



University
of Windsor



NEW FACULTY
ORIENTATION

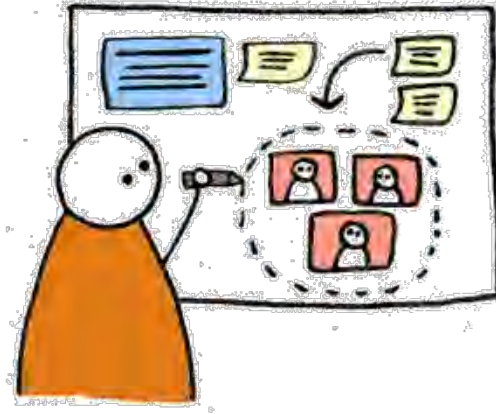
DAY 3:

*Policy Is Fun.
Definitely.*

Wednesday, July 31, 2019



Course Design Confidential



Erika Kustra

Centre for Teaching and Learning

A black fork is lying horizontally across the middle of the frame on a light-colored wooden surface. The wood has a visible grain and some darker, irregular stains or markings. A semi-transparent dark rectangular box is centered over the fork, containing the text 'Course Design Planning' in a white, cursive script font.

Course Design Planning

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?

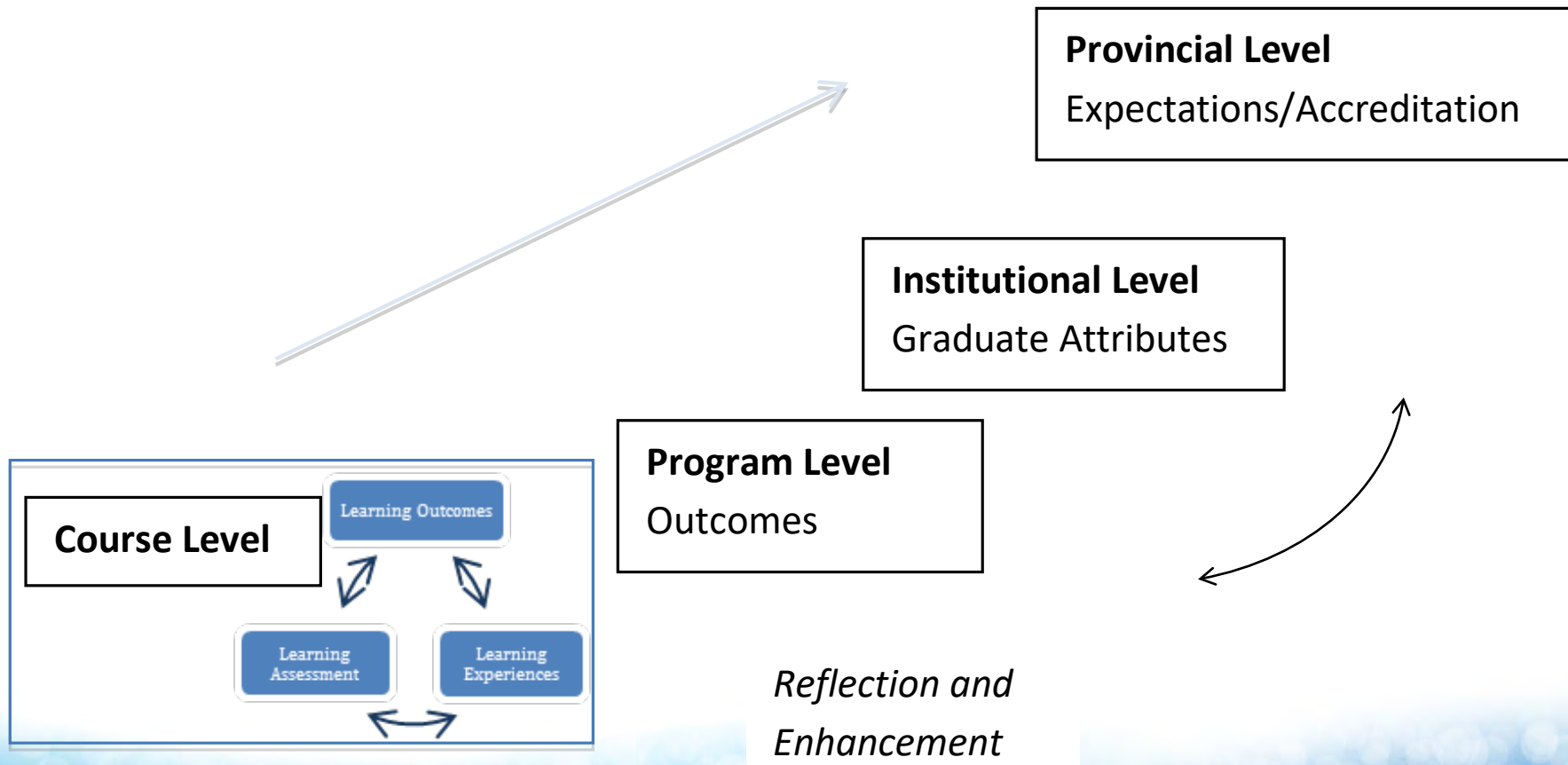
- What matters most for you?
- What will be meaningful for your students?
- What is the role of the course in the program?



Curriculum or Program

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

Your courses are part of something bigger!
ctl2.uwindsor.ca/cuma



Alignment



3. Planning a Course: Assessment

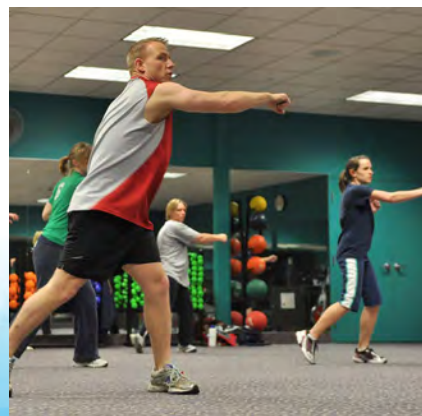
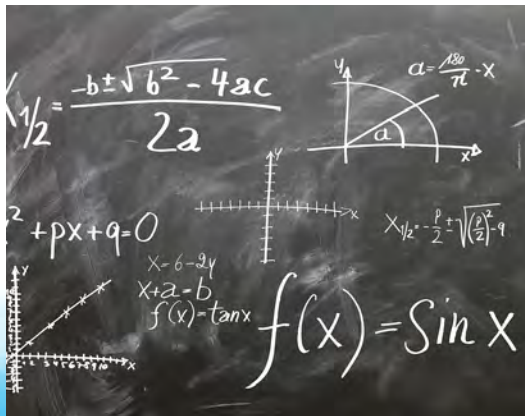
How will you know your students have learned?

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

4. Planning a Course: Methods

Teaching and Learning Activities

What will help your students learn?



Active Learning Methods

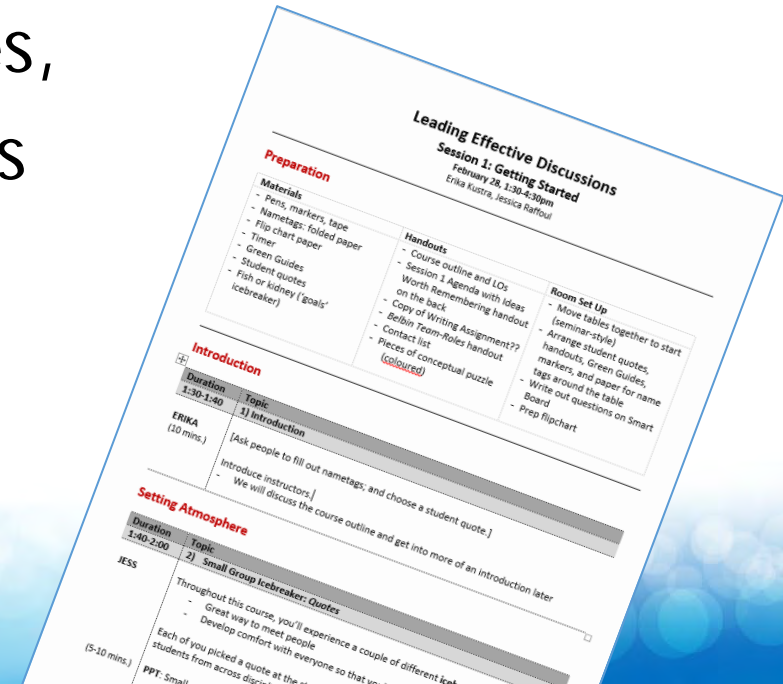
What methods have you tried or seen that get students involved in learning?

- Think individually.
- In pairs, exchange ideas.
- Share a few back with the group.

Methods

5. Lesson Planning

- Increase success by intentionally planning
- Connect learning outcomes, methods, and assessments
- Many approaches
- Samples available



6. Communicate to Students

Syllabus

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

- Checklist and policies



A pair of black safety glasses is lying on a light-colored wooden surface. A large, dark question mark is painted on the wood, partially obscured by the glasses. The word "Questions?" is written in a white, cursive font across the middle of the image, overlapping the glasses and the question mark.

Questions?

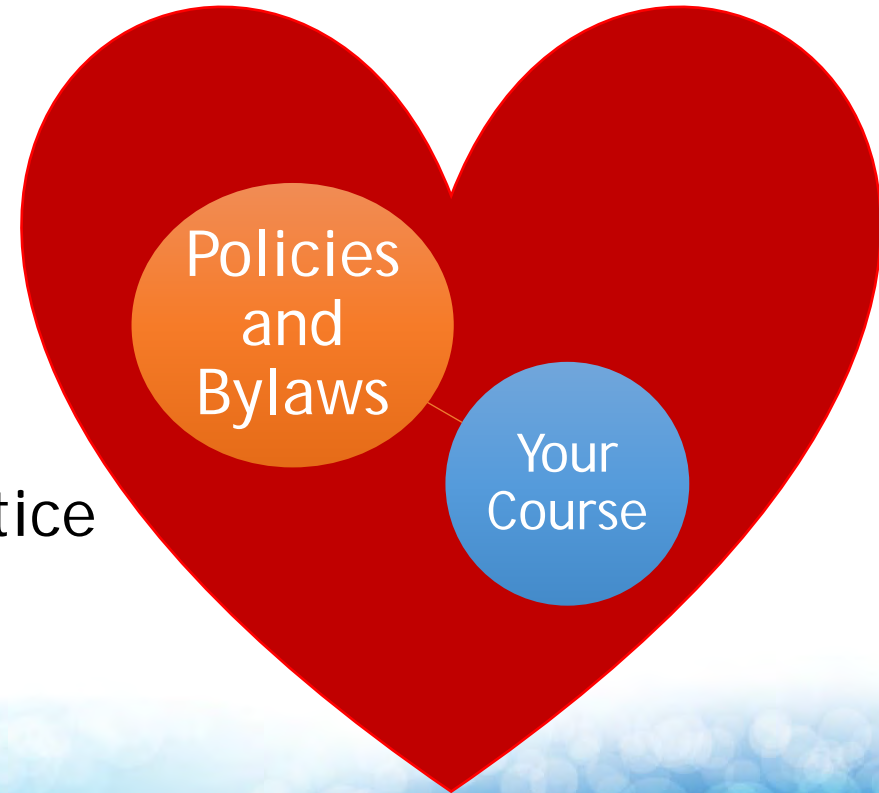
Ask the team at the Centre for Teaching and Learning!
ctl@uwindsor.ca | kustraed@uwindsor.ca


Factors in Course Design



Learning to Love Bylaws and Policies

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





Your Regulatory Wilderness Moments...

Senate Bylaws

Senate Policies

Provost's Guidelines

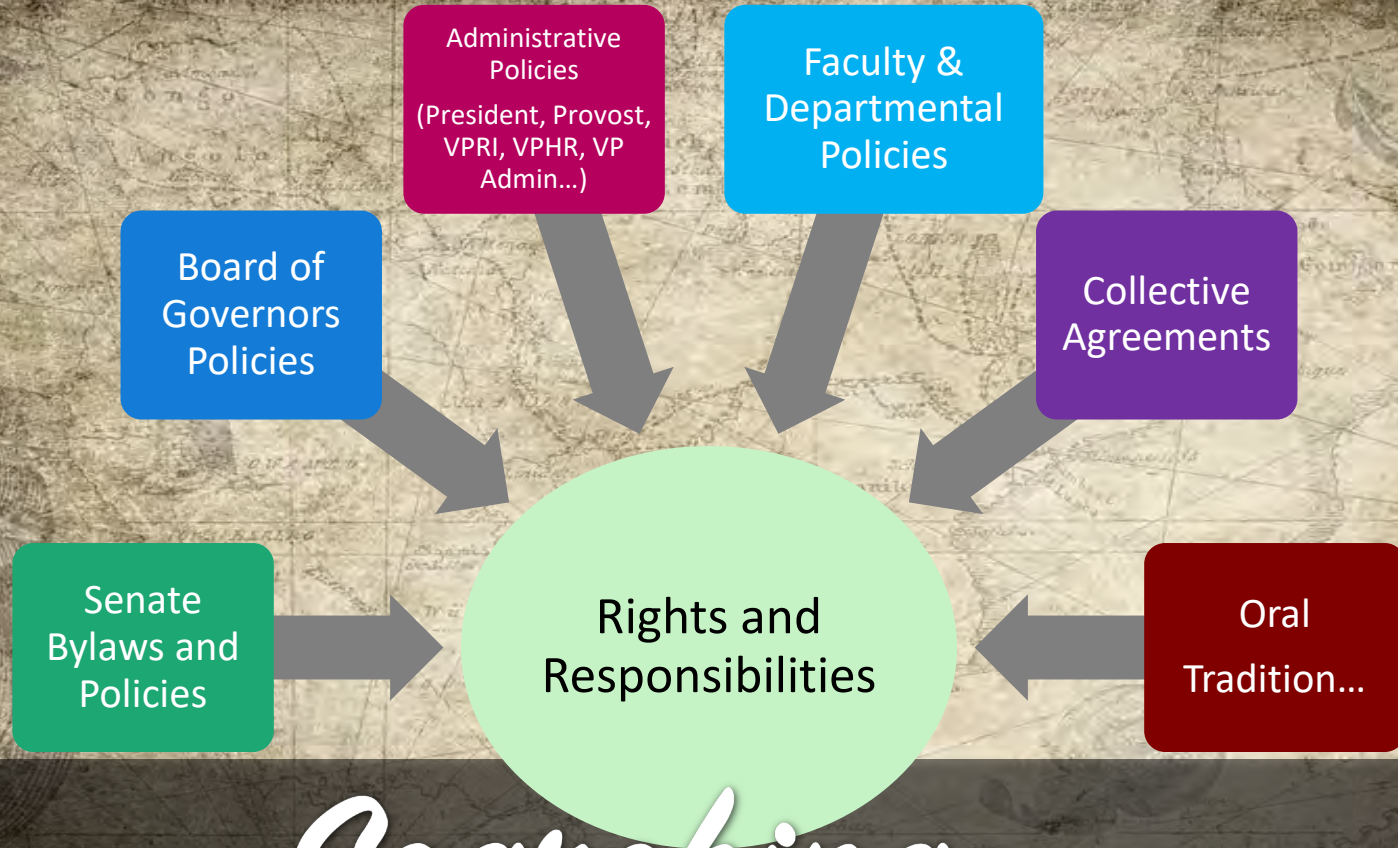
Collective Agreements

Human Resource Policies

Finance Policies

Research Ethics Policies

Board Policies



Searching ...



www.uwindsor.ca/policies

Finding!

Instructor Challenge: Key Bylaws for Your Hip Pocket

Renée Wintermute
University Secretary



Today's Focus: Senate Bylaws and Policies (with a smattering of others...)



Senate Bylaws and Policies

- 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

Using the bylaws and policies links provided (p. 55), and the Learning-Centred Syllabus checklists (p. 26 ff.), figure out what you CAN and CAN'T include in your syllabus.

Check your email for online links.

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



**SENATE BYLAW
54 and BYLAW
55**

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**

Tricky Bits

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? *

*Undergraduate

Tricky Bits

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

Tricky Bits

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

Tricky Bits

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 20?*

*Graduate and Undergraduate (not including Law and Education)

Tricky Bits

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?



Tricky Bits

Yes, *if* you include that information in your syllabus

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



Tricky Bits

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?)



Tricky Bits

No.
No evaluations
during reading
weeks.*



Schedule midterm
on Saturday
DURING reading
week?

* Exceptions for two
weekend-only programs.

Tricky Bits

No.

- No spot quiz can't 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?



Tricky Bits

Yes, up to the end of the second week.

- After that, can only be altered for compelling administrative or instructional reasons
- Two weeks' notice to students
- 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 of class.

Student Rights, Responsibilities, and Special Requests

Action required?

Go to www.menti.com and use
code 21 26 32 to vote

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?



Even Trickier Bits – Getting Help

- Disclosure of sexual violence
- Concern over possibly depressed student
- Paper contains plagiarized material
- Racist statements in class

Lightning Round

For section D -

Best guess, what do you think the rules are?

Instructor Conduct, Rights and Responsibilities Relating to Teaching

- Course description alterations
- Other people's teaching materials
- Use of student essays in research paper
- Forced course changes
- Returning student assignments
- Instructor/GA/student relationships
- Student Evaluations of Teaching
- Curving grades
- Type, format, difficulty of make-up exams

GETTING HELP

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

Your Phone-A-Friend Helplines



TENURE AND PERMANENCE

- CINDY WILLS
OFFICE OF THE PROVOST



BYLAWS AND POLICIES

- MARIA GIAMPUZZI
- RENEE WINTERMUTE
- ALISON ZILLI
- CAROL PERKES
UNIVERSITY SECRETARIAT



COLLECTIVE AGREEMENT

- IVA GENTCHEVA
OFFICE OF THE PROVOST



RESEARCH SUPPORT

- COURTNEY CHAMBERLAIN
OFFICE OF RESEARCH AND
INNOVATION SERVICES



YOUR ASSOCIATE DEANS AND HEADS

From Wherever You Are ...

James Gauld and Drew Marquardt

Demystifying Performance Evaluation & Tenure/Promotion

**Dr. Cheryl Collier
Acting Associate Vice-President,
Academic**



1. Take a minute to write down your *biggest worry* about achieving tenure here
2. Share with your table



Discussion

Tenure/permanence
anxieties?

What are the
perceived barriers
to successful tenure?



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

RELAX

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 six (Fall 2024 for July 1, 2025 tenure effective date)
- “Early” tenure after two years
- Promotion to Associate automatic with tenure



Ancillary Academic Staff

- Performance reviews *each year*
 - Discussion with AAU Head; written copy to you
- Permanence applications by year five (Fall 2023 for July 1, 2024 permanence date)
 - “Early” - after two years

Candidate's Responsibilities

- 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

A person is standing on a dark, rounded rock or pedestal. Their arms are raised high in the air, and they appear to be celebrating or achieving a goal. The background is a bright, cloudy sky, suggesting a high-altitude or mountainous location. The overall tone is one of success and achievement.

- 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

Criteria for Making Recommendations



- 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 (often the candidate's).
- UCAPT - ensures **fairness** of RTP process and reviews and approves files for President's final approval

Relevant Articles and Bylaws - FYI

Faculty, Librarians, AAS Learning Specialists

- Collective Agreement Articles 5, 12 and 13
- University Senate Bylaws 22 and 23



A person in a dark blue and black athletic suit stands with their back to the camera on a two-lane asphalt road. The road stretches into the distance towards a horizon under a dramatic, cloudy sky at sunset or sunrise. The overall mood is contemplative and aspirational.

Questions?

SUCCESS

Up Next...

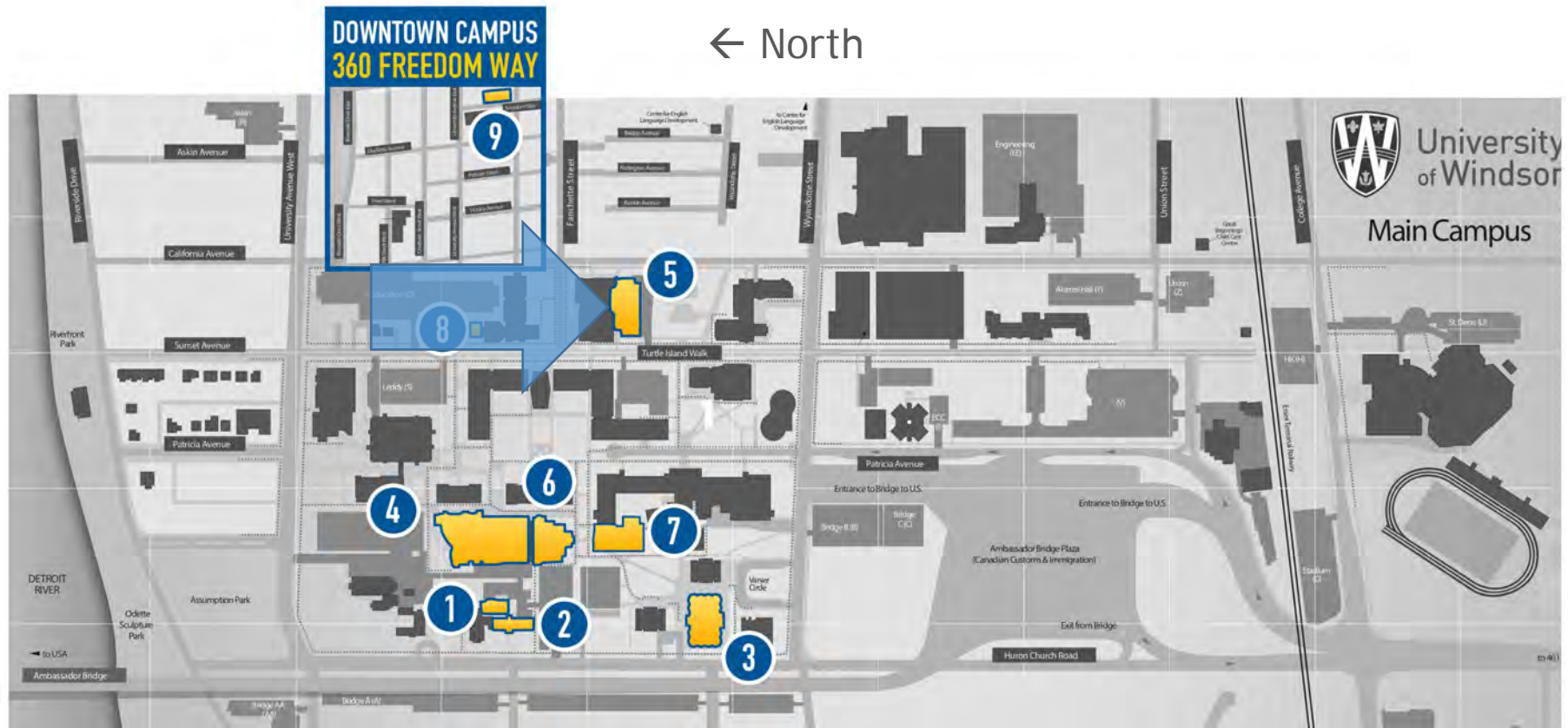
- Lunch at Kerr House
- Introduction to Blackboard (MEB 2128)
- Walking Tour of the University Neighbourhood



← North



WUFA Lunch
(Kerr House)



Introduction to Blackboard Learn LMS (Medical Education Building 2128)



Walking Tour of the University Neighbourhood (Departs from Kerr House)

Tomorrow ...

Explain Yourself!

Location: Alan Wildeman
Centre for Creative Arts
(Downtown)

Breakfast: 8:30 a.m.

Session: 9:00 a.m.



Park Here



Art Gallery of Windsor

Windsor's
Community Museum

Dieppe
Gardens

School of Social
Work Building

Adventure Bay
Family Water Park

CHATHAM ST.

UNIVERSITY AVE.

QUELLETTE AVE.

FREEDOM WAY

