



DAY 3:

Policy Is Fun! And Sharing Your Research!

WEDNESDAY, JULY 29, 2020



Day 3 Overview

- Episode III A New Hope: Rise of the Engaged Faculty
- Course Design Confidential
- Instructor Challenge: Key Bylaws for your Hip Pocket
- Making Your Research Matter
- Sharing Your Research: One Minute Elevator Pitches





AREWROPE

RIE THE ENGLES TO EASILY

Knowing Who You Are

Please take the Briggs Myers' personality type

http://www.humanmetrics.com/cgi-win/jtypes2.asp

Once you have taken the test please go to the following survey:

https://uwindsor.ca1.qualtrics.com/jfe/form/SV 1MIV7B0zFDZ2oVD



Who's your character? STAR WARS MBTI chart









The Inspector

Quiet and serious, earn success by thoroughness and Quiet, friendly, responsible, and conscientious. dependability. Practical, matter-of-fact, realistic, and responsible. Decide logically what should be done and Thorough, painstaking, and accurate. Loyal and work toward it steadily, regardless of distractions. Take pleasure in making everything orderly and organized - their work, their home, their life. Value

The Protector

considerate, notice and remember specifics about how others feel. Strive to create an orderly and

The Counselor

Seek meaning and connection in ideas, relationships, Have original minds and great drive for implementing and material possessions. Want to understand what motivates people and are insightful about others. Conscientious and committed to their firm values. Develop a clear vision about how best to serve the common good. Organized and decisive in implementing their vision.

their ideas and achieving their goals. Quickly see explanatory perspectives. When committed, organize a job and carry it through. Skeptical and independent, have high standards of competence and performance - for themselves and others.









The Crafter

appears, then act quickly to find workable solutions. nalyze what makes things work and readily get through large amounts of data to isolate the core of practical problems. Interested in cause and effect, rganize facts using logical principles, value

The Artist

Tolerant and flexible, quiet observers until a problem Quiet, friendly, sensitive, and kind. Enjoy the present moment, what's going on around them. Like to have their own space and to work within their own time frame. Loyal and committed to their values and to people who are important to them. Dislike disagreements and conflicts, do not force their opinions or values on others.

The Idealist

Idealistic, loyal to their values and to people who are Seek to develop logical explanations for everything important to them. Want an external life that is congruent with their values. Curious, quick to see possibilities, can be catalysts for implementing ideas. Quiet, contained, flexible, and adaptable. Have Seek to understand people and to help them fulfill their potential. Adaptable, flexible, and accepting unless a value is threatened.

The Architect

that interests them. Theoretical and abstract, interested more in ideas than in social interaction unusual ability to focus in depth to solve problems in their area of interest. Skeptical, sometimes critical









The Promoter

Flexible and tolerant, they take a pragmatic approach Outgoing, friendly, and accepting. Exuberant lovers energetically to solve the problem. Focus on the they can be active with others. Enjoy material comforts and style. Learn best through doing.

The Performer

focused on immediate results. Theories and of life, people, and material comforts. Enjoy working conceptual explanations bore them – they want to act with others to make things happen. Bring common sense and a realistic approach to their work, and make work fun. Flexible and spontaneous, adapt readily to new people and environments. Learn best by trying a new skill with other people.

The Champion

Warmly enthusiastic and imaginative. See life as full Quick, ingenious, stimulating, alert, and outspoker, of possibilities. Make connections between events and information very quickly, and confidently proceed Adept at generating conceptual possibilities and then based on the patterns they see. Want a lot of affirmation from others, and readily give appreciation people. Bored by routine, will seldom do the same and support. Spontaneous and flexible, often rely on thing the same way, apt to turn to one new interest, their ability to improvise and their verbal fluency.

The Inventor

analyzing them strategically. Good at reading other







Leia Organa

The Supervisor

The Provider

The Giver

people to get things done, focus on getting results in to establish it. Like to work with others to complete others. Find potential in everyone, want to help others develop and implement comprehensive systems to people to get things done, focus on getting results in the most efficient way possible. Take care of routine tests accurately and on time. Loyal, follow through details. Have a clear set of logical standards, see in a small matters. Notice what others need in their and group growth. Loyal, responsive to praise and proposed proposed of the proposed

The Executive

Practical, realistic, matter-of-fact. Decisive, quickly move to implement decisions. Organiza projects and harmony in their environment, work with determination students of the emotions, needs, and motivations of see illogical and inefficient procedures and policies.

www.geekinheels.com

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Knowing Who You Are

INTP

Introvert Intuitive Thinking

Perception

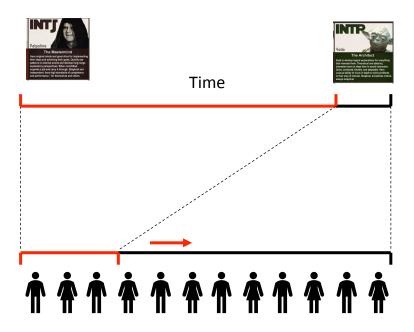
INTJ

Introvert Intuitive Thinking

Judging



I am Yoda to some and Palpatine to others



Faculty, Staff and Students



Knowing Who You Are

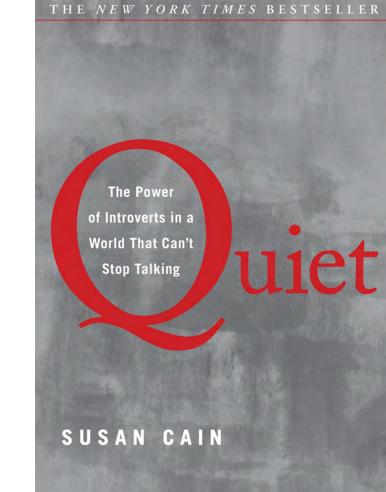
"He is not a leader. He will always be a follower."

Mr. Main, Grade 5 Teacher, Huntsville Public School



Play to your Strength

Listen, Observe and Reflect

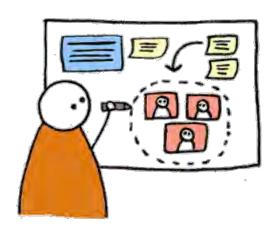




AREWROPE

RIE THE ENGLES TO EASILY

Course Design Confidential

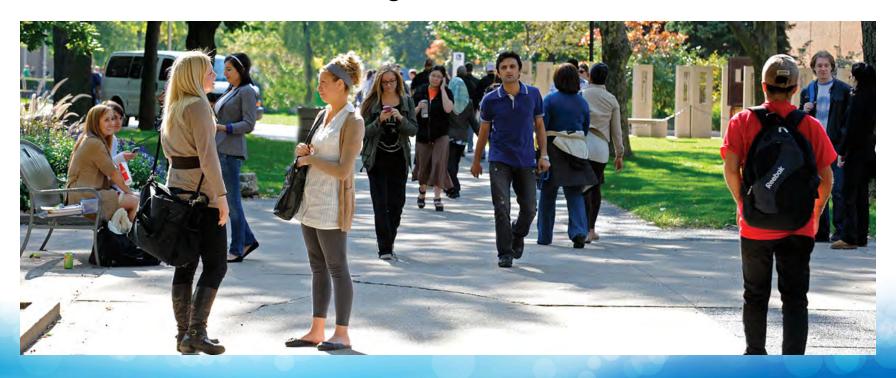


Erika Kustra

Centre for Teaching and Learning



1. Planning a Course: Students Who are your students?



2. Planning a Course: Goals What are your goals for your course?



Planning a Course: Goals What are your goals for your course?

- What matters most for you?
- What will be meaningful for your students?
- What is the role of the course in the program?



Curriculum or Program

An intentionally designed and scaffolded pathway through learning (Curriculum 2020)

Your courses are part of something bigger!

CuMA: https://www.uwindsor.ca/ctl/474/curriculum-mapping

Provincial Level

Expectations/Accreditation

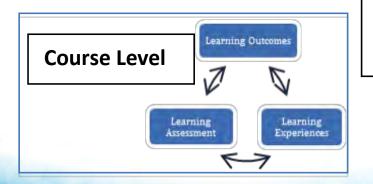
Institutional Level

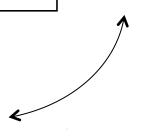
Graduate Attributes

Program Level

Outcomes

Reflection and Enhancement





Alignment

Learning
Outcomes





Assessment

Methods



Alignment

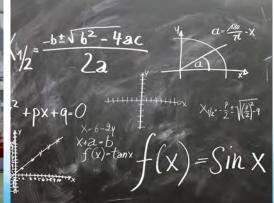
Learning
Outcomes

NFO Guidebook pg. 66

3. Planning a Course: Methods

Teaching and Learning Activities What will help your students learn?









Active Learning Methods

What methods have you tried or seen that get students involved in learning?

- Think individually.
- Share ideas in the google doc

(https://tinyurl.com/y49fh6bz) or chat

Methods

Active Learning Methods

What methods have you tried or seen that get students involved in learning?

Methods

NFO Guidebook pg. 70-71

Online

Synchronous: instructors and students meet at the same time

Asynchronous: the interactions and learning activities between instructors and students do not occur at the same time

FAQ for Instructors: https://www.uwindsor.ca/coronavirus/faq-instructors-fall-2020

New Resource: https://uwindsor.ca/teaching-online/

NFO Guidebook pg. 72 and 76

4. Planning a Course: Assessment

How will you know your students have learned?

	RUBRIC LEVELS OF ACHIEVEMENT			
DOMAINS	Fail	Poor	Good	Excellent
Critical Analysis	Lacking critical analysis			

5. Lesson Planning

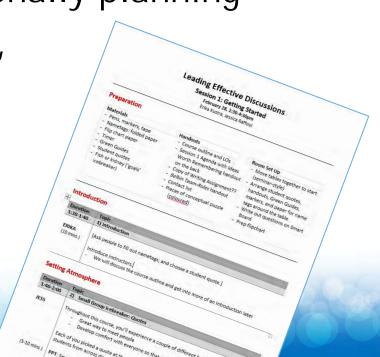
Increase success by intentionally planning

 Connect learning outcomes, methods, and assessments

Many approaches

• Samples available

NFO Guidebook pg. 75



6. Communicate to Students

Syllabus

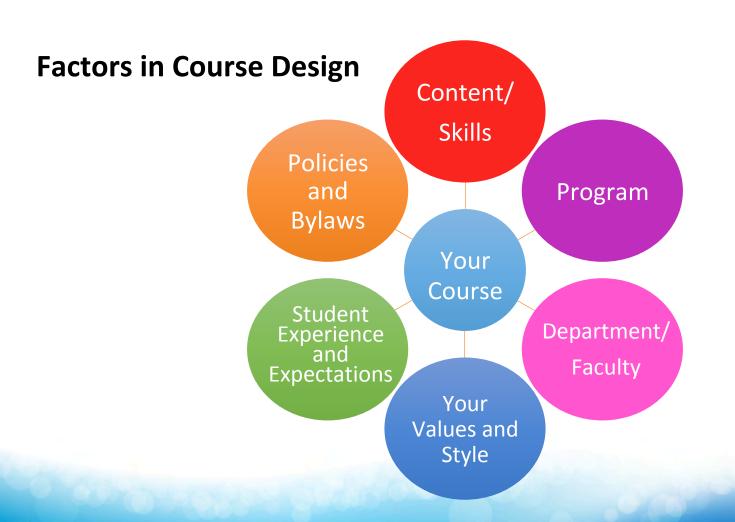
How will you communicate the course design and expectations to the students?

Checklist and policies

https://www.uwindsor.ca/ctl/501/syllabus

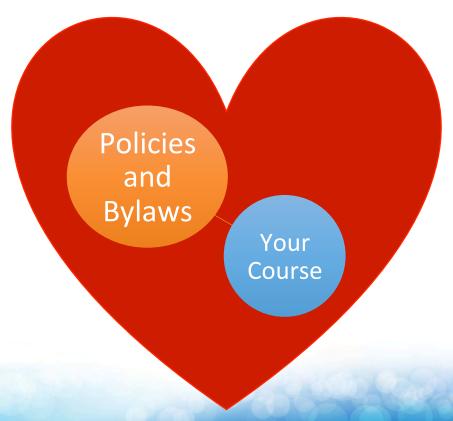




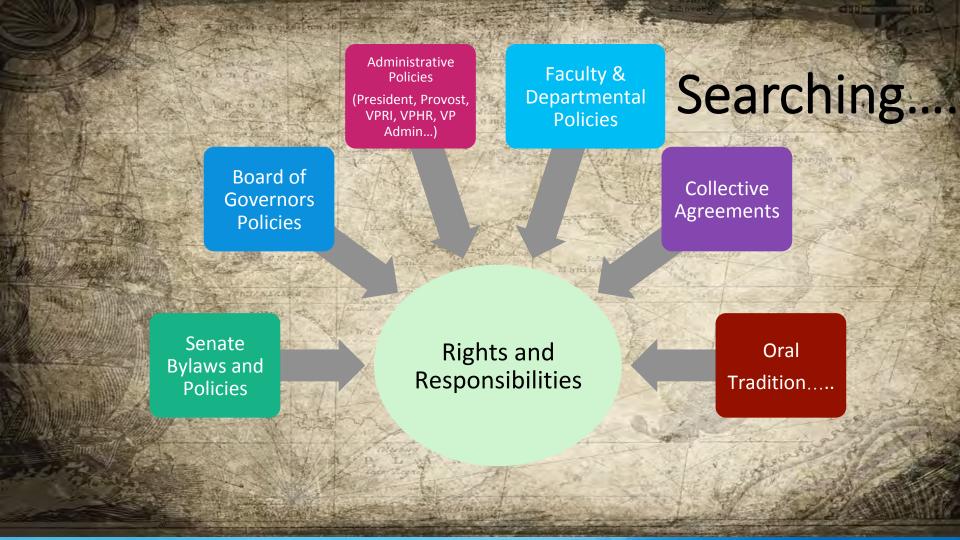


Learning to Love Bylaws and Policies

- Consistency
- Fairness
- Agreed-upon procedures
- Authoritative source
- Based on experience
- Democratically governed practice
- Room to manoeuvre
- YOUR TIME









www.uwindsor.ca/policies

http://www.uwindsor.ca/faculty/recruitment/315/policies-procedures-bylaws

Instructor
Challenge: Key
Bylaws for Your
Hip Pocket

Renée Wintermute University Secretary



Today's Focus: Senate Bylaws and Policies

(with a smattering of others...)



- Bylaw 31: Academic Integrity
- Bylaw 32: Procedural Irregularities and Discrimination Regarding Academic Instruction, Academic Evaluation and Academic Grade Appeals
- Bylaw 54: Undergraduate Academic Evaluation Procedures
- Bylaw 55: Graduate Academic Evaluation Procedures
- Academic Accommodation for Students with Disabilities
- Conduct of Exams and Tests
- Grading and Calculation of Averages
- Graduate Studies Policy on Plagiarism
- Medical Notes from Regulated Health Care Professionals
- Plagiarism-Detection Software
- Reading Week and Semester Lengths
- Research Involving Humans (Guidelines)/Research Ethics Board
- Student Code of Conduct
- Student Evaluations of Teaching (SET) and Mandatory Administration of SET

Administrative Policies/Guidelines

- Procedures for Addressing Student Non-Academic Misconduct
- Policy on the Use of Digital Learning Resources for Instructional and Assessment Purposes
- Policy on Intimate Personal Relations
- Religious Accommodation Guidelines for Students

Board Policies

- Board Policy on Sexual Misconduct
- Behavioural Intervention Plan
- Student Code of Conduct

Faculty Collective Agreement

Articles 5, 35



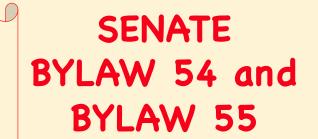
Challenge #1: Course Planning

Figure out what you CAN and CAN'T include in your syllabus, using:

- the bylaws and policies list (Guidebook p. 76
- The University Policy Database
 https://lawlibrary.uwindsor.ca/Presto/home/home.aspx?ssid=Home
- The Learning-Centred Syllabus and Bylaw checklist https://www.uwindsor.ca/ctl/501/syllabus

Course Syllabus Must Haves

- All procedures determining final grade (caution: check bylaws 54 and 55 for restrictions)
- Dates of activities affecting final course grade
- Missed test/make-up policies
- Plagiarism & plagiarism prevention software
- Standardized grading scale
- Any other matters mandated by U, Senate, Faculty, or Department policy



More Course Syllabus Must Haves

- Office hours
- Student Evaluation of Teaching procedures
- Use of Digital Learning Resources for Instruction and Assessment
- Information on the last day to voluntarily withdraw from the course
- TIP: Set expectations on email response time

COLLECTIVE
AGREEMENT
SENATE POLICIES
BOARD OF GOVERNORS



Attendance as a grade?

Mostly No.

Exceptions: practica, placements, and internships where attendance an element of professionalism. (see your Head).

You CAN grade participation, with specific explanation of what is being assessed.



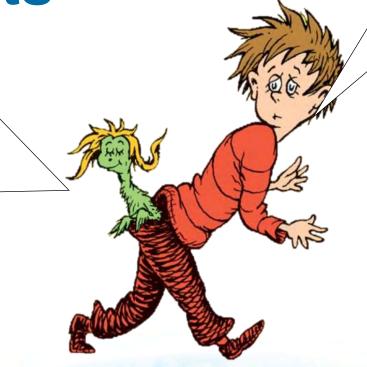
Attendance as a grade?



Final assignment due last week of term?

Mostly No.

Exception: if it is part of a set of routine, weekly tests integral to the teaching/learning process. Must be approved by Dean and listed in course syllabus.



Final assignment due last week of term?

*Undergraduate, not including Law and Education



Final exam 70% of the final grade?

Mostly No.

No evaluative procedure can be worth more than 50% of the final grade. In rare cases, the Dean may grant an exemption. For DE courses only, students can be required to pass the final to pass the course. Approved exemptions must be stated in syllabus. *



Final exam 70% of the final grade?

*Undergraduate, not including Law and Education



All assessments due after November 18?

Mostly No.

At least 20% of marks must be provided to students before Voluntary Withdrawal deadline. Exemptions can be approved by Dean, then explained in syllabus. *



All assessments due after November?

*Graduate and Undergraduate (not including Law and Education)



Require students to pay for online tutorial program?

Yes, within limits.

- 10% of lowest domestic tuition cost for 3-credit course
- 20% or less of course grade
- Assessment tool can't be bundled with textbook
- Deans can approve higher limits.
- Specific text to include in syllabus



Require students to pay for online tutorial program?



Run student
essays through
U's plagiarism
detection
program,
Safe Assign?

Yes, if you include that information in your syllabus



Run student essays through U's plagiarism detection program, Safe Assign?



Schedule midterm on Saturday (outside of Reading Week?)

Yes, in exceptional circumstances. But, students who can't make it have to be accommodated with an alternate evaluation equivalent in terms of type, format and level of difficulty.



Schedule midterm on Saturday (outside of Reading Week?)



Schedule midterm on Saturday DURING reading week?

No.
No evaluations
during reading
weeks.*



Schedule midterm on Saturday DURING reading week?

* Exceptions for two weekendonly programs.



15% of grade for spot or pop quizzes?

No.

- No spot quiz can be worth more than 2%
- Total for all spot quizzes cannot exceed
 5%
- Number of spot quizzes and value of each must be included in syllabus.



15% of grade for spot or pop quizzes?



Change to syllabus once I've met students?

Yes, up to the end of the second week of classes.

- After that, can only be altered for compelling administrative or instructional reasons
- AND Two weeks' notice to students
- AND Procedures for determining grades cannot be changed after first two weeks.



Change to syllabus once I've met students?

* Undergraduate. For Graduate, changes ok with consent of majority.

Student Rights, Responsibilities, and Special Requests

Action Required?

A student presents you with a registered educational accommodation related to a learning disability. (Registered with Student Accessibility Services)

- 1. Yes, Action Required
- 2. No, Action Not Required
- 3. Possible Action Required

A student says they want an appropriate accommodation because they have three final exams scheduled within the same 24 hours.

- 1. Yes, Action Required
- 2. No, Action Not Required
- 3. Possible Action Required

A student tells you she can't come to labs because she's working.

- 1. Yes, Action Required
- 2. No, Action Not Required
- 3. Possible Action Required

A student needs an extension based on extenuating circumstances.

- 1. Yes, Action Required
- 2. No, Action Not Required
- 3. Possible Action Required

A student does not submit an assignment, though the student claims it was emailed to you.

- 1. Yes, Action Required
- 2. No, Action Not Required
- 3. Possible Action Required

A student wants to drop the course and is seeking your advice.

- 1. Yes, Action Required
- 2. No, Action Not Required
- 3. Possible Action Required

A student wants to take your course next semester but doesn't have the prerequisite.

- 1. Yes, Action Required
- 2. No, Action Not Required
- 3. Possible Action Required

A student wishes to pray in accordance with their religious commitments, during an exam.

- 1. Yes, Action Required
- 2. No, Action Not Required
- 3. Possible Action Required

A student tells you her midterm grade is unfair.

- 1. Yes, Action Required
- 2. No, Action Not Required
- 3. Possible Action Required

Even Trickier Bits: Getting Help on Complex Student Matters

The situations described in section C are complex and no matter how experienced, getting expert help for these is probably best.

For each of the situations, who might you contact?

Who To Contact?

Is that paper plagiarized?

- 1. Associate Dean/Dean
- 2. Head of Department
- 3. Academic Integrity and Student Conduct Officer
- 4. University Secretary
- 5. All of the above

Who To Contact?

A student discloses an experience of sexual violence to you.

- 1. Dean/Associate Dean/Head of Department
- AVP, Student Experience and/or Academic Integrity and Student Conduct Officer
- 3. Sexual Misconduct Response and Prevention Officer
- 4. Student Counselling Centre and/or Assessment and Care Team
- 5. All of the above

Who To Contact?

I have a student whom I believe is seriously depressed.

- 1. Head of Department
- 2. AVP, Student Experience and/or Academic Integrity and Student Conduct Officer
- 3. Student Counselling Centre
- 4. Assessment and Care Team
- 5. All of the above

Who To Contact?

I have a student that keeps making racist statements in class.

- 1. Head of Department
- 2. AVP, Student Experience
- 3. Academic Integrity and Student Conduct Officer
- 4. University Secretary
- 5. All of the above

Lightning Round

For section D -

Best guess, what do you think the rules are?

Can I alter the description of a course I've been assigned to teach?

- 1. Yes
- 2. No
- 3. Maybe

Can I see or use the materials developed by another colleague for a course I've now been assigned to teach?

- 1. Yes
- 2. No
- 3. Maybe

Can I use student assignments and feedback in a research paper?

- 1. Yes
- 2. No
- 3. Maybe

Can another instructor require me to change my course, when it is not a section of a multi-section course?

- 1. Yes
- 2. No
- 3. Maybe

Can I have students pick up their assignments outside my office?

- 1. Yes
- 2. No
- 3. Maybe

Can I ask my GA out on a date?

- 1. Yes
- 2. No
- 3. Maybe

Is it ok for my GA to go out on a date with one of her students?

- 1. Yes
- 2. No
- 3. Maybe

I've received an envelope with blank course evaluations in my mailbox. Must I administer these to my students?

- 1. Yes
- 2. No
- 3. Maybe

Must I curve my grades if directed to do so by the Head/Dean?

- 1. Yes
- 2. No
- 3. Maybe

Can I make a make-up evaluation harder than the original?

- 1. Yes
- 2. No
- 3. Maybe

GETTING HELP

50/50?
Poll the Audience?
Phone a Friend?

GETTING HELP

50/50 Poll the Audience



Phone a Friend



Your Phone-A-Friend Helplines

TENURE AND PERMANENCE

CINDY WILLS
 OFFICE OF THE PROVOST

COLLECTIVE AGREEMENT

IVA GENTCHEVA
 OFFICE OF THE PROVOST

RESEARCH SUPPORT

NUSAIBAH HUSAIN
 OFFICE OF RESEARCH AND
 INNOVATON SERVICES

BYLAWS AND POLICIES

- RENEE WINTERMUTE
- ALISON ZILLI
- DANNY ANGER
- CAROL PERKES UNIVERSITY SECRETARIAT

YOUR ASSOCIATE DEANS AND HEADS

Break

Come back here at 11:30!

Background



Assistant Professor 2004-06

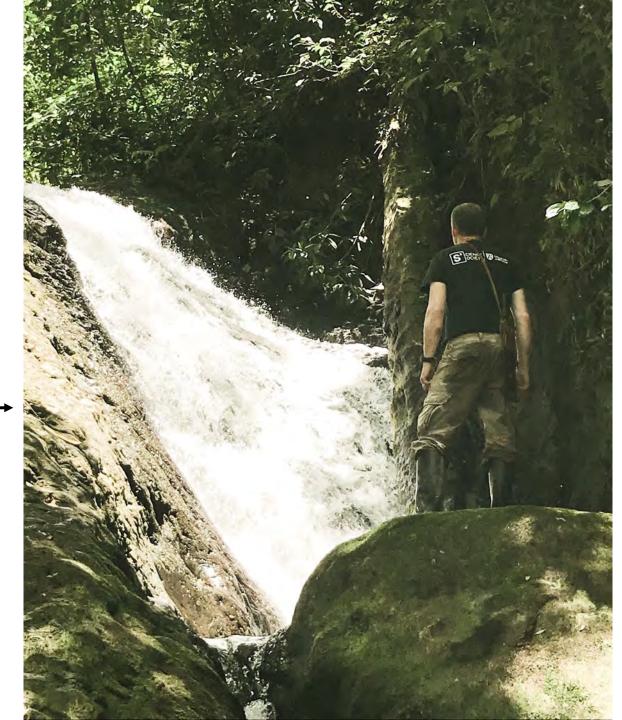


Assistant Professor 2006-09
Associate Professor 2009-16
Undergraduate Chair 2011-14
Associate Dean 2014-16
Office of the Provost 2011-16



Professor 2016- present Dean 2016- present



















Beach and Dune Recovery Lower Limit of Foreshore S6 S5 Lo **S4 S**3 S2 51 Ultrasonic Distance Sensor Pressure **Transducer**























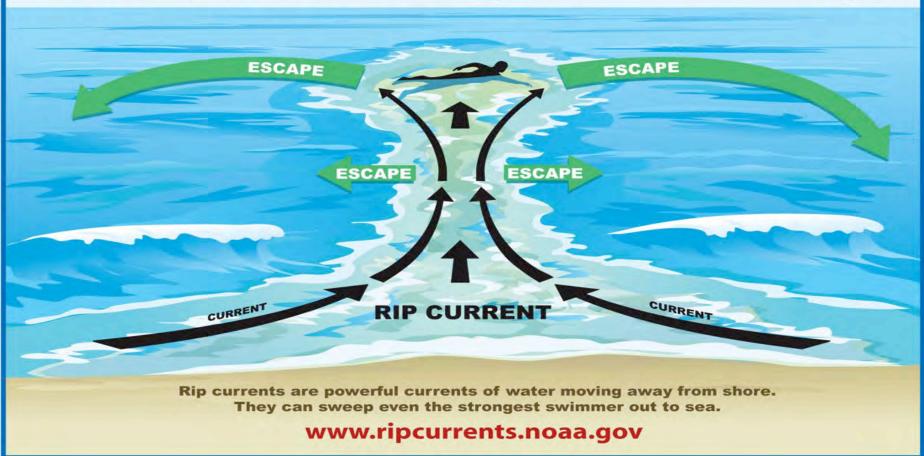






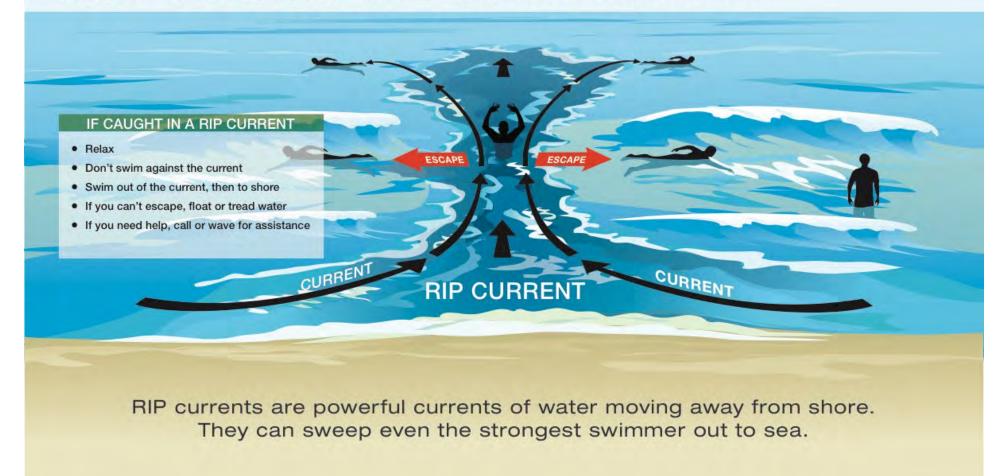


RIP CURRENTS Break the Grip of the Rip!





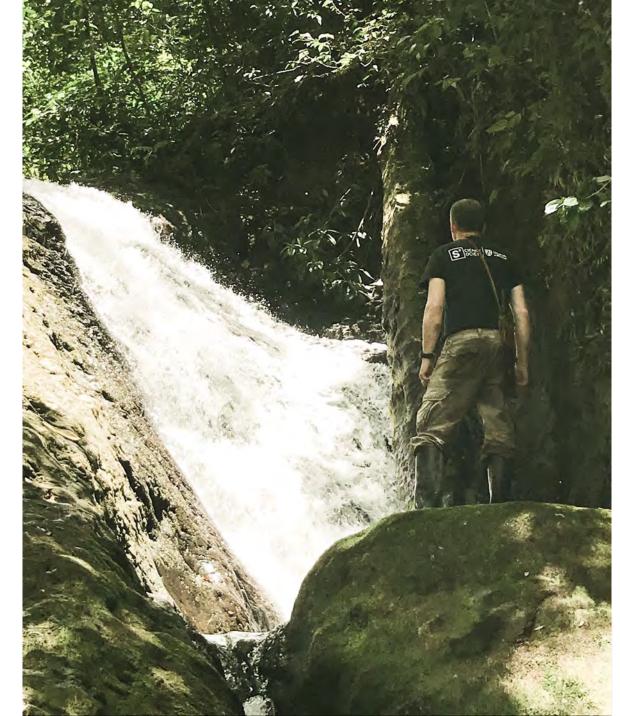
RIP CURRENTS KNOW YOUR OPTIONS





NOAA Rip Current Messaging Team

I saved more lives on the beach when I started going to the jungle











































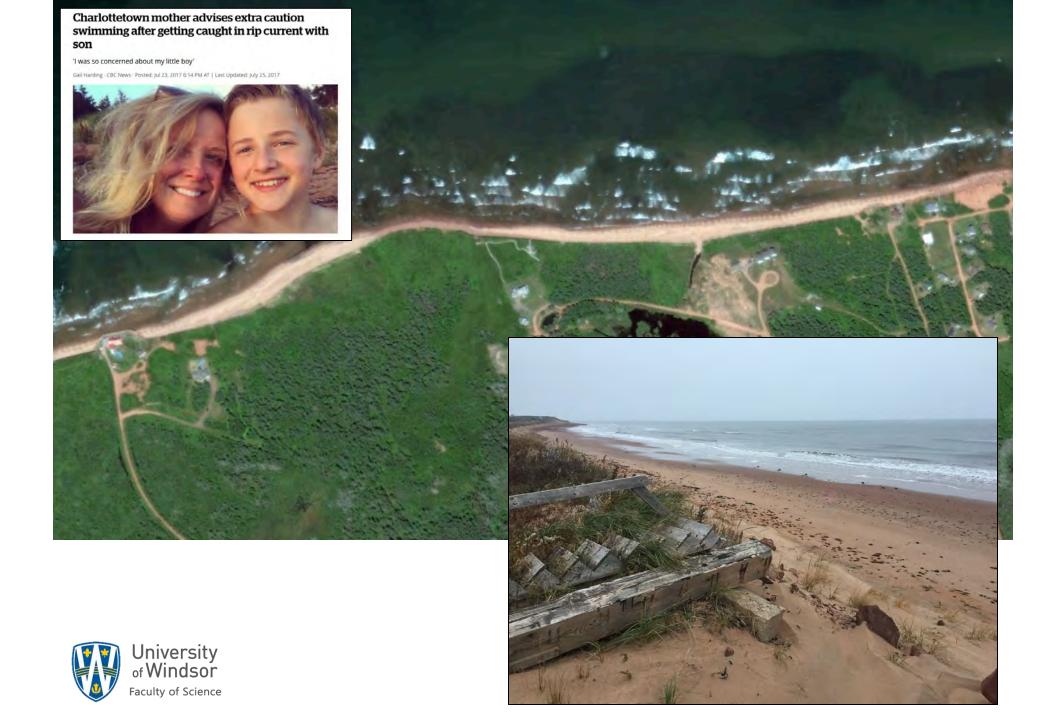




Media





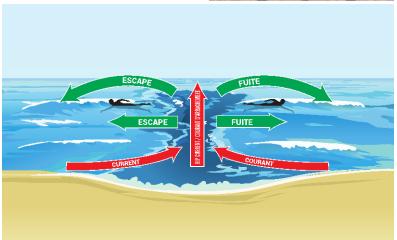




PEI Rip Current Advisory Team













Connaissez les risques côtiers.

LES COURANTS

D'ARRACHEMENT peuvent vous emporter dans la mer



Rip currents are powerful, fast-moving currents that can pull you away from shore. Do not swim against the current.

Did you know that even in moderate surf, a rip current can move 1.5 meters/second?

Caught in a rip current?

- Stay Calm. Attract Attention. Conserve Energy.
- Tread Water. Waves can assist you back to shore.
 If that doesn't work, swim parallel to shore out of the current-toward.
- If that doesn't work, swim par the breaking waves.

When in doubt, don't go out!

- Never swim alone
- · Observe surf conditions.
- Follow lifeguard advice.
- · If surf is present, beware of rip currents
- Rip currents may have calmer water with fewer breaking waves
- They can be found between sandbars
- · Swim between the red and yellow flags

Les courants d'arrachement,

rapides et puissants, entraînent les nageurs loin des côtes. Ne nagez pas contre le courant.

Saviez-vous que même quand la force des vagues est modérée, un courant d'arrachement peut parcourir 1,5 mètre/ seconde.

Si un courant d'arrachement vous entraîne :

- Restez calme. Tentez d'attirer attention. Conservez votre energie.
- Nager sur place. Les vagues vous aiderons a regagner la rive.
- Si ça ne marche pas, nagez parallelement au rivage pour sortir du courant- vers les vagues.

Si vous avez des doutes, restez sur la terre ferme.

- · Ne vous baignez jamais seul.
- Étudiez la force des vagues et suivez les conseils des sauveteurs.
- S'il y a des vagues, faites attention aux courants d'arrachement.
- Les courants d'arrachement on l'apparence de zone d'eau calmes out se forment peu de vagues.
- On les trouve entre des barres de sable.
- Baignez-vous entre les drapeaux rouges et jaunes.

Working in collaboration to help ensure a safe, memorable beach experience for all our visitors.

Nous collaborons pour offrir une expérience sûre et mémorable aux visiteurs sur nos plages.







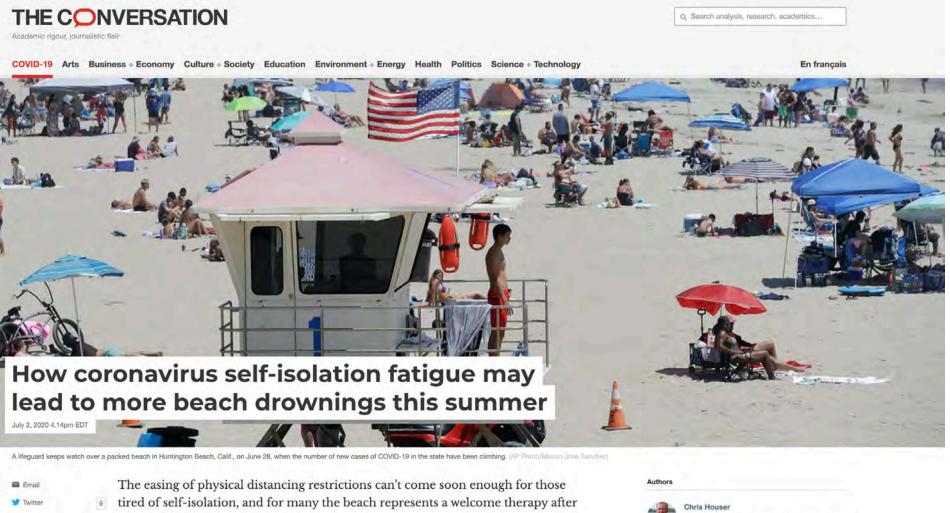
Parks Parcs

"That, to me, is one of the most important aspects of life: That we can choose, day after day, week after increasingly hectic week, to share whatever we know with anyone who asks. That little bit we can do — one-to-one — may be large in someone else's life. And that's just ... cool."

Jennifer Pierce, University of Iowa









an extended time indoors and alone.

In Australia, popular beaches in Sydney, including the iconic Bondi Beach, were completely closed to public access during the government-imposed lockdown period. When they reopened under restricted conditions in late April (fall in the



ofessor of Earth and Environmental Science, and an of Science, University of Windsor















Having to cope with COVID-19 rules could make people reckless on beach

CBC News · Posted: Jul 17, 2020 6:00 AM AT | Last Updated: July 17







The Weather Network

How COVID-19 fatigue can lead to an increase in summer drownings

The easing of physical distancing restrictions can't come soon enough for those tired of self-isolation, and for many the beach represents a welcome therapy after an extended time indoors and





WINDSOR STAR

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Local News

UWindsor prof worries more beach goers could lead to more drownings

Mary Caton

Jul 09, 2020 · Last Updated 17 days ago · 3 minute read



The media will occasionally get your story wrong



Don't be Afraid





Machine learning analysis of lifeguard flag decisions and recorded rescues

Beach users may be discounting lifeguard warnings if the flag colour is not consistent with how they perceive the surf hazard or the regional forecast

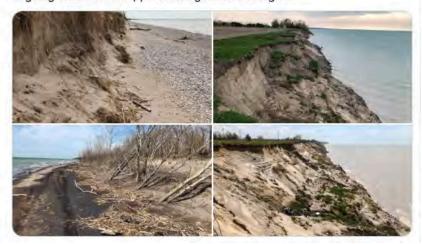




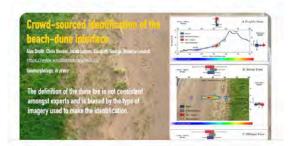


Chris Houser, Dean of Science, UWindsor @houserchrisa1 · May 18

Sobering tour of erosion along Erie and Huron with @CM_Botero and
@PhilWernette. High water levels threaten property and critical
ecosystems throughout the Great Lakes, highlighting the importance of
ongoing research to support management strategies.



Our newest paper in @ELSenviron journal #Geomorphology shows how our definition of the #beach #dune interface is inconsistent across users and biased by the imagery used.
@EESWindsor @ScienceUWindsor @UWindsor sciencedirect.com/science/articl...





Heavy #flooding and #erosion along the Lake Erie #shoreline with today's strong East wind. @CM_Botero @PhilWernette





Social Media

What I Did Yesterday





Word of Caution

Take Advice with a Grain of Salt







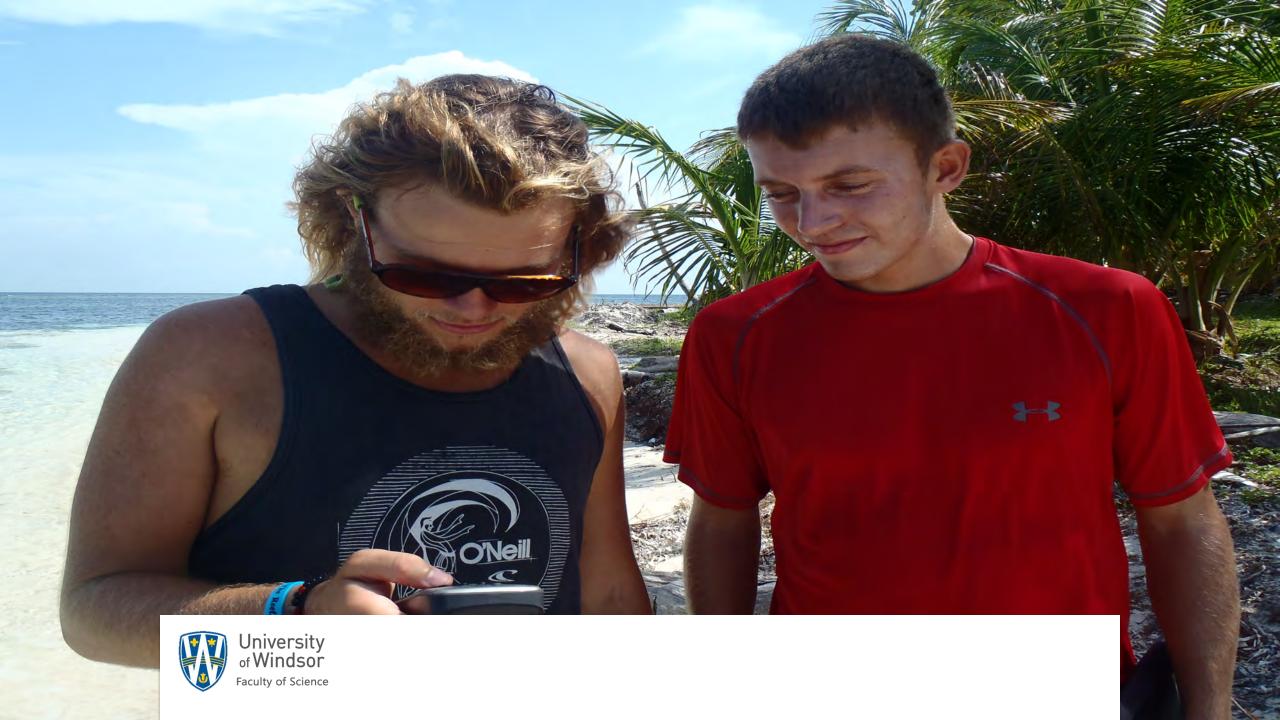






























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CAREER ADVICE

Study abroad experiences are not just for students

Don't forget the faculty.

By CHRIS HOUSER | JUN 07 2017







University







For a decade now, I have been committed to offering students the opportunity to have a study abroad experience. In that time, I have taken almost 400 undergraduate students on trips abroad, including more than 30 visits to Costa Rica.

Research from your Teaching

ligh-impact thinking o lifelong

learning. They have become a focus for universities as part of a commitment to provide undergraduates with career-relevant knowledge and skills, and to make them productive citizens in a rapidly changing world. Specifically, there is an increasing need for graduates who can learn quickly and deeply, adapt to change, and create new opportunities for

Most Read

- Data on number of professors and their salaries released after five-year hiatus
- 2. Universities as real-estate developers
- 3. How to ask for a reference letter
- Jordan Peterson's personal crusade against the postmodern left
- International student enrolment rises by 11 percent at Canada's universities
- Several Ontario universities join together to fight cybercrime
- 7. How to find the right supervisor

Advertisement



Art History and Cultures of Display (Tenure stream)

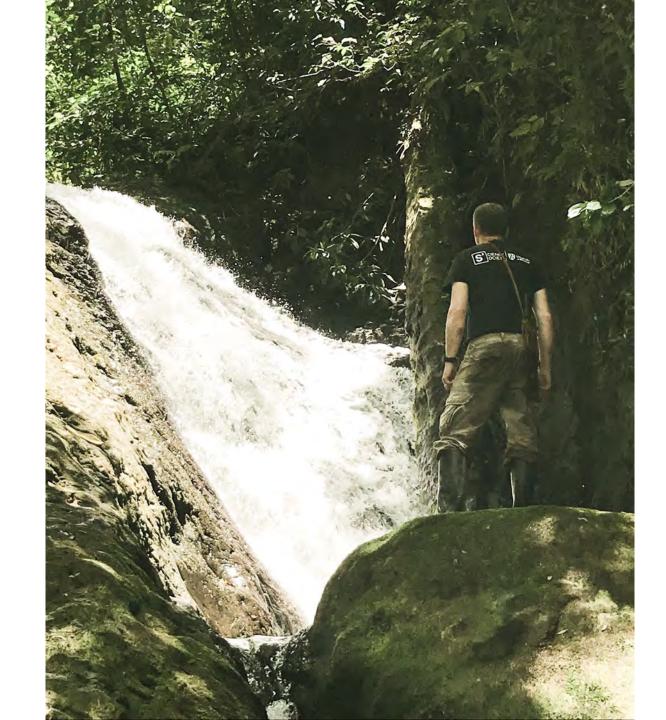








>600 students abroadBonus publications in SOTL>\$3.0 million (US) in funding4 International partnerships





IAG - International Association of Geomorphologists

Geomorphology is the Interdisciplinary and Systematic Study of Landforms, their Landscapes and the Earth Surface Processes that Create and Change them





IAG Geomorph-List

IAG – GEOMORPHLIST is a moderated electronic mail distribution list for geomorphologists and those working in related fields as a service of the International Association of Geomorphologists. It is used for professional communication on topics of interest to geomorphologists.

To join and receive messages from the IAG - GEOMORPHLIST... Contact the moderator Dr. Chris Houser and provide the following information:

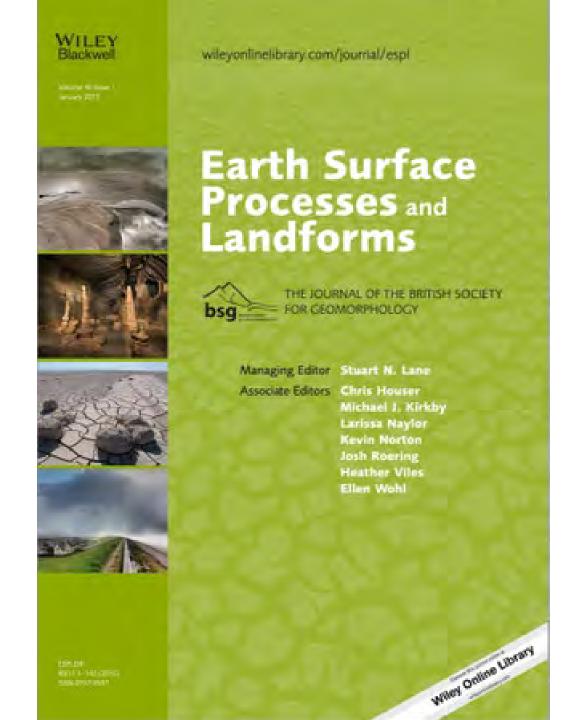
- · your name
- your e-mail address





Associate Editor



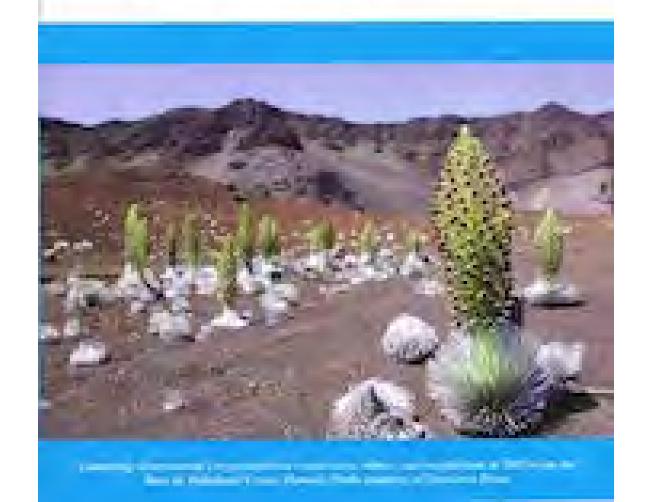


Editor in Chief



PHYSICAL GEOGRAPHY

West Alle No. 3 - 2015



Lead by Example

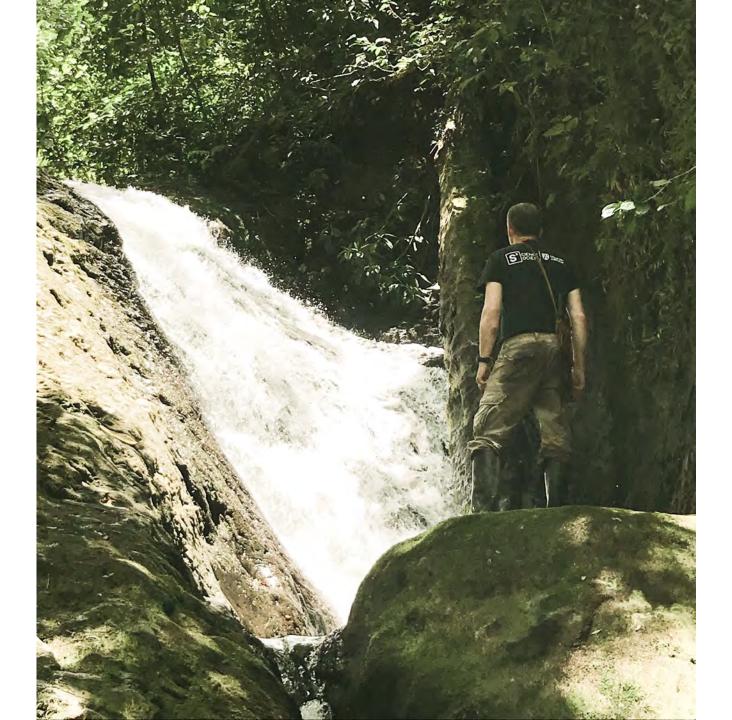
Have an authentic story

Show Evidence

Show Impact









Reputation

Enrollment

Budget







ELE

ONE-MINUTE ELEVATOR PITCHES

12

Your Research: One-Minute Elevator Pitches

- Brief introduction
- Remember to unmute



- One minute!
- Time chime at 15 sec



Promoting transformative learning and teaching experiences in STEM

Isabelle Barrette-Ng, PhD
3M National Teaching Fellow
Department of Integrative Biology

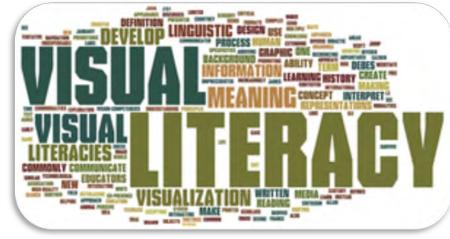


SAGES graduate student teaching development program



This Photo by Unknown Author is licensed under CC BY-SA-NC

Flipped learning and signature pedagogies



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Visual literacy and its importance to problem solving



Competent and confident graduates

- Information literacy for every stage: pre-entry to alumni
- FAHSS Mentorship and Learning

Adam Mulcaster Information Services Librarian Leddy Library

Amplify expert voices

- Resource support, open and subscribed
- Beyond class visits
- Systematic review support

An exciting journey into « Global Science »



... To Inclusive, Alternative &

Safe Extended Worlds

Personalized Life experience

suitable to each individual

collaborative & autonomous

ARTificial life forms

In Interactive, Virtual & Mixed self-evolutive, populated Environments

Which integrates your own

imagination, beliefs, dreams &

reality.

Dr. Aznam YACOUB, PhD in Computer Science

Multimedia, Games & Software Engineering

From Mysteries & Richness of Inter- & Multi-disciplinary Approach of Formal, Social, Natural Sciences, Nature, Life & Universe... Studies, Arts & Engineering

Humanity (People, Stories, Tales,

Learning

Myths, Chronicles, Games, ...'

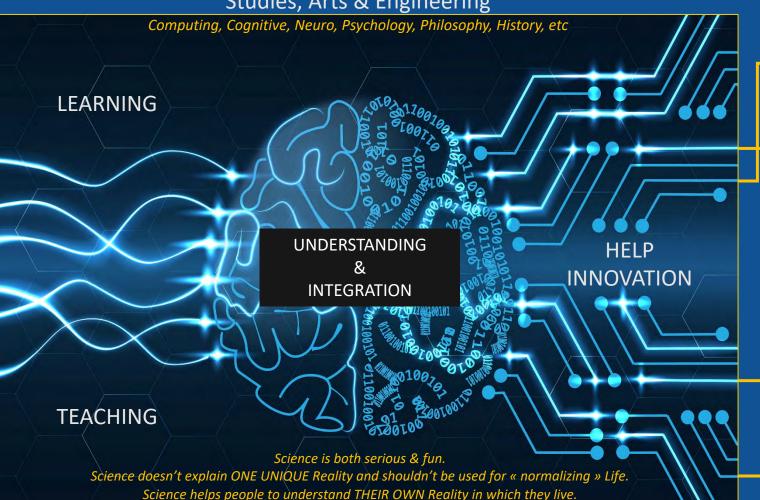
Analysis

Knowledge

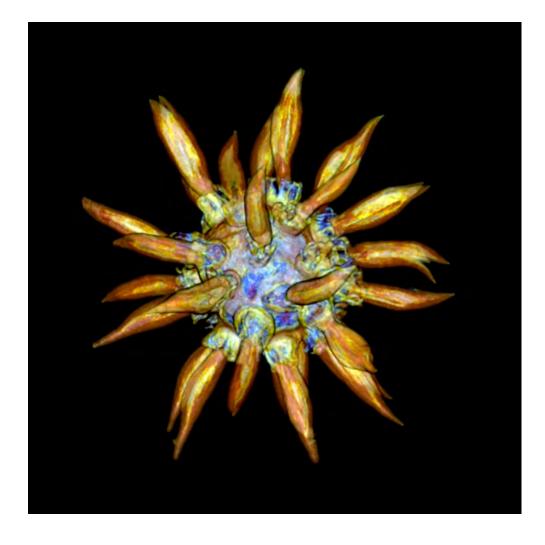
Information, Expertise (Professional).

Knowledge Representation

Local & Global Problems/Questions



Artificial/Digital/Hybrid Brain, Mind & Consciousness



Micrographia, Video, 5-minute loop Generated from CT scan of sculpture made from seeds, Japanese paper, oak gall and iron ink made from medieval recipe

Catherine Heard School of Creative Arts Visual Arts, Studio

Website: www.catherineheard.com

Research: History of the body, science and

medicine

<u>Current work</u>: Sculptures designed for CT Scanning, output as video using Horos medical imaging software

<u>Practice</u>: Interdisciplinary, Sculpture/Installation

<u>Teaching</u>: Focus on First Year Experience

DR. CHANTAL BOUCHER

Assistant Professor (2021), Clinical Psychologist Department of Psychology



Research Interests

Autobiographical memory, self-narrative understanding, emotion change, psychological closure, and clinical applications



Assessment and intervention for adults

Anxiety, mood, trauma, and personality disorders

Person-centered, culturally-responsive, and integrative approaches to suit unique needs, strengths, and values of diverse clientele





- Our current sentencing paradigm is inimical to Black liberation.
- My research will mount a radical structural critique of the institution of retributive punishment. While retribution is not expressly part of the section 718 framework that governs Canadian criminal sentencing, it is implicit in the notion of proportionality as enshrined in the *Criminal Code* and expounded by the Supreme Court of Canada.
- Retributivism is premised on the concept of blameworthiness. However, the notion of blame is rendered hollow when we are considering the crimes committed by people who have very limited opportunities and options due to broader structural racism.
- As Paul butler argues, we are essentially "punishing people for "negative" reactions to racist, oppressive conditions".
- As such, I argue that, in the Canadian social and political context, the institution of retributive punishment cannot be disentangled from racism and therefore cannot coexist with genuine racial equality. I therefore take the position that any effort at sentencing reform that preserves the fundamental principle of proportionality will ultimately prove inimical to Black liberation and to the eradication of systemic anti-Black racism.



The Impact of Diabetes, Hypertension, Heart Failure, and COPD on Stroke Rehabilitation Outcomes

Eric Tanlaka, RN, PhD (Assistant Professor)

University of Windsor, Faculty of Nursing

Kathryn King-Shier, RN, PhD, FESC (Professor)

University of Calgary, Faculty of Nursing

Sean Dukelow, MD, PhD, FRCPC (Associate Professor)

University of Calgary, Department of Clinical Neurosciences, Cumming School of Medicine.

The Impact of Diabetes, Hypertension, Heart Failure, and COPD on Stroke Rehabilitation Outcomes

Objectives

- Examine the independent associations between diabetes, hypertension, heart failure and COPD in stroke patients and functional gains, length of stay, and discharge destination.
- Determine whether increased risk of stroke (based on an increase in CHADS2 score) in patients with multiple comorbidities is associated with functional gains, length of stay, and discharge destination.

Methods

- Data from a cohort of patients attending inpatient stroke rehabilitation units in Alberta between 2014 and 2018 shall be obtained from Alberta Health Services Provincial Inpatient Database and analyzed.
- Sample: ~ 3000 with clinical diagnosis of ischemic or hemorrhagic stroke
- Subcategories based on admission FIM score: mild, moderate, severe
- Outcome measures: Functional Independence Measure (FIM); CHADS2 Index

• Implications

We hope that our study will provide
 a better understanding of whether
 patients who have a particular
 comorbidity in addition to stroke
 are more likely to experience poorer
 functional outcomes and to benefit
 from rehabilitation than those who
 do not have that particular
 comorbidity.

James Alan Oloo B.Ed (Maseno, Kenya), M.Ed (Lethbridge), MPP (SFU), PhD (Regina)

Assistant Professor, Educational Administration, Policy and Leadership.

Previously:

- Research Coordinator, Gabriel Dumont Institute.
- Research & Policy Analyst, City of Edmonton, Government of Alberta, Government of Canada.
- Teacher, Kakuma Refugee Camp, UNHCR, Kenya.

• Interests:

- Ways of improving learning experiences for all students.
- Understanding factors and conditions that enhance success among underrepresented students.

Psychosocial Functioning in Type 1 Diabetes



Jessica C. Kichler, PhD, CDCES

Associate Professor, Department of Psychology

Type 1 Diabetes

Constructs Examined:

- Self-management & Adherence
- Resilience/Coping
- Depression/Distress

Populations Studied:

- Children & Adolescents
- Families
- Young Adults

Methods Used:

- Training Coaches & Diabetes Educators
- Screening Protocols
- Group Treatment









Interdisciplinary scholar:

Postdoc in Social & Behavioural Health Sciences; Gender, Feminist & Women's Studies (PhD); Social Justice and Equity Studies (MA); Conflict Resolution Studies (BA).

Current research areas:

2SLGBTQI+ mental health & disability; Anti-violence & trauma informed care

Future research:

Assisted reproduction and transgender people

Approaches:

Qualitative;

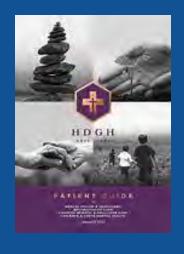
Participatory;

Social justice-based



Dr. Merrick Pilling Merrick.Pilling@uwindsor.ca

Summer 2020







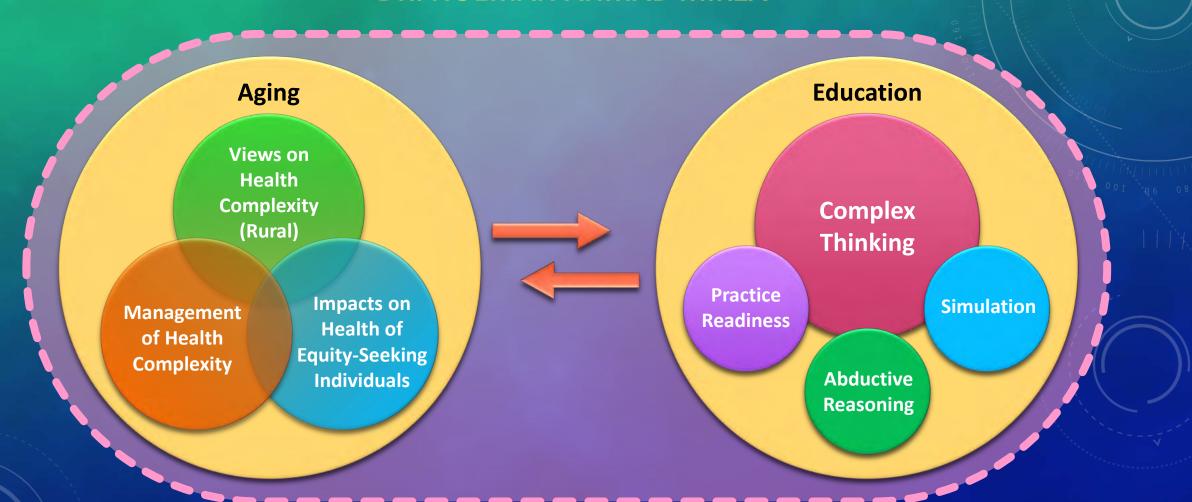
"Diversity + Inclusion=Unity"
Nicole Scott



Summer 2020

COMPLEXITY

DR. NOEMAN AHMAD MIRZA



Pardeep Jasra

Research Interests:

- Advanced Techniques in Trace Evidence Analysis.
- Biometric Platform for Forensic Investigations.
- > 3D Crime Scene Reconstruction.
- Questioned Document Analysis



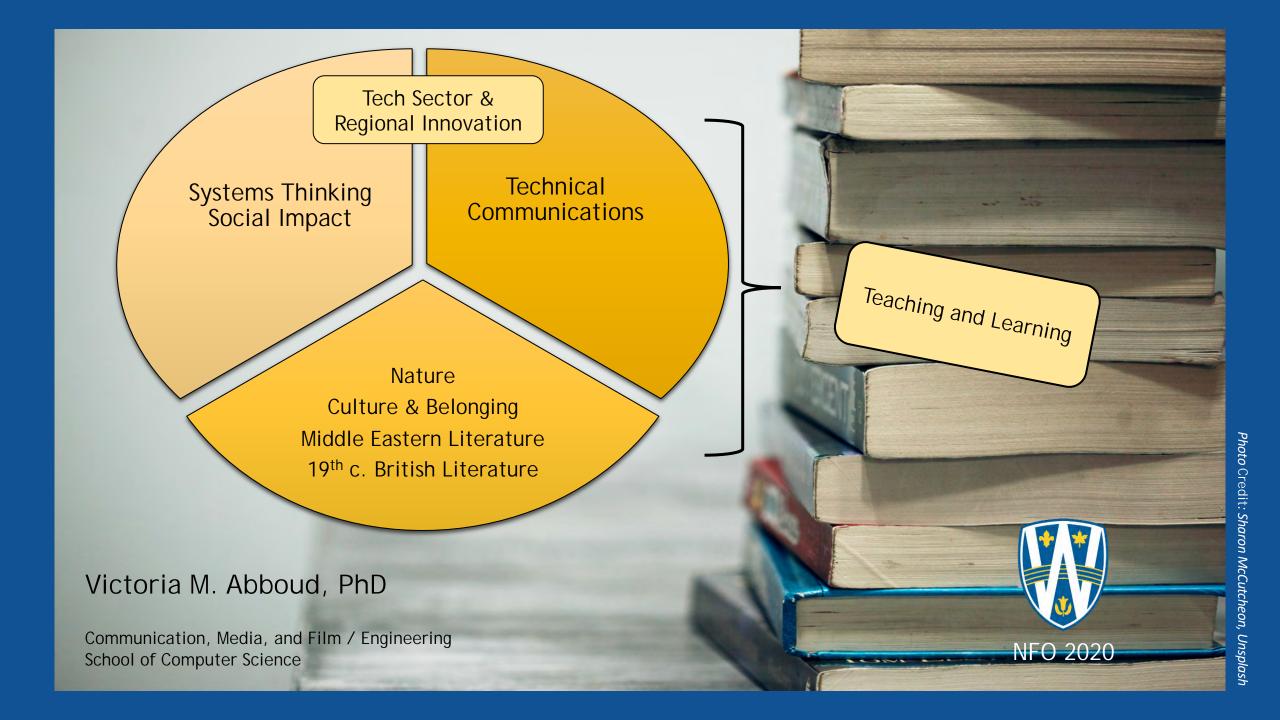
AUDIO FORENSIC



BIOMETRIC



3D RECONSTRUCTION



Up Next....

This Afternoon Optional Session:

• UWinsite Student

Tomorrow (On Teams) Explain Yourself!

- Performance Evaluation: Tenure and Permanence Track
- Documenting Your Impact: Teaching Dossiers
- Going Public
- Closing Remarks

