

DETAILED RESPONSE SHEET

New Faculty Orientation – Getting Started: What You Need to Know as an Instructor (Some Useful Scenarios) (Session focused mostly on Senate bylaws/policies – with a smattering of other policies/agreements)

[Responses to many of the situations below relate primarily to undergraduate courses. There is more flexibility with graduate courses, with the exception of the minimum requirements for the course syllabus]

A. Course Planning – Creating Your Syllabus

You need to write your course syllabus to be distributed by the first day of classes.

i. Bylaw 51 (1.2-1.3) sets out the minimum requirements for your undergraduate course syllabus (see section 2 for graduate course requirements).

Bylaw 51:

1.2 By the first day of each course, the Instructor must provide students with a written course outline which includes precise information concerning the following:

1.2.1 all procedures for determining the final grade in a course, including:

- conversion of raw scores into grades;
- "curving";
- procedures in which students are evaluated by observers or supervisors rather than by written examinations or submitted assignments; and
- types and formats of evaluations.

1.2.2 the approximate dates for tests, handing in assignments, and all other activities (except unannounced quizzes), which will affect the final course grade.

1.2.3 a statement that the Student Evaluation of Teaching forms will be administered in the last two weeks of classes, in accordance with Senate policy.

1.2.4 the regulations concerning supplemental examination privileges which are in force in that Faculty.

1.2.5 information regarding the use of plagiarism prevention software, in accordance with Senate policy.

1.2.6 information regarding the University's standardized percentage conversion scale, in accordance with Senate policy.

1.2.7 and any other matters mandated by University, Senate, or Faculty Policy.

1.3 Instructors may not alter the date of final examinations if scheduled and announced by the Registrar. All other final examinations may be scheduled only during the University's official examination period.

ii. Bylaw 51, 1.4-1.10 also set out rules and conditions around academic evaluations, which are to inform your course syllabus.

iii. In addition to specific requirements, the bylaw stipulates that the course syllabus must include any other matters as mandated by University, Senate or Faculty policy (1.2.7). Contact the Dean's office for information on any Faculty policy related to teaching, such as grading policies or make-up exams.

iv. Office hours are to be included in the course syllabus as per Faculty Collective Agreement 5:25(j) "in each semester in which a member has been assigned a teaching load the member shall make himself/herself available for student consultation on course-related matters on a regular basis, including examination periods, for the number of hours per week equal to the smaller of either five (5) or of two (2) times the number of courses the member has been assigned to teach in that semester, to meet the reasonable needs of students, and to make known this availability in writing in the course outline to their students and to the AAU Head within two (2) weeks after the start of lectures in a class or within such other time period as may be required by Senate bylaws and policies".

v. While not required, it is recommended that you inform students of when they can expect responses to emails. Setting limits around emails in your course syllabus will help with students who have unrealistic expectations on response time.

vi. Refer to the Learning-Centred Syllabus Checklist (created by CTL in consultation with the University Secretariat) or your Faculty's course syllabus template.

1. Can I include attendance as a grade?

In undergraduate courses, with one exception, grading for attendance is not permitted. However, you may grade for participation.

Unlike participation, which can be argued to be an evaluative procedure and therefore within the role of the instructor to assess and provide marks, attendance alone cannot really be argued to fall within the educational or learning outcomes of a course.

By implication and interpretation, students cannot be awarded marks solely on the basis of attendance. First of all, there is no requirement in senate bylaws that a student must attend class. Bylaw 51 speaks about limits on marks for "class participation" and for "spot quizzes". It does not speak about awarding marks for mere attendance. In fact, the only mention of attendance requirements is in regard to "courses where students are placed in field settings (such as practica, co-op placements, internships, clinical and field placements), where the basics of professional behaviour form a core component of the learning outcomes, attendance requirements may be imposed by the program area." This is the only exception provided in the bylaw, and does not itself speak to awarding marks for attendance but rather requiring attendance.

The 'penalty' for not attending arises because if a student does not attend class s/he cannot have participated in the class and therefore cannot be given any credit for class participation that day. On the other hand, if the student is in attendance, it is the participation that is to be assessed not the mere attendance.

If your course falls in the category of "field settings (such as practica, co-op placements, internships, clinical and field placements)", ensure that you receive approval from your head or dean if attendance is to be required.

Bylaw 51:

- 1.4 The procedures for the grading of class participation should be clearly stated to students in the written information specifying the procedures for the determination of final grades. When class participation is included in the final grade, the proportion of the marks awarded for class participation must be reasonable in all circumstances, and in all but exceptional instances, shall not amount to more than 20% of the final grade. In the case of courses where students are placed in field settings (such as practica, co-

op placements, internships, clinical and field placements), where the basics of professional behaviour form a core component of the learning outcomes, attendance requirements may be imposed by the program area.

- 1.5.4 Unannounced or "spot" quizzes shall not individually count more than 2% and shall not in total contribute more than 5% to the final grade. Instructors must inform the class in writing at the beginning of the semester as to the number of spot quizzes which will occur during the semester and the value of each.

2. Can I have a final assignment due the last week of term in my undergraduate course?

For first-entry undergraduate programs, no evaluation can be held or due during the last seven calendar days of a 12-week course. The period differs according to the length of the period of instruction. The exception is where there are routine/weekly tests which are integral to the instructional/learning process. This exception must be approved by the Dean of the Faculty offering the course and should be listed in your course syllabus.

Bylaw 51, Sections 1.1.1 to 1.1.4 inclusive, apply to all undergraduate Faculties except the Faculty of Law and the Faculty of Education.

Bylaw 51:

- 1.1.3 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.
- 1.1.3.1 In the case of periods of instruction of eight weeks in duration, clause 1.1.3 shall apply to the last four calendar days before the start of the examination period;
- 1.1.3.2 In the case of periods of instruction of six weeks in duration, clause 1.1.3 shall apply to the last three calendar days before the start of the examination period;
- 1.1.3.3 In the case of periods of instruction of three weeks in duration, clause 1.1.3 shall apply to the last two calendar days before the start of the examination period.

3. Can I have a final exam weighted at 70% of the final grade?

For first-entry undergraduate program (excludes Law and Education), no evaluation can be worth more than 50% of the final grade. In rare and compelling cases, the Dean may grant an exemption.

For distance education courses, with the approval of the Dean, you can require that students pass the final to pass the course. In such cases, students who fail the final exams will either receive the grade earned if it is 49% or less, or 49% if the sum of the evaluations is 50% or higher. This must be clearly stated on the course syllabus.

Bylaw 51:

- 1.5.1 No student enrolled in a first-entry undergraduate program at the University of Windsor shall be required to complete a single evaluation procedure worth more than one half of their final course grade (50%) in any undergraduate course (with the exception of independent study/seminar/research/directed reading/capstone courses, and performance courses). Further,

no final course mark should be based entirely on a single piece of work. However, if a student is unable to complete an evaluation procedure based on medical or compassionate grounds, the instructor shall have the option to add the portion of the evaluation procedure not completed to the value of the final evaluation procedure even if the result is that the final evaluation procedure is worth more than 50 percent.

Exemptions may be granted by the Dean of the Faculty in which the course is offered upon the presentation of significant evidence of the necessity of an evaluation procedure worth more than 50%.

With the exception of distance education courses, grading policies that effectively allow a single evaluation procedure to be worth the entire course (i.e., a student who fails this assignment fails the course, regardless of the total grade received for other assignments), are not permitted.

4. Can I set all the assessments to be due after November 20?

For first-entry undergraduate programs (excludes Law and Education), students must be provided with 20% of their final grade before the Voluntary Withdrawal (VW) deadline. For the Fall 2018 semester, this deadline is November 14th. This allows students to determine whether they should drop the course without receiving a grade. Following this deadline, students who drop a course will receive a final grade based on their work completed in the course.

Bylaw 51:

- 1.6 For first-entry undergraduate programs, instructors must provide meaningful feedback to students on their in-course performance, constituting a minimum 20% of the final grade, at least two (2) days prior to the voluntary withdrawal deadline. (see 1.15 below) Exemptions may be approved by the Dean of the Faculty offering the course, in which case the instructor shall provide a statement in the course syllabus explaining why the specific course is excluded.

5. Can I require students to pay a fee to use an online tutorial program?

Instructors may require students to purchase individual access to digital learning resources (such as online homework tools, simulations, case studies, quizzes, and other interactive learning tools) for assessment purposes. See the [Policy on the Use of Digital Learning Resources for Instructional and Assessment Purposes](#). Instructors who are granted approval to use such resources, must include a statement in their course syllabus using the template provided in the Policy.

Policy on the Use of Digital Learning Resources for Instructional and Assessment Purposes:

2. Instructors may require students to purchase individual access to digital learning resources (such as online homework tools, simulations, case studies, quizzes, and other interactive learning tools) for assessment purposes, provided that the following three conditions are met:
 - a. The cost before taxes is no greater than 10% of the lowest domestic tuition cost for a single-term 3-credit course in the faculty offering the course (See chart (hotlink)). The Dean of the Faculty may approve the assignment of digital learning resources up to a maximum of 20% of that domestic course fee.
 - b. The assessment constitutes 20% or less of the course grade. The Dean of the Faculty may approve assignment of digital learning resources that will be used for a maximum of 35% of the final grade.
 - c. Digital learning resources are often bundled with text books. Students must have the option to purchase the bundled components separately if their purchase is mandatory. Costs identified in 2(a) refer to the cost of the stand-alone digital learning resource only, not the textbook.

If **any** of these conditions is **not** met, the instructor must provide no-fee alternative assessments. Additional exceptions to the conditions outlined in (2) may be approved by Deans for:

- a. Digital learning resources that are the basis for a course (e.g., GIS software in a GIS Programming Course, or Final Cut Pro in a course on professional video editing), provided that there is no lower-cost equivalent, and that the student can keep the software beyond the completion of the course.
- b. A digital learning resource whose cost can be shared across several courses, as long as the cost per course falls within the allowable maximum. Please see the *Use of Digital Learning Resources for Instructional and Assessment Purposes Frequently Asked Questions pages [hotlink]* [the FAQ] for further detail.

In all cases, the Dean of the Faculty should seek to ensure, as far as possible, that student interests are respected, course learning outcomes are met, and instructors provide rich learning environments for students. **Exceptions should be granted only where an equivalent no-cost or low-cost alternative is not available.**

6. Can I run student essays through the University's plagiarism detection tool, Safe Assign?

Yes, if you included it in your course syllabus.

If you wish to use plagiarism-detection software on essays in your course, you must include a statement to this effect in your course syllabus. The template text it provided in the [Policy on Plagiarism-Detection Software](#).

7. Can I schedule a midterm on a Saturday (outside of Reading Week)?

Midterms are to be scheduled during regularly scheduled class time. You can try to schedule a midterm on a Saturday (outside of Reading Week); however, students who cannot make that time are to be provided with an alternate evaluation which is equivalent in terms of type, format and level of difficulty (as outlined in your course syllabus per Bylaw 51, 2.1.1)

Bylaw 51:

- 1.9 In exceptional circumstances, where it is necessary for an Instructor to schedule a test outside of the regularly scheduled class time, s/he shall make appropriate alternative arrangements to accommodate students who have a class schedule conflict at that time or for whom the scheduled tests cause extraordinary hardship.

8. Can I schedule a midterm on a Saturday during Reading Week?

No. Evaluations cannot be held during Reading Week, which extends from the Saturday to the following Sunday, with the exception of the Master of Engineering Management and the MBA for Managers and Professionals which are weekend-only programs.

See [Policy on Reading Week and Semester Lengths](#).

9. Can 15% of course grade be set aside for spot quizzes?

In accordance with Bylaw 51, 1.5.4, "Unannounced or 'spot' quizzes shall not individually count more than 2% and shall not in total contribute more than 5% to the final grade. Instructors must inform the class in writing [in their course syllabus] at the beginning of the semester as to the number of spot quizzes which will occur during the semester and the value of each."

10. Can I make a change to my syllabus once I've met the students?

Bylaw 51:

- 1.7 Changes may be made to the course outline up until the end of the first two weeks of classes. 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. After the initial first two weeks of the course, the dates referred to in 1.2.2 [dates for tests, handing in assignments, and all other activities (except unannounced quizzes), which will affect the final course grade] may be altered only for a compelling pedagogical or administrative reason. In the event of such a change, students will receive advance notice of at least two calendar weeks. Notification of the precise dates for tests, handing in assignments, and all other activities (except unannounced quizzes), which will affect the final course grade, must be provided to students at least two calendar weeks prior to that date. The procedures for determining the final grade in a course may not be altered in any circumstance after the first two weeks of the course.

B. Student Rights/Responsibilities and Special Requests

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

Review the letter of accommodation as issued by Student Accessibility Services and develop a plan with the student, in accordance with the [Policy on Academic Accommodation for Students with Disabilities](#).

Academic Accommodation for Students with Disabilities:

An accommodation refers to any service, equipment, or arrangement that is put in place to support a student with a disability in the university setting and is meant to enable students to best perform the essential requirements of their academic program. Functional limitations that lead to accommodations will be identified by medical professionals who are supporting the student. Accommodations do not undermine or compromise the essential requirements of the courses or curricula established by the academic regulatory bodies of the university. An appropriate academic accommodation will not provide an unfair advantage but rather minimize the impact of, and the barriers caused by, the disability.

Classroom accommodations are adjustments provided to ensure that students with disabilities have fair and equal access to the curriculum and an opportunity to process classroom information in a way that respects and addresses differences in learning styles, strengths, and needs. Examples include but are not limited to:

- Assistance from a note taker
- Use of a laptop for note taking
- Preferential seating (usually at the front of the class) / Ergonomic modifications
- Provision of written material in advance (overheads, PowerPoint presentations, lecture notes)
- Textbooks or articles in alternate format (Braille, large type, PDF, or other electronic text)

Examination accommodations are adjustments to standard exam conditions that lessen the impact of the disability without fundamentally altering the nature or security of the examination or providing unfair advantage. Examples include but are not limited to:

- Extended time to write exams
- A quiet, distraction free environment in which to write
- Alternative format for exams (i.e., oral, take-home, or electronic versions)
- Assistance from a reader or a scribe
- Allowances for spelling/grammatical errors, with grading focus on content
- Use of a computer for essay exams
- Use of assistive technology on exams (including magnification devices)

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

Students with three final exams in 24 hours must apply by the end of the fourth week of classes if they wish to have one of their exams moved to an alternate date. The AVP, Student Experience will notify the instructor by the eighth week of classes if she is to provide an alternate exam based on this provision.

Bylaw 51:

- 1.5.2 A student scheduled to write three or more final examinations in consecutive time slots over a 24-hour period or three or more final examinations in one calendar day may apply, no later than the fourth week of classes, to have one of their examinations rescheduled on a supplemental examination day. The determination of which examination shall be rescheduled and the date of the supplemental examination (normally the last possible day of the examination period) shall be made by the Associate Vice-President, Student Experience, by the end of the eighth week of classes. Where permission has been granted,

instructors shall provide an alternate examination. Where other arrangements cannot be made, invigilation and administration of final examinations held on the supplemental examination day will be managed by the Office of the Registrar.

- 1.5.3 A student who has three or more major in-term evaluations scheduled or due within a 24-hour period may apply, no later than the fourth week of classes, to seek an appropriate accommodation (such as a due date modification, alternative assignment, or rescheduled test). Such a request shall not be unreasonably denied. In the case where the matter cannot be resolved between the instructor and the student, the final determination will rest with the Head of the Department offering the course, in consultation with the faculty member(s).

Consistent with Bylaw 51, 1.2.1, 1.5.2, 1.5.3, 1.18, alternate evaluations must be the same format as the original (consistent with course syllabus) and equivalent in terms of level of difficulty.

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

Class and tutorial times are known when the student registers for the courses. If the student cannot attend labs, advise the student that they are an important component of the learning experience and she may not do well in the course if she cannot attend. The instructor should advise the student that she may wish to voluntarily withdraw from the course to avoid receiving a poor grade which will be on her transcript.

4. Student needs an extension based on extenuating circumstances.

Having concluded that the claim is valid, the instructor may choose to handle the matter informally and provide the student with an accommodation (deadline extension, alternate exam date). If the student is not satisfied with the instructor's response or accommodation, she may submit a formal request to the Associate Dean for an accommodation based on the extenuating circumstances. The student may also submit her request formally to the Associate Dean in the first instance. (Bylaw 51, 1.18.1)

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

If the student can provide proof that she did email the work to you, accept the submission as if it had been submitted on the due date. (screen shot of the email to you; perhaps it was considered spam and did not come through the university's firewall). If the student cannot provide evidence of the sent email, consider the student's reasoning and determine whether you will accept a late submission, and if so, whether marks will be deducted for the late submission. (Bylaw 51, 1.18.1)

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

Advise the student of her options. A student may drop a course, without academic penalty, at any time prior to the Voluntary Withdrawal (VW) deadline. A VW will appear next to the course. No grade will be recorded. Following the VW date, a grade will be assigned to the student based on the course work completed, which, if the student drops the course, will likely be a very poor grade. (Bylaw 51, 1.15)

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

Unless there are special circumstances that would warrant you requesting the Associate Dean to waive the prerequisite for this student, you will have to advise the student that there is a prerequisite for the course which must be successfully completed to enroll in your course. (Senate-approved course descriptions)

8. A student can't complete the course because of extenuating circumstances (family crisis, illness)

Under Bylaw 51, the student may approach you directly for an accommodation based on extenuating circumstances. You can deal with it informally with the student. The student may also choose to lodge a formal request for consideration based on extenuating circumstances directly with the Associate Dean or may do so if she is not satisfied with the instructor's response. At this stage, the Associate Dean will determine whether and how best to accommodate the student.

Bylaw 51:

1.18.1 Considerations for Health, Bereavement, or Extenuating Circumstances

Informal Request

1.18.1.1 A student who wishes to receive consideration on matters affecting or shown to affect his/her academic performance, such as, serious health circumstances or bereavement based on medical or compassionate grounds, or unanticipated extenuating circumstances beyond the control of the student (e.g., jury duty, caring for an ill family member, labour disputes, etc.), should communicate with the Instructor as soon as possible, prior to, during, and subsequent to the examination period, or at the time when a student's performance is evaluated for the purpose of assigning a grade, taking into account the severity of the illness, bereavement, or other extenuating circumstance. The instructor may choose to handle the matter informally. Whether or not informal resolution is obtained, a formal request through the Office of the Registrar is also possible in accordance with paragraph 1.18.1.2.

Formal Request

1.18.1.2 A student who wishes to receive consideration on matters affecting or shown to affect his/her academic performance, such as, serious health circumstances or bereavement based on medical or compassionate grounds, or unanticipated extenuating circumstances beyond the control of the student (e.g., jury duty, caring for an ill family member, labour disputes, etc.), should communicate with the Office of the Registrar as soon as possible, prior to, during, and subsequent to the examination period, or at the time when a student's performance is evaluated for the purpose of assigning a grade, taking into account the severity of the illness, bereavement, or other extenuating circumstance. A letter of rationale, requesting alternate evaluation or accommodation, and supporting documents (e.g. the attending physician's letter, the call to jury duty) must be submitted to the Office of the Registrar forthwith and will be forwarded to the Dean of the Faculty in which the course is offered. If the Dean of the Faculty offering the course finds the grounds sufficient, the student's request will be forwarded to the Instructor who shall provide an alternate evaluation or accommodation. The Dean of the Faculty offering the course shall inform the student and the Office of the Registrar of the approved alternate evaluation or accommodation.

1.18.1.3 In the cases outlined in 1.18.1.1-1.18.1.2 above, the Instructor may grant an "aegrotat" grade on the basis of term work or assign an "incomplete" grade indicating what further work is required and the deadline by which such work must be completed. The instructor's response will be forwarded to the Registrar using the procedure followed for submitting final grades.

In the Faculty of Law, the procedures related to academic status appeals as developed by that Faculty, will apply.

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

Allow the student to pray in a location that is not disruptive to other students.

Re: requests for an alternate exam due to religious observances: Bylaw 51, 3 states that “Students who are unable to write a final examination during the regularly scheduled time slot due to a conflict arising from a religious observance shall be given the opportunity to write an alternative examination during another time slot within the regularly scheduled examination period.”

“Students are to inform the Registrar’s Office of any requests for religious accommodation by the fourth week of classes in a 12-week courses (other deadlines apply for shorter instructional periods). The Registrar’s Office will inform the instructor and the student by mid-semester of the date of the alternate evaluation.”

For in-term evaluations, students should submit their request for a religious accommodation to their instructor by the end of the third week of classes for a 12-week course. See [Religious Accommodation Guidelines for Students](#).

10. A student tells you her midterm grade is unfair.

Students may informally appeal a grade by approaching the instructor directly during the term. If the student is not satisfied with the response, she may file a formal grade appeal with the Associate Dean after the final grades are in. Depending on nature of the complaint, incorrect evaluation or procedural irregularity, a second reader will be assigned to evaluate the work and assist the Dean in determining on a final grade. If procedural irregularity has been found to have occurred and has adversely affected the student's grade, the Dean of the Faculty offering the course will adjust the grade or make alternative appropriate arrangements. (Bylaw 51, 1.17)

C. Student Discipline and Student Behavioural/Personal Matters

1. A student discloses an experience of sexual violence to you. What do you do?

Offer Emotional Support: Listen, Respect Confidentiality, Empathize and Affirm, Ask, Don’t Assume

Offer Practical Support: could include providing extensions on deadlines.

Provide Information and Resources: The Policy on Sexual Misconduct states:

9.5 Responsibility to Refer

9.5.1 A faculty or staff member who receives a disclosure has a responsibility to provide a referral sheet to the survivor. The survivor may choose to act on such a referral.

- ON-CAMPUS SUPPORTS AVAILABLE <http://www.uwindsor.ca/sexual-assault/8/resources#on-campus-resources>
- OFF-CAMPUS SUPPORTS AVAILABLE <http://www.uwindsor.ca/sexual-assault/8/resources#off-campus-resources>

Contact Dusty Johnstone (Sexual Misconduct Response and Prevention Officer) at x4550 or go to <http://www.uwindsor.ca/sexual-assault/299/give-support> for additional guidance.

Have copies of the referral sheet on hand. Download the Referral Sheet for Faculty at: <http://www.uwindsor.ca/sexual-assault/299/give-support>

2. I have a student whom I believe is seriously depressed.

If you observe or are informed that one of your students is seriously depressed, take a moment to approach and listen to the student. Although you are not expected to provide counselling, inform her of the supports available.

Contact the Assessment and Care Team (by phone or by completing a Care Alert Form) and/or contact the Student Counselling Centre (ext. 4616). Offer to walk the student to the Student Counselling Centre.

If you believe that a student's behaviour is an imminent threat to self or others or the campus premises, dial 911 or call Campus Police at ext. 4444 immediately.

See the [Behavioural Intervention Plan](#)

[Follow this link to fill out the online Care Alert form.](#)

Assessment and Care Team:

Dr. Danieli Arbex, Student Support Officer, x5072, arbexd@uwindsor.ca, Room 117 CAW Student Centre

Dr. Mohsan Beg, Psychologist, Clinical Director, Student Counselling Centre, x4616, mbeg@uwindsor.ca, Room 293 CAW Student Centre

Ms. Sandra Davis, Co-op Coordinator, x3972, sdavis@uwindsor.ca, Room 1101 Lambton Tower

Ms. Lynn Charron, Residence Team Leader, x5067, lcharron@uwindsor.ca, Room 49 Vanier Hall

Mr. Michael Mackinnon, Director, Campus Community Police, x5083, mmack@uwindsor.ca, Room 127 Joyce Entrepreneur Centre

3. Is that paper plagiarized?

If you have informed your students, by way of the course syllabus, that you may be submitting their papers through plagiarism-detection software, you may use this avenue for an initial assessment. Please note that this software does not differentiate between words cited and words uncited. It identifies all instances of words that appear in other documents. The instructor must review the report carefully to determine whether plagiarism is present.

If you have not informed your students in your course syllabus that you may use plagiarism-detection software on their papers, this avenue is not available to you. You would manually check for instances of plagiarism.

If you believe that the student has plagiarized, you would follow the procedures outlined in Bylaw 31 and offer a teachable moment and/or file a complaint (AI Form 1). If a complaint is filed, assign an incomplete to the assignment. A grade will be assigned once the matter is adjudicated by the Associate Dean.

There are times where a student appears to have plagiarized, on first review. However, after closer inspection, it is clear that the student was up front and provided all the sources from which she cited in her bibliography and it seems clear that she actually just didn't know how to cite properly. In such instances, Bylaw 31 encourages the instructor to provide the student with a teachable moment.

Bylaw 31:

Teachable Moment means a learning opportunity for a student, whereby the instructor engages in an informal lesson or discussion with the student on the particular matter. This may be done in lieu of filing a formal complaint. Teachable moments can be a more appropriate and effective way of reaching and educating the student, and mitigating repeat offences, than the pursuit of a complaint and/or the imposition of any sanction. It is understood that adjudicators and the Discipline Appeal Committee should incorporate teachable moments in the review and adjudication of all formal complaints.

4 Allegation of Misconduct

4.1 At every stage in the process, the merits of potential misconduct cases should be assessed with careful consideration of whether misconduct occurred. The instructor, the Head or other University Community member

(prior to forwarding a complaint), the adjudicator and the Discipline Appeal Committee (once a complaint has been filed) should:

a) Determine the advisability of an educational response (*i.e.*, a teachable moment), in cases where the act is determined to be the result of an oversight, error or lack of understanding of expectations on the part of the student. In such cases, a teachable moment offered by the instructor or, if a complaint is filed, by the adjudicator or by the Discipline Appeal Committee should be considered in lieu of filing or pursuing a complaint.

or

b) Determine the need for further investigation and/or a disciplinary response, taking into account the nature and scope of the possible misconduct, whether there was intent, the context in which it occurred, the student's educational and cultural background and other relevant circumstances. Specific illustrations include (this list is not exhaustive):

- Relative weight of the assignment
- The level of the student's academic experience
- Whether the student accepts responsibility for his/her action and is amenable to educative remedies
- Extenuating circumstances that may help explain the action taken by a student
- Any other aggravating or mitigating factors (health, personal issues, *etc.*)
- Whether the work in which the offence has been committed is one of the major milestones of the graduate or undergraduate program (capstone, thesis, major paper)
- The severity of the offence, including its impact on others (within and outside the university community)

[Policy on Plagiarism-Detection Software](#) (if in course syllabus)

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

It is the duty of all instructors to ensure proper classroom management and to establish appropriate conditions for optimal student learning. The Faculty Collective Agreement states that you have the right "to apply disciplinary measures in order to maintain a learning environment" (5:24(d)) and the responsibility "to foster and maintain a learning environment which is productive of scholarly learning" (5:25(a)).

Students who violate the rules for conduct in the classroom, set out by their instructors in accordance with Senate policies and bylaws, may be subject to disciplinary proceedings under Bylaw 31 or under the Procedures for Addressing Student Non-Academic Misconduct.

If a student's conduct in your class is inappropriate, you have the right to have her leave that class and to call Campus Police if the behaviour continues or the student refuses to leave the classroom. You can file a complaint of academic or non-academic misconduct (it will depend on the context in which the remarks were made) against the student.

If the behavior becomes threatening, report it to the Assessment and Care Team, which will investigate under the Behavioural Intervention Plan.

D. Instructor Conduct, Rights, and Responsibilities

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

Courses are approved by Council and, ultimately, Senate (University of Windsor Act). Instructors are bound by the course description, including general content of the course as set out in the calendar description, course learning outcomes, and contact hours. The instructor has the academic freedom to determine how best to teach that material and assess the students to enable them to attain the course learning outcomes.

As the instructor for your course, you have the right “to order the course content and employ the teaching methodology appropriate to the subject matter and learning outcomes, consistent with academic freedom as set forth in Article 10 of this Agreement” (Faculty Collective Agreement 5:24(c)) and the responsibility “to be conscientious in the preparation, organization and revision of subject matter and of course materials related to her/his assigned teaching duties” and “to comply with AAU policies concerning the coverage of course content and consistency in the assessment of students among and between multiple sections of the same course”. (Faculty Collective Agreement 5:25 (c) and (d))

Senate-approved Undergraduate and Graduate Calendars

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

If the course materials were developed by a faculty member who was given course release specifically to develop the materials for use by the department, then the material is the property of the department. If the course materials were developed by a faculty member as part of her regular teaching duties, the copyright for the course materials she developed belongs to her. You may ask her if she would be willing to share her materials, but she cannot be required to do so. (see Faculty Collective Agreement, Article 35) Also, course syllabi are kept on file in the departments and are open and available to anyone who wishes to use/review them.

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

Yes, provided you’ve received permission from the students and clearance from the Research Ethics Board.

Research Involving Human Research Participants Guidelines
Research Ethics Board

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

No. As the instructor for your course, you have the right “to order the course content and employ the teaching methodology appropriate to the subject matter and learning outcomes, consistent with academic freedom as set forth in Article 10 of this Agreement” (Faculty Collective Agreement 5:24(c)) and the responsibility “to be conscientious in the preparation, organization and revision of subject matter and of course materials related to her/his assigned teaching duties”. (Faculty Collective Agreement 5:25 (c))

Note: If you are teaching a section of a multi-section course, both you and the other instructor(s) must work together to ensure that the assessment of students across all sections of the course is similar and consistent. Instructors have the responsibility “to comply with AAU policies concerning the coverage of course content and consistency in the assessment of students among and between multiple sections of the same course” (Faculty Collective Agreement 5:25 (d)).

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

In accordance with Bylaw 51 (2.2.1) “Under no circumstances shall examinations, essays, lab exercises and other assignments be left in a public place.”

6. Can I ask my GA out on a date?

No. See Policy on Intimate Personal Relations.

http://www.uwindsor.ca/ohrea/sites/uwindsor.ca.ohrea/files/intimate_relations_policy_sa070606.5.6.pdf

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

No, this is not permitted. See Policy on Intimate Personal Relations.

http://www.uwindsor.ca/ohrea/sites/uwindsor.ca.ohrea/files/intimate_relations_policy_sa070606.5.6.pdf

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

These are the Student Evaluations of Teaching (SETs). As indicated in your course syllabus, Student Evaluations of Teaching are to be administered sometime during the last two weeks of classes. You follow the procedures outlined in the Policy on Student Evaluations of Teaching (SET) and Mandatory Administration of SET:

The Administration Process SET administration procedures

1. The student evaluations of teaching (SET) are to be administered during the last two weeks of class prior to the beginning of the final exam period. Instructors are encouraged to indicate on their course outline the date on which the SET will be completed.
2. The instructor or designate brings the appropriate number of forms and a return envelope to class and assigns a student to distribute and collect the forms in the classroom.
3. The SET should be administered at the beginning of the class period, not at the end.
4. The instructor should NOT remain in the classroom during the evaluation procedure. Before leaving the room, the instructor should write the complete course number on the board or overhead and distribute any additional questions (up to 12) to be answered on the SET form in section D. Instructors are also encouraged to use open-ended questions to invite additional feedback from students (on separate sheets).
5. Evaluations must be filled out in pencil. Students must print the course number on the computer form in the appropriate space.
6. The completed forms should be collected and put into the envelope. The envelope must be sealed and both the instructor and the student should sign across the sealed flap.
7. The student should return the sealed and signed envelope(s) to the appropriate (program/department/Faculty) office. In the case of night classes, or where it is not possible to deliver the completed questionnaires immediately, the instructor or designate should return the sealed and signed envelope(s) to the appropriate office the next day.
8. Students in courses offered through Distance Education should complete the Student Evaluation of Teaching form for these courses online.

9. Students in courses offered through traditional in-class delivery, Partial Distance Education, or any other blended delivery/flexible learning format should complete the Student Evaluation of Teaching form for these courses on-campus.

Cases in which the SETs are not to be administered:

1. courses in which only 1-2 students are enrolled.
2. course numbers that are used to register students in individual projects, including (graduate) thesis, (graduate) major paper, directed reading, directed writing, directed studies, individual studio, (undergraduate) thesis, individual practica, etc. It is recommended that AAUs identify course numbers that fall into this category, so that they can be excluded from SET application in the future.
3. courses in the joint Ph.D. program in Education, as many courses are team-taught, and the courses are already evaluated in separate procedures through the Joint program

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

All grades must be approved by the Dean of the Faculty. If the Faculty has a grading policy around curving, then the Head/Dean has every right to require you to curve your grades. Review your Faculty's grading policy.

Bylaw 51:

1.13/2.3 In order to become official, all final grades shall be submitted by the instructor, through the AAU Head, to the Dean for authorization. The Dean shall review and assign official final grades and shall submit the grades to the Office of the Registrar.

1.14/2.4 Correction of grades may be initiated only by the Instructor, and requires the signature of the AAU Head and the Dean.

Note: 1.13/2.3 and 1.14/2.4 speak to two different issues:

1.13/2.3 speaks to official grades, while 1.14/2.4 speaks to grade corrections of final grades that have become official under 1.13/2.3.

Grade corrections consist of "technical" errors that do not need to involve the entire grade appeal process. The best example is an addition error in totaling up the marks for all the questions. (*i.e.* forgot to carry the "1" so the grade was reported as 70, when in fact it should have been 80.) Paragraph 1.14/2.4 clarifies that students cannot initiate a grade correction. Such corrections will most likely have come to the instructor's attention by the student, but the formal method of correction would have to be initiated by the instructor not the student. If students are looking to have their grade changed there is a grade appeal process for doing so. Again, all grade corrections must be approved by the AAU head and the Dean.

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

Consistent with Bylaw 51, 1.2.1, 1.5.2, 1.5.3, 1.18, alternate/make-up evaluations must be the same format as the original (consistent with course syllabus) and equivalent in terms of level of difficulty.

E. Additional Questions/Scenarios

(not included in the New Faculty Orientation worksheet due to time constraints)

1. What materials do I need to upload to Blackboard?

If you have decided to use Blackboard, at minimum, you should upload the course syllabus. The materials you upload will depend on the extent to which you are using Blackboard for your course. Contact the CTL for assistance and advice regarding Blackboard.

2. You want to post student assignments as exemplars on the Blackboard site.

Obtain written permission from the student(s). Remove all personal identifying information from the assignments prior to posting. Contact the Research Ethics Board for advice and procedures.

3. When are your grades due and how?

Grade are to be submitted through the eGrade system. In accordance with Bylaw 51 (1.12) "Unofficial final grades for a course shall be submitted to the Dean no later than seven calendar days after the final examination of the course has been written, except in the Faculty of Law. In cases where there is no examination slot, unofficial final grades shall be submitted to the Dean no later than seven calendar days after the close of the examination period. In the instance of December final examinations scheduled within the last seven calendar days before the University closes for December recess, unofficial grades shall be submitted no later than the second working day following the December recess.

4. When and how do I use Aegrotat, Incomplete and No Record when grading?

Aegrotat Standing is the exceptional granting of credit for a course based on the successful completion of the majority of the assignments/evaluations, as defined under the appropriate Faculty policy, following a positive review of a student's request for consideration based on health, bereavement, or extenuating circumstances. Aegrotat Standing (AEG) notations are recorded on the transcript but have no numeric grade equivalent.*
[*where credit cannot be granted, an Non-Pass (NP) will be assigned.]

An "incomplete" grade, indicating what further work is required and the deadline by which such work must be completed, can be assigned by the instructor. An "Incomplete" must be changed to a grade not later than six weeks after the last date of the examination period. If no grade has been assigned by that date, a final grade of 0% is automatically entered in the student's record by the Office of the Registrar. Only assign an incomplete where there is a plan to complete the course work; otherwise assign a grade.

[An "Incomplete" will be assigned to a student alleged to have committed an act of academic misconduct. The grade of "incomplete" will remain on the student's transcript until the matter is adjudicated.]

A No Record notation (also referred to as No Report) is assigned to a registered student that has no record of submitted work or completed tests and exams. In computing a student's average, NR is equivalent to 0%.

See Policy on Grading and Calculation of Averages and Bylaw 51 (1.18.1.3)

5. A student has been caught with an unauthorized aid in an exam.

See Policy on Conduct of Exams, Appendix C, Procedures in Cases of Suspected Possession or Use of Unauthorized Aids:

Use and/or possession of an unauthorized aid constitutes academic misconduct. Allegations of use or possession of unauthorized aids will be dealt with in accordance with Bylaw 31.

Because of their storage and data retrieval capabilities, the use of unauthorized electronic aids is considered to be major cheating. The University also treats possession of an unauthorized electronic device as a violation of exam/test rules that may be subject to disciplinary procedures under Bylaw 31.

If unauthorized devices or materials are found to be accessible to a candidate(s), the exam official, quietly and unobtrusively so as not to disturb the other candidates, shall:

1. Attempt to get a corroborating witness, *e.g.*, another exam official, to verify the observation;
2. Confiscate the device or material not authorized for use in the exam for the duration of the exam period.
3. Take possession of the candidate(s)'s student ID card(s) or other identification, letting him/her know that the ID card(s) can be retrieved after the end of the exam period.
4. If an electronic device is confiscated, record the brand name, model number, whether it was in an on, off or dormant state and whether it was concealed. Inform the student that the electronic device will be returned to him/her upon the completion of the exam. Under no circumstances should the electronic device be searched or taken from the examination room. Have the student sign a note acknowledging the return of the electronic device.
5. Collect all evidence and answer books of the candidate(s) involved, briefly explaining the reason for these actions. The Presiding Officer will provide unused answer books to the candidate(s) who shall continue writing the exam. In all cases of suspected exam cheating, students are to be allowed to finish writing the exam.
6. Record the name(s), student ID number(s), date and time of the act of misconduct, and the precise nature of the activity;
7. At the close of the exam session, inform the candidate(s) involved that the incident may be subject to disciplinary procedures under Senate Bylaw 31 and return the candidate(s)'s student ID card(s) or other identification, and any electronic devices. Other materials, such as cheat notes, should be retained by the Exam Official.

File a complaint under Bylaw 31.

6. You want to ban laptops because students are on social media.

Banning wireless devices poses a number of problems:

- It can inappropriately draw attention to those who are using them as accommodations.
- It may negatively impact students' attitudes, engagement, motivation, and buy-in.
- It may reflect an intent to maintain a traditional communications status quo (including traditional lecture-based approaches) in a world where communications practices and expectations are rapidly evolving.
- It may communicate, regardless of intent, a message that the instructor is opposed to technology, or to the common practices of learners, which may impose a problematic distance within the learning context.
- It may impair students' effectiveness in terms of the many productive technology-supported practices integrated into their academic lives. (Report to Senate on Wireless and Electronic Device Use in the Classroom, March 9, 2012)

To address this, you may consider not permitting the use of wireless technology, but not banning laptops. Students could continue to use their laptops for note-taking but not for surfing the web or going on social media sites.

As an instructor, you have the right "to apply disciplinary measures in order to maintain a learning environment" (Faculty Collective Agreement 5:24(d)) and the responsibility "to foster and maintain a learning environment which is productive of scholarly learning" (Faculty Collective Agreement 5:25(a)).

It is the duty of all instructors to ensure proper classroom management and to establish appropriate conditions for optimal student learning. As such, instructors may reasonably* prohibit the use of communication/ electronic devices in the classroom if they feel that their use interferes with the teaching and learning in the

classroom. Students who violate the rules for conduct in the classroom, set out by their instructors in accordance with Senate policies and bylaws, may be subject to disciplinary proceedings under [the Procedures for Addressing Student Non-Academic Misconduct]. Instructors should state, in their course syllabus, their policy on the use of such devices in their classroom.

[*Instructors must ensure that their position on the use of communication/electronic devices in their classroom does not cause undue hardship to students. For example, some students may carry cell phones, and keep them on during class, for emergency purposes. Use of cell phones for this purpose should not penalize the student.] (Report from the IT Steering Committee/Student Committee Working Group on the Use of Technology in the Classroom and in Examinations – Update, April 5, 2007)

7. A group of students complain about a group member who can never come to group meetings and doesn't complete his parts of projects.

Encourage the students to continue their work and keep a clear record of who completed what section. They should also be advised to keep a record of all communications and attempts to work with the other student, should that student not come around with her part of the work.

Make it clear in the course syllabus what will happen to a student that does not participate in the group work assigned and how you will assess the work of the remaining group members.

8. A student makes a complaint to your department head because you're not following your syllabus.

The head will approach you about the complaint. Review your course syllabus. If the student is correct, steps will need to be taken to remedy the procedural irregularity. This remedy should apply to all students in the course, not just the one who complained. If the student is not satisfied with the response from the head, she may approach the Associate Dean/Dean for assistance. (See Bylaw 51, 1.17)

If this is not resolved to the student's satisfaction, she may petition the Senate Procedures and Discrimination Committee, under Senate Bylaw 32. This Committee considers student petitions alleging discrimination, bias, sexual or other forms of harassment and/or irregular procedures in academic instruction, academic evaluation or academic grade appeals. The decision of the Committee is final and binding.

9. You want to take your students out for a drink after the midterm.

This is not advisable. Instructors should not be fraternizing with students. The instructor-student relationship is a professional one. Further, some students do not drink or attend drinking establishments for personal or religious reasons. To make such an offer would be unfair to those who cannot participate.

10. You are ill and can't come to class.

Inform the Head ASAP of your absence. If you had an evaluation scheduled for that day, it will be automatically scheduled for the next class meeting. If you need to revise your course syllabus to make up for the missed lesson plan and the change will impact due dates or test dates, you will need to provide two weeks' notice of the changes to students. The procedures for determining the final grade cannot be changed.

Bylaw 51:

- 1.7 Changes may be made to the course outline up until the end of the first two weeks of classes. 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. After the initial first two weeks of the course, the dates referred to in 1.2.2 may

be altered only for a compelling pedagogical or administrative reason. In the event of such a change students will receive advance notice of at least two calendar weeks. Notification of the precise dates for tests, handing in assignments, and all other activities (except unannounced quizzes), which will affect the final course grade, must be provided to students at least two calendar weeks prior to that date. The procedures for determining the final grade in a course may not be altered in any circumstance after the first two weeks of the course.

- 1.8 If a test or other evaluation procedure cannot be held at the scheduled time because of an emergency, the activity will automatically be rescheduled for the next regular class meeting.

11. You want to attend a conference, but it conflicts with a class you are teaching.

If you know of the conference prior to the start of the semester, build this into your course syllabus. You can structure your course so that the material is taught over 11 weeks, or you can plan to have a guest lecturer for the day of the conference, or you can plan to have your GA cover the material for that day (if permitted under the GA collective agreement).

If you hear of the conference after the first two weeks of classes, you can try to find someone to come in as a guest lecturer to cover the material for that day or you can have your GA cover the material for that day (if permitted under the GA collective agreement). If arrangements fall through and you must attend the conference, please note that due dates and test dates in your course syllabus can only be altered for a compelling pedagogical or administrative reason. If you need to revise your course syllabus to make up for the missed lesson plan and the change will impact due dates or test dates, you will need to provide two weeks' notice of the changes to students. The procedures for determining the final grade cannot be changed.

Bylaw 51:

- 1.7 Changes may be made to the course outline up until the end of the first two weeks of classes. 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. After the initial first two weeks of the course, the dates referred to in 1.2.2 may be altered only for a compelling pedagogical or administrative reason. In the event of such a change students will receive advance notice of at least two calendar weeks. Notification of the precise dates for tests, handing in assignments, and all other activities (except unannounced quizzes), which will affect the final course grade, must be provided to students at least two calendar weeks prior to that date. The procedures for determining the final grade in a course may not be altered in any circumstance after the first two weeks of the course.
- 1.8 If a test or other evaluation procedure cannot be held at the scheduled time because of an emergency, the activity will automatically be rescheduled for the next regular class meeting.