

Day 2

Creating
Networks and
Communities



NEW FACULTY
ORIENTATION 2023

Today's Schedule



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- Welcome: Provost & Vice-President, Academic
- Sharing *Your* Research Creative Activity and Scholarship: One-Minute Elevator Pitches
- Getting Your Research Off the Ground
- Working Across Differences
 - Opening Remarks
 - Student Panel
 - Conversations and Strategies
- Performance, Evaluation, and the Tenure/Permanence Track
- Documenting Your Impact: Teaching Dossiers
- Roundtables: *Your* Questions

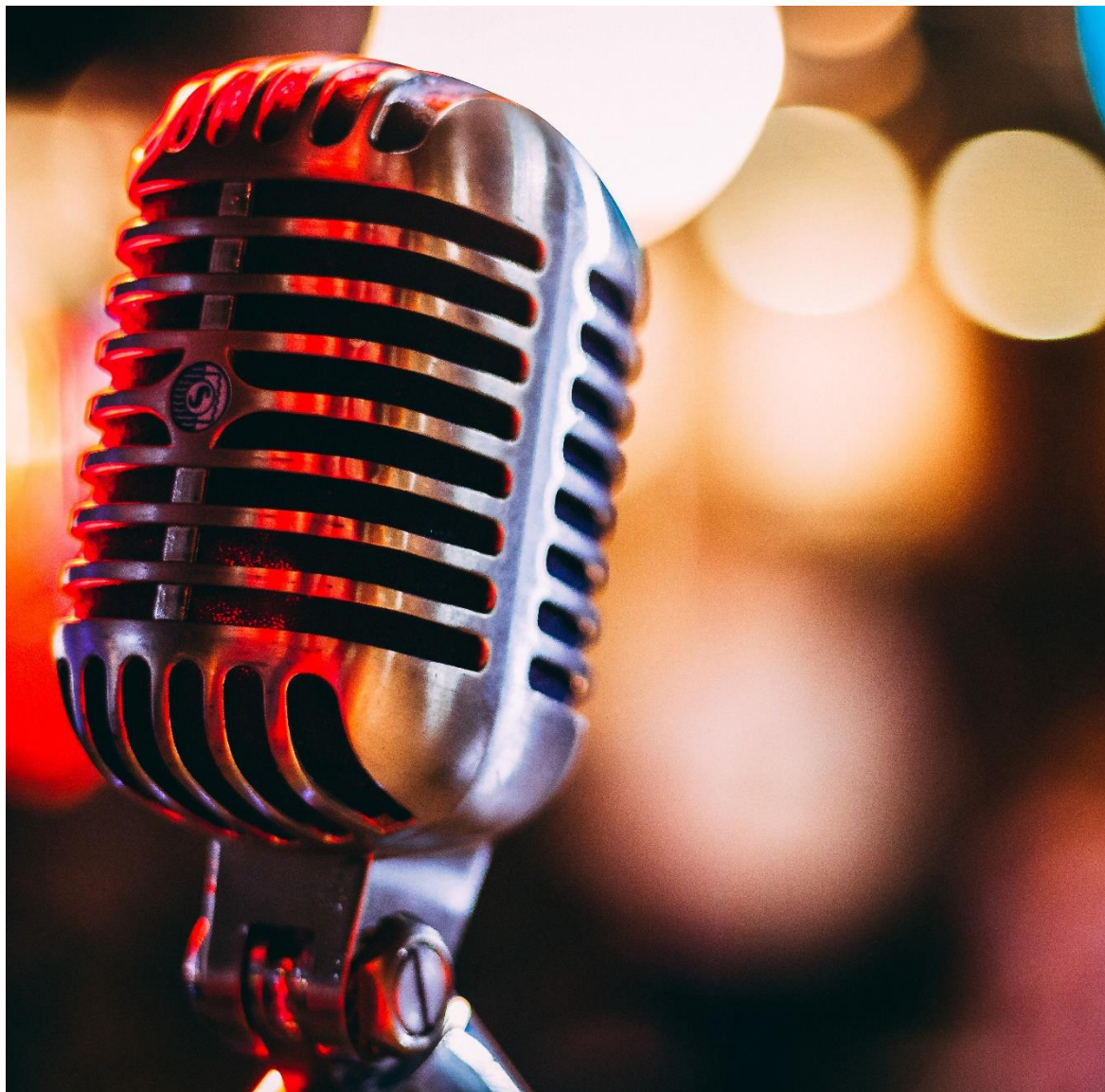


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Welcome

Robert Aguirre, Provost and Vice-President, Academic



Sharing *Your*
Research, Scholarship,
and Creative Activity:
One-Minute Elevator
Pitches





Reckoning with Queer History: The "LGBT Purge" Case and the Limits of Forgiveness

Daniel Del Gobbo, Assistant Professor, University of Windsor Faculty of Law

FINAL SETTLEMENT AGREEMENT

WHEREAS:

- A. Canada took action against members of the Canadian Armed Forces (the "CAF"), members of the Royal Canadian Mounted Police (the "RCMP") and employees of the Federal Public Service (the "FPS") as defined in this Final Settlement Agreement ("FSA"), pursuant to various written policies commencing in or around 1956 in the military and in or around 1955 in the public service, which actions included identifying, investigating, sanctioning, and in some cases, discharging lesbian, gay, bisexual and transgender members of the CAF or the RCMP from the military or police service, or terminating the employment of lesbian, gay, bisexual and transgender employees of the FPS, on the grounds that they were unsuitable for service or employment because of their sexual orientation, gender identity or gender expression (the "LGBT Purge");



The Fruit Machine: Why every Canadian should learn about this country's 'gay purge'



New documentary examines the legacy of Canada's notorious homosexuality detection device



Peter Knegt · CBC Arts · Posted: May 30, 2018 12:40 PM ET | Last Updated: June 6



Yanhong Li (Odette School of Business)

Positive Organizational Scholarship

Revealing & nurturing the highest level of human potential



How it started ...

- Radiolab – How to Be a Hero. Raised a question: Why do people do good in the world?



- Personal importance



Riham Al-Saadi, Ph.D., MSW, RSW

Assistant Professor, School of Social Work

University of Windsor

- **Scholarship**

- Acculturation, adjustment, and settlement
- Immigrant and refugee populations
- Critical Race Theory and Intersectionality
- Application of Principles of Equity, Diversity, and Inclusion (EDI)
- Arab immigrants and refugees' acculturation
- Immigrant emerging adults and youth identity development
- Immigrants and refugees' social and emotional competence

- **Innovation and Community Involvement**

- **Project:** Antiracism Approaches in Embracing the Exponentially Increasing Diverse Population: Enhancing the Immigrant and Refugee Integration through Support and Education
 - *Funding: University's Diversity, Indigeneity, and Anti-Racism Professional Development Fund*
- Windsor Essex Local Immigration Partnership (**WE LIP**) – **Executive & Council Membership**



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Carlo Charles

Faculty of Arts, Humanities, and Social Sciences

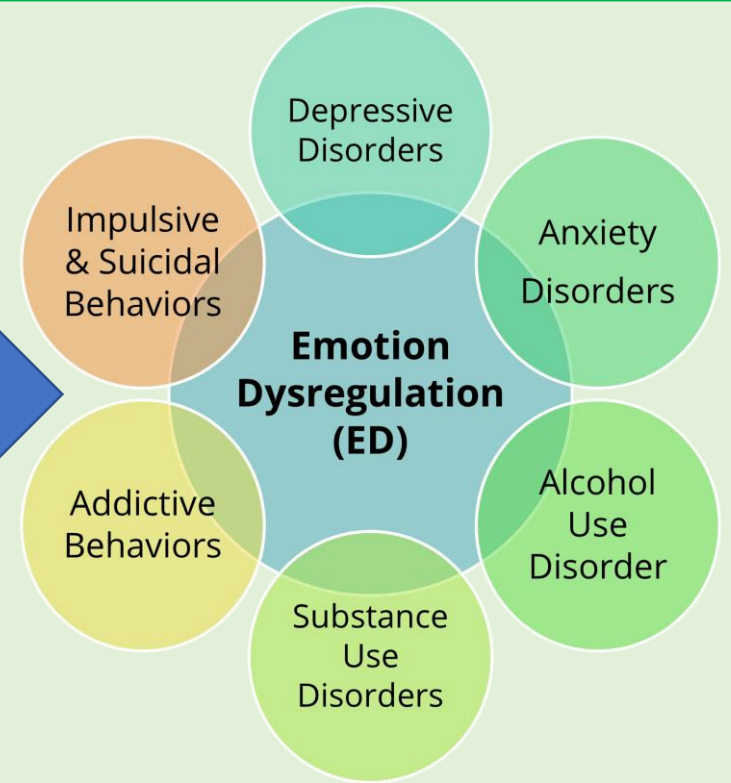
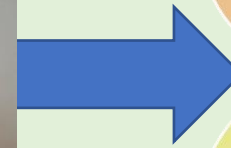


University
of Windsor

Alexander Daros

Assistant Professor

Department of Psychology



You have 1 new
survey!





Speech and Silence in Contemporary Children's Literature

Danielle E. Price, PhD
Associate Professor
Department of English



Predictors of Stigma Perception Appraisal: Testing a Dynamic Stigma Model among Vulnerable Canadians

Sebastian Gyamfi PhD
Faculty of Nursing

- Stigma is a socially sanctioned phenomenon.
- It is double jeopardy for marginalized persons with mental illness.
- Recent stigma discourse points to power differentials in distributing stigma perceptions and appraisal.
- No study on stigma, structural violence, and religiocultural viewpoints of PWMI.
- My research focuses on two key areas:
 - (1) Identify key predictors of stigma among marginalized persons (e.g., individuals with mental illness using mixed methods (2) Develop appropriate remedial strategies.
- Promote mental health and well-being, social equity, resilience, and inclusion for marginalized groups (Black, Indigenous, and People of Colour (BIPOC)).

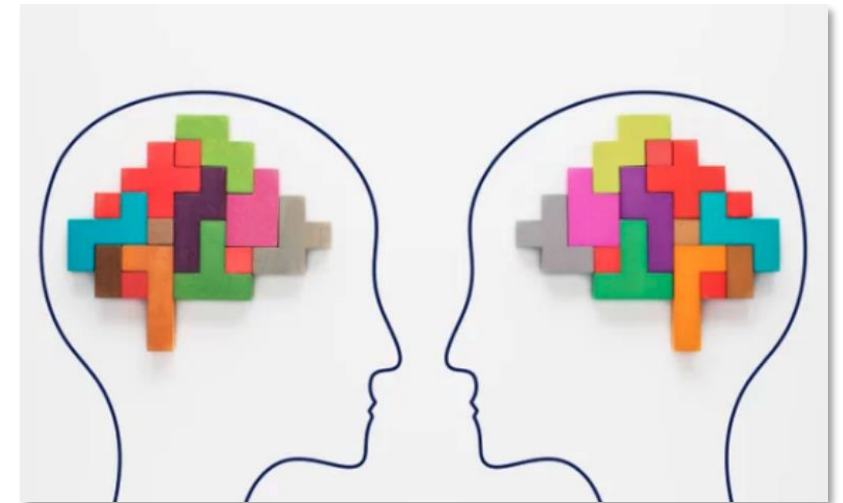
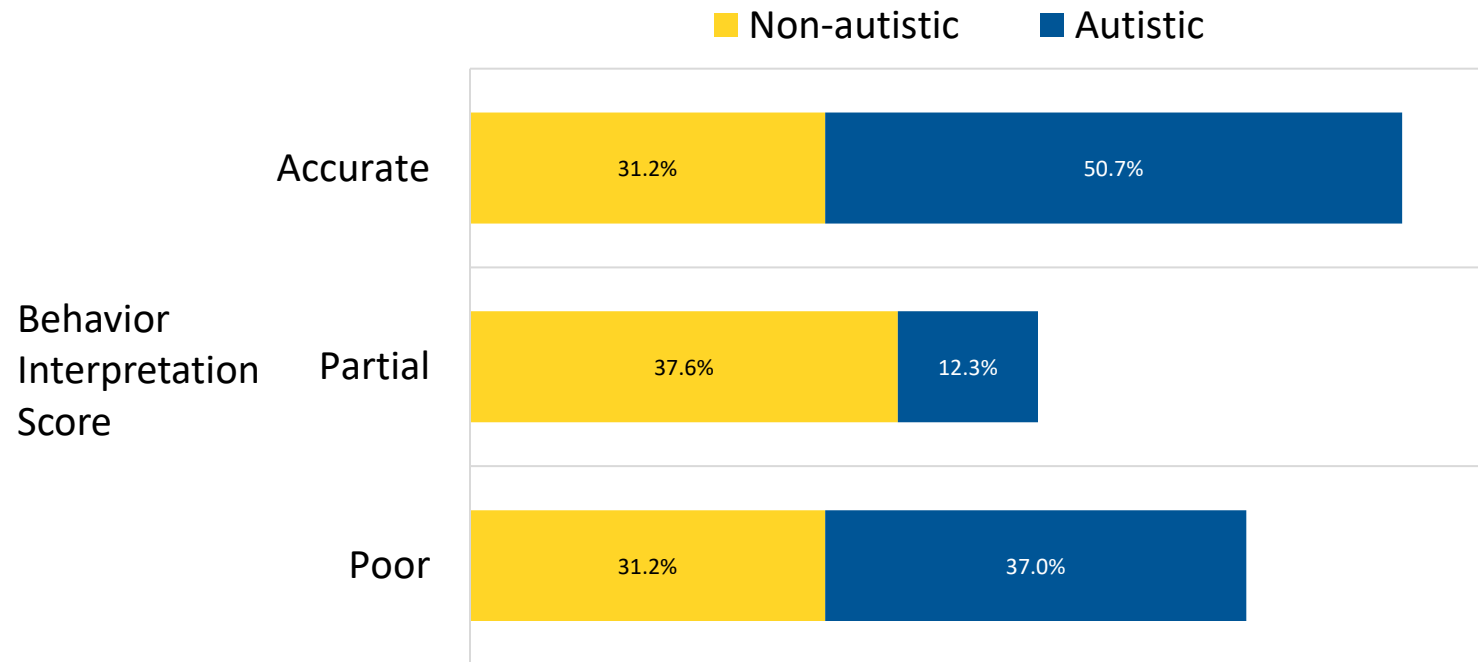
Maha Tantawy, Ph.D.

Assistant Professor of Strategy & Entrepreneurship, Odette School of Business

- **Recently**, I have joined the team at **Odette School of Business** as an assistant professor of Strategy and Entrepreneurship.
- In **2020**, I completed my PhD Education with a focus on entrepreneurship and innovation from **University of New Brunswick (UNB)**, Canada.
- My PhD research has enabled me to develop my **passion** for developing the field of **entrepreneurship education**, resulting in several **publications** that have contributed to the field (JSBM, JBVI)
- As a **MITACS Accelerate Post Doctoral Fellow** (2021-2023), I have worked with a research team from UNB and a major multinational organisation in the digital transformation industry on research projects addressing **sustainable transition** in the energy sector, leading to manuscripts that are currently under review in high impact journals.
- **My professional and academic experience** have significantly supported my ability to develop and deliver **experiential courses** to which I am a very strong advocate. I utilize my experience, derived from my doctoral dissertation, in building an **entrepreneurship mindset** to foster **creative process engagement and creative self-efficacy** among our students through self-mastery, modelling etc..
- I truly believe that **inclusive innovation** should be a corner stone theme in the courses we deliver.

The Double Empathy Problem and Perceptions of an Autistic* Employee in the Workplace

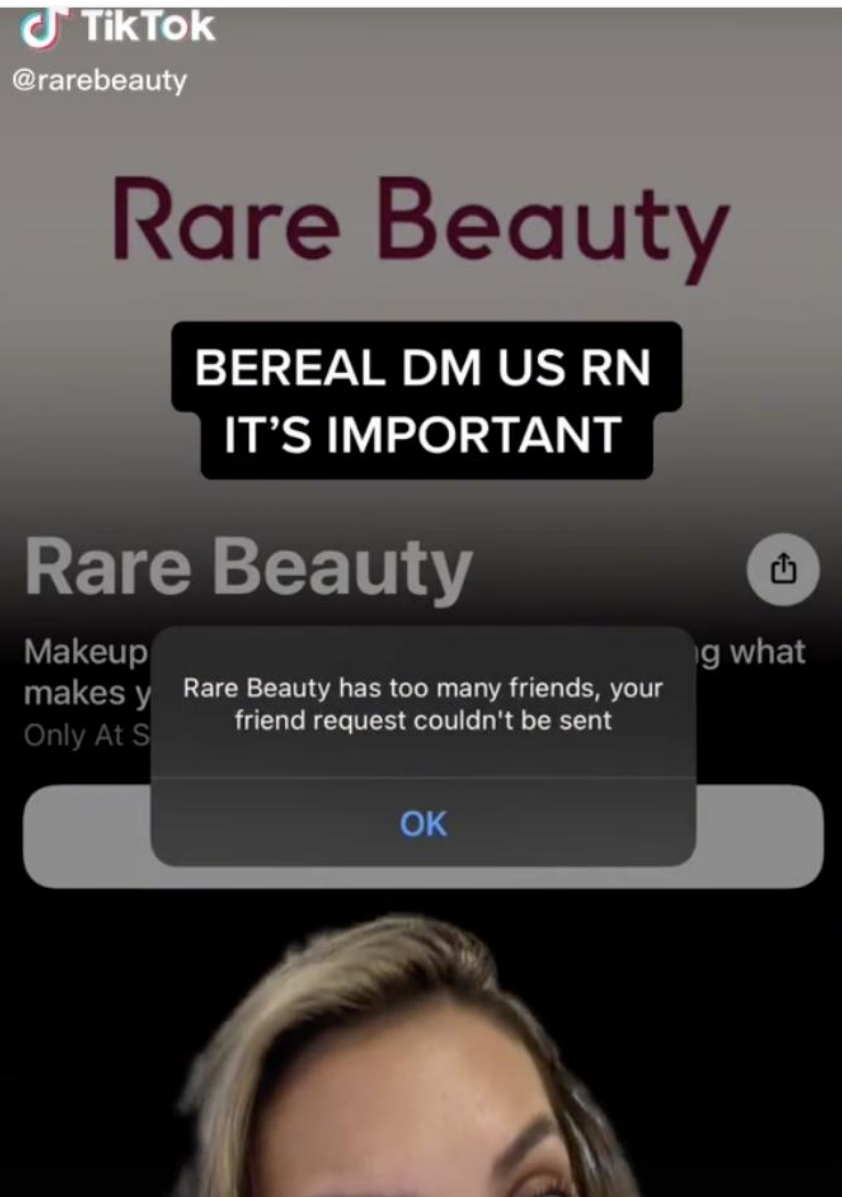
Kathryn Szechy, School of Social Work



Getty Images

*Using identity first language of “autistic person” but respecting all language preferences.

WHO AM I AS A RESEARCHER?



CAMPAIGNS & CIRCULATION

Dr. Aidan Moir
Department of Communication,
Media and Film



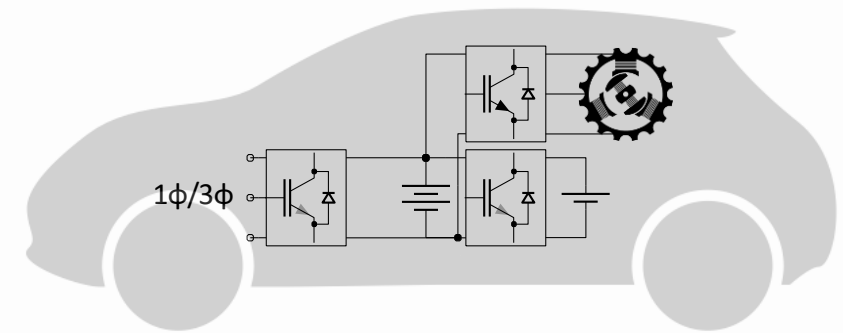


Gregg French, PhD

Tenure Track, Teaching Intensive Assistant Professor

Department of History

- Single-phase charging, ≈ 6.6 kW
- Three-phase charging, up to ≈ 20 kW
- Low voltage Traction-to-Auxiliary (T2A) charging, at least ≈ 2.5 kW
- Drivetrain, $\gg 20$ kW



Yawo Kobara

Personal profile

Assistant Prof, Odette School of Business

Multi-disciplinary Data Scientist

Yawo.Kobara@uwindSOR.ca

Education

Ph. D. Statistics (Western University)

MSc Financial Engineering (Worldquant U)

MSc Mathematical Sciences (AIMS)

BSc Statistics (UDS, Ghana)

Research Interest

Applied Machine & Statistical learning.

Stochastic Processes and Queueing Theory

Business and healthcare system management.



Leveraging Crowd Knowledge to Support Developers

Aggregation of **information** from **groups** can result in decisions that are often better than

any **single person**

Turn data to knowledge



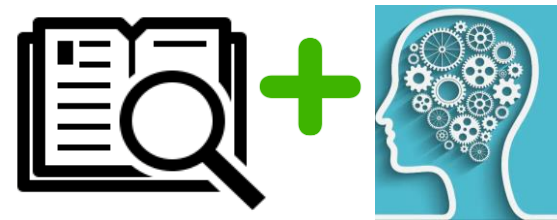
GitHub



stack overflow

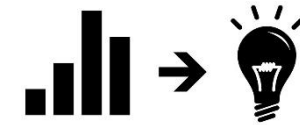
Data from software repositories

What I collect

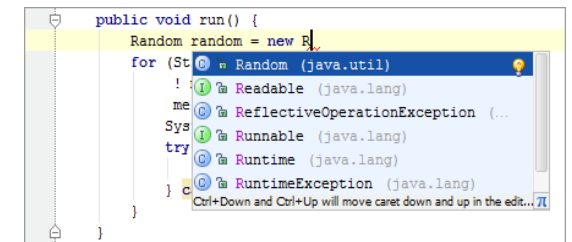


Empirical studies
Tool development

What I do



Actionable insights



Software

What I provide



Juanita Stephen

Asst. Prof. in Women's &
Gender Studies, Black
Studies

Interdisciplinary and Critical
Studies, FAHSS



Interests:

- Care and care systems (formal/informal)
- Children, youth and families
- Pre-service education

Methods:

- Black feminist methods
- Research creation
- Community-engaged research
- Youth participatory action research (YPAR)

Activities:

- Black Care Network
- ABR Curriculum Review (*Phase II*)
- Scholarly picture book series
- Practitioner-facing edited collection

Critical Literacies

Jean Kaya

Ongoing social justice issues

Critical literacies (CL)

- mediate social justice issues
- engage communities in equitable practices and transformative social action

CL in Action: Direct Approach to Critical Literacy Engagement

- Pre-service teachers helping pre-service teachers to integrate CL
- Pre-service teachers engaging students in inquiry and action

Toward interdisciplinary Critical Literacies



Festus Moasun, School of Social Work

- Understanding the interstice between culture, disability and mental health.
 - The role of culture and belief systems
 - Traditional politics, oppression and marginalization
- Immigrant, refugee and internally displaced populations
- The politics of knowledge creation



Acoustic Ecology

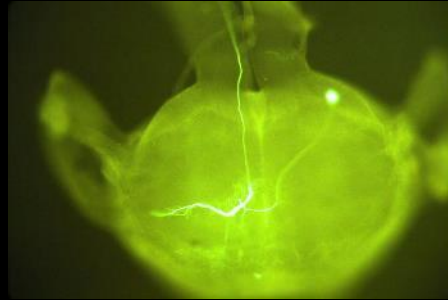
Hannah ter Hofstede

Department of Integrative Biology

Question: How do animals use sound and hearing for survival and reproduction?

The Cells:

Physiology of nerve cells responding to sound



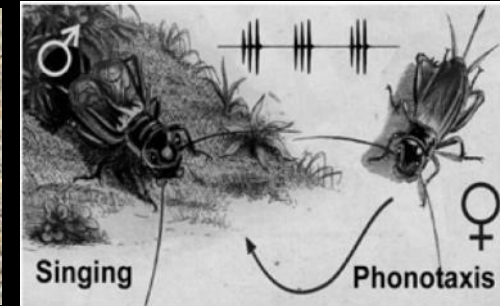
The Individual:

Information influences behavior

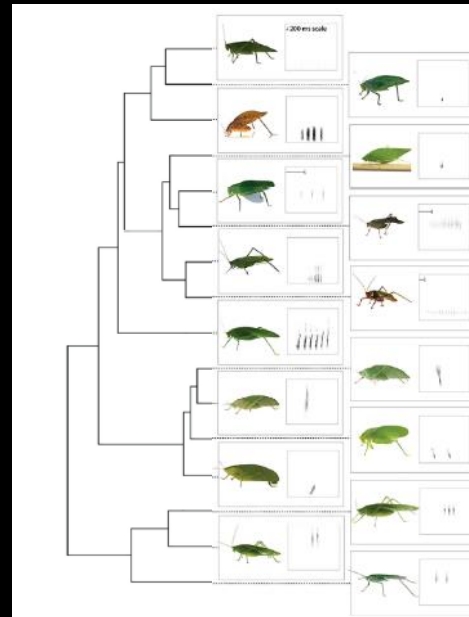


The Community:

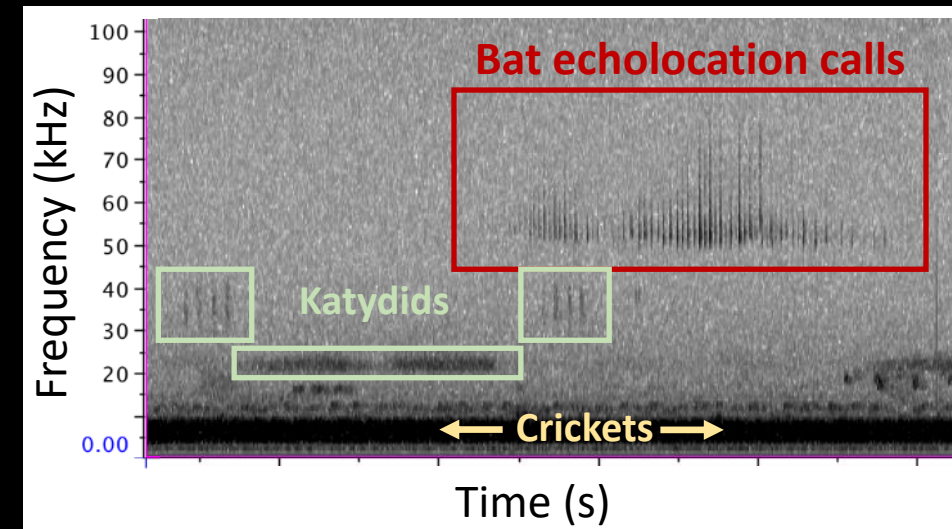
Behavior impacts other animals and the environment



Intrinsic interest:
Evolutionary Biology



Applied value:
Conservation





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Getting Your Research Off the Ground

Kate Rosser-Davis, Office of Research and Innovation Services

Amy Taylor, Office of the Vice-President, Research and Innovation

You won a grant! Now what?



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Getting your research up and running does not have to be scary! The Office of Research and Innovation Services (ORIS), and Office of the Vice President, Research and Innovation (OVPRI) are here to support you at every step.

1. Inform the Office of Research and Innovation Services by sending your Notice of Award or attaching it to the ERSO record you created at time of application
2. Receive a research grant account number from Research Finance
3. Hire research personnel
4. Do your research!
5. Submit expenses
6. Complete required reporting

You won a grant! Now what?



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What types of appointments exist for hiring personnel?

- Student appointments
 - Must be a registered UWindsor student
 - Can be at any level (undergrad, graduate, or PhD candidate)
 - Can be paid by 1-time installment (scholarship or stipend) or as a salary
 - Teaching assistants and graduate assistants are NOT research appointments, but students who work as TA or GAs may have their weekly hours restricted
 - Appointments are approved by HR

You won a grant! Now what?



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What types of appointments exist for hiring personnel?

- Non-student appointments
 - These appointment types are NOT for administrative or technical support – your personnel must be DIRECTLY engaged in research
 - Cannot be a registered UWindsor student
 - Can ONLY be paid from a research grant account
 - Appointments are approved by VPRI

You won a grant! Now what?



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Questions you'll need to answer to complete hiring:

Student personnel

- Will you pay them bi-weekly or with a stipend?
- Are they working on your research or are you supporting theirs?
- What kind of grant are they being paid from?

Non-student research personnel

- How will you advertise your position?
- What level of expertise will the personnel you hire have?
- Will you be hiring an international scholar?

You won a grant! Now what?



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Key contacts

Student personnel –
UWindsor Human
Resources

Human Resources hr@uwindsor.ca
[https://www.uwindsor.ca/humanresources/services-
initiatives/employee-recruitment/student-appointments](https://www.uwindsor.ca/humanresources/services-initiatives/employee-recruitment/student-appointments)

Non-student research
personnel

Sandy Mehenka, Secretary to the VPRI: mehenkas@uwindsor.ca
[https://www.uwindsor.ca/vp-research/319/research-
appointments](https://www.uwindsor.ca/vp-research/319/research-appointments)

You won a grant! Now what?



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Financial management of your grant

Eligible expenses

- What is allowed by the terms of your grant?
- What is allowed by the University?

Making purchases

- Invoice payments
- Paying by credit card
- Getting reimbursed

Checking your
statements

- Have all payments been made?
- Are there any incorrect charges?

Monitoring spending

- Overspent grants
- Ineligible expenses

You won a grant! Now what?



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Other things to know about:

Overhead

A charge levied on some types of grant that helps support the overall research infrastructure at the University

ERSO Research Portal

The online portal for Faculty to submit their research proposals for approval by their Department Head and Dean

Intellectual Property

Patents, copyrights, trademarks, and trade secrets that may arise from your research.

You won a grant! Now what?



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Key things to remember

- Communicate with ORIS early and often to get the best support in preparing your proposals, applications, and research contracts.
- The VPRI or delegate must sign off on all research projects, including research contracts.
- The Research Finance office will support you in preparing financial reports, but you must prepare any outcome reports required by your grant or contract.
- You are responsible for overspent grants!

You won a grant! Now what?



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Resources

- ORIS: <http://www.uwindsor.ca/oris>
- OVPRI: <http://www.uwindsor.ca/vpri>
- Purchasing and procurement: <http://www.uwindsor.ca/purchasing>
- Research Finance: <https://www.uwindsor.ca/finance/research-finance>
- Research Partnerships and IP: <http://www.uwindsor.ca/research-partnerships>
- Central Policies Index: <http://www.uwindsor.ca/policies>
- Human Resources: <http://www.uwindsor.ca/hr>

You won a grant! Now what?



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Upcoming opportunities to learn more:

[A minute to win it: Shaping a compelling one-minute pitch about your research](#) (In-Person Workshop)

Thursday August 17, 2023, 2:00-3:00 PM **Location:** CEI 1102 (hybrid available)

[Writing Retreats at Willistead Manor](#) (In-Person Retreat)

August 22, 23 & 24 2023, 08:30 AM – 04:30 PM daily (attend one, two or three days)
Location: Willistead Manor, Windsor (1899 Niagara St at Kildare Rd). Lunch is provided.

[You Won a Grant! Now What? \(Online Workshop\)](#)

Tuesday, August 15, 2023, 2:00-4:00 p.m. Location: Online



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Working Across Differences

Clinton Beckford

Vice-President, People, Equity, and Inclusion



Panel

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



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Conversation and Strategies

Kaye Johnson, Director, Office of Human Rights, Equity, and Accessibility



Working Across Difference: Conversations and Reflections

Kaye Johnson | *Executive Director of Human Rights, Equity and Accessibility*

Agenda

- Land Acknowledgement
- Opening
- Contexts of Secondary Trauma
- Diversity, Equity, Inclusion
- Microaggressions, Microinvalidations, and Subtle Acts of Exclusion
- Inclusion: Reflection
- Closing

Approach and Ground Rules

- Circle Approach
- Respectful Environment
- Resist Resistance
- Assume Good Intentions
- Ongoing Process

Secondary Trauma





Truth and
Reconciliation
Commission of Canada



National Centre for
Truth and Reconciliation
UNIVERSITY OF MANITOBA

It's not just a part of who we are as *survivors* –
it's a part of who we are as a *nation*.

– *The Honourable Murray Sinclair*

Honouring and preserving residential school truths for all
time, for all of Canada.

- <https://nctr.ca/>

Brené Brown quote on why the need for BLM

Anyone who does not understand the need for the refrain, Black Lives Matter, Brené Brown sums it up well in the following quote from her book, *Braving the Wilderness: The Quest for True Belonging and the Courage to Stand Alone...*

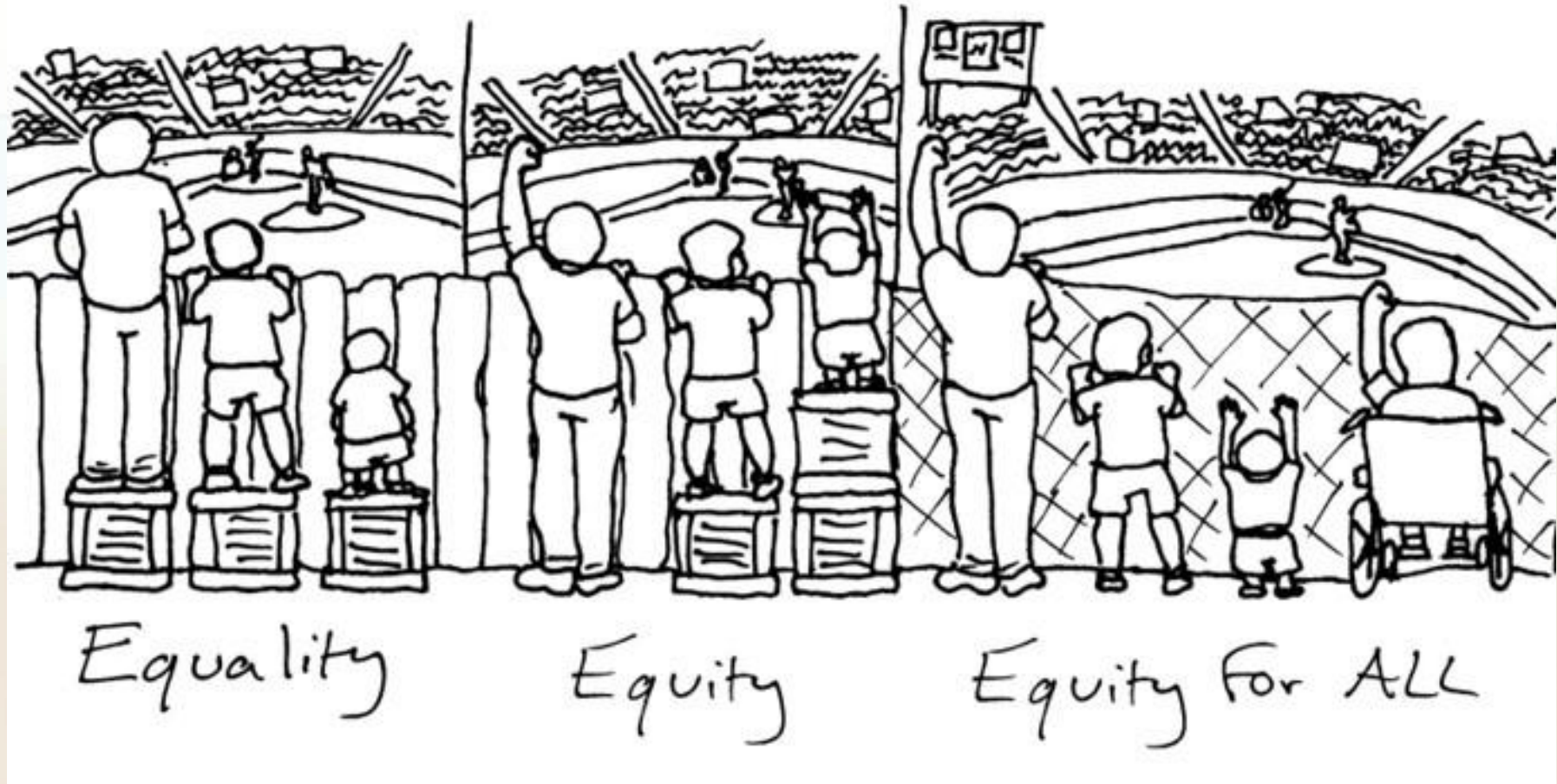
“In order for slavery to work, in order for us to buy, sell, beat, and trade people like animals, Americans [...and I might add Canadians...] had to completely dehumanize slaves*. And whether we directly participated in that or were simply a member of a culture

Diversity, Equity and Inclusion...



Diversity includes consideration of who is present *and* who is absent

Diversity, Equity and Inclusion...



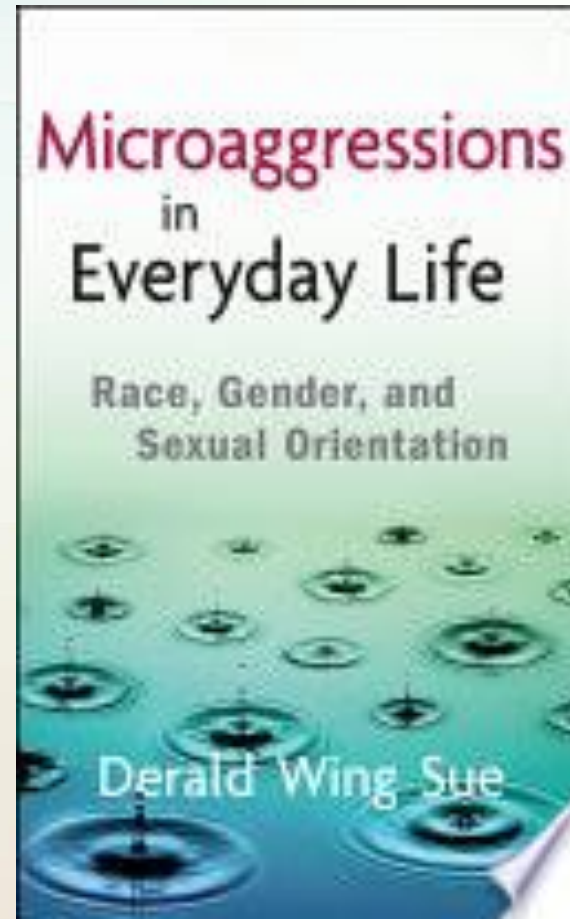
Equity is an equalizer—it recognizes differences and diverse needs

Diversity, Equity and Inclusion...

I..N..C..L..U..S..I..O..N
I-N-C-L-U-S-I-O-N
INCLUSION
EQUITY
DIVERSITY

Either have inclusion or exclusion; there is no in-between

Microaggressions
and
Microinvalidations



TIFFANY JANA

Author of Overcoming Bias and Erasing Institutional Bias

MICHAEL BARAN

SUBTLE ACTS OF EXCLUSION

How to Understand,
Identify, and Stop
Microaggressions

Framework of Subtle Action of Exclusion Types

- You are invisible
- You (or your people) are inadequate
- You are not an individual
- You don't belong
- You are not normal
- You are a curiosity
- You are a threat
- You are a burden

Reflection

1. What are the ways in which people are excluded?
2. What are the ways in which people are included?
3. In what ways, in your particular context, can people value the differences others bring to the group and make the group experience more inclusive?

Questions? Discussion...



Provost's Welcome Lunch





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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. Take a minute to think through someone's biggest worry about achieving tenure or permanence
2. Share your thoughts



Renewal, Tenure, and Promotion

The Importance of the RTP Process

- NOT SCARY!
- Ensures successful career planning
- Provides feedback on progress
- Provides mechanism for public accountability and overall university quality
- Promotes academic freedom and flexibility

REELAX

Tenure and Permanence Application Timelines

Tenure Track Assistant Professor

- Performance reviews first, third and fifth year
 - Check in with AAU Head
- Tenure application in year 6 (For 2023 Hires: This is submitted Fall 2028 for July 1, 2029 tenure decision effective date)
 - “Early” tenure after two years
 - **Promotion** to Associate automatic with tenure



Ancillary Academic Staff

- Performance reviews *first, third and last year before permanence*
 - Discussion with AAU Head; written copy to you
- Permanence applications:
 - AAS I by year 6 (follow tenure track path)
 - AAS II by year five (For 2023 hires - this is submitted Fall 2027 for July 1, 2028 permanence date)
 - “Early” - after two years

Candidate's Responsibilities



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- Know your Criteria
- Keep communication open with Heads, colleagues/mentors
- Ensure [Electronic C.V.](#) is complete and up to date
- Make use of optional Teaching Dossier & UCAPT Self-Assessment Statement
- Review/plan with your AAU Head
- ****Remember it's up to you to make the case that you are progressing on track and meeting expectations/criteria****

Process

- Performance reviews: You and your Head
- Renewal, tenure, and promotion: AAU RTP Committee
- If disagreement, you can:
 - Discuss and respond to Head's review in writing
 - Appear and speak at RTP meeting
 - Respond regarding any negative recommendation to UCAPT

Your RTP Criteria



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- Reviewed regularly
- Clear, reasonable, measurable and flexible in discipline and AAU
- Incorporates feedback from a minimum of three external reviewers - one from candidate's list, one from RTP committee's list and 3rd from *either* list.
- UCAPT – ensures **fairness** of RTP process and reviews and approves files for President's final approval



Relevant Articles and Bylaws - FYI



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Faculty, Librarians, AAS Learning Specialists

- [Collective Agreement](#) Articles 5, 12 and 13
- University Senate Bylaws [22](#) and [23](#)





Questions?



SUCCESS



Documenting Your *Impact*:
Teaching Dossiers

Veronika Mogyorody & Jessica Raffoul

telling stories





Scholarship

“Five Domains”

Discovery, Integration, Application, Engagement, Teaching

Assumptions & Expectations:

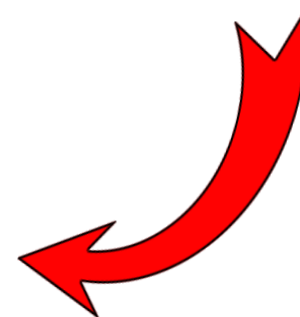
- 1) The Transformation of Knowledge
- 2) Measured Outcomes
- 3) Peer reviewed (evaluated by academic colleagues)
- 4) Based on the impact of new/existing knowledge
- 5) Advances understanding & is effectively communicated

The Dilemma of Evaluating Scholarship

Teaching,
Research,
and Service
are “*imperative*”

BUT...

Scholarship of
Research
has been
expressly
“*acknowledged*”



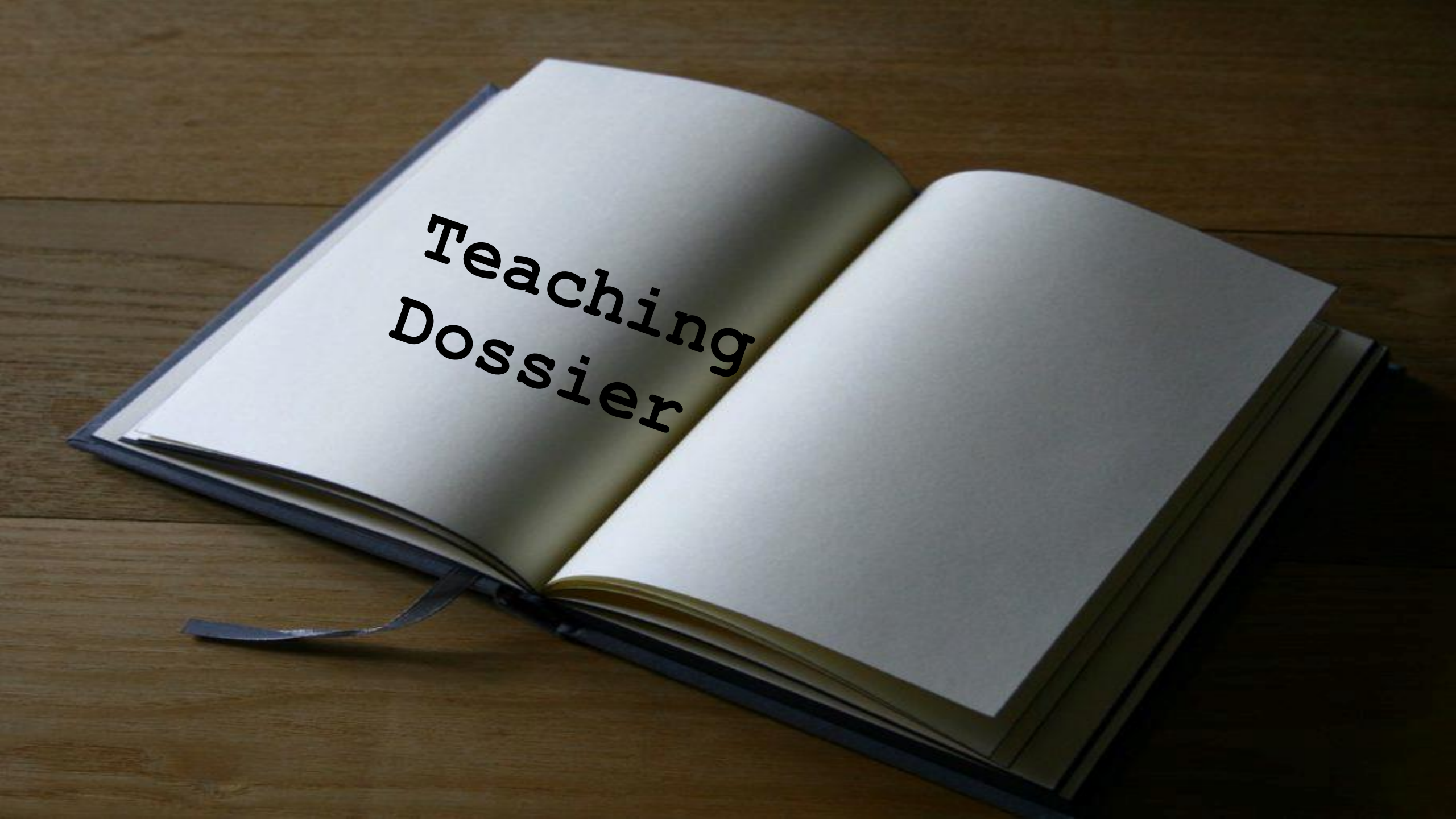
<p>EDUCATION</p> <p>2004 - 2008 PhD in Medicinal Chemistry and Biochemistry University of Leicester Supervised by Professor Graham Stone. Due for submission June 2008.</p> <p>Thesis Title: Identification of the Aqueous Extract of <i>Arbutus unedo</i> Inhibits STAT2 Activation in Human Breast Cancer (Funded by EPSRC bursary) A synopsis of the work undertaken is attached.</p> <p>Projects: Synthesis and biological evaluation of Aqueous Extract <i>Arbutus unedo</i> relevant to Breast Cancer as part of Kleinglax CASE study of glycoprotein to investigate the structural recognition and presentation by STAT2. Both towards understanding fundamental processes and its mode of action.</p> <p>2000 - 2004 BSc (Hons) Medicinal Chemistry (2:1), University of Leicester Dissertation Project: Synthesis, Evaluation of 16-(4 & 3, 4s substituted) Benzylidene Androstane Anticancer Agents.</p> <p>Modules studied include; Drug Design, Chemotherapy, Biochemistry and Pharmacology.</p> <p>1997 - 2000 Blue Coat School, Manchester A Levels Maths A, Biology A, Chemistry A</p> <p>RESEARCH EXPERIENCE</p> <p>Jun 2005- Sep 2005 Kleinglax Research & Development, Birmingham CASE Placement</p> <ul style="list-style-type: none"> As part of my sponsorship By Kleinglax I was involved in a Medicinal Chemistry Team at their Birmingham site. Techniques learned and utilised include; parallel synthesis development of optimum reaction conditions and also multi automated parallel purification techniques such as Biotage Extraction processes. 	<p>PUBLICATIONS</p> <p>"Gender, Race, and Criminal Witchcraft: The Ideology behind <i>The Sorceress of the Strand</i>" <i>English Literature in Transition, 1880-1920</i>, 45:1 (January, 2002), 176-194.</p> <p>"L.T. Meade" and "'The Hammer of God" by G.K. Chesterton," entries in <i>Con British Short Story</i>. New York: Facts on File (2006).</p> <p>Under review: "Charles Dickens's 'Hunted Down' and the Failure of Physiognomy" "Delineating the Savage Within: Cultural Shifts and Empire in Arthur Conan Doyle's 'The Sign of the Cross'"</p> <p>SELECTED CONFERENCE PAPERS AND INVITED PRESENTATIONS</p> <p>"Dickens, Pen, and Poison: Weapons of Empire in the Shorter Fiction" Colloquium at the National Endowment for the Humanities summer seminar, Santa Cruz, CA (2003)</p> <p>"Complicating Race: Phantom Miscegenation in 'Midnight in Beauchamp Row' at the Northeastern MLA, Boston, MA (March 2003)</p> <p>"Locating the Savage Within: The Exotic Meets the Domestic in G.K. Chesterton's 'The Wrong Shape'" presented at the Twentieth-Century Literature conference, KY (February 2003)</p> <p>"The Faceless Criminal: The Failure of Physiognomy in Charles Dickens' 'Hunted Down'" presented at the South Atlantic MLA, Atlanta, GA (November 1999)</p> <p>"Constructing the Clues to Morality: Reading Unconventional Texts in <i>The Sign of the Cross</i> and 'The Sign of Four'" presented at the Aphra Behn Society conference, CT (October 1997)</p> <p>TEACHING EXPERIENCE (full responsibility for all courses) Duke University, University Writing Program, Durham, NC Senior Mellon Postdoctoral Fellow (2005)</p> <p><i>Rhetoric of Detective Fiction:</i> The course concerns the development of detective fiction as a distinct genre during the nineteenth century. Students examine both shorter works by Poe, Dickens, and Doyle as well as Wilkie Collins's <i>The Moonstone</i> and detective novels of the early twentieth century such as <i>The Maltese Falcon</i>. In addition, we address critical theoretical works surrounding this genre from the nineteenth and twentieth centuries.</p> <p>Mellon Fellow (2003-2004)</p> <p><i>Narratives of Victorian Criminality:</i> Students read fictional accounts of crime in <i>Twist</i> and stories by Arthur Conan Doyle and Edgar Allan Poe, in conjunction with philosophical, and scientific works by writers such as Michel Foucault and Stepan Ljapunov to explore the mechanism by which ideas about criminality arose and were disseminated in the nineteenth century. A writing-intensive course.</p>	<p>Title: Obesity and prostate cancer risk in Black and White men: a functional approach Effort: 4% Role in Study: Co-Investigator Total Direct: \$ 275,000 Total Amount of Award: \$ 403,137</p> <p>(3) Account # PI: N01 Brown (PI) Dates: 07/1/2015 - 6/30/2020 Source: National Institute of Health (NIH)/National Cancer Institute (NCI) Title: UT MD Anderson Cancer Center Cancer Prevention Agent development Program: Early Phase Clinical Research Consortium Contract NO.: HHSN26201200034I Moffitt Cancer Center Site PI</p> <p>Role in the study: (4) Account #: 2T32 CA147832-06 Kanetsky (PI) Dates: 07/13/2015 - 06/30/2020 Source: National Institute of Health (NIH)/National Cancer Institute (NCI) Proposal Title: Moffitt Postdoctoral Training Program in Molecular Epidemiology Effort: 0% Role in the Study: Mentor Total Direct: \$ 899,784 Total Amount of Award: \$ 968,168</p> <p>Pending Funding External Grants</p> <p>(1) Account #: 1R21CA177564-01 Kumar (PI) Dates: 07/01/2013 - 06/30/2015 Source: National Institute of Health (NIH)/National Cancer Institute (NCI) Proposal Title: Multimodal Approach in the Treatment of Cancer Cachexia Effort: 30% Role in Study: Principal Investigator Total Direct: \$ 275,000.00 Total Amount of Award: \$ 453,949.00 Percentile Score 1st submission: 34</p> <p>(2) Account #: 1R21CA177566-01 Kumar (PI) Dates: 07/01/2013 - 06/30/2015 Source: National Institute of Health (NIH)/National Cancer Institute (NCI) Proposal Title: Botanicals and Biologics in Ameliorating Chemobrain Effort: 30% Role in Study: Principal Investigator Total Direct: \$ 275,000.00 Total Amount of Award: \$ 455,483.00 Percentile Score 1st submission: 37</p>	<p>PUBLICATIONS</p> <p>Picard, J. T. & Weigand, N. (in press) Corticosterone accelerates hypoxia- and cyanide-induced ATP loss in cultured hippocampal astrocytes. <i>Brain Research</i>, 482:153-158</p> <p>Picard, J. T. (in press). The effect of order: Social Implications of informational transmission. <i>Social Psychology Bulletin</i>, 41, 234-241.</p> <p>Picard, J. T. & McSimpkins, J. W. (2012). Understanding the past by looking into the future. <i>Psychological Inquiry</i>, 66, 1-21.</p> <p>Picard, J. T., Hong, S., Anderson, R. & Weigand, N. (2011) Corticosterone exacerbates hypoxic and hypoglycemic hippocampal injury in vitro: biochemical correlates and a role for astrocytes. <i>Journal of Neurochemistry</i>, 48:139-148.</p> <p>McSimpkins, J. W., & Picard, J. T. (2011). Reframing past events: The lack of learning and its implications on future actions. <i>Journal of Personality and Social Psychology</i>, 78, 453-480.</p> <p>Hall, G. S., Wong, C., Picard, J. T., & Saku, K. (2010). Cognitive learning varies based on emotional state. <i>Emotion</i>, 34, 330-345.</p> <p>McSimpkins, J. W., Popus, A. L., Yang, F. H., & Picard, J. T. (2009). Social judgments of ease in recall of familiar faces. <i>Journal of Experimental Social Psychology</i>, 23, 1020-1033.</p> <p>Campbell, C. Jr., Wainwright, T., Packard, D., Picard, J. T., Naylor, M., & Weigand, N. (2008) Glucocorticoids inhibit glucose transport and glutamate uptake in hippocampal astrocytes: implications for glucocorticoid neurotoxicity. <i>Journal of Neurochemistry</i>, 42: 1322-1327.</p> <p>MANUSCRIPTS UNDER REVIEW</p> <p>Picard, J. T., Saku, K., Wong, C., Hemadi, A., & Hall, G. S. <i>Positive emotions and the effect on cognitive learning.</i></p> <p>CONFERENCE PRESENTATIONS</p> <p>Jenkins, J., Picard, J. T., & Hall, G. S. (2012). <i>Can negative emotions spur on positive emotions?</i> Poster presented at the Duke University Psychology and Neuroscience Department Honors Poster Session, Duke, NC.</p> <p>Picard, J. T. (2012). <i>Event order does matter: Social implications of informational transmission.</i> Poster presented at the 13th annual Meeting of the Society for Personality and Social Psychologists, San Diego, CA</p> <p>Doby, P., Picard, J. T., & Hall, G. S. (2011). <i>Positive emotions and others.</i> Poster presented at the 10th annual Duke University Research Day, Durham, NC.</p>
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Curriculum Vitae [Latin – “course of (one’s) life”]

Account of one’s career & qualifications

- Actually - a **table of contents**
- a **list of vital statistics**

- **Not** an articulated narrative - but *implied*

An open notebook with a dark cover is lying on a wooden surface. The left page is white and has the words "Teaching" and "Dossier" written in a black, typewriter-style font. The right page is also white and blank. The notebook is slightly open, showing the binding in the center. The lighting is soft, coming from the upper left, casting a gentle shadow on the right side of the notebook. The wooden surface has a natural grain pattern.

**Teaching
Dossier**



Teaching Dossier

A document that provides a *portrayal* of your teaching
[*description*]

- What you **believe** and **value**
- What you **do** (activities, methods, development)
- What **impact** it has



Self-reflection

Teaching Philosophy

- Values, principles, and goals
[underpinnings of your teaching decisions and actions]
- Your beliefs about how students learn
- How you assist student learning
- A description of how you teach



A Teaching Dossier makes the Private
↳ Public

- Self-reflection
can be *uncomfortable*
- Writing in the first person
can be *difficult* and *awkward*
- The process (parts/ entire)
can be *daunting* and *overwhelming*



TO - **Individual Faculty**

⇒ Presenting your “best” case

- Reflective
- Create meaning
- Appropriate documentation
- Provide evidence



TO - **Depts/ Faculties/ University**

⇐ Defining standards

- Assessment is reasonable/ balanced
- Valid/Reliable
- Measurable/ Immeasurable
- Flexible





What to include in your **Teaching Dossier?**

Elements of a Teaching Dossier

Teaching **APPROACH**

- Teaching philosophy
- Teaching practices
- Teaching experiences
- Teaching development

Teaching **CONTRIBUTIONS**

- Teaching assignments, Student supervision
- Committees, Service
- Publications, Presentations, Awards

Teaching **FEEDBACK**

- Student ratings, Peer letters and comments

APPENDICES



OTHER



Home

> About the Provost

Provost's Messages

Initiatives

New Faculty/Recruitment

Faculty Administrative Processes

Policies and Procedures

Search and Review Committees

Contact Us

University Committee on Academic Promotion and Tenure (UCAPT) Process and Procedures

[UCAPT Membership](#) 

[Chart for Renewal and Tenure](#) 

Documentation

All links below direct to Microsoft Word Documents 

1. Cover Sheets

- [Contract Renewal - Faculty](#)
- [Contract Renewal - Ancillary Academic Staff](#)
- [Tenure and Promotion to Associate Professor - Faculty](#)
- [Permanence and Promotion to AAS II or AAS III - Ancillary Academic Staff](#)
- [Promotion to Ancillary Academic Staff II and III](#) (use this form when promotion does not include permanence)
- [Promotion - Associate or Professor - Faculty](#) (use this form when promotion to Associate Professor does not include tenure)
- [Promotion to Ancillary Academic Staff IV](#)
- [Sessional Lecturer Promotion](#)

2. [Evaluation Pages - used for all processes](#) except Sessional Lecturers




3. [Evaluation Page - used for Sessional Lecturers ONLY](#)

4. SET/SOST pages

- [SET](#)
- [SOST \(teaching scores prior to Fall 2014\)](#)

5. [Table 3](#) - prepared by AAU Head (IT does not provide this table with the SET package)

Resource Guides

1. [Resource Material \(Pink\)](#) 
2. [Guide for Faculty, \(Purple\)](#) 
3. [Guide for Ancillary Academic Staff](#) 
4. Guide for Librarians (in progress)



Centre for Teaching and Learning (CTL)

Home

> About the CTL

> Services

> Events and Courses

▼ Teaching and Learning Resources
CTL Library

> Teaching and Learning Research

> Recognition and Awards

Visiting Fellows

> University Teaching

> Learning Technologies

CTL Newsletters

[UWindsor Home](#) > [Centre for Teaching and Learning \(CTL\)](#) > [Teaching and Learning Resources](#) > [Teaching Dossiers](#)

Teaching Dossiers

Teaching and Learning Resources

Teaching Dossiers

- [University of Windsor Teaching Dossier guide and template](#)
- [University of Alberta CTL Guide to Teaching Dossiers.](#)

Interpreting Student Evaluations of Teaching

- [Student Rating of Teaching Effectiveness \(SRTE\) Evaluations: Effective Use of SRTE Data](#)
- [Interpreting and using student ratings data: Guidance for faculty serving as administrators and on evaluation committees.](#)



SHARE



TWEET



SAVE

<https://www.uwindsor.ca/ctl/502/teaching-dossiers>

Teach

Academ

Active

Assign

Attend

Blackb

Course

Curric

Mappi

Facilit

Gather

Gradin

High I

Indige

Instru

Large

Learni

Lectur

Mento



Moving the **Teaching Dossier** Forward

- Reflect on your teaching *often*
- Keep *notes* during the semester and after
- The TD should be *comprehensive & current*
- The TD should be *succinct*, have *depth/breadth*, and demonstrate *commitment* to teaching
- The TD should show ongoing *growth* and *development*

The Audience

Who's *reading* it?

Search Committee (Internal – Discipline Specific)

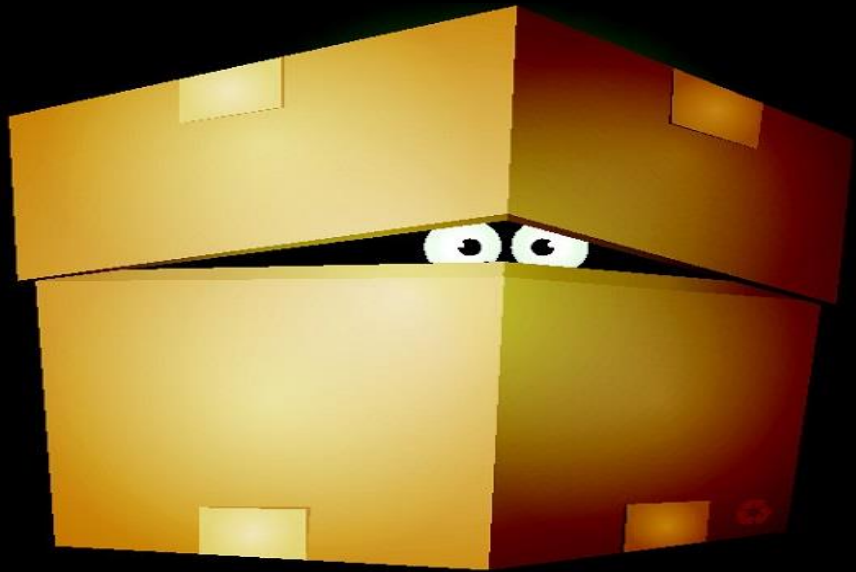
Review Committee (Internal/External –
Discipline/Non-Discipline Specific)

University Community (Internal/External – Students,
Colleagues, CTL, Awards, PR)



The **Audience** must:

- Get the *point*
- Have their questions *answered*
- Be *inspired*



Start now!

[dossiers take time to craft & assemble]

- Consult your Dept. Head regarding process, expectations, & deadlines
- Consult the resources available (**CTL**, faculty, information/guides)



Windsor's **Teaching Dossier Academy**

- Structure:**
- Overview of teaching dossiers
 - Daily one-on-one interaction with mentors (CTL/faculty)
 - Sharing personal experiences
 - Development of draft dossier

Good luck telling the story of your teaching!





Break





Your Questions About Hiring, Renewal, Tenure/Permanence-Track, and Promotion

Roundtables



NEW FACULTY
ORIENTATION 2023



- Two rounds, 15 minutes each
 - Facilitators ~5 mins.
 - Group discussion – effective approaches, ongoing challenges ~15 mins.
- Take a few minutes and choose your next roundtable

Roundtables



NEW FACULTY
ORIENTATION 2023



1. Teaching Dossiers and Documenting Your Teaching
2. RTP/RPP Timelines, Logistics and eCV
3. RTP/RPP Processes
4. Living in Windsor
5. Hot Questions

CLOSING REMARKS

Erika Kustra

Acting Associate Vice-President, Academic



Thank you!

