidence-based practice.

Brightspace - Learning Management System
The CTL offers sessions on topics to address your technical comfort level. Workshops range from *getting started* to using Brightspace tools for teaching and assessment.

Supports for Graduate or Undergraduate Teaching Assistants
The GATA Network Development Team works with GAs and TAs across campus, introducing them to mentors and resources they will need to improve their pedagogical knowledge and skills. For GA/TAs to set-up an individual meeting or arrange a Departmental workshop for GA/TAs, please email the GATA Network Program Coordinator, Laura Chittle (Laura.Chittle@uwindsor.ca) or gata@uwindsor.ca.

Seven Principles for Good Practice in Undergraduate Education
Seven principles for Good Practice in Undergraduate Education as compiled in a study supported by the American Association of Higher Education, the Education Commission of the States, and The Johnson Foundation https://www.lonestar.edu/multimedia/SevenPrinciples.pdf

Countdown for Course Preparation

Planning for your course is not necessarily linear, and you will likely return to modify earlier stages. Here are a few ideas to consider as you prepare for your course.

When to Start	What to Consider

Three or more months before	1. **Students:** Find out what your students are like, what they expect, and what background they have.
	2. **Goals:** Consider your larger goals for the course.
	    a. What matters most for you?
	    b. What will be meaningful for your students?
	    c. Why does your course matter?
	3. **Program:** Talk to your colleagues. Find out what is the role of the course in the program/curriculum?
	    a. Is it required? Are there courses that come before or after?
	4. **Learning Outcomes:** Draft course learning outcomes and goals (revise again later).
	    a. What should students know, be able to do, what attitudes should they have?
	    b. Begin to consider how you might know students learned the outcomes (assessment).

Three months before	1. **Resources:** Choose your learning resources. What will help your students learning?
	    a. Should you use a textbook? Most publishers will send you sample copies to review.
	    b. Coursepack, e-book, online links, reading list, supplies
	    c. Consider whether resources should be required or recommended?
	2. Begin to plan a Brightspace Site (Learning Management System) to support your students.
	    a. Login : https://www.uwindsor.ca/brightspace/
	    b. UWindsor help files: https://www.uwindsor.ca/brightspace/
	    c. Service Request: https://www.uwindsor.ca/brightspace/ and click on "Brightspace Tickets"
	
	3. Check availability of resources.
	    a. Eg. library policies for reserve books, availability of computer resources
	    b. Find out about course budgets for photocopying, films, field trips, etc.

Two months before	1. **Learning Activities:** Begin to plan the learning activities.
	    a. Most learning occurs outside the class, plan the activities students will engage in outside of class as well as inside.
	    b. Consider a diversity of methods. What will help your students learn each outcome the best? What will engage the students? Will High Impact Practices be appropriate for your course?
	2. **Assessments:** Begin to plan the assessment methods.
	    a. How will you know students have learned? Are you assessing what matters most?
	    b. How can you be clear to the students what they have to do?

Adapted from *McKeachie's Teaching Tips by Erika Kustra, Centre for Teaching and Learning, University of Windsor (2017)*

	c. How will you grade? Do you have a rubric?
	d. When do you have to submit course grades? How do you submit them?
	3. **Syllabus:** Begin to draft the course syllabus/outline.
	     a. The syllabus will help students understand what is expected of them, and what they can expect from you. The learning outcomes will help with this.
	     b. Consider logistics, what is possible?
	     c. How many learning hours does your course require (inside and outside of class)? Is it reasonable considering students have other courses? (for standard courses it is common to have 1 to 3 hours out of class for each hour in class)
	     d. Be clear when and how learning will be assessed.
	     e. The tone of your writing can help motivate students even before they arrive.
	     f. See *Learning-Centred Syllabus Checklist* for more details to consider including https://www.uwindsor.ca/ctl/501/syllabus

One month before	1. **Lesson Plans:** Begin preparing lesson plans.
	     a. Refine your choice of appropriate teaching methods. How can students learn best for the different learning outcomes? (there are many, many methods and techniques)
	     b. Select appropriate technology. Consider "Will this help my students learn more effectively?"
	     c. Refine your Brightspace site, and consider how you would like to use it to communicate with students; and to help students communicate with you, with each other and engage with the material.
	2. Clarify plans for out-of-class learning (assignments, etc.).
	3. Consider building in mid-way feedback to see how things are going.

Two weeks before	1. **Check your resources.**
	     a. Are the learning resources available to students, can students buy or access them?
	2. If possible, have a colleague look at your course syllabus to see if you are clear, and if you have overlooked anything.
	3. Visit the classroom you have been assigned. Look to see what technology is included, and whether the furniture will support the kind of learning activities you have planned.
	     a. Classroom Directory will give you a picture and a list https://ctl2.uwindsor.ca/classrooms/
	4. Begin a portfolio – a teaching portfolio or dossier will be helpful when you discuss your teaching with your head, and will also be helpful when you teach next year.

One week before	1. **Set a welcoming atmosphere:**
	     a. Consider sending a welcome e-mail to your students, and/or posting one in Brightspace.
	     b. Finalize your lesson plan, especially for the first class. Consider how you would like to start the class.

McKeachie, W.J. & Svinicki, M. (2006). McKeachie's Teaching Tips: Strategies, Research, and Theory for College and University Teachers. (12th edition). Hougton Mifflin Company, Boston.

Adapted from *McKeachie's Teaching Tips by Erika Kustra, Centre for Teaching and Learning, University of Windsor (2017)*

Learning Outcomes

What are Learning Outcomes?

Learning outcomes are *statements that indicate what successful students should know, value or be able to do by the end of the course or program.*

They are the assessable ends of education, written from the students' perspective, focused on what students can expect to achieve if they have learned successfully. In order to be assessable, they must specify things that can be observed, that are public, and not activities or states that are internal to students' minds. They can be set at both the program and course level.

Why Care About Learning Outcomes?

Strategic use of learning outcomes in your teaching and course design can result in many potential benefits. A few of these are summarized below:

Better Learning
Learning outcomes can be used to provide guidance for students, so they know what is expected of them, and thus, what they should focus on in-class and at home.

Increased Motivation
Learning outcomes reinforce the belief that there is a point to what is being learned and assessed, leading students to take a deeper approach consistent with trying to *understand* what they are learning, instead of memorizing and regurgitating information on exams.

Better Performance on Assignments and Tests
When students know what they are expected to demonstrate, they are better able to do so.

Focused Teaching
By defining what students are supposed to know, value, and be able to do at the end of a course, you generate questions and clarify your own ideas to guide your teaching.

Strategic Teaching
Once you have created learning outcomes for your course, you can use them to plan lessons that strategically target those outcomes, so that your classes have a greater likelihood of helping students learn what they need to learn.

Strategic Assessment
Outcomes can be used to create strategically-targeted and appropriate assessment methods. Assessments that test whether students have met the learning outcomes are also likely to be consistent with the sorts of teaching methods that help students learn those outcomes.

Attention to Outputs
The use of learning outcomes helps us focus on the outputs of our work, rather than the inputs. We work with the students we have, and focus on how much they have learned.

Meeting Requirements
Program-level learning outcomes are now required for university programs in Ontario; they are increasingly being required by professional accreditation boards globally.

Strategic Design of Programs
Learning outcomes at the course level build towards the overall program learning outcomes. Intentionally laying these out help with the strategic and intentional design of the program.

What is the format for Writing Learning Outcomes?

A learning outcome should start with stem, and be completed with an observable action identifying the learning to be demonstrated.

Stem:　　　On successful completion of this course, a student will be able to:

Completion:　**«** Active verb/phrase **»**　**+**　a) Concept/Idea or b) Skill or c) Attitude/Value

Aligning Your Outcomes, Methods, and Assessments
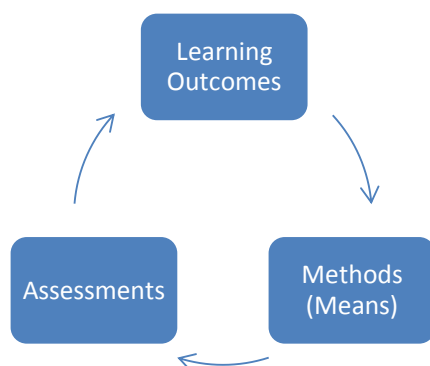
The Three Essentials of Alignment

1. Teaching methods, assessment tasks, and learning outcomes should be aligned, consistent and coherent.
2. Teaching methods should help students develop the ideas, skills and values/attitudes specified in the learning outcomes. *The teaching methods are the means; the learning outcomes are the ends.*
3. Assessment tasks should determine whether, and to what degree, students have achieved the learning outcomes.

Useful Verbs for Use in Learning Outcomes

Here are some active, public and observable verbs that you can use to communicate expectations at each level of Bloom's Revised Taxonomy, which we've adapted and changed to suit our needs. The first column indicates the likely level of complexity (each list starts with the least complex and moves down to the most complex). The second column suggests some verbs associated with each level of complexity. There is some overlap in categories. You don't need to use the verbs we've included; if you know better synonyms, go ahead and use them!

NOTES: Each level subsumes the ones beneath it. So, for instance, an outcome at the level of *application* presupposes that students can *remember* and *comprehend* the relevant information. Although the verbs listed pertain specifically to the cognitive domain, some can be used for the affective domain – and all of them are expressed in performative terms! That's because **cognitive and affective knowledge is often impossible to assess unless it's integrated with some sort of behaviour**!

BLOOM'S REVISED TAXONOMY (Adapted by Potter, 2010)	
Evaluation Using standards, criteria, theories or processes to judge value	Evaluate, argue, verify, assess, test, judge, rank, measure, appraise, select, check, justify, determine, support, defend, criticize, critique, weigh, assess, choose, compare, contrast, decide, estimate, grade, rate, revise, score, coordinate, select, choose, debate, deduce, induce, recommend, monitor, compare, contrast, conclude, discriminate, explain (why), interpret, relate, summarize
Synthesis / Creation Relating items of information to each other, integrating them, and generating something new	Write, plan, integrate, formulate, propose, specify, produce, organize, theorize, design, build, systematize, combine, summarize, restate, discuss, derive, relate, generalize, conclude, produce, arrange, assemble, collect, compose, construct, create, perform, prepare, propose, strategize, compare, contrast, hypothesize, invent, discover, present, write, deduce, induce, bring together, pretend, predict, strategize, modify, improve, set up, adapt, solve, categorize, devise, explain (why), generate, manage, rearrange, reconstruct, relate, reorganize, revise, argue, extend, project
Analysis Distilling and/or organizing information into its components; solving problems	Analyze, estimate, detect, classify, discover, discriminate, explore, distinguish, catalogue, investigate, break down, order, determine, differentiate, dissect, examine, interpret, calculate, categorize, debate, diagram, experiment, question, solve, test, dissect, deconstruct, focus, find coherence, survey, compare, contrast, classify, investigate, outline, separate, structure, categorize, determine evidence/premises and conclusions, appraise, criticize, debate, illustrate, infer, inspect, inventory, select, deduce, induce, argue, balance, moderate, identify, explain (how/why)
Application Using information in new situations	Apply, sequence, carry out, solve, prepare, operate, generalize, plan, repair, explain, predict, instruct, compute, use, perform, implement, employ, solve, construct, demonstrate, give examples, illustrate, interpret, investigate, practice, measure, operate, adjust, show, report, paint, draw, collect, dramatize, classify, order, change, write, manipulate, modify, organize, produce, schedule, translate, complete, examine
Comprehension / Interpretation Constructing meaning from information	Translate, extrapolate, convert, interpret, abstract, transform, select, indicate, illustrate, represent, formulate, explain (who/what/when/where/that/how), classify, describe, discuss, express, identify, locate, paraphrase, recognize, report, restate, review, summarize, find, relate, define, clarify, diagram, outline, compare, contrast, derive, arrange, estimate, extend, generalize, give examples, ask, distinguish
Recollection Recalling items of information	Recall, identify, recognize, acquire, distinguish, state, define, name, list, label, reproduce, order, indicate, record, relate, repeat, select, tell, describe, match, locate, report, choose, cite, define, outline, complete, draw, find, give, isolate, pick, put, show

Problem Words/Phrases

Understand	Be aware of	Grasp
Appreciate	Be conscious of	Have a knowledge of
Comprehend	Perceive	Learn
Know	Value	Perceive
See	Apprehend	Get
Accept	Be familiar with	

Ask yourself:

1. Is this outcome public and observable?
2. How will I, and the students, know when this outcome has been achieved?
3. Does the learning outcome follow from the stem (is it a complete sentence)?
4. Is it about the ends not the means (what students will be able to do when they leave the course, not the specific assignments they complete in the course)?

Real – *and Real Bad* – Examples

1. Is it public and observable?

Upon successful completion of this course, you should be able to:

- Appreciate the intricacy of theoretical constructs
- Understand theory
- Think about complex adaptations

2. How will I, and the students, know when the outcome has been achieved? (Is it clear enough for students?)

Upon successful completion of this course, you should be able to:

- simulate a sizeable process
- work effectively in a project team

3. Does it follow the stem and make a complete sentence when read aloud?

Upon successful completion of this course, students will be able to:

- Have done team skills
- Develop an introductory knowledge in bridge building
- Good safe practice

4. Is it about the ends (what students will be able to do when they leave the course) not the means (the specific assignments and lessons they complete in the course)?

Upon successful completion of this course, you should be able to:

- The course includes a group project requiring teamwork and collaboration skills
- Get involved in team works and independent studies through assignments and projects
- Formulate answers to assignment problems
-

Resources

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Preparing an Active Lesson

Including the following components produces a standard well-structured and active Lesson.

1. Motivation, Bridge or Hook	**Catches the students' attention and motivates them. Why should they care?** **Some strategies:** • Tell a story connected with the lesson topic • Pose a provocative question linked to a current topic or the listeners personal life • Offer a startling statement or unusual fact, or intriguing demonstration • Link to something they know or can relate to, to the material already studied or to future learning
2. Outcome *"Tell them what you are going to teach them"*	**By the end of the session what should students know, value or be able to do? What message do you want them to take away? Make this very simple and clear.** E.g. By the end of this instructional session successful students should be able to • Explain a particular model or system • Apply a particular theory • Solve a particular type of equation • Analyse something
3. Pre-Assessment	**What prior knowledge do the student possess regarding your topic?** **Some strategies:** • Ask a question and ask for a show of hands. E.g, "How many of you are familiar with the term "cognitive dissonance". This can help you refine the level you pitch your talk for the audience. Depending on the response you can provide definitions, simplify, or proceed at a higher level. • Use a minute paper to write answer to 1-2 questions. • Post answers online in advance of class.
4. Participatory Learning/ **Teaching** **Active Lecturing** *"Tell them/involve them/teach them"*	**Engage your students in learning. Use active teaching/learning methods. Consider visuals, graphs, video clips, audio-clips to engage your audience.** **Some strategies:** • Pose a question for the students to consider, or on which to respond briefly in their notes. E.g.,Given the conditions I have outlined, what might you predict in this case? • Small group discussion • Pauses in lectures for think-pair-share or small group discussion. • Student reflection, role plays, case studies, scenarios, simulations. • When using visuals, explain what the audience is looking at, what you want them to notice in the visual, and what conclusion you wish to draw. E.g., As you can see from this X-ray of the …" • When using graphs, explain what data is measured on the x and y axis. Do not assume the pattern or conclusions are obvious to students, that the students can see small print, or assume they can interpret the visual as you intend.
5. Summary/ **Closure /** **Connection to Overall Course** *"Tell them what you taught them"*	**Wraps things up, provides closure or indicates next steps.** This is an important step. It does not need to be fancy or dramatic, but communicates a polished well prepared talk. **Some strategies:** • Content review. (E.g., "In conclusion, we have examined X, the applications, and limitations of X.") • Summarize main points, or the learning outcomes. • Ask for feedback. • Put current session in context of the series or purpose of the talk or seminar series. "So we have looked at topics A, B and C, three important recent developments in the field of the Alphabet." • Thank students for their attention, participation, insights, involvement…etc.
6. Post-Assessment	**What did audiences take from your presentation? Were your desired outcomes met?** This can be difficult to determine in a single presentation, but it is possible. • Questions asked. Are there many questions asking for clarification of small points? • Can participants do something or answer questions that show they have learned? • This might sometimes be done after class in homework, tests or other assessments.

Sample Lesson Plan Template

Date:
Teachers/Course:

Participants
-

Preparation

Materials	Handouts	Room Set Up
•	•	•

Contribution toward Intended Course Outcomes

Duration	Topic
0:00–0:00	**1. Welcome/Hook/Bridge/Link/Motivation**
x min	•
0:00–0:00	**2. Agenda/Outcomes/Objectives**
x min	•
0:00–0:00	**3. Pre-Assessment (if appropriate)**
x min	•
0:00–0:00	**4. Learning Methods/Topics/Participation**
x min	1. • 2.
0:00–0:00	**5. BREAK**
0:00–0:00	**6. Post-Assessment (if appropriate)**
x min	
0:00–0:00	**7. Summary/Closure/Preparation for Next Class/Connection to Overall Course**
X min	

High-Impact Educational Practices

★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★ ★

First-Year Seminars and Experiences

Many schools now build into the curriculum first-year seminars or other programs that bring small groups of students together with faculty or staff on a regular basis. The highest-quality first-year experiences place a strong emphasis on critical inquiry, frequent writing, information literacy, collaborative learning, and other skills that develop students' intellectual and practical competencies. First-year seminars can also involve students with cutting-edge questions in scholarship and with faculty members' own research.

Common Intellectual Experiences

The older idea of a "core" curriculum has evolved into a variety of modern forms, such as a set of required common courses or a vertically organized general education program that includes advanced integrative studies and/or required participation in a learning community (see below). These programs often combine broad themes—e.g., technology and society, global interdependence—with a variety of curricular and cocurricular options for students.

Learning Communities

The key goals for learning communities are to encourage integration of learning across courses and to involve students with "big questions" that matter beyond the classroom. Students take two or more linked courses as a group and work closely with one another and with their professors. Many learning communities explore a common topic and/or common readings through the lenses of different disciplines. Some deliberately link "liberal arts" and "professional courses"; others feature service learning.

Writing-Intensive Courses

These courses emphasize writing at all levels of instruction and across the curriculum, including final-year projects. Students are encouraged to produce and revise various forms of writing for different audiences in different disciplines. The effectiveness of this repeated practice "across the curriculum" has led to parallel efforts in such areas as quantitative reasoning, oral communication, information literacy, and, on some campuses, ethical inquiry.

Collaborative Assignments and Projects

Collaborative learning combines two key goals: learning to work and solve problems in the company of others, and sharpening one's own understanding by listening seriously to the insights of others, especially those with different backgrounds and life experiences. Approaches range from study groups within a course, to team-based assignments and writing, to cooperative projects and research.

LEAP

Undergraduate Research

Many colleges and universities are now providing research experiences for students in all disciplines. Undergraduate research, however, has been most prominently used in science disciplines. With strong support from the National Science Foundation and the research community, scientists are reshaping their courses to connect key concepts and questions with students' early and active involvement in systematic investigation and research. The goal is to involve students with actively contested questions, empirical observation, cutting-edge technologies, and the sense of excitement that comes from working to answer important questions.

Diversity/Global Learning

Many colleges and universities now emphasize courses and programs that help students explore cultures, life experiences, and worldviews different from their own. These studies—which may address U.S. diversity, world cultures, or both—often explore "difficult differences" such as racial, ethnic, and gender inequality, or continuing struggles around the globe for human rights, freedom, and power. Frequently, intercultural studies are augmented by experiential learning in the community and/or by study abroad.

Service Learning, Community-Based Learning

In these programs, field-based "experiential learning" with community partners is an instructional strategy—and often a required part of the course. The idea is to give students direct experience with issues they are studying in the curriculum and with ongoing efforts to analyze and solve problems in the community. A key element in these programs is the opportunity students have to both *apply* what they are learning in real-world settings and *reflect* in a classroom setting on their service experiences. These programs model the idea that giving something back to the community is an important college outcome, and that working with community partners is good preparation for citizenship, work, and life.

Internships

Internships are another increasingly common form of experiential learning. The idea is to provide students with direct experience in a work setting—usually related to their career interests—and to give them the benefit of supervision and coaching from professionals in the field. If the internship is taken for course credit, students complete a project or paper that is approved by a faculty member.

Capstone Courses and Projects

Whether they're called "senior capstones" or some other name, these culminating experiences require students nearing the end of their college years to create a project of some sort that integrates and applies what they've learned. The project might be a research paper, a performance, a portfolio of "best work," or an exhibit of artwork. Capstones are offered both in departmental programs and, increasingly, in general education as well.

Table 1

Relationships between Selected High-Impact Activities, Deep Learning, and Self-Reported Gains

	Deep Learning	Gains: General	Gains: Personal	Gains: Practical
First-Year				
Learning Communities	+++	++	++	++
Service Learning	+++	++	+++	+++
Senior				
Study Abroad	++	+	+	++
Student–Faculty Research	+++	++	++	++
Internships	++	++	++	++
Service Learning	+++	++	+++	+++
Senior Culminating Experience	+++	++	++	++

+ p<0.001, ++ p<0.001 & Unstd B > 0.10, +++ p<0.001 & Unstd B > 0.30

Table 2

Relationships between Selected High-Impact Activities and Clusters of Effective Educational Practices

	Level of Academic Challenge	Active and Collaborative Learning	Student–Faculty Interaction	Supportive Campus Environment
First-Year				
Learning Communities	+++	+++	+++	++
Service Learning	+++	+++	+++	+++
Senior				
Study Abroad	++	++	++	++
Student–Faculty Research	+++	+++	+++	++
Internships	++	+++	+++	++
Service Learning	+++	+++	+++	+++
Senior Culminating Experience	++	+++	+++	++

+ p<0.001, ++ p<0.001 & Unstd B > 0.10, +++ p<0.001 & Unstd B > 0.30

Source: *Ensuring Quality & Taking High-Impact Practices to Scale* by George D. Kuh and Ken O'Donnell, with Case Studies by Sally Reed. (Washington, DC: AAC&U, 2013). For information and more resources and research from LEAP, see www.aacu.org/leap.

Fundamentals of Effective Online Teaching Practice

Effective online teaching is an extension of good teaching practice, just in a different environment. The fundamentals are essentially a series of principles about how humans can best interact online to create an effective and inclusive learning environment.

The principles below are based on the work of Garrison, Anderson and Archer (2000), Chickering and Ehrmann (1996), and Darby and Lang (2020), as well as countless others in our circles who have been sharing their ideas and resources for decades.

Instructor presence

1. **Communicate** – use a welcoming, inclusive tone in announcements and emails. Set **expectations** about communication such as preferred methods, typical time to respond, where to send questions, and boundaries for interaction that are reasonable for both students and instructors (avoid the temptation to *always* be online). Plan to send a global announcement at least once per week, check and respond to email and discussion forums frequently throughout the week

2. Plan for a **mix** of **synchronous** (e.g. live virtual classroom, Teams, chat) and **asynchronous** (text, discussion forums, announcements, emails, problems, readings etc.) activities.

   a. Limit synchronous interactions to things that require live demonstration, dialogue about difficult topics, collaborative problem-solving and others with a real pedagogical need for this type of interaction; always have a backup plan for technical difficulties; recording live sessions is normally advisable (depending on content)

   b. Use asynchronous learning where possible to limit bandwidth and get around timezone challenges. This can include pre-recording mini-lectures (chunk into discrete concepts), notes, learning guides, and other downloadable content

3. Plan each **week of learning activities** to **actively engage** students in the learning process; clearly describe for them what they should be doing throughout the week. On average, plan for your students engaging in 6-9 hours of learning activities per week (here is a useful calculator for estimating that), including lectures, watching videos, readings, working on assignments, independent research etc. Emphasise time on task over 'contact hours'. Design opportunities to engage deeply with learning in authentic contexts, rather than surface approaches.

4. Write or record (video, audio) short **weekly overviews** outlining key learning activities for the week

5. Use **more than one** assessment approach to evaluate students' achievement of the course learning outcomes – consider alternatives to traditional exams for some of your assessment. Wherever possible, consider more authentic assessments that allow students to demonstrate performance in an applied context through [non-disposable assignments](). Provide a low-stakes opportunity to practice assessment, especially for exams

6. There is no silver bullet to resolve all concerns about **academic integrity** – it requires a multi-strategy approach including building a **culture of integrity, pedagogical approaches, assessment approaches, technology, and education** on academic responsibilities. Start by **trusting your students** – if they have chosen to study in summer and fall 2020, they likely genuinely want to learn. Some will attempt to subvert any steps you put in place, but this is no different to the on-campus setting; don't punish or negatively label all students for the behaviour of a few.

7. Provide prompt **feedback** on assessment

8. **Office hours** are required by the collective agreement and a critical support for online students. Set aside time for responding to questions each day and offer a time to be available synchronously each week. Be flexible with how this support is made available and offered. Use the virtual classroom, MS Teams, phone, discussion forums, or email to respond to student questions - the point is to be available for questions and support.

9. **Model the behaviour** you expect from students, through emails, announcements, starter and wrap up discussion posts, and make that modelling visible (i.e. explicitly discuss the model)

10. Consider carefully what **technology** your students will have access to. Many will be trying to work on a phone or tablet, may be sharing a device, and may have poor internet access. Before using high bandwidth tools and practices, consider whether there is a **low cost and low-tech alternative**. Consider surveying students in the first week or before class starts to find out what technology they have access to and their experience in online learning.

11. **Practice pedagogies of care**: These are unusual times and we need to care for ourselves, and our students to get through them. That means making pedagogical decisions that are based in caring and grace. You won't get this online teaching thing perfectly right the first time through; it is an iterative process. Do what you reasonably can with the best interests of your students and yourself in mind. Trust your students. Expect that many students will be experiencing trauma and dislocation, may be caring for loved ones, and may be facing financial distress.

12. **Check in with students** personally if you notice them disengaging – try to help them stay focused through frequent feedback, contact, and monitoring engagement in the Blackboard dashboard. Allow space for guided independent learning wherever possible.

13. Consider principles of **accessibility and Universal Design for Learning (UDL)** in all your pedagogical decisions.

Social presence

1. Post a short **introductory video** about the course and yourself; open a discussion forum for students to introduce themselves and encourage them to share only what they are comfortable

2. Be **visible, available and responsive** to your students through multiple modes – email, discussion forums, virtual classroom, MS Teams, but set boundaries

3. Create a water cooler discussion forum as a place for students to **share and connect**

4. Encourage students to communicate, **collaborate and share** what they are learning with each other; use smaller group activities where feasible to build community and connection between students

Cognitive presence

1. Use a **backward design process** – start with your **learning outcomes**, then design **assessment** to evaluate them, then the **supporting learning activities and content**; where do we want to go, how will we know when we've arrived, and how will we get there?

2. Use a table, concept map, or visual syllabus to **map the content of the course** (lectures, textbook chapters, videos, other readings, assignments, learning activities etc.) to the learning outcomes and make this available to students to help them see the course at a high level; make the purpose of class activities and assessments explicit

3. Design your **Blackboard (LMS) course site** with a consistent and simple layout e.g. one folder per week containing all the content for the week and an explanation for what to do with it, assessment all in one folder, use the library resource list tool (Leganto) for collating readings and other resources

4. Collect and curate a **diverse range of resources/content** to support learning in the course – go beyond a textbook to include other relevant and/or up to date readings, Open Educational Resources (OERs), websites, news reports, online videos, instructor-created content, simulations, virtual labs, cases; your library liaison can help find resources and address copyright questions about content you want to use online. Consider moving to an **open textbook** or other **no-cost solutions** to increase accessibility of resources and costs to students

5. Use **discussion forums** to create community, encourage student-student engagement, support learners who have English as an additional language, provide space for students to process before responding to a prompt, provide a space to explore large, messy questions/challenges

6. Encourage **metacognition** by embedding questions and activities that help students to reflect on their learning – e.g. small formative quizzes, problems, reflection prompts

The Office of Open Learning, University of Windsor www.uwindsor.ca/openlearning

GA/TA Resources

Policies and Guidelines for Graduate and Undergraduate Teaching Assistants
Adapted from Graduate Studies

What is the difference between a GA and a TA?
- GA (graduate assistant): Full-time graduate student
- TA (teaching assistant): Undergraduate student (UG)
  - TA I: 1st and 2nd year in program
  - TA II: 3rd and 4th year in program
  - TA III
    - TA III (i): GAs who are not appointed for that term
    - TA III (ii): UG students already holding another undergraduate degree
    - TA III (iii): non students

GAs and TAs are Students **and** Employees
- Student: registration requirements, must be in good standing in program
- Employee: must obtain UWindsor employee number and complete mandatory employee training
  - Must be eligible to work
  - Limit on total hours of work (more details in subsequent sections)

GA Eligibility Requirements
- Must be registered full-time for the term of work BEFORE GA contract can be approved
- Remain registered full-time throughout the term
- Eligible for funding
  - First 6 terms full-time of Master's program
  - First 12 terms full-time of PhD program

TA Eligibility Requirements
- Must be registered for the term of work BEFORE TA contract can be approved
  - Domestic TAs can be full or part-time
  - International TAs must be full-time AND have valid study/work permit to work in Canada
- Remain registered throughout the term
- Be in good standing (i.e., not on academic probation)

<u>I have been offered a GA/TA appointment… What do I do next</u>?

Steps

1. Sign contract (i.e., Notice of Appointment to Assistantship) prepared by your department
    a. 3 signatures: GA/TA, department head, dean of graduate studies
2. Obtain your copy of the signed contract from your department secretary after Graduate Studies approval
3. Obtain UWindsor employee number from Human Resources
4. Contact the course instructor (i.e., let them know you will be their GA or TA) within 10 days of beginning of appointment
5. Complete "Form 1" (describes your duties and allocation of hours) and discuss with instructor any scheduling concerns BEFORE beginning appointment
    a. Record all duties on Form 1 and proportion of total hours allocated to each duty (typically in conjunction with the instructor)
    b. Complete mandatory training for new UWindsor employees within deadlines set by department
    c. Mid-term review of duties with instructor – record any changes on Form 1

FORM 1

Description of Duties and Allocation of Hours

Student Name:			
Student number:			
Department:			
Course Number & Title:			
Supervising Professor:			
Duties		*Hours per task*	
		Initial	*Revised*
Training:			
Preparation:			
Contact:			
Marking/Grading Estimated Enrolment per GA/TA:			
Other Duties:			

TOTAL HOURS
(*NOTE: Where an assistant believes that they are likely going to exceed their contracted hours in a particular semester, the assistant must inform their supervisor, in writing **or via e-mail**, at least 20 hours prior to completion of the hours allotted in their contract.*)

Prepared by (Supervisor):	Signature:	Date:
Approved by (Chair/Designated Authority):	Signature:	Date:
Accepted by (Graduate/Teaching Assistant):	Signature:	Date:

MID COURSE REVIEW CHANGES (*if no changes, record date of meeting and note no changes*)	
Date of Meeting:	Prepared by (Supervisor signature):
Approved by (Chair/Designated Authority Signature):	Graduate/Teaching Assistant Signature:

How many hours **will** I work?

- Specified in your contract
- Course instructor cannot authorize work over the total hours in your contract
- If you believe you may go over your contract hours, **you must notify instructor/supervisor in writing** or via email **at least 20 hours prior to completion of all hours in your contract**
- Discuss if any adjustments are needed to ensure you do not exceed total contract hours and record any modification in Form 1 (mid-term review)

How many hours c**an** I work each term?

TAs

- TA I and II: no minimum and up to 100hrs/term
- TA III: no minimum and up to 110hrs/term
- If holding a TA contract in more than one department, **total combined hours cannot exceed 100hrs/term**

GAs

- From 70-140hrs/term
- GA employment counts towards total hours per term allowed for UWindsor-related employment
    - Maximum hours of paid employment = **240hrs/term (Fall, Winter, Summer)**
        - Includes GA appointment, research assistantship (if paid as salary), sessional instructor appointment
            - *** **cannot hold sessional appointment and GA in same term*****

How many terms can/will I receive GA or TA appointment?

TAs

- No restriction (can apply every term)

GAs

- Funding commitment: if offered a GA, your department will offer GAs in future terms to a total of
    - Master's: equivalent of 3 full terms @ 140 hours (total 420 hours)
    - PhD: equivalent of 7 full terms @ 140 hours (total 930 hours)
    - Eligibility to apply for one additional term

<u>What are the conditions?</u>

TAs and GAs

- Remain registered throughout appointment
- Be in good standing in degree program
- Perform satisfactorily the required GA/TA duties

GAs only

- Must apply **each term** by application deadline until receiving the minimum required terms of support (i.e., 3 for Master's; 7 for PhD)

<u>What if I'm unavailable to work in a particular term (applies only to GAs)</u>

- Assistantship exemption: must request **before** the first day of the term and **in writing**
    - PhD: max of 3 terms (2 if also takes sessional appt)
    - Master's: max of 1 term
- Department will offer GA in future term if student is still eligible for funding
- GA may decline appointment without penalty while on:
    - Approved leave of absence (e.g., maternity/paternity, parental, medical, bereavement, personal emergency leaves)
    - Co-op terms
    - Sessional appointments (max of 2)

<u>What if I want to work fewer hours in a particular term? (Applies only to GAs)</u>

- Can request fewer hours than offered
- Need approval by department
- If department agrees to reduce hours, then it counts as a term of support to the number of hours **originally offered** by the department
    - E.g., Department offers 140 – GA requests 100 – Department agrees – counts as 140 hours

GA/TA – Instructor Question Checklist
Adapted from Alex Kozelko at the University of Manitoba

You've been hired as a GA/TA. Prior to the start of the course, it is important to communicate with the instructor to clarify expectations and determine your role and responsibilities as a GA/TA for their course.

Below is a list of questions to discuss with the course instructor.

Roles and Expectations

Question	Answer
What is my role in this course?	
What responsibilities will I have?	
Am I expected to attend weekly lectures?	
Whom do I contact if I am unable to fulfill my duties (e.g., illness, emergency)? Instructor? Secretary?	
How many hours a week am I expected to dedicate to the course?	
Should I log/track the hours I've worked?	
Am I expected to hold (virtual) office hours?	

Additional questions

Question	Answer

Course and University of Windsor Policies

Question	Answer
If I assist a student during office hours, what kind of assistance is allowed?	
Are there any course or university policies I should be aware of?	
If I suspect or have concerns about academic dishonesty, what should I do?	
What should I do if a student challenges me in the course?	

Question	Answer
What are the policies for this course regarding assignment extensions, accommodations, and make-up tests? Whom should the students contact about this?	
If a student requests an accommodation for accessibility, what should I do?	

Additional questions

Question	Answer

Technical Skills

Question	Answer
What are my grading responsibilities for this course?	
Will I be using rubrics and/or marking keys to evaluate students' work?	
Where do I enter grades? Are there multiple places I need to do so?	
Will students be given the grading criteria (e.g., rubric or marking key) for assessments?	
What quality of feedback am I to provide on student assessments? Should they always receive written feedback?	
What is the turnaround time for grading?	
If students have concerns/complaints about grades received, how am I to address this?	

Additional questions

Question	Answer

Blackboard

Question	Answer
Will assessments marked on Blackboard have rubrics? If so, how do I use them?	
Will I need to grade quizzes/tests/exams in this course? Or, are they automated?	
Should grades be visible to students on a rolling basis while marking or only accessible once all have been marked? Will you be reviewing them before their release?	
Will I be required to run any synchronous sessions with students on my own?	
Will I be responsible for posting announcements or content on Blackboard?	

Additional questions

Question	Answer

Communication

Question	Answer
What are your expectations for my communication with students in the course?	
Will there be an area in the course for students to ask questions (e.g., discussion board)? Am I responsible for answering those questions?	
Do you expect regular communication by us? If so, via email or another method? How often should we communicate?	
What is a reasonable turnaround time for answering student questions and emails?	

Am I expected to communicate with other GA/TAs in the course (if applicable) about grading practices and/or other course matters?	
Will we have any virtual meetings to discuss how things are going during the course?	

Additional questions

Question	Answer

Other Resources

GA/TA and Funding Related Forms (including "Notice of appointment to assistantship", "GA/TA application form", and "Form 1"): https://www.uwindsor.ca/graduate-studies/366/faculty-forms

GA/TA Contract Payroll Dates: https://www.uwindsor.ca/graduate-studies/458/gata-contract-deadlines

Collective Agreement (CUPE 4580) for GA/TAs: https://www.uwindsor.ca/humanresources/526/collective-agreements

GA/TA Network Main Website: https://www.uwindsor.ca/ctl/388/gata

Student Appointments (New Hire Forms): https://www.uwindsor.ca/graduate-studies/473/gas-and-tas

Compulsory Training Upon Hire: https://www.uwindsor.ca/humanresources/sites/uwindsor.ca.humanresources/files/ctr-fs-aug_2015.pdf

Faculty of Graduate Studies Contact Information: https://www.uwindsor.ca/graduate-studies/349/contact-us

Policies and Guidelines for GA/TA Appointments: https://www.uwindsor.ca/graduate-studies/sites/uwindsor.ca.graduate-studies/files/sept.9.2020._ga_tapolicies.pdf

Bylaws, Policies and Procedures for Faculty

Links to University web pages containing many of policies and bylaws most relevant to your work are listed below. In order to access the documents you need, please select a heading to access the relevant university web pages that host the most up-to-date versions. The University has a shared data base of all institutional policies and bylaws here:
https://lawlibrary.uwindsor.ca/Presto/home/home.aspx

Senate Policies (Academic Governance)
- Academic Accommodation for Students with Disabilities
- Advanced Standing and Credit Transfer
- Conduct of Exams and Tests
- Conflict of Interest or Commitment
- Course and Program Changes
- Course Equivalency
- Course Overload (Undergraduate)
- Grading and Calculation of Averages
- Letters of Permission
- Medical Notes from Regulated Health Care Professionals
- Plagiarism-Detection Software
- Recording Lectures
- Repetition of Courses
- Role of Sabbaticants in University Governance
- Student Code of Conduct
- Student Perceptions of Teaching (SPT) and Mandatory Administration of SPT

Board of Governors Bylaws and Policies
- Policy on Sexual Misconduct
- Student Code of Conduct

Administrative Policies re: Student Misconduct
- Procedures for Addressing Student Non-Academic Misconduct

Students of Concern
- The Behavioural Intervention Plan

Relevant Provostial Policies and Guidelines:
- Acceptable Use Policy (Information Technology)

- Access to Student Records Policy
- Course Buyout Policy
- Intimate Personal Relations Policy
- Use of Digital Learning Resources for Instructional and Assessment Purposes Policy
- Internal Grants and Funding Programs (Research Grant in Lieu/Article R.7)
- Sabbatical Process
- UCAPT Process
- Frequently Asked Questions

Senate Bylaws (Academic Governance)
- 20: Types and Terms of Appointments
- 22: Committees and Procedures on Renewal, Tenure and Promotion
- 23: Criteria for Renewal, Tenure and Promotion
- 31: Academic Integrity
- 32: Procedural Irregularities and Discrimination Regarding Academic Instruction, Evaluation and Appeals
- 33: Student Rights and Freedoms
- 40: Academic Administrative Units
- 44: Departmentalized Faculty
- 54: Undergraduate Academic Evaluation Procedures
- 55 Graduate Academic Evaluation Procedures

Further Important Policy Documents
- **Collective Agreements**
- **Finance Policies**
- **Human Resources Policies**
- **Research Ethics Policies**
- **Research Finance Policies**
- **Research Policies**

  *If you have any questions regarding Senate bylaws and policies or a related matter, your first point of contact is **Renée Wintermute**, the University Secretary.*

  ***If you have any questions regarding the Provostial Policies, specifically**, your first point of contact is **Iva Gentcheva**, Executive Assistant to the Provost and Vice-President, Academic.*

Faculty and Service Leadership Roles

Service is critical to the fulfillment of universities' contributions to society – from efforts to educate citizens, to direct community involvement, to knowledge translation, consultation and advocacy, and public scholarship. Scholars also contribute to the sustainability and wellbeing of their disciplines and professions through service in those spheres.

Universities operate under a collegial or "shared" governance model: Authority for academic matters rests with an academic council (in our case, the University Senate) while authority over finances and resources rests with a governing board (the Board of Governors) whose role is to exercise responsible stewardship over institutional resources.

This model respects and protects the autonomy of academic practice and decision making: it also means that every faculty member is responsible for a portion of the work of ensuring institutional wellbeing, and fulfillment of the University's academic mission and mandate, through the various kinds of administration, dialogue, inquiry, oversight, and decision making that entails.

> Service can be very inefficient and colonize a lot of your time that could be spent on other tasks, but I still think it's very important. Putting effort into service work keeps things running and allows us to really maintain our academic and intellectual autonomy…. [If] you're a newish faculty member, don't be afraid to say no to some kinds of service work (I won't say what, as that depends on what you get asked to do). I said yes to a lot of things that should probably have been done by more senior colleagues (not just here, but in professional organizations as well) and I got really stretched thin in my first 3 years.
>
> Dr. Jamey Essex
> Department of Political Science

Under the collective agreement, service is identified as a standard part of the overall workload for all faculty. Bylaw 23 indicates that successful candidates for renewal of contract must have "demonstrated engagement within the life of the AAU and demonstrated potential for service to the broader University community and/or the academic profession." More practically, when people don't undertake their share of service, it often means that others in the department are making sacrifices in their own priorities to meet departmental obligations.

What Kinds of Service?[1]

Service to the Institution: Service and leadership contributions to and engagement with the University, its mission, and evolution. For example:

- Active participation in the regular and necessary service commitments of the department
- Consistent, effective service on departmental committees
- Outreach activities
- Retention initiatives

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[1] Discuss what "counts" as service in your AAU with your AAU Head – it can vary somewhat from discipline to discipline. These are provided for illustration purposes only.

- Alumni relations/fund-raising activity judged as significant by departmental peers
- Internationalization initiatives
- Indigenization or social justice initiatives
- Presents or organizes faculty seminars or other formal events or programs intended to foster knowledge exchange, network building, collegiality, and inclusion
- Participation in student recruitment initiatives and events,
- Student engagement activities
- Effectively serving as advisor to an active club or student organization as determined by the members of that club or student organization
- Contributing to accountability or accreditation analysis and reporting teams judged as significant by the AAU head e.g. curriculum mapping, IQAP, accreditation reports, research impact statements
- Participation in department tasks that support faculty (e.g., serves on faculty evaluation committees, peer collaboration network)
- Department, college, and/or university mission-related and/or strategic plan work
- Active role in faculty association governance and responsibilities
- Mentorship of faculty and/or students in significant ways (e.g. Killiam, Rhodes, national competitions….)
- Appointments committee service
- Employment Equity Assessor service
- Involvement in or leadership of successful team projects
- Peer mentorship or peer review of teaching, research grants, etc.
- Documented, systematic efforts to enhance faculty, staff, and student sense of belonging
- Success in acquiring grants to improve programs and curriculum or student experience
- Responsibility for the establishment of new and successful institutional initiatives
- Provision of expertise with bylaws, collective agreements, policies and how to navigate institutional bureaucracies
- Authors departmental reports or documents
- Formal roles such as Department Head, Undergraduate Program Chair, Graduate Program Chair, Clinical Training Director, Training Director, Area Coordinator, Director of Research Centre, program coordinator, and Faculty advisor for…. Grad program coordinator…

Service to the community: Community activities, organizations or publics at large involving professional skills and knowledge or creating links between scholarship and programs in the university and those in the community

- Willingness to undertake necessary departmental community service responsibilities
- Advocacy
- Consultation within the limits prescribed by article 5.37 of the Collective Agreement
- Student service learning opportunity development
- Community mentorship programs
- Board membership
- Impact studies, evaluation, assessment
- Policy contributions
- Expert, consultant
- Industry/organizational partnership development

- Knowledge mobilization/exchange
- Campus/Community Events
- Media contributions
- Community-directed publications, resources, events related to disciplinary knowledge
- Support for grant development and funding opportunity development in support of community organizations
- Youth outreach
- Outreach to groups who may be less likely to attend post-secondary
- Poverty reduction initiatives
- Technology applications
- Systematic efforts to foster development of university/community networks, collaborations, and knowledge exchange
- Documented, systematic efforts to enhance inclusive practice in all aspects of institutional practice and community engagement
- Development and implementation of community learning opportunities or of programs that enhance community participation in the life of the University (or vice-versa)
- Contributions to economic opportunity and employment opportunities
- Contributions to fairness, equity, justice, and individual agency for community members
- Establishment and/or service to community-oriented clinics or other service providing units

Service to the discipline or profession: Service to and engagement with one's professional or disciplinary societies and/or to recognized practitioners in the field

- Board membership
- Peer review, juror, adjudication
- Editorial board membership or editorships
- Disciplinary conference or event organization
- Arts event organization
- Policy contributions
- Research ethics
- Support for grant development and funding opportunity development
- Setting up new schools and programs internationally or in underserved areas
- Evidence of efforts to involve students in disciplinary societies
- Disciplinary communications activities (e.g. newsletters, websites)
- Hosting disciplinary resources on campus (e.g. journals, data sets)
- Involvement in disciplinary mentorship beyond the departmental level
- Involvement in successful team projects to support the advancement of the discipline or the work of practitioners in the field
- Documented, systematic efforts to enhance inclusive practice within the discipline
- Formal roles in disciplinary organizations
- Contributions to research ethics and oversight

How much Service?

Service, research, and teaching are generally understood to make up the core elements of faculty work. Each is considered in performance review and tenure and promotion decision making.

Approximately 20% of a faculty member's workload is devoted to service. This would generally involve approximately 335 hours over a 48-week work year, or about seven hours a week.

Equitable sharing of service responsibilities is important to the morale, wellbeing, and impact of the institution at all levels. Strategic and thoughtful engagement in these activities can also make significant contributions to your individual effectiveness and satisfaction with your scholarly life.

Committees on Campus

In Your Department

Standing Committees:
- Departmental Council, in Departmentalized Faculties
- Renewal, Tenure, and Promotion Committee
- Appointments Committee

Possible Ad Hoc Committees
- Curriculum Committee(s) (often split according to Undergraduate Program Committee and Graduate Program Committee)
- Academic Standing Committee
- Other committees as determined by AAU

In Your Faculty
- Non-departmentalized Faculties: Faculty Council (in lieu of Departmental Council)
- Departmentalized Faculties: Faculty Coordinating Council
- Other committees as determined by Faculty

At the Institution
Board of Governors
Standing Committees:
- Audit Committee
- Executive Committee
- Governance Committee
- Human Resources Committee
- Investment Committee
- Pension Committee
- Resource Allocation Committee

Senate
Standing Committees:
- Program Development Committee
- Academic Policy Committee
- Senate Governance Committee
- Senate Student Committee

University Committee on Academic Promotion and Tenure

Ad Hoc:
Task forces and working groups as needed

Optional UCAPT Teaching Dossier Guide

"Education is a seamless web, and if we hope to have centres of excellence in research, we must have excellence in the classroom. It is the scholarship of teaching that keeps the flame of scholarship alive". (Ernest Boyer, 1995)

This guide is intended to be as comprehensive as possible, to provide you with a wide range of options for documenting your teaching. You should not feel obliged to include in your documentation every item described in the guide. Furthermore, if a particular activity has not been listed but you think it is relevant to your teaching responsibilities, you should include it.

There is a common perception that teaching is not easily evaluated, whereas research achievements are fairly easy to assess. This guide is designed to counteract that perception by providing suggestions for faculty who wish to provide the University Committee on Academic Promotion and Tenure (UCAPT) with more substantial evidence of their teaching accomplishments than is conveyed by traditional means, such as SOST scores. Undoubtedly, documenting teaching requires significant effort and planning, and the inclusion of a teaching dossier in a UCAPT file is entirely voluntary. The act of not submitting a dossier will not be viewed negatively. On the other hand, if you do submit one, you may increase your chances that your teaching will get the credit it deserves.

The teaching dossier (or portfolio as it is called in the US and Australia) is a Canadian creation. It has its genesis in the 1985 CAUT publication "The CAUT Guide to the Teaching Dossier: Its Preparation and Use" written by Bruce Shore, Chris Knapper and others. It is now widely used in Canada, the US, Australia, the UK, and several countries in Europe. At McGill University, for example, the teaching dossier is a mandatory component of a tenure and promotion application.

The most effective teaching dossiers are concise, focused and brief, a limit of 5 pages is recommended by UCAPT. Supporting documentation should be included in Appendices, with a summary provided at the end of the dossier, and individual items referenced within the dossier. Appendices are in addition to you 5-page limit and should be available to UCAPT and your AAU Promotion, Renewal and Tenure Committee.

A. TEACHING APPROACH

1. Teaching Philosophy

Write a brief narrative describing your teaching philosophy and your learning goals for students. In formulating your statement, you might find it helpful to ask yourself the following questions: How do I think students learn in my subject area? What do I want students to know, to do, and to feel about my subject area? How do I go about facilitating this learning?

Examples of statements of learning objectives from specific course descriptions might be included as an appendix.

2. Teaching Practices

Outline your teaching approaches and the steps you have taken to evaluate your effectiveness. Include descriptions of any innovations you have introduced in the classroom, as they illustrate a scholarly approach to teaching.

The following questions may stimulate thought and help you to describe your teaching practices:

- How do I motivate students to learn? How do I help students achieve the learning goals? [examples might include lectures, small group discussions, group work, team work, problem solving, inquiry methods, critical thinking pedagogy, feminist pedagogy, project-based approaches, student presentations].

- How do I ensure clear communication in all contexts?

- What do I do to evaluate student learning?

- What materials, resources or technologies have I designed that best illustrate my approach?

- How do I promote diversity and inclusivity in (and beyond) the classroom? What arrangements have I made to accommodate students' special needs? [Include a description of any provisions you may have made to improve the classroom climate, or your teaching methods, in order to ensure free and open participation and comfort for all your students regardless of gender, race, class, sexual orientation, or disability of any kind.]

- How do I promote students' academic pursuits and stimulate interest in continued study of the discipline?

- How often and under what circumstances am I available to my students?

3. Teaching Development

The following questions may help you describe the steps you take to develop your teaching:

- How have I responded to unexpected circumstances (for example, conflict between students, racist, homophobic or pejorative remarks, in a course?)

- How do I monitor and assess my teaching? [examples might include peer feedback, ongoing student feedback, videotaping a class, descriptions of changes resulting from feedback] How do I incorporate the feedback into my planning?

- What seminars, workshops and conferences on teaching and learning have I attended? How have they improved or informed my teaching?

B. SUMMARY OF TEACHING CONTRIBUTIONS

This section **supplements** the tables required for the UCAPT form by allowing you to detail the full range of your teaching contributions. It provides a context for assessing your contributions and should not duplicate information already provided in the UCAPT form.

1. Teaching Assignment

- How would I describe the organizational features of my teaching assignment to someone outside my AAU? Include for example: number of TAs, lab hours, training provided to assistants and/or sessional instructors etc.

- What courses have I developed or substantially revised.

2. Student Supervision

Supervision differs from classroom teaching in a number of respects, e.g. it is typically done on a one-to-one basis, there is no set curriculum, and it can be extremely time consuming. To allow for an assessment of the extent of your contribution in this area, you might wish to provide data describing the normal supervisory practices in your AAU.

- *Undergraduate Supervision*

  - Honours thesis supervision, indicate whether supervisor or committee member.

  - Supervision of undergraduate independent study and/or directed readings.

  - Supervision of a research practicum, athletic coaching, field placement supervision and coaching in the performing arts, etc.

- *Graduate Supervision*
    - Ph.D. thesis supervision, indicate whether supervisor or committee member.
    - Masters thesis supervision, indicate whether supervisor or committee member.
    - Supervision of graduate independent study or directed readings.

3. Teaching Awards or Nominations

Document all teaching awards you have received. Nominations for awards may also be included as they provide an indication of your reputation as a teacher. Where possible, provide information regarding the nature of the award (how many are given, the adjudication procedure, etc.).

4. Teaching-Related Activities

There are a variety of activities which do not take place in the classroom but which do provide important support for teaching within an AAU. Include here activities, which may contribute to strengthening teaching, and have **not** been listed in other areas of your dossier or on your UCAPT form.

- Membership on Senate, AAU and other committees related to teaching and learning (e.g. the President's Action Plan working groups).
- Provision of teaching development for teaching assistants and/or faculty members. List workshops, seminars or lectures on teaching and learning that you have presented.
- Provision of consultation and/or observing colleagues' teaching as part of formal or informal evaluation of teaching effectiveness.
- Development of teaching resources (include description, where relevant, of the use that has been made of your teaching materials by instructors in other AAU's or universities).
- Establishment, adjudication or administration of awards or honours for student achievement.
- Involvement in retreats, curriculum review and/or program reviews for your own AAU or for other teaching units.
- Development of widely-used course evaluations or other assessment instruments.

5. Teaching-Related Publications and Other Professional Contributions

The following items document your achievements in developing the theory and practice of teaching.

- Curriculum Materials: List all published and unpublished curriculum materials, textbooks, workbooks, case studies, lab manuals and other classroom materials, which you have developed.
- Research and Professional Contributions: List books (including chapters in books, edited books, and special issues of journals); articles (indicate whether refereed, solicited or non-refereed); papers in conference proceedings (indicate whether refereed or non-refereed); bibliographies; newsletters; unpublished conference papers, workshop presentations, and unpublished professional reports.
- Funding: List internal and external research grants and teaching development grants and/or fellowships received.

C. TEACHING FEEDBACK

Include evaluations of your teaching that have been conducted outside of SOST scores, for example:

- Unsolicited signed letters from students, TAs and/or colleagues.

- Peer evaluations based on visits to the classroom

- Other appropriate material

D. APPENDICES

List all supporting documentation provided to your AAU Committee. This material is <u>not</u> included in your **5-page limit**.

E. REFERENCES

O'Neil, Carol and Wright, Alan (1992). *Recording Teaching Accomplishments: A Dalhousie Guide to the Teaching Dossier.* Dalhousie University Office of Instructional Development and Technology, Halifax.

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TEACHING
DOSSIER: A GUIDE

Rene Day, Faculty of Nursing; Paul Robberecht, Department of Modern Languages and Comparative Studies; and Bente Roed, University Teaching Services

Introduction

Faculty members at the University of Alberta are responsible as scholars "active in teaching, in research, and in service" and are evaluated in terms of their performance in these three categories (Faculty Agreement, Article 7.01 - 7.09). In view of the University's mandated multifaceted teaching evaluation policy (GFC Policy Manual, section 111.2) a Teaching Dossier may provide the basis for the category "input from self." This Guide, in conjunction with *A Guide to Evaluate Teaching*[1], is designed to help document achievements in teaching and to present evidence of these in the form of a Teaching Dossier[2].

What is a Teaching Dossier?

A Teaching Dossier is a document intended to facilitate the presentation of a faculty member's teaching achievements and major strengths for self-assessment and interpretation by others. The process of developing the Dossier contributes to good teaching by stimulating self-reflection, self-analysis, and self-development. The Teaching Dossier is a yearly record and a cumulative record of teaching activities results. The yearly record is a key document designed to help faculty members review their teaching philosophy, goals, and strategies and organize material for inclusion in the Annual Report under the "teaching" section. Ultimately, yearly records become a cumulative record helpful for the preparation of documents requiring historical information (nominations for teaching awards, applications for research leaves, teaching development grants, positions, tenure, promotion, etc.).

The Dossier, a three to eight page document with appendices, reflects a number of related areas of inquiry. These may vary according to the specific needs of individual teaching units, though research on dossier preparation agrees that because the accent of the Dossier is placed on a compilation of materials that make the case for the instructor's effectiveness, the following categories play a significant role:

(a) a statement regarding the faculty member's teaching philosophy, goals, and strategies;
(b) a description of teaching (planning, preparing, and teaching courses; assessing student learning; and giving feedback;
(c) an evaluation of teaching accomplishments; and
(d) suggestions regarding possible changes for future teaching.

A typical Dossier will consist of four sections:

- Approach to Teaching
- Teaching Contributions
- Reflections on and Assessment of Teaching
- Supporting Documentation.

How to Proceed

The following offer a wide range of options for documenting your teaching and may be included in your Dossier[1]. In making a selection appropriate to your own case, consider the unique elements of your teaching style, the subject matter you teach, and other concerns (such as the type, level, and number of students in your courses). If a particular activity has not been listed but is relevant to your teaching responsibilities, include it.

1. Ideally, you should begin gathering and retaining information which pertains to your teaching from the first day of your first teaching assignment. When making decisions about what to retain and what to discard, remember that it is better to err on the side of saving too

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[1]*A Guide to Evaluate Teaching (1994) is available through the Campus Wide Information System (CWIS) and in the Resource Room, University Teaching Services.*

[1]*In Britain and the United States a Teaching Dossier is often called a Teaching Portfolio.*

[1]*University Teaching Services has a collection of materials detailing the development of teaching documentation as well as model Teaching Dossiers. These may serve as useful supplements to this Guide.*

much than destroying material that may later prove useful.

Keep copies of all items referred to in your teaching documentation such as examination outlines, original copies of course evaluations (unless they are kept by your unit), letters from chairpersons and students, samples of students' work, etc. These materials will not necessarily be included in your Teaching Dossier but should be retained in case original evidence is required. There should be a reference in your Teaching Dossier informing the reader that such materials are available.

You may wish to include as an appendix a few representative samples of materials that illustrate accomplishments referred to in your Teaching Dossier (e.g., an exemplary course outline, unsolicited letters from students, or an outline of a particularly innovative assignment). A one-page reflection on the included samples enhances their value.

2. It might be helpful to consul your department's mission statement, the University's mission statement, the University's Academic Plan, the sections on teaching in the Faculty Agreement, the GFC Policy Manual, and other relevant documents, to identify the goals priorities, and expectations of the University concerning excellence in teaching.

3. Examine the Teaching Contributions in section 2 and select those areas, and items which are most applicable to your teaching; list accomplishments in each area.

4. Summarize your teaching contributions. Include graduate and undergraduate teaching and your contributions to curriculum and course developments. Highlight your teaching strengths.

5. If you have an item that cuts across teaching and another category (e.g., service), select the one where it fits the best and cross reference it in the other category.

Approach To Teaching

1.1 *Philosophy*

It is useful to begin with a discipline-related statement outlining your teaching philosophy, your views about students, learning, and teaching. Examples of statements of objectives from specific course descriptions may be included. You may choose to note the changes you expect or are trying to accomplish in your teaching, and how your courses contribute to the students' achievements in their university programs.

1.2 *Teaching Goals, Strategies, and Evaluation Methods*

Self-reflection on the consistency among your teaching philosophy, goals, learning objectives, teaching strategies, and ways to evaluate students is helpful. Examples of materials to include are found in Appendix A.

University of Alberta
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Teaching Contributions

Consider the following items for your Teaching Dossier. To assist the reader of the Dossier, elaborate on selected items.

2.1 *Teaching Responsibilities*

See Appendix B for examples.

2.2 *Supervising and Advising Students*

To allow for an assessment of the extent of your contribution in this area, you might wish to provide data describing the average supervision load in your department. See Appendix C for documentation.

2.3 *Activities undertaken to Improve Teaching and Learning*

Professional development comprises all steps taken to improve an instructor's effectiveness. See Appendix D for examples.

2.4 *Committee Service regarding Teaching and Teaching Issues*

A variety of activities do not take place in classrooms but do provide important support for teaching. Some of these departmental, faculty, and University-wide activities which contribute to strengthening teaching are described in Appendix E.

2.5 *Publications and Professional Contributions*

This section includes your achievements in developing for a wider audience the theory and practice of teaching. Publications on teaching, papers, seminars, and workshop presentations may be included. See Appendix F for examples.

Reflections on & Assessment of Teaching

3.1 *Documentation of Results of Teaching*

See Appendix G for examples of the different types of documentation.

3.2 *Reflections on Teaching and Student Learning*

You may provide summary statements that reflect your assessment of the effectiveness of your teaching and the resulting student learning. Here you may include background information that provides the context for the previous section (e.g., 8 a.m. class, inappropriate classroom, too cold). Teaching strategies that worked

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well and those that perhaps did not work out as well may be included. Describe what changes, if any, you plan to make in your teaching.

3.3   Future Plans

Consider including both short-term (within one year) and long-term (two to five years) goals related to further development of your teaching skills (e.g., Short-term: Over the next year I plan to convert my lectures in Course XYZ into case studies and to experiment with small group learning. Long-term: Over the next three years I plan to develop an interactive video program for first year students in Course ABC and develop a research project comparing two teaching strategies: traditional lecture approach and problem-based learning).

Supporting Documentation

Provide a table of contents of the documentation which you have selected to support your accomplishments.

Appendix A

1.2   Teaching Goals, Strategies, and Evaluation Methods

- ▸ Course materials, special notes, handouts, problem sets, laboratory books, computer manuals, portfolio of student work, etc. relevant to your teaching methods.
- ▸ Teaching methods (e.g., lecture, small group discussion, problem-solving, collaborative inquiry, critical thinking pedagogy, problem-based learning, case studies, project-based, student presentations).
- ▸ Procedures used to assess or evaluate student learning. Arrangements made to accommodate needs of special students.
- ▸ Teaching developments undertaken (course design, curricular changes to include gender issues, student diversity, subject matter, methods of presentation, evaluation procedures, specially designed assignments, teaching methods geared to developing critical skills, as well as developments involving teaching resources such as films, computer materials, and other audio-visual material), and, where possible, evidence of the effectiveness and impact of the teaching developments you have undertaken.
- ▸ Research activities related to teaching and student learning.

Appendix B

2.1   Teaching Responsibilities

- ▸ Titles and numbers of courses taught, including graduate, undergraduate, and reading courses. Indicate with an asterisk courses you have developed or substantially revised.
- ▸ Number of students in each course. Describe your workload

including, where appropriate, the number of teaching assistants assigned to assist you in the course and the nature of their involvement.
- ▸ Details of other teaching activities such as seminars, advising students, supervision of a teaching or research practicum, athletic coaching, field placement supervision, and coaching in the performing arts.
- ▸ Teaching which has contributed to the achievement of awards, honours, and employment for students.

Appendix C

2.2   Supervising and Advising Students

Documentation of supervision activity includes names of those supervised and the nature and the extent of the supervisory activity. It is also useful to indicate the outcome of the supervision (e.g., the thesis title and acceptance date, the citation information of a student publication, or the date and venue of a public performance).

- ▸ Ph.D. thesis supervision (indicate whether supervisor or committee member).
- ▸ Master's thesis supervision (indicate whether supervisor or committee member).
- ▸ Honour's thesis supervision (indicate whether supervisor or committee member).
- ▸ Supervision of graduate and undergraduate independent study or directed readings.
- ▸ Advisement on program of study, courses, or career and professional advice.
- ▸ Supervision which has contributed to publications, exhibitions, performances, and conference presentations by students.

Appendix D

2.3   Activities Undertaken to Improve Teaching and Learning

- ▸ Steps taken to assess and respond to general problems arising in a course, which may necessitate re-design or re-focus of course content.
- ▸ Results of student ratings or questionnaires designed by you to solicit assessments of your teaching effectiveness.
- ▸ Description of efforts made to improve the classroom climate or your teaching methods. You may wish to consider items such as steps taken to ensure free and open participation and the comfort of all learners regardless of gender, ethnic origin, class, age, sexual orientation, or ability.
- ▸ Seminars, lectures, workshops, and conferences on teaching and learning approaches and techniques (internal and external) attended.

Appendix E

2.4 Committee Service regarding Teaching and Teaching Issues

It may be useful to include details such as names of committees, dates, and the nature of your contributions.

▸ All activities concerned with teaching that you have undertaken as a member of a faculty, department, or cross-disciplinary committee, sub-committee, *ad hoc* committee, or task force. Consider membership on General Faculties Council and its sub-committees; Senate; Board of Governors; AAS: UA; Library committees, University service units; Teaching and Scholarship committees; Presidential committees; Advisory boards (examples: Academic Planning Committee, Council on Student Life, Committee for the improvement of Teaching and Learning, Special Sessions Committee, Undergraduate Awards and Scholarship Committees, Undergraduate Teaching Awards Committee, University of Alberta Preview Days, and other committees, working on academic policy, curriculum, review, planning, and implementation topics).
▸ Professional training, orientation, or development for teaching assistants.
▸ Professional training, orientation, or development sessions for faculty, such as orientation sessions for new faculty, and sessions that introduce or raise consciousness about teaching techniques or technological developments.
▸ Mentor Program.
▸ Peer Consultation Program.
▸ Teaching awards committees for full- and part-time instructors and teaching assistants.
▸ Involvement in establishing, adjudicating, or administering awards or honours recognizing and celebrating student achievement.
▸ Observing others teach as part of formal or informal evaluation and feedback regarding teaching effectiveness.
▸ Accreditation committees.
▸ Curriculum planning/review committees or task forces.
▸ Program revision committees.
▸ Organization of retreats and strategic planning sessions.
▸ Development of department teaching resources such as a computer instruction project, a teaching materials resource centre, a reference map collection, and a visiting scholar program.
▸ Coordination of multi-section, sequenced, or inter-related courses.
▸ Other cross-University committees, standing or *ad hoc*, which examine teaching and learning matters.
▸ Use of your teaching materials by instructors in other departments, faculties, colleges, or universities.
▸ Involvement in program review of other teaching units.
▸ Workshops, seminars, or invited presentations within and outside of the University.
▸ Involvement in providing consultation or review to instructors in other units in improving teaching effectiveness.
▸ Development of widely-used student ratings of instruction or other assessment instruments.
▸ Teaching involvement outside your unit.

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Appendix F

2.5 Publications and Professional Contributions

It is helpful to include information about the nature of your audience and your contribution.

▸ Curriculum materials. Details of published and unpublished curriculum materials, textbooks, workbooks, case studies, class notes, lab manuals, and other classroom materials which you have developed.
▸ Research and professional contributions related to teaching. Books (including chapters in books, edited books, and special issues of journals); articles (indicate whether refereed, solicited, or non-refereed); papers in conference proceedings (indicate whether refereed or non-refereed); bibliographies; newsletters; unpublished conference papers; workshop presentations; and unpublished professional reports.
▸ Funding related to teaching. Internal and external teaching development grants, fellowships, and research grants received.

Appendix G

3.1 Documentation of Results of Teaching

▸ Results of the multifaceted teaching evaluations (GFC Policy Manual, section 111.2).
▸ Results (statistics) and student comments from the GFC Universal Student Ratings of Instruction as well as the results of questions selected by your department, faculty, and you.
▸ Unsolicited letters from students; and solicited letters from students and teaching assistants.
▸ Feedback which has been initiated by groups of students.
▸ Objective indicators of student progress, where available (e.g., proficiency tests; examples of students' work "before" and "after"; students' standings on nation-wide tests).
▸ Peer evaluations or reviews based on visits to your classroom or on scrutiny of your course materials.
▸ Teaching awards received by you including departmental, faculty, and University of Alberta awards, and external awards (professional association, civic groups, nation-wide, and international teaching awards). Nominations for awards also indicate your reputation as a teacher.

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