



NEW FACULTY ORIENTATION

August 8 – 10, 2018



University
of Windsor



Office of the Provost and Vice-President, Academic

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www.uwindsor.ca/provost

August 8, 2018

Dear Colleagues,

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

You have taken the next step in joining the University of Windsor, a university that can trace its history back 150 years, but maintains a very forward-focus orientation. You join a community of scholars and staff devoted to enriching the student experience and dedicated to producing impactful research and creative endeavours.

The Early Career Orientation is a three-day program that will acquaint you with the resources that are available to ease the transition into your new career, and will afford you the opportunity to connect with other new and established colleagues throughout the campus. I know you will find all of us most welcoming. At any point, please feel free to contact me directly at jberrym@uwindsor.ca. I look forward to meeting you in person and to hearing what challenges and excites you as you forge a new beginning at University of Windsor.

Kindest regards,

A handwritten signature in blue ink, appearing to read 'Jeff Berryman', with a long, sweeping flourish extending to the right.

Jeff Berryman
Provost and Vice President, Academic (Acting)
Distinguished University Professor

WEDNESDAY, AUGUST 8

Day 1: Getting Started...

Location: Freed-Orman Commons

8:30 a.m.	Breakfast
9:00	Opening Myrna Kicknosway, Elder in Residence, Faculty of Law
9:10	Introductory Remarks and Welcome Jeffrey Berryman, Acting Vice-President, Academic Douglas Kneale, Interim President and Vice-Chancellor
9:20	The Top Five Things I Learned from Teaching This Year Drew Marquardt, Chemistry & Biochemistry
9:30	Course Design Confidential Erika Kustra, Director of Teaching and Learning Development, Centre for Teaching and Learning and Drew Marquardt
9:50	Instructor Challenge: Key Bylaws for Your Hip Pocket Renée Wintermute, University Secretariat
11:00	Break
11:10	The Top Five Things I Learned about Research This Year Adrian Guta and Jijian Voronka, School of Social Work
11:20	Launching Your Research at UWindsor Heather Pratt, Executive Director, Research and Development
11:45	One-Minute Elevator Pitches
12:30 p.m.	Break
12:40	One-Minute Elevator Pitches
1:10	Lunch
2:00-3:30	OPTIONAL Campus Tour (spouses and partners welcome!) Begins at Freed-Orman Commons
2:00-3:30	OPTIONAL Getting Started with UWinsite Finance Location: McPherson Lounge, Alumni Hall
2:00-4:00	OPTIONAL Introduction to Blackboard Our Learning Management System (Decaf level) Location: Erie Hall G125
4:00-6:00	OPTIONAL Provost's Reception (spouses and partners welcome!) Location: Odette 123

THURSDAY, AUGUST 9

Day 2: Your Campus Networks

Location: Centre for Engineering Innovation (CEI) 1100

Lunch Location: Kerr House, Turtle Island Way

- 8:45 a.m. Continental Breakfast**
- 9:00 Building and Navigating Your Campus Network**
Cohosted by Erika Kustra, Director, Teaching and Learning Development,
Centre for Teaching and Learning and Cheryl Collier, Acting Associate Vice-
President, Academic
- 10:45 Break**
- 11:00 Working Across Difference in Academia**
Who are You?
Kaye Johnson, Executive Director - Human Rights, Equity and Accessibility
Who Are We?
Bev Hamilton, Academic Initiatives Officer
The Many Voices of Knowledge Communities
Student representatives Youshaa el-Abed, Brandon Bonnetplume, Lacy Carty, Jessica Fazio,
and Professor Valarie Waboose, Faculty of Law
Challenging Moments in Working Across Difference: Conversations
Betty Barrett, Women's and Gender Studies and Richard Douglass-Chin,
English Language Literature & Creative Writing
Strategies for Learning More
Betty Barrett, Richard Douglass-Chin, and Kaye Johnson
- 1:15 p.m. Lunch Hosted by Windsor University Faculty Association (WUFA)**
- 2:00–3:30 OPTIONAL Campus Tour**
(spouses and partners welcome!)
- 2:00-3:30 OPTIONAL Getting Started with UWinsite Finance**
Location: McPherson Lounge, Alumni Hall
- 2:00-4:00 OPTIONAL Intro to Blackboard**
Our Learning Management System (Espresso Level)
Location: Erie Hall G125
- 2:00-3:00 OPTIONAL Dual-Career Connection Program Information Session**
(for partners)
Location: CEI 3007

FRIDAY, AUGUST 10

Day 3: Pathfinding, Tenure-Track, Trail Blazing: Planning for Scholarly Success

Location: Windsor Hall (Downtown Campus)

Lunch Location (optional): Mazaar, 372 Ouellette Ave.

9:00 a.m.	From Wherever You Are: Career Planning for Scholars James Gauld, Department of Chemistry and Biochemistry
9:20	Academic Efficiency Hack
10:00	Performance Evaluation and Career Planning at UWindsor <ul style="list-style-type: none">• The Tenure Track Cheryl Collier• Career Pathfinding Nick Baker, Director, Office of Open Learning; Mark Lubrick, Office of Open Learning, and Iva Gentcheva, Executive Assistant to the Provost and Vice-President, Academic
11:00	Break
11:15	Five Things I've Learned About Service at UWindsor Michelle McArthur, School of Dramatic Art
11:25	Service, Leadership and Collegiality: Why, How, How Much? Steven Rehse, Department of Physics and Bev Hamilton
12:15 p.m.	The Long Haul: Balance and Resilience Jeffrey Berryman and Cheryl Collier
12:30	OPTIONAL Lunch Downtown (spouses and partners welcome!) Location: Mazaar, 372 Ouellette Ave.
1:45	OPTIONAL Walking Tour of Detroit (spouses and partners welcome!) Tom Najem, Political Science and Erika Kustra



NEW FACULTY ORIENTATION

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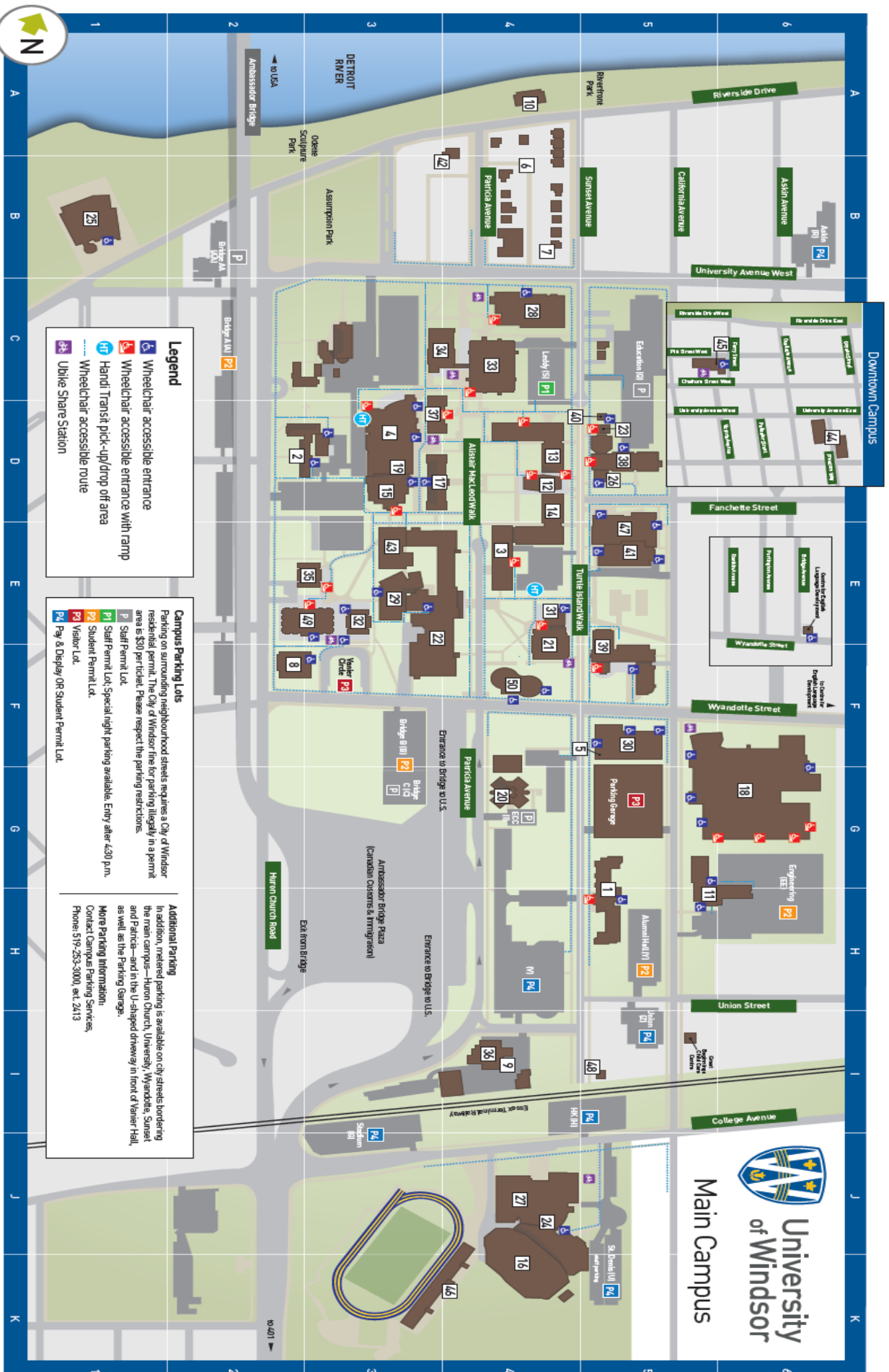
General Resources

New Faculty Orientation 2018: Campus Map

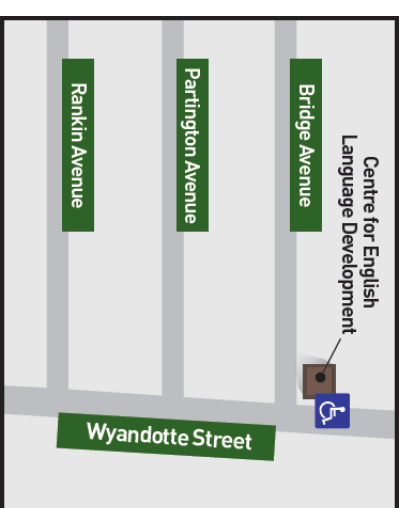


1. Freed-Orman Commons
2. Centre for Engineering Innovation
3. Windsor Hall (Pitt-Ferry Building)
4. Stephen and Vicki Adams Welcome Centre

5. Kerr House
6. Odette School of Business
7. Erie Hall
8. Alumni Hall



Downtown Campus



Campus Buildings

Accessible washrooms: Men's washroom or stall Women's washroom or stall Universal washroom B1 - Floor number(s) B - Basement

Campus Services

1 Alumni Hall and Conference Centre.....	CS/H5
2 Assumption Hall	D2/D3
3 Biology.....	E4
4 CAW Student Centre.....	D3
5 Campus Community Police Services.....	F5
6 Canterbury College.....	A4/B4
7 Canterbury College Administration	B4
8 Carter Hall.....	F2
9 Central Reception	14
10 Central Refrigeration Plant.....	A4
11 Centre for Automotive Research & Education (CARPE).....	CS/H6
12 Chrysler Hall Tower	D4
13 Chrysler Hall North	D4
14 Chrysler Hall South	D4/E4
15 Computer Centre/IT Services	D3
16 Dennis Farrell Residence/	
St. Denis Athletic & Community Centre	14/K4

17 Dillon Hall.....	D3
18 Ed Lunnley Centre for Engineering Innovation	F5/F6/G5/G6
19 Education Gym	D3
20 Energy Conversion Centre	G4
21 Erie Hall.....	E4/F4
22 Essex Hall.....	E3/F3
23 Faculty Association (Kerr House)	D5
24 Forge Fitness Centre.....	14
25 Great Lakes Institute for Environmental Research.....	B1
26 Graduate Student Society.....	D5
27 Human Kinetics.....	14
28 Ianni Law Building.....	D4
29 Jackman Dramatic Art Centre.....	E3
30 The Joyce Entrepreneurship Centre.....	F5
31 Lambton Tower.....	E4
32 Laurier Hall.....	E3
33 Liddy Library Main	D4
34 Liddy Library West	C3/D4

35 MacDonald Hall.....	E2/E3
36 Maintenance Services	14
37 Memorial Hall.....	D2/D4
38 The Leonard & Dorothy Mead Education Building.....	D5
39 O'Brien School of Business	E5/F5
40 O'Brien House - Entrepreneurial Services.....	D5
41 Dr. Murray O'Neil Medical Education Centre/	
Schulich School of Medicine & Dentistry	E5
42 Psychological Services and Research Centre	A4
43 Science Research and Innovation Facility.....	E3
44 School of Creative Arts.....	D5/D6
45 School of Social Work/	
Centre for Executive & Professional Education.....	CS/G6
46 Stadium/Alumni Field	D2/K3
47 Anthony P. Rodio Health Education Centre.....	D5/E5
48 Union House.....	5
49 Varner Hall.....	E2/E3
50 Stephen & Vicki Adams Welcome Centre.....	F4

Aboriginal Education Centre - Turtle Island -	
CAW Student Centre, main floor.....	D3
Bookstore - CAW Student Centre, Lower Level.....	D3
Career and Employment Services -	
The Joyce Entrepreneurship Centre	F5
Cashiers - Chrysler Hall North, 1st floor.....	D4
Chemical Control Centre - Essex Hall, basement.....	E2/F3
Educational Development Centre - Dillon Hall	D3
Student Recruitment (Campus Tours) -	
Welcome Centre, 1st floor.....	F4
International Student Centre - Laurier Hall, 2nd floor.....	E3
Registrar's Office - Chrysler Hall North, 1st floor.....	D4
Student Awards and Financial Aid - Education, 1st floor.....	D5
Student Disability Services - Dillon Hall, ground floor.....	D3
Student Health Services - CAW Student Centre, 2nd floor	D3

New to the Campus Network: New Faculty Orientation Participants

Alireza Azimian

Odette School of Business

Anthony Bain

Faculty of Human Kinetics

Mohamed Belalia

Mathematics and Statistics

Faculty of Science

Michelle Bondy

Earth Sciences

Faculty of Science

Donald Bourne

Faculty of Engineering

Kyle Brykman

Odette School of Business

Aleksandr Cherniaev

Mechanical, Automotive and Materials

Engineering

Faculty of Engineering

Andrea Craig

Economics

Faculty of Science

Edward Cruz

Faculty of Nursing

Susan Dennison

Faculty of Nursing

Chris Dieni

Chemistry and Biochemistry

Department of Science

Nickolas Eaves

Mechanical, Automotive and Materials

Engineering

Faculty of Engineering

Eunsik Kim

Mechanical, Automotive, and Materials

Engineering

Faculty of Engineering

Patricia Galvao-Ferreira

Faculty of Law

Maxim Ganzin

Odette School of Business

Ashley Glassburn Falzetti

Women's and Gender Studies

Faculty of Arts, Humanities, and Social
Sciences

James Gravelle

Division of Athletics and Recreation

Thomas Hammond

Physics

Faculty of Science

Nicholas Hector

Communications, Media and Film/

School of Creative Arts

Faculty of Arts, Humanities, and Social
Sciences

Deanna Iwanicka

Division of Athletics and Recreation

Meris James

Paul Martin Law Library

New to the Campus Network: New Faculty Orientation Participants

Golam Kabir

*Mechanical, Automotive, and Materials
Engineering*
Faculty of Engineering

Onawa LaBelle

Psychology
Faculty of Arts, Humanities, and Social
Sciences

Rebecca Major

Political Science
Faculty of Arts, Humanities, and Social
Sciences

Sandra Muse Isaacs

*English Language Literature, and
Creative Writing*
Faculty of Arts, Humanities, and Social
Sciences

Allison Nelson

School of Dramatic Art
Faculty of Arts, Humanities, and Social
Sciences

Afshin Rahimi

*Mechanical, Automotive, and Materials
Engineering*
Faculty of Engineering

Lance Rappaport

Psychology
Faculty of Arts, Humanities, and Social
Sciences

Roozbeh Razavi Far

Faculty of Engineering

Roger Reka

Leddy Library

Rajeev Ruparathna

Civil and Environmental Engineering
Faculty of Engineering

Tess Sheldon

Faculty of Law

Bonnie Stewart

Faculty of Education

Christie Stewart

Centre for Teaching and Learning

Andrea Sullivan-Clarke

Philosophy
Faculty of Arts, Humanities, and Social
Sciences

Yufeng Tong

Chemistry and Biochemistry
Faculty of Science

Neil Van Engelen

Civil and Environmental Engineering
Faculty of Engineering

New Faculty Orientation Presenters and Facilitators

First Name	Last Name	Department	Email
Danieli	Arbex	Academic Integrity & Student Conduct Officer	arbexd@uwindsor.ca
Nick	Baker	Office of Open Learning	nbaker@uwindsor.a
Layan	Barakat	EPICentre	Layan.Barakat@uwindsor.ca
Betty	Barrett	Department of Women's and Gender Studies	bbarrett@uwindsor.ca
Mohsan	Beg	Student Counselling Centre	mbeg@uwindsor.ca
Jeff	Berryman	Acting Provost and Vice-President, Academic	jberrym@uwindsor.ca
Sarah	Braganza	Research Ethics Board	ethics@uwindsor.ca
Tanya	Brogan	Office of Research & Innovation Services	tbrogan@uwindsor.ca
Bridget	Brown	Human Resources	Bridget.Brown@uwindsor.ca
Judy	Bornais	Office of the Executive Director, Experiential Learning	jbornais@uwindsor.ca
Lori	Buchanan	WUFA	buchanan@uwindsor.ca
Caiti	Casey	Student Success and Leadership Centre	Caiti.Barendregt-Brown@uwindsor.ca
Laura	Chittle	GATA Network	chittl@uwindsor.ca
John	Coleman	Public Affairs & Communication	John.Coleman@uwindsor.ca
Diana	Colley	Human Resources	Diana.Colley@uwindsor.ca
Cheryl	Collier	Acting Associate Vice-President, Academic	ccollier@uwindsor.ca
Martin	Deck	Campus Bookstore	mdeck@uwindsor.ca

New Faculty Orientation Presenters and Facilitators

First Name	Last Name	Department	Email
Richard	Douglas-Chin	Department of English Language, Literature & Creative Writing	rdc@uwindsor.ca
Aaron	Doupe	Student Success and Leadership Centre	Aaron.Doupe@uwindsor.ca
Simon	Du Toit	Student Success and Leadership Centre	sdutoit@uwindsor.ca
Ryan	Flannagan	Office of the Associate Vice-President, Student Experience	Ryan.Flannagan@uwindsor.ca
Karoline	Fox	Office of the Registrar	Karoline.Fox@uwindsor.ca
James	Gauld	Department of Chemistry and Biochemistry	gauld@uwindsor.ca
Iva	Gentcheva	Office of the Provost	ivag@uwindsor.ca
Scott	Goodwin	Graduate Studies	sgoodwin@uwindsor.ca
Lindsay	Gore	Student Success and Leadership Centre	Lindsay.Gore@uwindsor.ca
Phil	Graniero	UWinsite Student	graniero@uwindsor.ca
Ericka	Greenham	UWinsite Engage Uwinsite Service	Ericka.Greenham@uwindsor.ca
Adrian	Guta	School of Social Work	Adrian.Guta@uwindsor.ca
Beverley	Hamilton	Office of the Provost	beverley@uwindsor.ca
Kate	Hargreaves	Writing Support Desk	Kate.Hargreaves@uwindsor.ca
Gillian	Heisz	Research Finance	Gillian.Heisz@uwindsor.ca
Elizabeth	Ismail	GATA Network	ismaile@uwindsor.ca
Kaye	Johnson	Office of Human Rights, Equity & Accessibility	kjohnson@uwindsor.ca

New Faculty Orientation Presenters and Facilitators

First Name	Last Name	Department	Email
Kevin	Johnson	Public Affairs & Communication	Kevin.Johnson@uwindsor.ca
Dave	Johnston	Leddy Library	djohnst@uwindsor.ca
Dusty	Johnstone	Sexual Misconduct Response and Prevention Officer	dustyj@uwindsor.ca
Krista	Kelly	Experiential Learning	Krista.Kelly@uwindsor.ca
Douglas	Kneale	Interim President	Douglas.Kneale@uwindsor.ca
Penny	Kollar	Office of Quality Assurance	pkollar@uwindsor.ca
Erika	Kustra	Centre for Teaching and Learning	kustraed@uwindsor.ca
Julie	Laforet	Office of Legal Services	jlaforet@uwindsor.ca
Mark	Lubrick	Office of Open Learning	mlubrick@uwindsor.ca
Michelle	MacArthur	School of Dramatic Art	Michelle.Macarthur@uwindsor.ca
Mike	MacKinnon	Campus Community Police	mmack@uwindsor.ca
Victoria	Mahon	Student Success and Leadership Centre	mahonv@uwindsor.ca
Kathy	McLeod	Research Finance	Kathy.McLeod@uwindsor.ca
Suzanne	McMurphy	Research Ethics Board	mcmurphy@uwindsor.ca
Drew	Marquardt	Department of Chemistry and Biochemistry	Drew.Marquardt@uwindsor.ca
Kristen	Morris	Experiential Learning	Kristen.Morris@uwindsor.ca
Russell	Nahdee	Aboriginal Education Centre	rnahdee@uwindsor.ca

New Faculty Orientation Presenters and Facilitators

First Name	Last Name	Department	Email
Jeff	Noonan	WUFA	jnoonan@uwindsor.ca
Beth	Oakley	International Student Centre	oakleyb@uwindsor.ca
Stephanie	Parent	Media and Educational Technologies	S.Parent@uwindsor.ca
Kathryn	Pasquach	Aboriginal Education Centre	Kathryn.Pasquach@uwindsor.ca
Heather	Pratt	Research and Innovation Services	hpratt@uwindsor.ca
Steven	Rehse	Department of Physics	rehse@uwindsor.ca
Jessica	Raffoul	Centre for Teaching and Learning	jraffoul@uwindsor.ca
David	Soderlund	Student Accessibility Services	ryansode@uwindsor.ca
Lorna	Stolarchuk	Centre for Teaching and Learning: Blackboard Learn	lorie@uwindsor.ca
Denis	Tetreault	Academic Advising Team	denist@uwindsor.ca
Valarie	Waboose	Faculty of Law	Valarie.Waboose@uwindsor.ca
Phil	Wernette	UWill Discover	wernette@uwindsor.ca
Renee	Wintermute	University Secretariat	reneew@uwindsor.ca
Christine	Young	Office of the Provost	cyoung@uwindsor.ca

Your Librarian

Academic Department	Name	Ext.	Email	Location	Office Hours
Archives	Peter Zimmerman	3178	pzimmer@uwindsor.ca	110 West	<i>Please call or email to make an appointment</i>
Biological Sciences	Roger Reka	3181	roger.reka@uwindsor.ca	109 West	<i>Please email to set up an appointment</i>
Business Administration	Katharine Ball	3852	kball@uwindsor.ca	214B West	<i>Please drop by any time or make an appointment</i>
Chemistry and Biochemistry	Roger Reka	3181	roger.reka@uwindsor.ca	109 West	<i>Please email to set up an appointment</i>
Communication, Media and Film	Anne Kaay	3848	akaay@uwindsor.ca	214D West	<i>Please book an appointment by telephone or email</i>
Computer Science	Roger Reka	3181	roger.reka@uwindsor.ca	109 West	<i>Please email to set up an appointment</i>
Data	Kristi Thompson	3858	kathomps@uwindsor.ca	1104B	<i>Drop by the Academic Data Centre when open or book an appointment by telephone or email</i>
Dramatic Art	Tamsin Bolton Bacon	3197	tbolton@uwindsor.ca	117 West	<i>Please contact me for an appointment</i>
Earth and Environmental Sciences	Mita Williams	3855	mita@uwindsor.ca	107 West	<i>Please email to set up an appointment</i>
Economics	Art Rhyno	3163	artrhyno@uwindsor.ca	201 West	<i>Tues - Fri 10-12 am, 1-4 pm or email to set up an appointment.</i>
Education	Scott Cowan	3185	scowan@uwindsor.ca	112 West	<i>Please call or email for appointment</i>
Engineering	Guoying (Grace) Liu	3160	gliu@uwindsor.ca	214E West	<i>Please email to set up an appointment</i>
English	Heidi Jacobs	3856	hjacsobs@uwindsor.ca	106 West	<i>Mondays 9:00-11:00 and freely by appointment</i>
Government Documents	Shuzhen Zhao	3162	zhaoszf@uwindsor.ca	1107A	<i>Please inquire directly</i>
History	Heidi Jacobs	3856	hjacsobs@uwindsor.ca	106 West	<i>Mondays 9-11am and freely by appointment</i>
Human Kinetics	Sharon Munro	3850	smunro@uwindsor.ca	108 West	<i>Please book an appointment by telephone or e-mail</i>
Labour Studies	Anne Kaay	3848	akaay@uwindsor.ca	214D West	<i>Please book an appointment by telephone or email</i>

Languages, Literatures and Cultures	Peter Zimmerman	3178	pzimmer@uwindsor.ca	110 West	<i>Please call or email to make an appointment</i>
Mathematics and Statistics	Kristi Thompson	3858	kathomps@uwindsor.ca	1104B	<i>Drop by the Academic Data Centre when open or book an appointment by telephone or email</i>
Nursing	Helen Power	3205	helen.power@uwindsor.ca	118 West	<i>Please email to make an appointment</i>
Philosophy	Dave Johnston	3208	djohnst@uwindsor.ca	111 West	<i>Please email me to setup an appointment</i>
Physics	Art Rhyno	3163	artrhyno@uwindsor.ca	201 West	<i>Tues-Fri 10am-12pm, 1-4 pm, or email to set up an appointment</i>
Political Science	Anne Kaay	3848	akaay@uwindsor.ca	214D West	<i>Please book an appointment by telephone or email</i>
Psychology	Helen Power	3205	helen.power@uwindsor.ca	118 West	<i>Please email me to setup an appointment</i>
Rare Books	Peter Zimmerman	3178	pzimmer@uwindsor.ca	110 West	<i>Please call or email to make an appointment</i>
Reference	Mita Williams	3855	mita@uwindsor.ca	107 West	<i>Please call or email to make an appointment</i>
School of Creative Arts	Scott Cowan	3185	scowan@uwindsor.ca	112 West	<i>Please call or email for appointment</i>
Social Work	Sharon Munro	3850	smunro@uwindsor.ca	108 West	<i>Please book an appointment by telephone or e-mail</i>
Sociology, Anthropology and Criminology	Jennifer Soutter	3186	jsoutter@uwindsor.ca	105 West	<i>Mondays and Tuesdays from 9-11am or by appointment</i>
Women's Studies	Anne Kaay	3848	akaay@uwindsor.ca	214D West	<i>Please book an appointment by telephone or email</i>

Campus Arrival Checklist

Congratulations! We are so pleased that you have come to join our campus community!

Prior to your arrival, you will have received a number of emails about start-up procedures. This chart lists the things that you may still have to complete or become familiar with in order to have a smooth transition to the University. Please check with your departmental office for department and faculty-specific matters.

- ☐ I have received my employee number
- ☐ I have a UWin ID and an email account
- ☐ I have an office and a phone
- ☐ I have organized direct deposit to my bank through Human Resources
- ☐ I have been in touch with Human Resources to sign up for benefits and pay
- ☐ I have organized parking on campus (Parking Services, Joyce Entrepreneurship Centre, 1st Floor, ext. 2413)
- ☐ I have obtained a University of Windsor ID Card (UWin Card Office, CAW Student Centre, Lower Level, Rm B104, ext. 8946)
- ☐ I have organized the purchase of a computer (If you need to purchase a new computer, contact ext. 2088. For more information on computer specifications contact IT Services Helpdesk at <https://uwindsor.teamdynamix.com/TDClient/Home/>.)
- ☐ I have ordered course textbooks (ext. 3222)
- ☐ I have obtained access to my class lists etc. on the Student Information System (Registrar's Office, ext. 3319)
- ☐ I have established a course site on Blackboard Learn
 - For access: <http://apps.medialab.uwindsor.ca/ctl/bbproject/index.html>
 - For assistance: bbconsults@uwindsor.ca, ext. 3050
- ☐ I have been in touch with Research Finance regarding start-up or other grant accounts (Research Finance, ext. 2129)
- ☐ I have enrolled to become a member of the Windsor University Faculty Association (WUFA) (ext. 3366)

- ☐ I have reviewed the academic policies and bylaws that govern academic work at the University
 - The University's Academic Policies and Bylaws:
<http://www.uwindsor.ca/secretariat/47/senate-bylaws-and-policies>
 - Office of the Provost's Policies and Guidelines:
<http://www.uwindsor.ca/provost/322/policies-and-procedures>
- ☐ I have ordered business cards (Print Shop, ext. 2011)
- ☐ I have been in touch with the Office of Research and Innovation Services about upcoming grant applications (ext. 3919)
- ☐ I have discussed my department's promotion and tenure guidelines with my department head, and have a copy of them
- ☐ I have reviewed the student programs and services that might help my students
(<http://www.uwindsor.ca/156/lots-student-support-services>)
- ☐ I have reviewed the services and programs offered by the Centre for Teaching and Learning
(<http://www1.uwindsor.ca/ctl/>)

Questions to Ask Your Department: A Checklist

Contract of Employment

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

Human Resources

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

Office Space

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

Telephone

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

Computers

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

Audio/Visual Equipment

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

Keys

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

Mail Services

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

Photocopying and Printing

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

Library

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

Films and Videos

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

Department/University Guidelines regarding Undergraduate Policies and Procedures

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

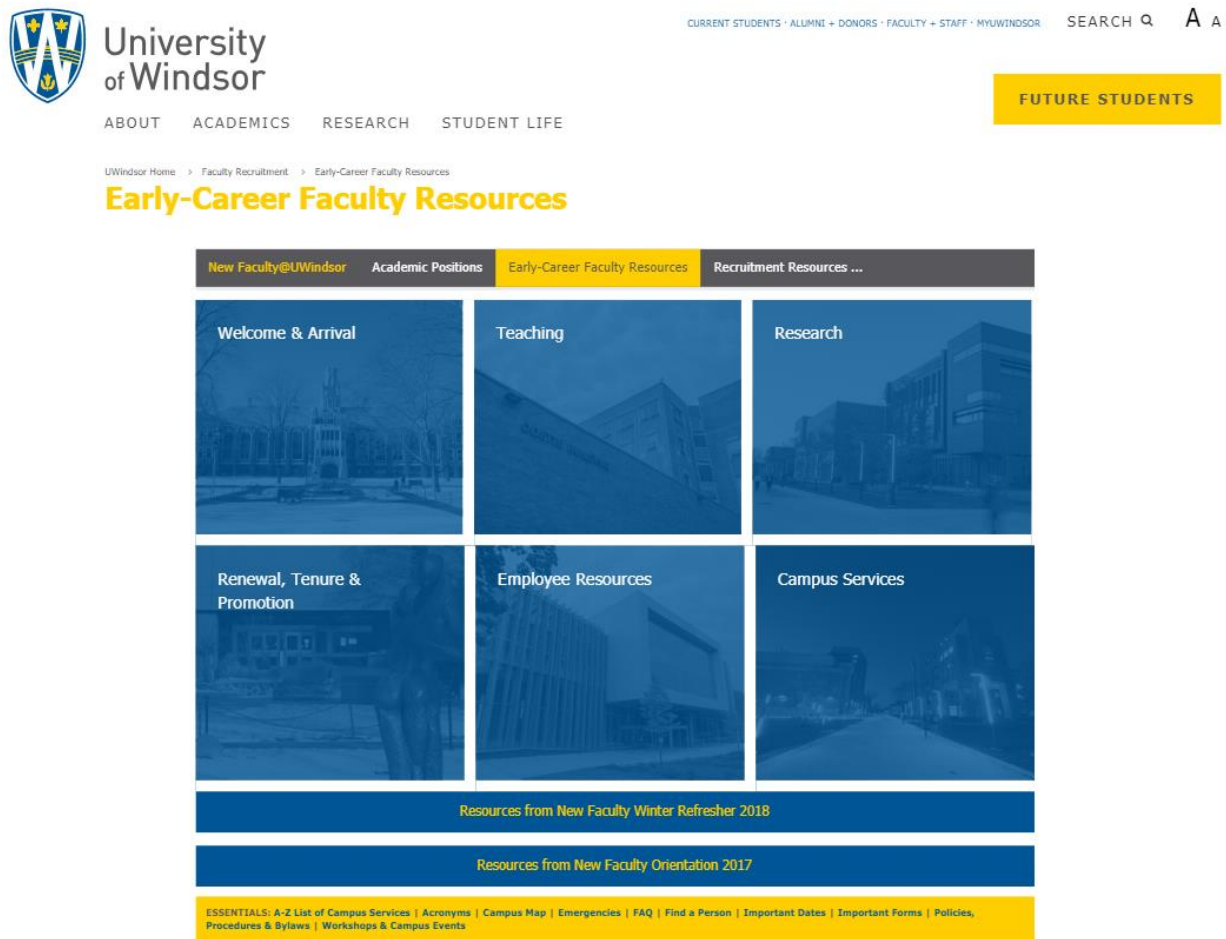
Parking

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

New Faculty @ UWindor: Early-Career Faculty Resources

The Office of the Provost has launched a new web initiative dedicated to improving early-career faculty members' access to valuable information resources:

<http://www.uwindsor.ca/faculty/recruitment/302/early-career-faculty-resources>



Designed to be clean, intuitive, and efficient, this site is intended to make accessing important forms, and procedural and policy documents more convenient and expedient for busy faculty members.

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

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

The site is divided into six sections:

Welcome & Arrival:	Acquaint yourself – and your family – with the University of Windsor and the greater communities to which it belongs. Contains onboarding, relocation, and immigration-related resources
Teaching:	Develop your capacities as an educator, access supportive resources, and browse relevant University regulations, standards, and recommendations.
Research:	Access institutional expertise, browse available grants and funding sources, and familiarize yourself with important ethical, safety, financial, and other regulations.
RTP:	Familiarize yourself with the University’s RTP frameworks, processes, and procedures. Learn best practices for strengthening your candidacy.
Employee Resources:	Discover how to complete mandatory training, parse your collective agreement, and access a wide variety of resources regarding everything from parking to using staff discounts to understanding your rights and responsibilities as a UWindsor employee.
Campus Services:	Introduce yourself to a number of on-campus services for students, faculty, and staff. Learn how UWindsor services can improve your professional practice and meet the needs of your students, employees, and colleagues.

CALENDAR OF THE IMPORTANT DATES 2018-2019

2018	
July 31	Deadline for recommending an external examiner for a Ph.D. oral defense on the last day for Fall Convocation
August 1	Last day to file application for Fall graduation.
August 3	Last day of classes for Summer & 12-week courses
August 6	<i>Civic Holiday (statutory holiday). University offices closed – no classes</i>
August 7	Make-up date for Monday July 2 classes missed
August 8	Make-up date for missed classes May 21 for 12-week courses
August 11-20	Final Examination period for 12 week & summer sessions. Summer Grade Reports due in Associate Dean's office within 7 days of final exam.
August 15	Fall term fees are due and payable.
September 3	<i>Labour Day (statutory holiday). University offices closed.</i>
September 6	Fall classes begin, day and evening
September 2 – 8	UWindsor Welcome Week activities
September 19	Last day for late registration and change of course for Fall term, day and evening. Last day for full tuition refund.
September 20	Last day for the oral defense of dissertations, theses and major papers for Fall Convocation (graduate degrees).
September 27	Last day to submit dissertation, theses and major papers to Graduate Studies for Fall Convocation.
September 27	Last day for completion of all requirements for graduate degrees under Phase I
October 3	Last day for reversal of incidental fees for course withdrawal.
October 6-14	<i>Fall Reading week.</i>

October 8	<i>Thanksgiving Day (statutory holiday). University offices closed – no classes.</i>
October 13	Fall Convocation
October 15	Last day to submit dissertation, theses and major papers to Graduate Studies for students who are planning to meet Phase II deadline for Fall term
October 18	Last day for completion of all requirements for graduate degrees under Phase II registration of the tuition fee refund policy.
November	UNIVERSITY DAY: Open House
November 11	Last day to provide feedback to students on assignments/tests worth at least 20% of final grade
November 14	Last day to withdraw voluntarily from courses. After this date students remain registered in courses and receive final grades as appropriate. Last day for partial tuition refund.
November 26	UWinsite Launch Day
November 29	Last day to send a doctoral dissertation to the External Examiner for Jan 2019 defense.
December 5	Last day of classes, day and evening. Fall term field work ends in Social Work
December 8-19	Final Examination period for Fall term. Fall E-Grade Reports due to the Associate Dean within 7 days of final exam.
December 15	Winter term fees are due and payable.
December 20	Alternate Exam day
December 22	<i>University offices closed for the Holiday recess through January 1</i>

2019

January 2	University offices re-open.
January 3	Winter classes begin, day and evening. Field work begins in Social Work.

January 16	Last day for late registration and change of course for Winter term courses, day and evening and full refund.
January 21	Last day to submit for format checking dissertations, theses and major papers to the Graduate Studies Office for students who are planning to meet the Phase I deadline of the tuition fee refund policy for Winter term 2019.
January 28	Last day for completion of all requirements for graduate degrees under Phase I deadline of the tuition fee refund policy for Winter term 2019
January 30	Last day for reversal of incidental fees for course withdrawal.
February 16-24	Study week - no classes. Field work continues in Social Work.
February 15	Last day for completion of all requirements for graduate degrees under Phase II of the tuition fee refund policy for Winter term 2019.
February 18	Family Day Holiday. University Offices Closed – No classes
February 22	University offices closed – No classes
March 1	Last day to file application for Spring graduation.
March 2	Spring Open House
March 11	Last day to provide feedback to students on assignments/tests worth at least 20% of final grade
March 13	Last day to withdraw voluntarily from Winter term courses. After this date students remain registered in courses and receive final grades as appropriate. Last day for partial tuition refund.
April 3	Last day of classes, day and evening, for Winter term. Field work ends in Social Work.
April 6-17	Final Examination period for Winter term. Winter E-Grade Reports due to Associate Dean within 7 days of final exam.
April 18	Alternate final exam day
April 19	Good Friday, University Offices closed
May 1	Intersession/Summer fees are due and payable
May 6	Intersession, 12-week session & summer co-op terms begin.

May 20	<i>Victoria Day (statutory holiday). University offices closed – no classes.</i>
May 27-31	Spring Convocation.
June 15-23	Study week for 12-week session & summer co-op
June 17	Intercession classes ends.
June 20-22	Intercession examination period.
	Intercession E-Grade Reports due to Associate Dean within 7 days of final exam.
June 24	Summer session classes begin and classes resume for 12-week session.
July 1	<i>Observance of Canada Day (statutory holiday). University Offices Closed.</i>
August 2	Last day of classes for Summer and 12-week courses (Make up classes Aug 6-7)
August 5	<i>Civic Holiday – University CLOSED – NO Classes</i>
August 6	Make-up date for Monday July 1 classes
August 7	Make-up date for Monday May 20 classes for 12-week courses
August 9	Last day of classes – 12-week session and Summer Co-op term
August 10-19	Examinations 12 week and Summer session
August 15	Fall term fees are due and payable
September 2	<i>Labour Day - University CLOSED – NO Classes</i>
September 6	Fall classes begin – day and evening

*The Faculties of Law and Education operate with different schedules; their Important Academic Dates can be seen in the complete calendar on the Registrar's Website:
<http://www.uwindsor.ca/registrar/events-listing>

WELCOME TO WINDSOR AND ESSEX COUNTY

Sources for Local News and Events:

- Windsorite: <https://windsorite.ca/>
- Snapd Windsor: <https://windsor.snapd.com/>
- Tourism Windsor Essex Pelee Island: <https://visitwindsorsex.com/>
- Windsor Star Community Calendar: <https://windsorstar.com/special-features-3/whats-going-on-in-windsor-essex>

UWindsor Community Recommendations:

- <http://www.uwindsor.ca/50newprofs/317/whats-cool-windsor>
- <http://www.uwindsor.ca/50newprofs/312/kids-community>

Windsor Essex Attractions:

- WFCU Centre (Home of Windsor Spitfires Hockey)
- Point Pelee National Park
- Ojibway Nature Centre
- Cycling and Walking Trails
<https://bikewindsorsex.com/advocating-for-safer-cycling/maps-data/cycling-and-trail-maps/>
- Adventure Bay Family Water Park
- Art Gallery of Windsor

Detroit Attractions:

- Little Caesars Arena (Home of Detroit Pistons Basketball and Detroit Red Wings Hockey)
- Comerica Park (Home of Detroit Tigers Baseball)
- Ford Field (Home of Detroit Lions Football)
- The Henry Ford Museum and Greenfield Village
- Detroit Institute of Art
- Belle Isle Park and Conservancy

Things Happening Soon:

- ✓ Windsor Pride Festival (Aug 8th – 12th)
- ✓ Kingsville Folk Music Festival (Aug 10th – 12th)
- ✓ Comber Fair (Aug 10th – 12th)
- ✓ Chaps and Spurs Country Festival (Aug 17th – 18th)
- ✓ Tecumseh Corn Festival (Aug 24th – 26th)
- ✓ Amherstburg Art by the River (Aug 25th – 26th)

WEDNESDAY, AUGUST 8

Day 1: Getting Started...

Location: Freed-Orman Commons

8:30 a.m.	Breakfast
9:00	Opening Myrna Kicknosway, Elder in Residence, Faculty of Law
9:10	Introductory Remarks and Welcome Jeffrey Berryman, Acting Vice-President, Academic Douglas Kneale, Interim President and Vice-Chancellor
9:20	The Top Five Things I Learned from Teaching This Year Drew Marquardt, Chemistry & Biochemistry
9:30	Course Design Confidential Erika Kustra, Director of Teaching and Learning Development, Centre for Teaching and Learning and Drew Marquardt
9:50	Instructor Challenge: Key Bylaws for Your Hip Pocket Renée Wintermute, University Secretariat
11:00	Break
11:10	The Top Five Things I Learned about Research This Year Adrian Guta and Jijian Voronka, School of Social Work
11:20	Launching Your Research at UWindsor Heather Pratt, Executive Director, Research and Development
11:45	One-Minute Elevator Pitches
12:30 p.m.	Break
12:40	One-Minute Elevator Pitches
1:10	Lunch
2:00-3:30	OPTIONAL Campus Tour (spouses and partners welcome!) Begins at Freed-Orman Commons
2:00-3:30	OPTIONAL Getting Started with UWinsite Finance Location: McPherson Lounge, Alumni Hall
2:00-4:00	OPTIONAL Introduction to Blackboard Our Learning Management System (Decaf level) Location: Erie Hall G125
4:00-6:00	OPTIONAL Provost's Reception (spouses and partners welcome!) Location: Odette 123



Learning-Centred Syllabus Checklist

Use this checklist to ensure that you have created a learning-centred syllabus. Not every learning-centred syllabus will contain each of these elements – but if it doesn't there should be good reasons for the omission! Of course, bylaw and policies provisions must always be included.

Basic Course Logistics

- ☐ Course number
- ☐ Course name
- ☐ Term and year
- ☐ Prerequisites; prior knowledge/skills required
- ☐ Location, day and time

Instructor Information

- ☐ Instructor name(s)
- ☐ Office location
- ☐ Office hours
- ☐ Office phone number
- ☐ Email address and snail-mailbox
- ☐ URL/website information
- ☐ Contact info for relevant GA/TAs, librarians, lab coordinators, etc.

Description, Outcomes, Methods

- ☐ Learning outcomes
- ☐ Course calendar description
- ☐ Instructor's course description for special topics courses
- ☐ Teaching methods (learning experiences) and rationale
- ☐ Teaching philosophy
- ☐ Estimated division of learning hours
- ☐ Content likely to be covered
- ☐ Course format (f2f, online, hybrid, other)

Assignments and Assessment

- ☐ Required readings
- ☐ Recommended/supplementary readings
- ☐ Schedule of readings
- ☐ Necessary materials/equipment
- ☐ Assessment methods (learning experiences) and rationale
- ☐ Assessment philosophy
- ☐ Assessment schedule and due dates
- ☐ Assessment criteria

- ☐ Assessment connection to learning outcomes

Policies and Expectations

- ☐ Student and instructor roles, and responsibilities and/or expectations
- ☐ Academic honesty (definition of plagiarism)
- ☐ Accommodation for students with disabilities
- ☐ Attendance and punctuality (expectations. Marks cannot be awarded for attendance, with some exceptions.)
- ☐ Participation (with description)
- ☐ Missed (and make-up) assignments and exams
- ☐ Late assignments
- ☐ Submission of assignments
- ☐ Contacting the instructor(s)
- ☐ Individual/group work
- ☐ Assessment weighting
- ☐ Caveat: information subject to change, subject to bylaw provisions

Service Information

- ☐ Academic Writing Centre
- ☐ Skills to Enhance Personal Success (STEPS)
- ☐ Information Technology Services
- ☐ Student Health Services
- ☐ Student Counseling Centre
- ☐ Advising Centre
- ☐ Student Disability Services
- ☐ Mental Health
<http://www1.uwindsor.ca/ctl/links-sd>

Design Issues

- ☐ Wording sets desired tone
- ☐ Clear alignment of suitable and diverse methods, assessments, and outcomes
- ☐ Suitability and diversity of methods
- ☐ Multiple opportunities to demonstrate achievement
- ☐ Logical arrangement of content/topics

This document can be downloaded from <http://ctl.uwindsor.ca/ctl/system/files/learning-centred-syllabus-and-bylaw-policy-checklist-07-31-18.pdf>

Checklist of information required for written undergraduate course outline/syllabus by the first day

COURSE: _____ **INSTRUCTOR:** _____

Policy	Item	Check or N/A
	Course Description consistent with calendar	
	Instructor Contact Information	
Collective Agreement	http://www.wufa.ca/collective-agreement	
5.25 (g)	(g) to inform in the course outline his/her students of course requirements, assignments, and evaluation methods and their timing and any other matters relating to course delivery as required by Senate bylaws and policies	
5.25 (j)	Office Hours/Student Consultation (2 hours per course; max = 5 hours total)	
Senate ByLaw 51	http://www.uwindsor.ca/secretariat/49/senate-bylaws	
1.1.3-1.1.3.3	The last seven calendar days prior to, and including, the last day of classes in each period of instruction of twelve (or greater) weeks in duration must be free from any procedures for which a mark will be assigned, including the submission of assignments such as essays, term papers, and take home examinations. Courses that are presented by a specialized teaching method, where the testing procedures are an integral part of the instructional process, shall be exempt from this regulation subject to approval of the Dean of the Faculty in which the course is given. Last seven calendar days free from any graded procedures including the submission of assignments (last four calendar days for 8-week courses, last three calendar days for 6-week courses, last two calendar days for 3-week courses)	
1.1.1, 1.2.1 and 1.7/ and Senate Policy on Grading and Calculation of Averages	<p>Procedures for determining final grade (conversion of raw scores into grades, “curving”, types and formats of evaluation, including relative weights of midterms, assignments, labs, final exam, projects)</p> <p>Note: All courses shall have some type of non-optional, meaningful, final testing procedure (written test, oral interview, essay, take home test, etc.) during the examination period. The procedures for determining the final grade cannot be altered after the first two weeks of classes.</p> <p>http://www.uwindsor.ca/secretariat/48/senate-policies#G</p>	
1.2.2, 1.3 and 1.7	<p>Due dates for tests, assignments, and all other activities which affect final grade (not including unannounced quizzes).</p> <p>Note: Dates cannot be changed after the first two weeks of classes, unless there is a compelling pedagogical or administrative reason and students must be given at least two calendar weeks notice and provided with the new dates. The procedures for determining the final grade <u>cannot</u> be altered after the first two weeks of the course. A hard copy of the final version of the course outline must be submitted to the AAU head by the end of the second week of classes. Instructors cannot alter the date of the final exam scheduled by the Registrar’s Office. All other final exams may be scheduled only during the University’s official examination period.</p>	
1.2.3/ and Senate Policy on SETs	Statement that Student Evaluation of Teaching (SET) forms will be administered within last two weeks of the course	

	http://www.uwindsor.ca/secretariat/48/senate-policies#S	
1.2.4/and Senate policy on Medical Notes from Regulated Health Care Practitioners	<p>Missed test/make-up policies which are in force in that faculty, consistent with bylaw 51, 1.2.1, 1.18.</p> <p>Note: Alternate evaluation must be same format as original (consistent with course syllabus per 1.2.1) and equivalent in terms of level of difficulty.</p> <p>http://www.uwindsor.ca/secretariat/48/senate-policies#M</p>	
1.2.5/ Plagiarism Detection Software and Student Code of Conduct	<p>Information regarding the use of plagiarism prevention software, in accordance with Senate policy</p> <p>Include the definition of plagiarism in Student Code of Conduct</p> <p>http://www.uwindsor.ca/secretariat/48/senate-policies#S</p>	
1.2.6/ and Senate Policy on Grading and Calculation of Averages	<p>University's standardized percentage conversion scale (percentage marking and grading scale as approved by Senate)</p> <p>http://www.uwindsor.ca/secretariat/48/senate-policies#G</p>	
1.4	The procedures for the grading of class participation should be clearly stated specifying the procedures for the determination of the final grades. (The proportion of the final grades must be reasonable and cannot be >20% of the final grade.)	
1.5.1	<p>No single evaluative procedure worth more than 50% of final course grade, unless an independent study, seminar, research, directed reading, capstone, or performance course.</p> <p>Note: With exception of DE courses, grading policies that result in a failing course grade should a certain mark level not be achieved on a final exam or other evaluative procedure are not permitted.</p>	
1.5.2	Unannounced or "spot" quizzes worth no more than 2% individually and no more than 5% collectively; the number of spot quizzes over the semester must be announced in writing	
1.6	Opportunities for meaningful feedback (constituting a minimum of 20% of the final grade) at least 2 days prior to voluntary withdrawal date	
The Use of Digital Learning Resources for Instructional and Assessment Purposes	http://www1.uwindsor.ca/provost/sites/uwindsor.ca/provost/files/Digital Learning Resource Policy FINAL.pdf	
	<p>All courses using digital learning resources must also include the following template in the course syllabus:</p> <p>"The digital resource [name] will be used in this course. It is a [required/optional] resource, which will be used for assessment purposes. The assessments that will rely on this resource constitute [xx]% of the grade for this course. This resource can be purchased from [website, bookstore, etc.]. The assignment of digital learning resources at the University of Windsor is governed by a policy entitled The Use of Digital Learning Resources for Instructional and Assessment Purposes, which can be reviewed at [web address]. Should you have any concerns about the assignment of digital learning resources for this course, please let the Associate Dean responsible for [graduate/undergraduate] programs in your Faculty know in writing, as the University regularly reviews this policy based on campus community feedback."</p>	

	Instructors are encouraged to make this information available in multiple ways -- for example, through the course website, the Learning Management System, or other communications as appropriate.	
Policy on Academic Accommodations for Students with Disabilities	http://www.uwindsor.ca/secretariat/48/senate-policies and http://www.uwindsor.ca/disability/	
	Suggested Syllabus wording: "Students with disabilities who require academic accommodations in this course must contact an Advisor in Student Disability Services (SDS) to complete SDS Registration and receive the necessary Letters of Accommodation. After registering with Student Disability Services, you must present your Letter of Accommodation and discuss your needs with me as early in the term as possible. Please note that deadlines for the submission of documentation and completed forms to Student Disability Services are available on their website: disability ".	
Faculty/Dept. Policies		
	Specific Faculty and Departmental policies and practices may exist, please confirm with your department. Eg. Faculty grading policy (re: curving), FAHSS requires course learning outcomes to be included in the syllabus)	
Suggested		
	Academic dishonesty policy/Academic Integrity (Bylaw 31) http://www.uwindsor.ca/secretariat/49/senate-bylaws Additional Relevant Policies: http://www.uwindsor.ca/secretariat/48/senate-policies	

For more information see Senate Bylaw 51: Academic Evaluation Procedures, Senate Bylaw 31: Academic Integrity, WUFA Contract Agreement Article 5, Senate Policies (Auditing Courses; Conduct of Exams and Tests; Grading and Calculating Averages; Medical Notes from Regulated Health Care Professionals; Student Code of Conduct; Student Evaluations of Teaching (SET) and Mandatory Administration of SET; Plagiarism Detection Software.)

Where there is any contradiction in information, please refer to the formal policy or bylaw.

Preparing an Active Lesson

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

1. Motivation, Bridge or Hook	Catches the students' attention and motivates them. Why should they care? Some strategies: <ul style="list-style-type: none"> • Tell a story connected with the lesson topic • Pose a provocative question linked to a current topic or the listeners personal life • Offer a startling statement or unusual fact, or intriguing demonstration • Link to something they know or can relate to, to the material already studied or to future learning
2. Outcome <i>"Tell them what you are going to teach them"</i>	By the end of the session what should students know, value or be able to do? What message do you want them to take away? Make this very simple and clear. E.g. By the end of this instructional session successful students should be able to <ul style="list-style-type: none"> • Explain a particular model or system • Solve a particular type of equation • Apply a particular theory • Analyse something
3. Pre-Assessment	What prior knowledge do the student possess regarding your topic? Some strategies: <ul style="list-style-type: none"> • Ask a question and ask for a show of hands. E.g, "How many of you are familiar with the term "cognitive dissonance". This can help you refine the level you pitch your talk for the audience. Depending on the response you can provide definitions, simplify, or proceed at a higher level. • Use a minute paper to write answer to 1-2 questions. • Post answers online in advance of class.
4. Participatory Learning/ Teaching Active Lecturing <i>"Tell them/involve them/teach them"</i>	Engage your students in learning. Use active teaching/learning methods. Consider visuals, graphs, video clips, audio-clips to engage your audience. Some strategies: <ul style="list-style-type: none"> • Pose a question for the students to consider, or on which to respond briefly in their notes. E.g., Given the conditions I have outlined, what might you predict in this case? • Small group discussion • Pauses in lectures for think-pair-share or small group discussion. • Student reflection, role plays, case studies, scenarios, simulations. • When using visuals, explain what the audience is looking at, what you want them to notice in the visual, and what conclusion you wish to draw. E.g., As you can see from this X-ray of the ..." • When using graphs, explain what data is measured on the x and y axis. Do not assume the pattern or conclusions are obvious to students, that the students can see small print, or assume they can interpret the visual as you intend.
5. Summary/ Closure / Connection to Overall Course <i>"Tell them what you taught them"</i>	Wraps things up, provides closure or indicates next steps. This is an important step. It does not need to be fancy or dramatic, but communicates a polished well prepared talk. Some strategies: <ul style="list-style-type: none"> • Content review. (E.g., "In conclusion, we have examined X, the applications, and limitations of X.") • Summarize main points, or the learning outcomes. • Ask for feedback. • Put current session in context of the series or purpose of the talk or seminar series. "So we have looked at topics A, B and C, three important recent developments in the field of the Alphabet." • Thank students for their attention, participation, insights, involvement...etc.
6. Post-Assessment	What did audiences take from your presentation? Were your desired outcomes met? This can be difficult to determine in a single presentation, but it is possible. <ul style="list-style-type: none"> • Questions asked. Are there many questions asking for clarification of small points? • Can participants do something or answer questions that show they have learned? • This might sometimes be done after class in homework, tests or other assessments.

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Sample Lesson Plan Template A

Date:
Teachers/Course:

Participants

-

Preparation

Materials	Handouts	Room Set Up
•	•	•

Contribution toward Intended Course Outcomes

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

Lesson Plan Sample Template B

(Note: you may change the order of these sections)

Topic:

Name of Instructor:

When in the course will this happen?

What course learning outcome(s) does this lesson help students develop?

Materials	Handouts	Room Set Up
•	•	•

1.Motivation Approximate Time:	Attention and motivation: Why should your students care?
2.Outcome(s) Approximate Time:	By the end of this particular lesson, what should students understand, be able to do, or value? What message do you want them to take away?
3.Pre-Assessment Approximate Time:	What prior knowledge does the audience possess regarding your topic? How will you know?

4.Participatory Learning		How will you engage your students actively? You may use a wide variety of activities, questions, visuals, graphs, video clips, audio clips and more to help your students learn.	
Approximate Time:	Total	What will the instructor do?	What will the student do?
	Specific Times for each section:		

5.Summary/ Approximate Time:	Provides closure or indicates next steps.	
6.Post-Assessment Approximate Time:	How will you know: What did audiences learn from your lesson? Were your desired outcomes met?	

Learning Outcomes

What are Learning Outcomes?

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

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

Why Care About Learning Outcomes?

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

Better Learning

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

Increased Motivation

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

Better Performance on Assignments and Tests

When students know what they are expected to demonstrate, they are better able to do so.

Focused Teaching

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

Strategic Teaching

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

Strategic Assessment

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

Attention to Outputs

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

Meeting Requirements

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

Strategic Design of Programs

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

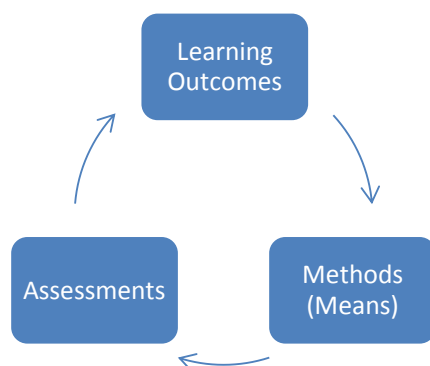
What is the format for Writing Learning Outcomes?

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

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

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

Aligning Your Outcomes, Methods, and Assessments



The Three Essentials of Alignment

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

Useful Verbs for Use in Learning Outcomes

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

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

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

Problem Words/Phrases

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

Ask yourself:

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

Real – *and Real Bad* – Examples

1. Is it public and observable?

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

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

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

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

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

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

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

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

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

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

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

Resources

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How can you incorporate active learning into your classroom?

Adapted from:

https://edtech.mst.edu/media/informationtechnology/edtech/documents/teach/02_Active%20Learning%20Continuum.pdf

The following list summarizes some of the many approaches.

Clarification Pauses: This simple technique fosters “active listening.” Throughout a lecture, particularly after stating an important point or defining a key concept, stop presenting and allow students time to think about the information. Ask students to review their notes and ask questions about what they’ve written so far.

Designing Effective Questions: Intentionally design questions in advance.

<http://crl.mcmaster.ca/resources/pdf/Rasmussen.pdf>

Writing Activities such as the “Minute Paper”: At an appropriate point in the lecture, ask the students to take out a blank sheet of paper. Then, state the topic or question you want students to address. For example, *“Today, we discussed emancipation and equal rights. List as many key events and figures as you can remember. You have two minutes – go!”*

Self-Assessment: Students receive a quiz (typically ungraded) or a checklist of ideas to determine their understanding of the subject. Concept inventories or similar tools may be used at the beginning of a semester or the chapter to help students identify misconceptions.

Large-Group Discussion: Students discuss a topic in class based on a reading, video, or problem. The instructor may prepare a list of questions to facilitate the discussion.

Think-Pair-Share: Have students work individually on a problem or reflect on a passage. Students then compare their responses with a partner and synthesize a joint solution to share with the entire class.

Cooperative Groups in Class (Informal Groups, Triad Groups, etc.): Pose a question for each cooperative group while you circulate around the room answering questions, asking further questions, and keeping the groups on task. After allowing time for group discussion, ask students to share their discussion points with the rest of the class.

Peer Review: Students are asked to complete an individual homework assignment or short paper. On the day the assignment is due, students submit one copy to the instructor to be graded and one copy to their partner. Each student then takes their partner's work and, depending on the nature of the assignment, gives critical feedback, and corrects mistakes in content and/or grammar.

Group Evaluations: Similar to peer review, students may evaluate group presentations or documents to assess the quality of the content and delivery of information.

Brainstorming: Introduce a topic or problem and then ask for student input. Give students a minute to write down their ideas, and then record them on the board. An example for an introductory political science class would be, *“As a member of the minority in Congress, what options are available to you to block a piece of legislation?”*

Case Studies: Use real-life stories that describe what happened to a community, family, school, industry, or individual to prompt students to integrate their classroom knowledge with their knowledge of real-world situations, actions, and consequences.

Hands-on Technology: Students use technology such as simulation programs to get a deeper understanding of course concepts. For instance, students might use simulation software to design a simple device or use a statistical package for regression analysis.

Interactive Lecture: Instructor breaks up the lecture at least once per class for an activity that lets all students work directly with the material. Students might observe and interpret features of images, interpret graphs, make calculation and estimates, etc.

Active Review Sessions (Games or Simulations): The instructor poses questions and the students work on them in groups or individually. Students are asked to show their responses to the class and discuss any differences.

Role Playing: Here students are asked to "act out" a part or a position to get a better idea of the concepts and theories being discussed. Roleplaying exercises can range from the simple to the complex.

Jigsaw Discussion: In this technique, a general topic is divided into smaller, interrelated pieces (e.g., a puzzle is divided into pieces). Each member of a team is assigned to read and become an expert on a different topic. After each person has become an expert on their piece of the puzzle, they teach the other team members about that puzzle piece. Finally, after each person has finished teaching, the puzzle has been reassembled, and everyone on the team knows something important about every piece of the puzzle.

Inquiry Learning: Students use an investigative process to discover concepts for themselves. After the instructor identifies an idea or concept for mastery, a question is posed that asks students to make observations, pose hypotheses, and speculate on conclusions. Then students share their thoughts and tie the activity back to the main idea/concept.

Forum Theater: Use theater to depict a situation and then have students enter into the sketch to act out possible solutions. Students watching a sketch on dysfunctional teams, might brainstorm possible suggestions for how to improve the team environment. Ask for volunteers to act out the updated scene.

Experiential Learning: Plan site visits that allow students to see and experience applications of theories and concepts discussed in the class.

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High-Impact Educational Practices



First-Year Seminars and Experiences

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

Common Intellectual Experiences

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

Learning Communities

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

Writing-Intensive Courses

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

Collaborative Assignments and Projects

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

Undergraduate Research

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

Diversity/Global Learning

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

Service Learning, Community-Based Learning

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

Internships

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

Capstone Courses and Projects

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



Table 1

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

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

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

Table 2

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

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

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

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

Seven Principles for Good Practice in Undergraduate Education

by

Arthur W. Chickering and Zelda F. Gamson

Summary

Following is a brief summary of the Seven principles for Good Practice in Undergraduate Education as compiled in a study supported by the American Association of Higher Education, the Education Commission of the States, and The Johnson Foundation.

1. *Good Practice Encourages Student-Faculty Contact*

Frequent student-faculty contact in and out of classes is the most important factor in student motivation and involvement. Faculty concern helps students get through rough times and keep on working. Knowing a few faculty members well enhances students' intellectual commitment and encourages them to think about their own values and future plans.

2. *Good Practice Encourages Cooperation among Students*

Learning is enhanced when it is more like a team effort than a solo race. Good learning, like good work, is collaborative and social, not competitive and isolated. Working with others often increases involvement in learning. Sharing one's own ideas and responding to others' reactions improves thinking and deepens understanding.

3. *Good Practice Encourages Active Learning*

Learning is not a spectator sport. Students do not learn much just sitting in classes listening to teachers, memorizing pre-packaged assignments, and spitting out answers. They must talk about what they are learning, write about it, relate it to past experiences, and apply it to their daily lives. They must make what they learn part of themselves.

4. *Good Practice Gives Prompt Feedback*

Knowing what you know and don't know focuses learning. Students need appropriate feedback on performance to benefit from courses. In getting started, students need help in assessing existing knowledge and competence.

In classes, students need frequent opportunities to perform and receive suggestions for improvement. At various points during college, and at the end, students need chances to reflect on what they have learned, what they still need to know, and how to assess themselves.

5. *Good Practice Emphasizes Time on Task*

Time plus energy equals learning. There is no substitute for time on task. Learning to use one's time well is critical for students and professionals alike. Students need help in learning effective

time management. Allocating realistic amounts of time means effective learning for students and effective teaching for faculty. How an institution defines time expectations for students, faculty, administrators, and other professional staff can establish the basis for high performance for all.

6. Good Practice Communicates High Expectations

Expect more and you will get it. High Expectations are important for everyone - for the poorly prepared, for those unwilling to

exert themselves, and for the bright and well motivated. Expecting students to perform well becomes a self-fulfilling prophecy when teachers and institutions hold high expectations of themselves and make extra efforts.

7. Good Practice Respects Diverse Talents and Ways of Learning

There are many roads to learning. People bring different talents and styles of learning to college. Brilliant students in the seminar room may be all thumbs in the lab or art studio. Students rich in hands-on experience may not do so well with theory. Students need the opportunity to show their talents and learn in ways that work for them. Then they can be pushed to learning in new ways that do not come so easily.

Reprinted with permission from the AAHE Bulletin, March 1987

Apathetic students, illiterate graduates, incompetent teaching, impersonal campuses - so rolls the drum fire of criticism of higher education.

More than two years of reports have spelled out the problems. States have been quick to respond by holding out carrots and beating with sticks. There are neither enough carrots nor enough sticks to improve undergraduate education without the commitment and action of students and faculty members. They are the precious resources on whom the improvement of undergraduate education depends. But how can students and faculty members improve undergraduate education? Many campuses around the country are asking this question. To provide a focus for their work, we offer seven principles based on research on good teaching and learning in colleges and universities.

Good practice in undergraduate education:

- 1. Encourages student-faculty contact.*
- 2. Encourages cooperation among students.*
- 3. Encourages active learning.*
- 4. Gives prompt feedback.*
- 5. Emphasizes time on task.*
- 6. Communicates high expectations.*
- 7. Respects diverse talents and ways of learning.*

We can do it ourselves - with a little bit of help....

A Focus for Improvement

These seven principles are not ten commandments shrunk to a twentieth century attention span. They are

intended as guidelines for faculty members, students, and administrators - with support from state agencies and trustees - to improve teaching and learning. These principles seem like good common sense, and they are - because many teachers and students have experienced them and because research supports them. They rest on 50 years of research on the way teachers teach and students learn, how students work and play with one another, and how students and faculty talk to each other.

While each practice can stand on its own, when all are present, their effects multiply. Together, they employ six powerful forces in education:

- *Activity*
- *Diversity*
- *Interaction*
- *Cooperation*
- *Expectations*
- *Responsibility*

Good practices hold as much meaning for professional programs as for the liberal arts. They work for many different kinds of students - white, black, Hispanic, Asian, rich, poor, older, younger, male, female, well-prepared, under prepared.

But the ways different institutions implement good practice depends very much on their students and their circumstances. In what follows, we describe several different approaches to good practice that have been used in different kinds of settings in the last few years. In addition, the powerful implications of these principles for the way states fund and govern higher education and for the way institutions are run are discussed briefly at the end.

As faculty members, academic administrators, and student personnel staff, we have spent most of our working lives trying to understand our students, our colleagues, our institutions, and ourselves. We have conducted research on higher education with dedicated colleagues in a wide range of schools in this country. We draw the implications of this research for practice, hoping to help us all do better.

We address the teacher's how, not the subject-matter what, of good practice in undergraduate education. We recognize that content and pedagogy are present, their effects multiply. Together, they employ six powerful forces in education:

Activity Diversity Interaction Cooperation Expectations Responsibility

Good practices hold as much meaning for professional programs as for the liberal arts. They work for many different kinds of students - white, black, Hispanic, Asian, rich, poor, older, younger, male, female, well-prepared, under prepared. But the ways different institutions implement good practice depends very much on their students and their circumstances. In what follows, we describe several different approaches to good practice that have been used in different kinds of settings in the last few years. In addition, the powerful implications of these principles for the way states fund and govern higher education and for the way institutions are run are discussed briefly at the end.

As faculty members, academic administrators, and student personnel staff, we have spent most of our working lives trying to understand our students, our colleagues, our institutions, and ourselves. We have conducted research on higher education with dedicated colleagues in a wide range of schools in this country. We draw the implications of this research for practice, hoping to help us all do better.

We address the teacher's how, not the subject-matter what, of good practice in undergraduate education. We recognize that content and pedagogy interact in complex ways. We are also aware that there is much healthy ferment within and among the disciplines. What is taught, after all, is at least as important as how it is taught. In contrast to the long history of research in teaching and learning, there is little research on the college curriculum. We cannot, therefore, make responsible recommendations about the content of good undergraduate education. That work is yet to be done.

This much we can say: An undergraduate education should prepare students to understand and deal intelligently with modern life. What better place to start but in the classroom and on our campuses? What better time than now?

Prepared with the assistance of Alexander W. Astin, Howard Bowen, Carol M. Boyer, K. Patricia Cross, Kenneth Eble, Russell Edgerton, Jerry Gaff, Joseph Katz, C. Robert Pace, Marvin W. Peterson, and Richard C. Richardson, Jr.

This work was co-sponsored by the American Association for Higher Education and the Education Commission of the States. The Johnson Foundation supported a meeting for the authors at Wingspread in Racine, Wisconsin.

1. Encourages Student-Faculty Contact

Frequent student-faculty contact in and out of classes is the most important factor in student motivation and involvement. Faculty concern helps students get through rough times and keep on working. Knowing a few faculty members well enhances students' intellectual commitment and encourages them to think about their own values and future plans.

Some examples: Freshmen seminars on important topics, taught by senior faculty members, establish an early connection between students and faculty in many colleges and universities.

In the Saint Joseph's College core curriculum, faculty members who lead discussion groups in courses outside their fields of specialization model for students what it means to be a learner. In the Undergraduate Research Opportunities Program at the Massachusetts Institute of Technology, three out of four undergraduates have joined three-quarters of the faculty in recent years as junior research colleagues. At Sinclair Community College, students in the "College Without Walls" program have pursued studies through learning contracts. Each student has created a "resource group," which includes a faculty member, a student peer, and two "community resource" faculty members. This group then provides support and assures quality.

2. Encourages Cooperation

Learning is enhanced when it is more like a team effort than a solo race. Good learning, like good work, is collaborative and social, not competitive and isolated. Working with others often increases involvement in learning. Sharing one's own ideas and responding to others' reactions sharpens thinking and deepens understanding.

Some examples: Even in large lecture classes, students can learn from one another. Learning groups are a common practice. Students are assigned to a group of five to seven other students who meet regularly during class throughout the term to solve problems set by the instructor. Many colleges use peer tutors for

students who need special help.

Learning communities are another popular way of getting students to work together. Students involved in SUNY at Stony Brook's Federated Learning Communities can take several courses together. The courses, on topics related to a common theme like science, technology, and human values, are from different disciplines. Faculty teaching the courses coordinate their activities while another faculty member, called a "master learner," takes the courses with the students. Under the direction of the master learner, students run a seminar which helps them integrate ideas from the separate courses.

3. Encourages Active Learning

Learning is not a spectator sport. Students do not learn much just by sitting in classes listening to teachers, memorizing pre-packaged assignments, and spitting out answers. They must talk about what they are learning, write about it, relate it to past experiences, apply it to their daily lives. They must make what they learn part of themselves.

Some examples: Active learning is encouraged in classes that use structured exercises, challenging discussions, team projects, and peer critiques. Active learning can also occur outside the classroom. There are thousands of internships, independent study opportunities, and cooperative job programs across the country in all kinds of colleges and universities, in all kinds of fields, for all kinds of students. Students also can help design and teach courses or parts of courses. At Brown University, faculty members and students have designed new courses on contemporary issues and universal themes; the students then help the professors as teaching assistants. At the State University of New York at Cortland, beginning students in a general chemistry lab have worked in small groups to design lab procedures rather than repeat pre-structured exercises. At the University of Michigan's Residential College, teams of students periodically work with faculty members on a long-term original research project in the social sciences.

4. Gives Prompt Feedback

Knowing what you know and don't know focuses learning. Students need appropriate feedback on performance to benefit from courses. When getting started, students need help in assessing existing knowledge and competence. In classes, students need frequent opportunities to perform and receive suggestions for improvement. At various points during college, and at the end, students need chances to reflect on what they have learned, what they still need to know, and how to assess themselves.

Some examples: No feedback can occur without assessment. But assessment without timely feedback contributes little to learning.

Colleges assess students as they enter in order to guide them in planning their studies. In addition to the feedback they receive from course instructors, students in many colleges and universities receive counseling periodically on their progress and future plans. At Bronx Community College, students with poor academic preparation have been carefully tested and given special tutorials to prepare them to take introductory courses. They are then advised about the introductory courses to take, given the level of their academic skills.

Adults can receive assessment of their learning from work and other life experiences at many colleges and universities through a portfolio process or through standardized tests; these provide the basis for sessions with advisors.

Alverno College requires that students develop high levels of performance in eight general abilities such as

analytic, valuing, and communication skills. Performance is assessed and then discussed with students at each level of each ability in a variety of ways and by a variety of assessors.

In writing courses across the country, students are learning, through detailed feedback from instructors and fellow students, to revise and rewrite drafts. They learn, in the process, that feedback is central to learning and improving performance.

5. Emphasizes Time on Task

Time plus energy equals learning. There is no substitute for time on task. Learning to use one's time well is critical for students and professionals alike. Students need help in learning effective time management. Allocating realistic amounts of time means effective learning for students and effective teaching for faculty. How an institution defines time expectations for students, faculty, administrators, and other professional staff can establish the basis for high performance for all.

Some examples- Mastery learning, contract learning, and computer assisted instruction require that students spend adequate amounts of time on learning. Extended periods of preparation for college also give students more time on task. Matteo Ricci College is known for its efforts to guide high school students from the ninth grade to a B.A. in six years through a curriculum taught jointly by faculty at Seattle Preparatory School and Seattle University. Providing students with opportunities to integrate their studies into the rest of their lives helps them use time well.

Workshops, intensive residential programs, combinations of televised instruction, correspondence study, and learning centers are all being used in a variety of institutions, especially those with many part-time students. Weekend colleges and summer residential programs, courses offered at work sites and community centers, clusters of courses on related topics taught in the same time block, and double-credit courses make more time for learning. At Empire State College, for example, students design degree programs organized in manageable time blocks; students may take courses at nearby institutions, pursue independent study, or work with faculty and other students at Empire State learning centers.

6. Communicates High Expectations

Expect more and you will get more. High expectations are important for everyone - for the poorly prepared, for those unwilling to exert themselves, and for the bright and well motivated. Expecting students to perform well becomes a self-fulfilling prophecy when teachers and institutions hold high expectations of themselves and make extra efforts.

Some examples: In many colleges and universities, students with poor past records or test scores do extraordinary work. Sometimes they out-perform students with good preparation. The University of Wisconsin-Parkside has communicated high expectations for under prepared high school students by bringing them to the university for workshops in academic subjects, study skills, test taking, and time management. In order to reinforce high expectations, the program involves parents and high school counselors.

The University of California-Berkeley introduced an honors program in the sciences for under prepared minority students; a growing number of community colleges are establishing general honors programs for minorities. Special programs like these help. But most important are the day-to-day, week-in and week-out expectations students and faculty hold for themselves and for each other in all their classes.

7. Respects Diverse Talents and Ways of Learning

There are many roads to learning. People bring different talents and styles of learning to college. Brilliant students in the seminar room may be all thumbs in the lab or art studio. Students rich in hands-on experience may not do so well with theory. Students need the opportunity to show their talents and learn in ways that work for them. Then they can be pushed to learning in new ways that do not come so easily.

Some examples: Individualized degree programs recognize different interests. Personalized systems of instruction and mastery learning let students work at their own pace. Contract learning helps students define their own objectives, determine their learning activities, and define the criteria and methods of evaluation. At the College of Public and Community Service, a college for older working adults at the University of Massachusetts-Boston, incoming students have taken an orientation course that encourages them to reflect on their learning styles. Rockland Community College has offered a life-career-educational planning course. At the University of California, Irvine, introductory physics students may choose between a lecture-and-textbook course, a computer-based version of the lecture-and-textbook course, or a computer-based course based on notes developed by the faculty that allow students to program the computer. In both computer-based courses, students work on their own and must pass mastery exams.

Whose Responsibility is it?

Teachers and students hold the main responsibility for improving undergraduate education. But they need a lot of help. College and university leaders, state and federal officials, and accrediting associations have the power to shape an environment that is favorable to good practice in higher education.

What qualities must this environment have?

- *A strong sense of shared purposes.*
- *Concrete support from administrators and faculty leaders for those purposes.*
- *Adequate funding appropriate for the purposes.*
- *Policies and procedures consistent with the purposes.*
- *Continuing examination of how well the purposes are being achieved.*

There is good evidence that such an environment can be created. When this happens, faculty members and administrators think of themselves as educators. Adequate resources are put into creating opportunities for faculty members, administrators, and students to celebrate and reflect on their shared purposes. Faculty members receive support and release time for appropriate professional development activities. Criteria for hiring and promoting faculty members, administrators, and staff support the institution's purposes. Advising is considered important. Departments, programs, and classes are small enough to allow faculty members and students to have a sense of community, to experience the value of their contributions, and to confront the consequences of their failures.

States, the federal government, and accrediting associations affect the kind of environment that can develop on campuses in a variety of ways. The most important is through the allocation of financial support. States also influence good practice by encouraging sound planning, setting priorities, mandating standards, and reviewing and approving programs. Regional and professional accrediting associations require self-study and peer review in making their judgments about programs and institutions.

These sources of support and influence can encourage environments for good practice in undergraduate education by:

Setting policies that are consistent with good practice in undergraduate education.

Holding high expectations for institutional performance.

Keeping bureaucratic regulations to a minimum that is compatible with public accountability.

Allocating adequate funds for new undergraduate programs and the professional development of faculty members, administrators, and staff.

Encouraging employment of under-represented groups among administrators, faculty members, and student services professionals.

Providing the support for programs, facilities, and financial aid necessary for good practice in undergraduate education.

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June, 1987

Teaching & Programs – Resource page

Available as clickable links at: <http://www.uwindsor.ca/aauheads/resources/teachprog.htm>

Coming soon to the New Faculty Resources web page.

- [Academic Appeals](#)
- [Academic Bylaws, Policies & Procedures](#)
- [Academic Misconduct by Students](#)
- [Auditing a Course](#)
- [Blackboard Learn](#)
- [Calendars \(Undergraduate and Graduate \)](#)
- [Campus Police](#)
- [Centre for Teaching and Learning \(CTL\)](#)
- [Class Lists, Wait Lists, Grade Collection Sheets, and Exam Rosters](#)
- [Convocation](#)
- [Course Add/Drops](#)
- [Course Equivalencies](#)
- [Course Outlines](#)
- [Course Timetable and Room Scheduling](#)
- [Curriculum Mapping Resources \(CTL\)](#)
- [Curriculum Revisions and New Program Development](#)
- [Degree Audit Request System \(DARS\)](#)
- [Examination Procedures](#)
- [Grade Submission, Approval, and Appeal](#)
- [Graduate and Teaching Assistants \(GAs & TAs\)](#)
- [GATA Network](#)
- [Graduate Studies](#)
- [Important Dates](#)
- [Leddy Library Resources for Teaching and Programs](#)
- [Media & Educational Technologies Team](#)
- [Office of Open Learning](#)
- [Peer Collaboration Network](#)
- [Procedures for Addressing Student Non-Academic Misconduct](#)
- [Secretariat](#)
- [Student Course Loads and Overloads](#)
- [Student Information System \(SIS\) Access](#)



University
of Windsor



Bylaws, Policies & Procedures for Faculty

Links to University web pages containing many of policies and bylaws most relevant to your work are listed below. In order to access the documents you need, please select a heading to access the relevant university web pages that host the most up-to-date versions.

Senate Policies (Academic Governance)

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

- Procedures for Addressing Student Non-Academic Misconduct
-

Relevant Provostial Policies and Guidelines:

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

Senate Bylaws (Academic Governance)

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

Further Important Policy Documents

- **Collective Agreements**
 - **Finance Policies**
 - **Human Resources Policies**
 - **Research Ethics Policies**
 - **Research Finance Policies**
 - **Research Policies**
-

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

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

THURSDAY, AUGUST 9

Day 2: Your Campus Networks

Location: Centre for Engineering Innovation (CEI) 1100

Lunch Location: Kerr House, Turtle Island Way

- 8:45 a.m. Continental Breakfast**
- 9:00 Building and Navigating Your Campus Network**
Cohosted by Erika Kustra, Director, Teaching and Learning Development,
Centre for Teaching and Learning and Cheryl Collier, Acting Associate Vice-
President, Academic
- 10:45 Break**
- 11:00 Working Across Difference in Academia**
Who are You?
Kaye Johnson, Executive Director - Human Rights, Equity and Accessibility
Who Are We?
Bev Hamilton, Academic Initiatives Officer
The Many Voices of Knowledge Communities
Student representatives Youshaa el-Abed, Brandon Bonnetplume, Lacy Carty, Jessica Fazio,
and Professor Valarie Waboose, Faculty of Law
Challenging Moments in Working Across Difference: Conversations
Betty Barrett, Women's and Gender Studies and Richard Douglass-Chin,
English Language Literature & Creative Writing
Strategies for Learning More
Betty Barrett, Richard Douglass-Chin, and Kaye Johnson
- 1:15 p.m. Lunch Hosted by Windsor University Faculty Association (WUFA)**
- 2:00–3:30 OPTIONAL Campus Tour**
(spouses and partners welcome!)
- 2:00-3:30 OPTIONAL Getting Started with UWinsite Finance**
Location: McPherson Lounge, Alumni Hall
- 2:00-4:00 OPTIONAL Intro to Blackboard**
Our Learning Management System (Espresso Level)
Location: Erie Hall G125
- 2:00-3:00 OPTIONAL Dual-Career Connection Program Information Session**
(for partners)
Location: CEI 3007

YOUR CAMPUS NETWORK: Find a contact for when ...

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You're not sure how to find the University's rules about when you can schedule assignments.	You have a student in distress.	You want to talk about adding an entrepreneurial component to a course.	A student is requesting accommodations based on a disability.	You want to spread the word about your research or a great event you're holding.
You have questions about setting up a course site on Blackboard.	You are considering including an experiential learning opportunity (e.g., a community service learning element) into your teaching.	You have an international student who is feeling lonely and isolated.	You've found plagiarized text in a student's assignment.	You have a question about the promotion and tenure process.
You've gotten a grant and you need to get organized to spend the money.	You have a student who comes to you because he's afraid he may fail out of his program.	You'd like to develop an online or hybrid course.	You need to launch or transfer a research project involving human participants.	You'd like advice about your rights as a faculty member.
You have a question about entering grades.	You have a question about the Graduate Assistant contract.	A prospective student wants more information about the University of Windsor.	The projector in your classroom is not working.	You'd like to explore the idea of indigenizing the curriculum.
A student asks about getting help with her writing.	You need information about Open Access publication for an article you are writing.	You need to find your class roster for the Winter 2019 semester.	You see someone trying to break into an office.	You'd like to have a colleague observe your teaching.
You'd like help with your teaching dossier.	A student shows an interest in discussing or demonstrating their original work in their field of study in a conference setting.	You want your grad students to develop teaching skills, or you're looking for teaching leadership opportunities for them.	You need to get the textbooks ordered for your course.	You have a student who would like to enhance their skills in time management, studying, and/or test-taking.
You want to apply for Tri-Council funding.	You have an idea for a major modification to an existing program, a new program, or a for-credit graduate diploma.	You'd like to supervise a high-achieving undergraduate student as a research assistant.	A student or colleague reports they have experienced sexual harassment.	You have a student who is consistently struggling, academically and personally, and looking for support and community connections.
You would like to establish a contract between the University and a third party, or need a liability waiver for your field trip to study the volcanic eruption on Kilauea.	You need to submit a travel expense claim.	You have a first-year student who needs help navigating their transition to university; they could benefit from guidance from an upper-year student.	You have a question about your benefits.	You'd like to talk to someone about an experience of discrimination.

Your Campus Network: Guide to Services

Service	Description
Aboriginal Education Centre	Provides support to self-identified Aboriginal students to reach their highest potential in a culturally supportive atmosphere
Academic Advising Team	Provides academic advising related to course and program changes, assessment of academic progress, academic procedures, and the development of plans to deal with academic difficulties
Academic Integrity and Student Conduct Officer	Promotes a culture of academic integrity and respect for others, assuming an administrative role when academic (or non-academic) misconduct is alleged to have occurred
Blackboard Learn Learning Management System Team	Provides support for the ongoing functioning of the University of Windsor's Learning Management System an online application to support teaching and learning activities, including training, end-user support, technical support, review of current pedagogical and technical research, and online self-help
Campus Community Police	Work in partnership with the University community to provide a safe and secure environment to all students, staff, faculty and visitors by providing a 24-hour presence on our campus to respond to routine and emergency calls for service
Centre for Teaching and Learning	Works with members of the campus community to enhance the practice, culture, and scholarship of teaching and learning; to support the integration of effective teaching practices and technologies that extend and enrich learning; and to support to instructors using the University's Learning Management System, Blackboard Learn
EPICentre	The Entrepreneurship Practice and Innovation Centre (EPICentre) is a campus-wide initiative created to encourage entrepreneurship on campus, and support students and graduates interested in launching their own businesses
Faculty of Graduate Studies	Brings together a community of scholars and researchers committed to supporting graduate education and fostering student development
GATA Network	Works with GAs and TAs across campus, introducing them to mentors and resources they will need to improve their pedagogical knowledge and skills
Human Resources	Provides comprehensive services and supports to over 2300 faculty and staff with a mission of developing, facilitating, and providing services and support that enhance opportunities to learn, live and grow

Service	Description
International Student Centre	Facilitates the well-being of students engaged in international experiences, providing continuous support to help them succeed
Leddy Library	Main campus library at the University of Windsor, providing a wide range of resources and services for both students and faculty to support the teaching, learning and research mission of the University as well as providing physical spaces in the library to support these activities
Media and Educational Technologies Team	Provides audio-visual technologies support, media production services, and learning space design
Office of Experiential Learning	Offers a variety of programs, services, and resources that can enhance student's university experiences and contribute to their employment and career goals
Office of Human Rights, Equity and Accessibility	Responsible for education, human rights inquiries and complaints, ombuds functions related to human rights, equity and accessibility, government reporting, policy development, and any other matters requiring accountability in these areas at the University of Windsor
Office of Legal Services	The Department of Legal Services provides legal advice to the President, administration, faculty, and staff on legal matters involving or affecting the University of Windsor
Office of Open Learning	Charged with inspiring and leading on strategic, creative and innovative developments in online learning, open learning environments, distance education and open education across the University
Office of Quality Assurance	Coordinates the University's Institutional Quality Assurance Process (IQAP) and assists programs with cyclical review of existing programs and new program development
Office of Research and Innovation Services	Supports and promotes research at the University and administers research grants and contracts as the point of contact for the federal granting councils, government ministries, industry, associations and foundations which typically provide financial support for University scholarship, research, and creative activities
Office of the Provost	Provides leadership for academic planning and administration across the university, overseeing such areas as student recruitment, student services, the library, inter-faculty programs, teaching & learning, IT, faculty relations, and international development
Office of the Registrar	Responsible for admissions, academic scheduling, student transcripts, degree granting, and many aspects of formal approval of credits and programs by the Ministry

Service	Description
Outstanding Scholars	Each fall, the University offers candidacy in the Outstanding Scholars Program to the top 100 students entering first-year studies directly from high school. The Outstanding Scholars program aims to create a close mentoring relationship between students and faculty. Students pursue academic exploration in a research setting, and faculty serve as supervisors and guides in the research process
Peer Collaboration Network	Enables faculty and staff to develop their own teaching practices through exchange, classroom observation, and discussion with peers
Public Affairs and Communications	Functions as the newsroom for the University of Windsor, sharing the stories of its success with the world. We publicize achievements from across campus to help our students, faculty and staff gain the recognition they deserve for their efforts in making the world a better place through education, scholarship and engagement
Research Ethics Board	Reviews all research involving humans including data about them or human biological materials, conducted by faculty, staff or students affiliated with University of Windsor and regardless of where the study takes place prior to commencement of the study
Research Finance	Supports the research enterprise at the University by providing expert advice, financial accountability, and ongoing management of all research funds
Sexual Misconduct Response and Prevention Office	Office committed to confidentially advocating for and supporting individuals who have experienced or observed sexual misconduct. While the Office has no role in investigating complaints, it can guide willing individuals through the process of formally reporting misconduct
Student Accessibility Services	Provides a variety of services and supports to students with documented disabilities (including: learning disabilities, attention deficit/hyperactivity disorder, acquired brain injuries, vision, hearing and mobility impairments, chronic medical conditions and psychiatric illnesses), who have registered with SDS. Intended to facilitate the inclusion of students with disabilities fully into the fabric of the University of Windsor, and to help minimize the impact of a disability on individual learning and academic performance
Student Counseling Centre and the Assessment and Care Team	Provides free, confidential counselling to registered students as well as consultation and referral services for University of Windsor faculty and staff. Coordinates information, strategies, support services, and resources of the University in order to assist students who may be in distress and/or exhibiting behaviours of concern

Service	Description
Student Success and Leadership Centre	Offers a wide variety of services, programs and resources that assist UWindsor students, including writing support, advising, leadership and volunteer opportunities, transfer student support, the campus lifeline, the co-curricular transcript, and student disability services, support for parents and families, and for first-generation students. SSLC includes the Writing Support Desk, Skills to Enhance Personal Success (STEPS), Connecting4Success, and Bounce Back.
University of Windsor Campus Bookstore	Manages the ordering and sale of textbooks for university courses, and also technology products, campus clothing, and other products
University Secretariat	Responsible for the effective and efficient operation of the University's bicameral system of governance. Administers the governance of the University by providing consistent advisory and administrative support to the Board of Governors (oversight of all operational aspects), the Senate (oversight of academic matters), their heir committees, and members of the university community generally
UWill Discover	UWill Discover is a two-day event in which undergraduate students at the University of Windsor can present their research, scholarship, and creative work to their fellow students, friends and family, and the world!
UWinSite	The UWinsite project will modernize the University's business processes and replace several core systems, including the current Student Information System (SIS) and Financial Information System (FIS). It will also introduce a Student Engagement System which will enable more effective communication with prospective students
Windsor University Faculty Association	The collective voice, bargaining agent, and defender of the shared interests of full time faculty and librarians, contract academic staff (sessionals), Ancillary Academic Staff and Learning Specialists

PRELIMINARY PHONE A FRIEND LIST
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Questions about Academic Policies and Bylaws

Renee Wintermute.....Ext. 3347
 Alison Zilli.....Ext. 3325
 Maria Giampuzzi.....Ext. 3317
 Carol Perks.....Ext. 2005

Questions about Promotion, Tenure Process, or Sabbaticals

Cindy Wills.....Ext. 2010

Questions about the Collective Agreement

Iva Gentcheva.....Ext. 2003
 WUFA.....Ext. 3366

Questions about Research Grants

Natasha Weibe (Social Sciences, Humanities & Health Research) Ext. 3953
 Nicole Noel (Institutional Projects and Communications Research) Ext. 3916

Questions about Teaching & Learning or Curriculum

Erika Kustra.....Ext. 4842

Questions about Technology in Classrooms

Stephanie Parent.....Ext. 3051

Other Helpful Contacts

Nick Baker (Office of Open Learning)Ext. 4925
 Judy Bornais (Peer Collaboration Network & Peer Observation of Teaching)
 (Experiential and Work-Integrated Learning)Ext. 2269
 Dave Andrews (Peer Collaboration Network &
 Peer Observation of Teaching).....Ext. 2433
 Laura Chittle (GATA Network) chittlel@uwindsor.ca
 Liz Ismail (GATA Network) ismaile@uwindsor.ca
 Scott Goodwin (Faculty of Graduate Studies) Ext. 3774
 Debbie Kane (Faculty of Graduate Studies)Ext. 2110
 Lorie Stolarchuk (Learning Management Systems) Ext. 3050

CONTINUE YOUR PHONE A FRIEND LIST

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In Spring 2017, the University undertook a community consultation, bringing together community members, faculty, staff, and students to explore how people in different economic sectors viewed the future of Windsor-Essex, and the University's potential role in that future. The word clouds were generated by participants as part of those discussions.

Public Sector Word Clouds

What is a word that describes how you see the future of the Windsor-Essex region?



What word sums up the most essential skill people should acquire from a university education?

What is the most important area or initiative for the University to focus on in the next 10-15 years?



What word sums up the key contributions you think the University can make to this community?



Public Sector - Government and Community Service Word Clouds

What is a word that describes how you see the future of the Windsor-Essex region?



Total Results: 30



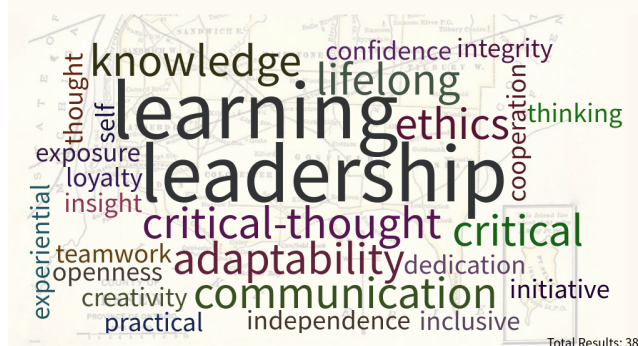
What word sums up the most essential skill people should acquire from a university education?

Total Results: 31

What is the most important area or initiative for the University to focus on in the next 10-15 years?



Total Results: 33



Total Results: 38

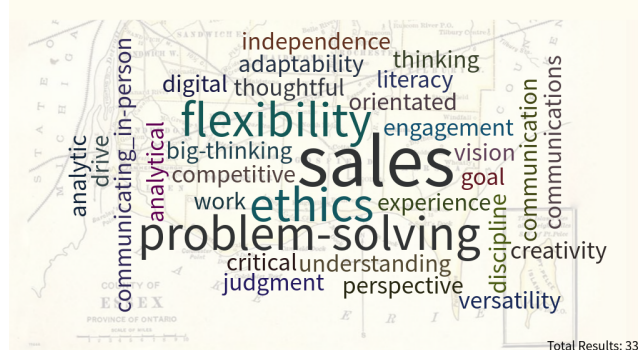
What word sums up the key contributions you think the University can make to this community?



What is a word that describes how you see the future of the Windsor-Essex region?



What word sums up the most essential skill people should acquire from a university education?



What is the most important area or initiative for the University to focus on in the next 10-15 years?



What word sums up the key contributions you think the University can make to this community?



Industrial Sector Word Clouds

*What is a word that describes
how you see the future of the
Windsor-Essex region?*



*What word sums up the most
essential skill people should
acquire from a university
education?*

*What is the most important area
or initiative for the University to
focus on in the next 10-15
years?*



*What word sums up the key
contributions you think the
University can make to this
community?*



Industrial Sector Word Clouds

*What is a word that describes
how you see the future of the
Windsor-Essex region?*



Total Results: 17



What word sums up the most essential skill people should acquire from a university education?

What is the most important area or initiative for the University to focus on in the next 10-15 years?



Total Results: 74



What word sums up the key contributions you think the University can make to this community?

FRIDAY, AUGUST 10

Day 3: Pathfinding, Tenure-Track, Trail Blazing: Planning for Scholarly Success

Location: Windsor Hall (Downtown Campus)

Lunch Location (optional): Mazaar, 372 Ouellette Ave.

9:00 a.m.	From Wherever You Are: Career Planning for Scholars James Gauld, Department of Chemistry and Biochemistry
9:20	Academic Efficiency Hack
10:00	Performance Evaluation and Career Planning at UWindsor <ul style="list-style-type: none">• The Tenure Track Cheryl Collier• Career Pathfinding Nick Baker, Director, Office of Open Learning; Mark Lubrick, Office of Open Learning, and Iva Gentcheva, Executive Assistant to the Provost and Vice-President, Academic
11:00	Break
11:15	Five Things I've Learned About Service at UWindsor Michelle McArthur, School of Dramatic Art
11:25	Service, Leadership and Collegiality: Why, How, How Much? Steven Rehse, Department of Physics and Bev Hamilton
12:15 p.m.	The Long Haul: Balance and Resilience Jeffrey Berryman and Cheryl Collier
12:30	OPTIONAL Lunch Downtown (spouses and partners welcome!) Location: Mazaar, 372 Ouellette Ave.
1:45	OPTIONAL Walking Tour of Detroit (spouses and partners welcome!) Tom Najem, Political Science and Erika Kustra

Effective Practice for New Faculty – Resource Page

Grant Writing

Chasan-Taber, L. (2018). 10 Tips for Successful Grant Writing. *The Chronicle of Higher Education*. Retrieved from https://www.chronicle.com/article/10-Tips-for-Successful-Grant/242535?cid=wcontentgrid_hp_9

This short article provides practical information on the following 10 strategies:

1. Start small and early.
2. But dream big.
3. Look at who got funded before.
4. Spend half your time on the abstract and aims.
5. Show that you can pull it off.
6. Match your method and aims.
7. You can never have too many figures or tables.
8. Seek external reviews prior to submission.
9. Be kind to reviewers. Making them happy should be one of your top goals.
10. Choose a topic you find interesting.

Mikal, J., & Rumore, G. (2018). 10 Common Grant Writing Mistakes. *The Chronicle of Higher Education*. Retrieved from <https://www.chronicle.com/article/10-Common-Grant-Writing/242150?cid=rclink>

This article explores 10 key errors beyond your actual research that can result in unsuccessful grant applications.

1. Square pegs and round holes – fit with organizational priorities of funder
2. Poor planning: summary page problems
3. The “loner”: ambitious project with insufficient number of investigators
4. Promising too much or too little
5. Throwing spaghetti – insufficiently specific aims
6. Running in place: limited evidence of progress toward research goals
7. Death by 1,000 cuts – multiple minor aims, limited integration
8. Method madness: overemphasis on methodological detail
9. So what? Not compelling to a broad audience – impact
10. Feedback fatigue – trying to respond to different feedback from too many varied sources in one grant

Research Management

Mackenzie, M. (2015). How to Work Effectively with a Research Assistant. Retrieved from <http://duckofminerva.com/2015/03/how-to-hire-and-work-effectively-with-a-research-assistant.html>

Based on her experience as an early-career faculty member, Mackenzie provides advice about selection, mentorship, organization and planning, and power dynamics in this brief and accessible blog post.

Burroughs Wellcome Fund and Howard Hughes Medical Institute. (2006). Making the Right Moves: A Practical Guide to Scientific Management for Postdocs and New Faculty. <https://www.hhmi.org/developing-scientists/making-right-moves>

Career and Tenure

Career Planning

From Boice, R. (1992). *The New Faculty Member, Supporting and Fostering Professional Development*. San Francisco: Jossey-Bass. Excerpted on *Tomorrow's Professor* website: <https://tomprof.stanford.edu/posting/194>

Robert Boice's classic book on becoming an effective academic emphasizes the principle of "nihil nimis": everything in moderation. A great read for anyone starting or considering a career in academia.

Promotion and Tenure

Making Progress toward Tenure or Tenure-Track

Billen, M.(n.d.). Taking an Active, Strategic Approach to Tenure. Retrieved from the Early Career Geoscience Faculty website at https://serc.carleton.edu/NAGTWorkshops/earlycareer/tenure/strategic_approach.html

This page summarizes Billen's presentation on useful advice she received that helped her to strategically progress toward tenure:

1. Hit two birds with one stone.
 - Is there professional service that directly benefits your research in the long run?
 - Are there new avenues of teaching that would lead to new avenues of research?
2. Share milestones before finishing the race (timely publication!)
3. People who know you are more likely to invest in your potential.
4. Take time to make time: strategic investment in learning.
5. Be happy.

Develop a strategic mindset. When "opportunities" come knocking, ask yourself:

- How does this fit into my long-term goals?
- Does this have potential benefits for my research?
- Is this really an opportunity?

O'Brien, R. (n.d.) Charting Your Progress Toward Tenure. Retrieved from the Early Career Geoscience Faculty website at <https://serc.carleton.edu/NAGTWorkshops/earlycareer/tenure/chart.html>

Rachel O'Brien developed charting tools to help her assess her progress on tenure. This webpage provides her charts as an example for how you can do the same. This page provides examples of what that might look like over time.

Rohde, R. (2015) Tips for Success on Your Path to Tenure: What could possibly go wrong on the maddening 6-year interview? Retrieved from Elsevier Connect at <https://www.elsevier.com/connect/tips-for-success-on-your-path-to-tenure>

Tenure File Development

Kelsky, K. (2017). The Professor Is In: 4 Steps to a Strong Tenure File. *ChronicleVitalae*. Retrieved from <https://chroniclevitalae.com/news/1924-the-professor-is-in-4-steps-to-a-strong-tenure-file>

Burnham, J., Hooper, L., & Wright, W. (2012). Top 10 Strategies for Preparing the Annual Tenure and Promotion Dossier. *Faculty Focus: Higher Ed Teaching Strategies from Magna Publications*. Retrieved from <https://www.facultyfocus.com/articles/faculty-evaluation/top-10-strategies-for-preparing-the-annual-tenure-and-promotion-dossier/>

This article outlines a long-term strategy for success in promotion and tenure submissions:

1. Begin on day one.
2. Read your college/university guidelines carefully.
3. Listen to the recommendations of senior faculty.
4. Follow your college/university's specific guidelines and rules for the items that should and should not be included in the promotion and tenure dossier.
5. Work persistently and consistently while moving through the tenure process.
6. Seek out mentors.
7. Demonstrate transparency in your dossier.
8. Show consistency and accuracy across the different sections and parts of your dossier.
9. Follow the suggestions of the reviewers.
10. Consult at all stages of your dossier preparation (i.e., before, during, and after).

Efficient Course Planning

Felder, R., & Brent, R. (2007). How to prepare new courses while keeping your sanity. *Chemical Engineering Education* 41(23) 121-22. Retrieved from https://www.researchgate.net/publication/288081916_How_to_prepare_new_courses_while_keeping_your_sanity

This practical article explores five key strategies for keeping course planning in balance with all your other priorities while still developing great courses.

1. Start preparing as soon as you know you'll be teaching a particular course.
2. Don't reinvent the wheel.
3. Write detailed learning objectives, give them to the students as study guides, and let the objectives guide the construction of lesson plans, assignments, and tests.
4. Get feedback during the course.
5. Do everything you can to minimize new preps early in your career, and especially try to avoid having to deal with several of them at a time.

Vicens Q., & Bourne P.E. (2009). Ten Simple Rules to Combine Teaching and Research. *PLOS Computational Biology* 5(4): e1000358. <https://doi.org/10.1371/journal.pcbi.1000358>

This article explores the fine art of balancing and even integrating teaching and research so that they enrich each other. Ideas include:

- Rule 1. Strictly budget your time for teaching and for doing research.
- Rule 2. Set specific teaching and research goals.
- Rule 3. “Don't reinvent the wheel.”
- Rule 4. Don't try to explain everything.
- Rule 5. “Be shameless in bringing your research interests into your teaching.”
- Rule 6. Get the most in career advancement from bringing your research into your teaching.
- Rule 7. Compromise, compromise, compromise.
- Rule 8. Balance administrative duties with your teaching and research workload.
- Rule 9. Start teaching early in your career.
- Rule 10. Budget time for yourself, too.

On-Campus Opportunities and Resources

Internal Grants

- The [Internal Grants at UWindsor list](#) includes a variety of internal research and teaching grants for which you may be eligible as a faculty member. These grants are offered through the Office of Research and Innovation Services, the Centre for Teaching and Learning, and the Office of Open Learning.

Office of Research and Innovation Services (ORIS)

- The [Office of Research and Innovation Services](#) supports and promotes research at the University. ORIS administers research grants and contracts and is the point of contact for the federal granting councils (NSERC, SSHRC, CIHR, CFI), government ministries, industry, and associations and foundations which typically provide financial support for university scholarship, research, and creative activities. ORIS supports and promotes research in all the University's faculties, schools, research centres, and institutes through services like [Industry Connector Events](#) and a series of [events and workshops](#) including Writing Retreats, Canadian Common CV (CCV) Labs, and other research-related workshops.

CTL Workshops, Events, and Courses

- The CTL facilitates [an ongoing series of presentations, workshops, and learning communities](#) that focus on learning-centred environments, instructional practice, learning technologies, teaching dossier development, and other issues that impact student engagement and the student experience at the University of Windsor. The CTL also sponsors an annual, international conference on teaching and learning, and offers a certificate in university teaching.

Readily Available Teaching and Learning Resources

- The CTL regularly posts [teaching and learning resources](#) on topics such as instructional practice, curriculum design, and inclusive teaching to offer instructors opportunities to explore teaching and learning issues on their own time.
- Instructors, graduate students, and staff are also welcome to visit the CTL's [teaching and learning lending library](#), located in Lambton 2103. The library is equipped with a variety of texts on learning-centred environments, instructional practice, and teaching dossier development, including a complete collection of the Society for Teaching and Learning in Higher Education's Green Guides, a series which offers pragmatic advice on a wide variety of the tasks and responsibilities of university teachers.

Curriculum Mapping Resources

- In 2018, the University will be making a substantial investment in [curriculum mapping](#), a process of documenting and analyzing the structure of a program and how individual courses work together to support student success through each year of study. It facilitates both summative program reporting for accreditation and IQAP purposes, as well as formative planning and enhancement by identifying which courses contribute to specific program outcomes, and at what level of mastery, and articulating how this is assessed. Curriculum mapping also supports review and planning by making it easier for Departments and Faculties to identify gaps in their programs, bottlenecks or trouble-spots that students may face, as well as areas of program strength.

Support for Graduate and Teaching Assistants

- The [GATA Network](#) is a collaborative initiative supported jointly by the [Faculty of Graduate Studies](#) and the [Centre for Teaching and Learning \(CTL\)](#) within the University of Windsor. The Network strives to create mentorship opportunities and teaching and learning resources to support graduate and undergraduate teaching assistants (GAs and TAs) with improving their pedagogical knowledge and skills. The Network offers large-scale professional development events to current and prospective GAs/TAs, thereby providing transformative leadership opportunities to experienced assistants who develop and lead workshops.

Leddy Library

- The University of Windsor's library supports teaching on campus in several ways. For example, instructors are encouraged to contact their respective [faculty liaison librarian](#). This person is generally your first point of contact for any matter regarding library services. Many faculty members also make great use of the [Academic Data Centre \(ADC\)](#), which helps the entire University of Windsor community access and use statistical and geospatial data, often using sophisticated statistical/data software. Leddy also offers a number of options for faculty who wish to integrate [information literacy instruction skills](#) into their curricula, and is faculty's primary resource for information regarding [fair dealing, copyright ownership, and publishing arrangements](#).

Selected Efficiency Hacks from UWindsor Faculty with a Reputation for Efficiency

Dr. Nihar Biswas, Civil and Environmental Engineering

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

Dr. Lori Buchanan, Psychology

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

Dr. Richard Caron, Mathematics and Statistics

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

Dr. Dave Andrews, Kinesiology

Save things that require focus and thought for times of the day when you are most awake and able to think. Do things that don't require as much focus and thought when you know you will be distracted or interrupted, or when you just don't have a lot of open time in your schedule. i.e., Scanning emails, completing a task you have done many times before that requires little concentration.

Develop (and then use) a list of VIPs on campus – those people who are helpful, quick to respond, knowledgeable, and open to sharing their time. Use the help you have available to you. You can be working on something while someone else (e.g., secretary, assistant, graduate teaching student) is working on something else for you that is due at the same time. Figure out what they can do to help (learn their job descriptions and skills) and then don't be afraid to ask when you need to.

Dr. Yvette Daniel, Education

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

Dr. Jess Dixon, Human Kinetics

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

Dr. Kyle Asquith, Communication, Media and Film

I have all my teaching materials ready to go, and Blackboard sites complete and launched, at least a week before a semester begins. I find students appreciate the "preview" of my courses, but this tactic also allows me to handle the chaos of the first week of a semester. I also typically have the first five or six lectures sketched out before a semester begins. Then, during the first half of the semester, I am working on the lectures for the second half at the pace of one per week. This is very strategic: I try to work ahead to buy myself research time in the second half of a semester, because around then, all my colleagues (and even grad students) are at their busiest. Beyond lecture planning, I try to deal with other teaching tasks week-to-week. For example, after each lecture in a course, I sit down and write exam questions related to that week's lecture and reading.

Dr. Christopher Tindale, Philosophy

I divide my week up so that I do specific things at specific times or on specific days. Thus, although I have a lot to do, on Monday I only have certain things I do, and that becomes manageable. For example, I am the editor of a journal. I deal with journal matters on Fridays. If something comes in on the weekend or the beginning of the week, it waits until Friday. I don't think about it until then. If I don't get through everything on a specific Friday, it waits until the next one. Similarly, I grade one day of the week (usually Wednesday or Thursday, the same day I have office hours—because I can continue grading if no one shows up). On the rare occasions I don't finish grading on the day assigned, it waits until the following week. But that is unlikely to happen because I co-ordinate my syllabuses so that the grading comes in gradually over the term. And I maintain a 7-day turnaround for all grading.

I can always include time for writing each day, whether I'm teaching two, three, or four courses in a term. I always have the primary research well underway for several projects, so that I can write on those projects each day during term. I never try to write more than two pages a day, but that's enough to maintain my active projects. It's only 500 words a day and rarely involves more than an hour.

Prof. Jeffery Hewitt, Law

There can be a lot of efficiency gained by working on various committees to understand how the broader University system(s) work(s). In addition, service outside the University and/or a particular department should be considered, and promoting research networks (i.e., a volunteer director on a non-profit that is related to research work) not only strengthens renewal, tenure, and promotion files but also keeps time working for you by both participating in service, while networking and supporting your area(s) of research/interest.

Request to teach courses that are related to research interests; the act of preparing a syllabus can also support research. Teaching and in-class discussions (which should be encouraged) open up potential for honing research questions and further developing thought in area(s) of interest. In other words, teaching can augment research and vice-versa. Time is limited, so finding ways to promote cross-over (i.e., being able to perform two tasks at once) matters.

Dr. Carlin Miller, Psychology

First and foremost, new faculty need to know that **no one** will ever tell them they are working too hard or that they need to cut back. If they work themselves into burnout, it will be because they did not learn to find some balance (with errors, of course) early enough. Second, new faculty need to remember the 40/40/20 equation. That means if a faculty does not spend the equivalent of 2 full days (16 hours?) on research, 2 full days (16 hours?) on teaching, and 1 full day (8 hours?) on service each week on average they are not doing their job. [Note: If they find ways to shirk their service, the work still has to be done by someone. That person is usually someone who is facing other inequities (e.g., people of colour, women, etc.).]

Big hack: mentor your undergrad honours thesis students and graduate students well, because they will work for you. Mine write papers (I advise and edit) and run my research projects with me. They also tend to TA/GA my courses and will advise other students on how to not increase the load on me. They speak nicely of me to faculty and other students.

Prof. Judy Bornais, Acting Executive Director of Experiential Learning (Faculty of Nursing)

Bookmark a directory of staff at the University (when you need to reach people, it saves time). Also bookmark Blackboard Learn and Office 365. Download Zotero and figure out a filing system that makes sense for you. Similarly, establish a good filing system in emails and OneDrive – make them both the same and it will save lots of time! Consider watching a few videos on Lynda.com for software you aren't familiar with. I also recommend downloading the app Wunderlist, which allows me to make lists of what needs to be done. I try to do this Sunday evening so I have a list for the week and can tick things off. I love ticking things off – such a feeling of satisfaction.

Dr. Erika Kustra, Centre for Teaching and Learning

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

Dr. Ashish Mahajan, Odette School of Business

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

Dr. James Gauld, Chemistry and Biochemistry

Be politely prudent: When first arriving, many may ask if you can collaborate or give a small contribution to this or that project they or someone else is working on. It is easy to say yes to those collaborations, thinking it makes you a positive, collegial faculty member. But you need to prepare grants, prepare courses, set up your research group, and start publishing and producing to a level deemed suitable by your external peers (the granting committees or reviewers). At least for research, if you can satisfy external reviewers then chances are that you satisfy internal reviewers. So, being efficient at the beginning, at least in part, is politely saying no, or "I'd love to, but first I need to get my own research going," or "by when are we looking to publish our collaboration?"

Do not wait for the perfect "start" conditions. There are several reasons for this including, of course, that external grant reviewers do not necessarily care that you did not have the perfect office or research space; there is a need to be adaptable to changing realities.

Dr. Jamey Essex, Political Science

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

Dr. Brent Lee, School of Creative Arts

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

research, and service, as I don't want to short change my research program, my students, or my university community. Also, if I have designated a two-hour slot to a specific project, I have an idea of what I can accomplish in that time and am less likely to switch to another task or linger over a conversation in the hall.

Dr. Anne Forrest, Arts, Humanities and Social Sciences

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

Dr. Dora Cavallo-Medved, Biological Sciences

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

Finally, I'm also a bit competitive and sometimes I simply like to challenge myself and see how much I can get done in a period of time.

Dr. Wansoo Park, School of Social Work

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

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

"Better is the enemy of good enough." Knowing when to stop revising documents -- grant proposals, papers, students' theses -- is critical. Improvement upon further iteration for documents and presentations follows the law of diminishing returns. A good way to minimize unneeded time on these sorts of things is to set them aside -- figuratively putting a draft away into a drawer for a few days or a week does wonders for the quality improvement that will come from a subsequent revision. Normally only one revision is then required. Resist the temptation to wordsmith your proposals and papers to death. For proposals, how elegantly-structured your sentences are will not, in general, contribute to persuading the reviewers of the ideas' worth. For papers, you can always revise further after the journal accepts the paper -- the version that goes out for peer review need not be 100% polished.

Dr. Shijing Xu, Faculty of Education

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

Quick tips from last year's new faculty:

- Ask questions! Come out to events, network, push your boundaries.
- Start finding grad students for supervision very quickly, as the deadline is approaching. Start applying for a small, easy grant to make yourself familiar with the process and key people in this area of the university.
- Take time to meet new people and develop your social network.
- Attend CTL events, even though you feel you can't spare the time. Resist the temptation to include a lot of assessments in your syllabus; you will thank yourself when you get *really* busy! Record *everything* you do so that it *counts* toward your career (tenure, promotion, etc.)! If it's not written down, it didn't happen. Become intimately familiar with the WUFA collective agreement and your faculty's criteria for tenure and promotion.
- Ask more *pointed* questions re: duties. E.g. *How many* courses must I teach per year? What *sizes* (i.e., number of students) should they be? What about courses with or without *lab components*? What about different courses vs. multiple sections of the same course? What about work outside teaching time (e.g., lab prep if there is no technician)?
- Build a network. Know your area of interest/program beforehand and consult experts in and out of your faculty. Don't be afraid to make mistakes. It's a process and a journey. Patience is required.
- Don't be afraid to reach out to colleagues in your department to ask for help, guidance and support. If you're assigned an official mentor – that's great! But you're not restricted to asking them for help.

Professional Development and Support Planner - Example

Area	July	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Teaching		Summer Series on Teaching & Learning UG Research Experience Grants due LMS Blackboard Learn Training	Lecturing half-course	Learning – Centered Teaching in Higher Education credit course	Blackboard Grade Centre Workshop		Course Design for Constructive Alignment credit course	Leading Effective Discussions half-course				Teaching Dossier Academy
Research		ORIS Summer Workshops and Writing Retreat	Workshops Medical Devices from Lab to Human Testing									Congress Training Opportunities
Supervision		Request Outstanding Scholars (Simon du Tort)		Graduate Supervision training					UWill Discover Undergrad research conference			
Service & Leadership		Discuss possible service contributions with head	Signup for conference organizing committee					Submit a book review?			Offer to be conference paper reviewer?	
General/ Other	Ignite work study applications	New Faculty Orientation Financial Information System Training	RTP Workshop (Cindy Willis)				New Faculty Refresher event					

Other things to consider for your planner:

- Discuss RTP Criteria with Head • Discuss Performance Review Process with Head • Start document collection files for RTP • Watch for ORIS Newsletter for events • Promotion and Tenure Session for New Faculty • Tri-council Grant and Review Deadlines • Find a mentor • Contact Peer Collaboration Network about Peer Review of Teaching • Brown Bag Series (AEC – Turtle Island) • Discuss partnership possibilities with ORIS • Find an internal grant reviewer

Resources on Career Planning: Pathfinding

Polk, J. (2017). Advice for PhDs seeking on-faculty jobs. University Affairs. Retrieved from <https://www.universityaffairs.ca/career-advice/beyond-the-professoriate/advice-phds-seeking-non-faculty-jobs/>

- Explore your options
- Know and apply your skills, confidently
- Translate your skills, redefine your professional identity, and market yourself effectively
- Be patient and follow your gut

Part of University Affairs' *Beyond the Professoriate* series <https://www.universityaffairs.ca/career-advice/beyond-the-professoriate/>

Gresson, J. (nd). From PhD to professor: Advice for landing your first academic position. The Muse. Retrieved from <https://www.themuse.com/advice/from-phd-to-professor-advice-for-landing-your-first-academic-position>

- Prioritize publishing
- Have a mission statement – and show it off
- Know the game
- Have a plan B
- Swallow your pride

Sanders, A. (2014). Going Alt-Ac: How to Begin. Inside Higher Ed. Retrieved from <https://www.insidehighered.com/blogs/gradhacker/going-alt-ac-how-begin>

1) To begin with, you need to do some **soul searching**:

- What skills do you currently possess?
- What interests you?
- What motivates you?

(2) Carefully **consider your constraints**.

- Do you need to be mindful of the [location](#) and schools for your children?
- What income range is acceptable?
- Is there a particular geographic region you want to be in?
- Is your [partner looking for a job](#) or does s/he have a position s/he would like to remain in?
- What sort of lifestyle are you looking for—a cozy small town with great hiking, a cosmopolitan city, family-friendly suburban living, or something in between?

(3) Build **awareness**: What jobs exist? (links and sites provided)

(4) **Examine the job announcements** (links and sites provided)

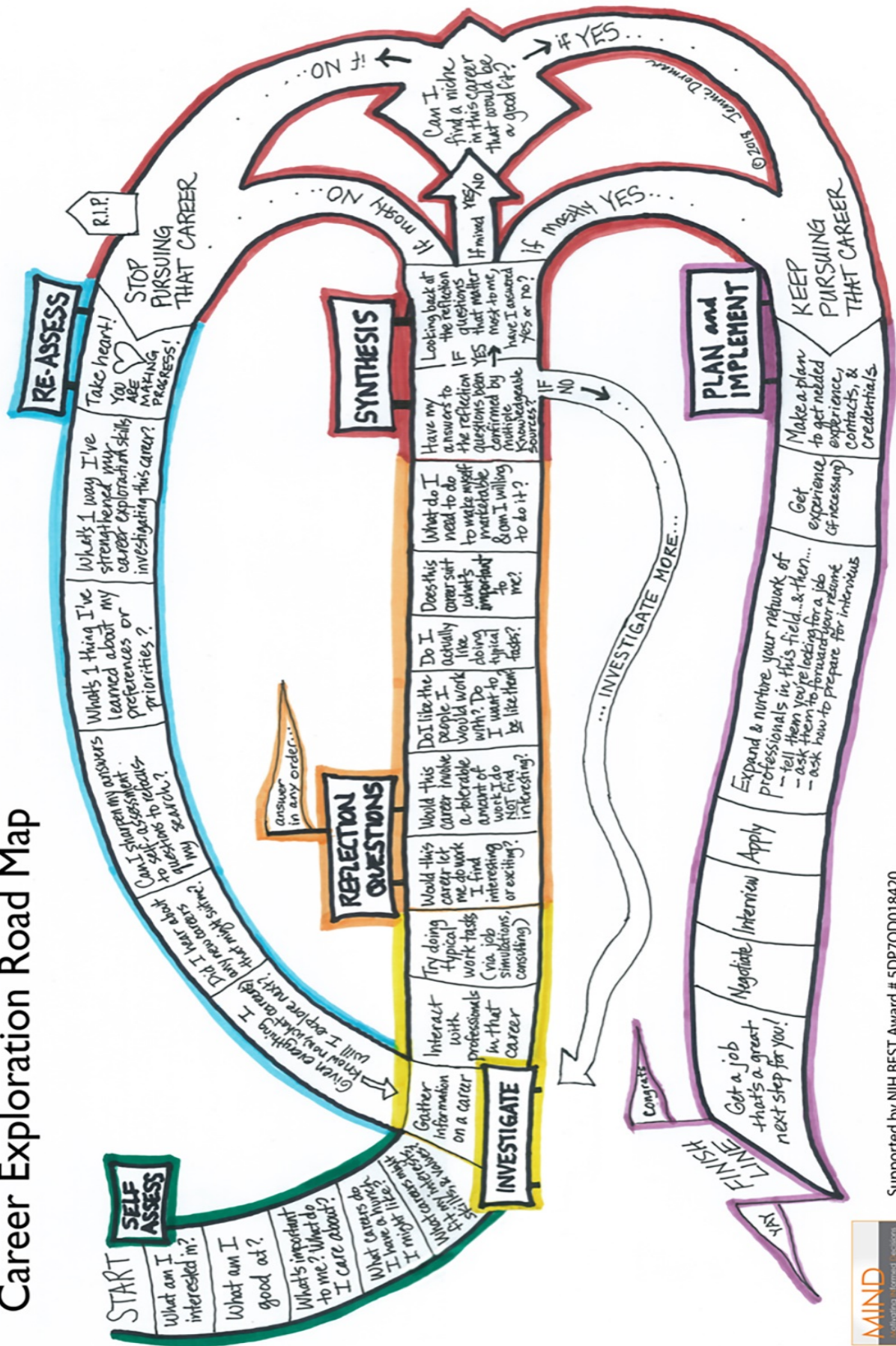
(5) **Talk to people** in the fields you're interested in

(6) Transform your CV into a 1-2 page resume for different categories of positions.

(7) When is the best time to apply? If you're in the last year or two of your program... **Now**.

(8) Finally, **dare greatly. Put yourself out there!**

Career Exploration Road Map



Supported by NIH BEST Award # 5DP7OD018420

OPTIONAL UCAPT TEACHING DOSSIER GUIDE

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

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

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

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

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

A. TEACHING APPROACH

1. Teaching Philosophy

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

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

2. Teaching Practices

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

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

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

- How do I ensure clear communication in all contexts?
- What do I do to evaluate student learning?
- What materials, resources or technologies have I designed that best illustrate my approach?
- How do I promote diversity and inclusivity in (and beyond) the classroom? What arrangements have I made to accommodate students' special needs? [Include a description of any provisions you may have made to improve the classroom climate, or your teaching methods, in order to ensure free and open participation and comfort for all your students regardless of gender, race, class, sexual orientation, or disability of any kind.]
- How do I promote students' academic pursuits and stimulate interest in continued study of the discipline?
- How often and under what circumstances am I available to my students?

3. Teaching Development

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

- How have I responded to unexpected circumstances (for example, conflict between students, racist, homophobic or pejorative remarks, in a course?)
- How do I monitor and assess my teaching? [examples might include peer feedback, ongoing student feedback, videotaping a class, descriptions of changes resulting from feedback] How do I incorporate the feedback into my planning?
- What seminars, workshops and conferences on teaching and learning have I attended? How have they improved or informed my teaching?

B. SUMMARY OF TEACHING CONTRIBUTIONS

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

1. Teaching Assignment

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

2. Student Supervision

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

- *Undergraduate Supervision*
 - Honours thesis supervision, indicate whether supervisor or committee member.
 - Supervision of undergraduate independent study and/or directed readings.
 - Supervision of a research practicum, athletic coaching, field placement supervision and coaching in the performing arts, etc.

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

3. Teaching Awards or Nominations

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

4. Teaching-Related Activities

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

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

5. Teaching-Related Publications and Other Professional Contributions

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

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

C. TEACHING FEEDBACK

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

- Unsolicited signed letters from students, TAs and/or colleagues.
- Peer evaluations based on visits to the classroom
- Other appropriate material

D. APPENDICES

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

E. REFERENCES

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

Ross, Dorene et al (1995). *Guidelines for Portfolio Preparation: implications from an analysis of teaching portfolios at the University of Florida*. Innovative Higher Education 20 (1), 45-62.

Seldin, Peter and Associates (1993). *Successful Use of Teaching Portfolios*. Anker Publishing, Bolton, MA.

Shore, Bruce M., et al (revised 1986, reprinted 1991). *The CAUT Guide to The Teaching Dossier. Its Preparation and Use*. Canadian Association of University Teachers, Ottawa, Ontario.

Teaching Documentation Guide, (1993). Senate Committee on Teaching and Learning, York University, Toronto.

Teaching Dossier: A Guide, (1996). University Teaching Services, University of Alberta, Edmonton, Alberta.

Teaching Dossier Preparation: A Guide for Faculty Members at the University of British Columbia.
<http://www.cstudies.ubc.ca/facdev/services/dossier.html#supp>

Urbach, Floyd, (1992). *Developing a Teaching Portfolio*. College Teaching 40 (2), 71-74.

Weeks, Patricia (1998). *The Teaching Portfolio: a professional development tool*. International Journal of Academic Development, 3(1), 70-74.

TEACHING DOSSIER: A GUIDE

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

Introduction

Faculty members at the University of Alberta are responsible as scholars “active in teaching, in research, and in service” and are evaluated in terms of their performance in these three categories (Faculty Agreement, Article 7.01 - 7.09). In view of the University’s mandated multifaceted teaching evaluation policy (GFC Policy Manual, section 111.2) a Teaching Dossier may provide the basis for the category “input from self.” This Guide, in conjunction with *A Guide to Evaluate Teaching*¹, is designed to help document achievements in teaching and to present evidence of these in the form of a Teaching Dossier².

What is a Teaching Dossier?

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

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

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

A typical Dossier will consist of four sections:

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

How to Proceed

The following offer a wide range of options for documenting your teaching and may be included in your Dossier¹. In making a selection appropriate to your own case, consider the unique elements of your teaching style, the subject matter you teach, and other concerns (such as the type, level, and number of students in your courses). If a particular activity has not been listed but is relevant to your teaching responsibilities, include it.

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

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

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

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

much than destroying material that may later prove useful.

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

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

2. It might be helpful to consult your department's mission statement, the University's mission statement, the University's Academic Plan, the sections on teaching in the Faculty Agreement, the GFC Policy Manual, and other relevant documents, to identify the goals, priorities, and expectations of the University concerning excellence in teaching.
3. Examine the Teaching Contributions in section 2 and select those areas, and items which are most applicable to your teaching; list accomplishments in each area.
4. Summarize your teaching contributions. Include graduate and undergraduate teaching and your contributions to curriculum and course developments. Highlight your teaching strengths.
5. If you have an item that cuts across teaching and another category (e.g., service), select the one where it fits the best and cross reference it in the other category.

Approach To Teaching

1.1 Philosophy

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

1.2 Teaching Goals, Strategies, and Evaluation Methods

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

Teaching Contributions

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

2.1 Teaching Responsibilities

See Appendix B for examples.

2.2 Supervising and Advising Students

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

2.3 Activities undertaken to Improve Teaching and Learning

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

2.4 Committee Service regarding Teaching and Teaching Issues

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

2.5 Publications and Professional Contributions

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

Reflections on & Assessment of Teaching

3.1 Documentation of Results of Teaching

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

3.2 Reflections on Teaching and Student Learning

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

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

3.3 *Future Plans*

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

Supporting Documentation

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

Appendix A

1.2 *Teaching Goals, Strategies, and Evaluation Methods*

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

Appendix B

2.1 *Teaching Responsibilities*

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

including, where appropriate, the number of teaching assistants assigned to assist you in the course and the nature of their involvement.

- ▶ Details of other teaching activities such as seminars, advising students, supervision of a teaching or research practicum, athletic coaching, field placement supervision, and coaching in the performing arts.
- ▶ Teaching which has contributed to the achievement of awards, honours, and employment for students.

Appendix C

2.2 *Supervising and Advising Students*

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

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

Appendix D

2.3 *Activities Undertaken to Improve Teaching and Learning*

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

Appendix E

2.4 Committee Service regarding Teaching and Teaching Issues

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

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

Appendix F

2.5 Publications and Professional Contributions

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

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

Appendix G

3.1 Documentation of Results of Teaching

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

In the preparation of this Guide we have consulted the following Canadian publications and wish to acknowledge their works:

Recording Teaching Accomplishments: A Dalhousie Guide to the Teaching Dossier

Carol O'Neil and Alan Wright, Office of Instructional Development and Technology, Halifax, 1992.

Teaching Documentation Guide

Senate Committee on Teaching and Learning, York University, Toronto, December 1993.

The CAUT Guide to The Teaching Dossier: Its Preparation and Use

Bruce M. Shore et al., Canadian Association of University Teachers, revised 1986, reprinted 1991.

University of Alberta Edmonton

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If you have comments on the Guide or suggestions for future revisions, please contact the director at (403) 492-2826 or by e-mail: bente.roed@ualberta.ca

Survival manual for new faculty

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

By ASHLEIGH VANHOUTEN | University Affairs, September 9, 2015

<http://www.universityaffairs.ca/features/feature-article/survival-manual-for-new-faculty/>

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

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

Teaching

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

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

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

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

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

Research

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

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

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

Service

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

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

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

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

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

Relationships

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

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

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

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

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

Work-life balance

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

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

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

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

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

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

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

Faculty Service and Leadership Roles

Why Service?

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

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

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

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

What Kinds of Service?¹

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

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

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

Dr. Jamey Essex
Department of Political Science

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

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

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

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

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

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

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

How much Service?

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

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

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

Committees on Campus

In Your Department

Standing Committees:

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

Possible Ad Hoc Committees

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

In Your Faculty

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

At the Institution

Board of Governors

Standing Committees:

- Audit Committee
- Executive Committee
- Governance Committee
- Investment Committee
- Pension Committee
- Resource Allocation Committee

Senate

Standing Committees:

- Program Development Committee
- Academic Policy Committee
- Senate Governance Committee
- Senate Student Committee

University Committee on Academic Promotion and Tenure Process and Procedures

Ad Hoc:

Task forces and working groups as needed