

July 26 - 29, 2021



# NEW FACULTY ORIENTATION



University  
of Windsor

July 26, 2021

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 New Faculty Orientation.

Whether you are arriving on campus for the first time or have recently taken on a new role or reached a new stage of your UWindsor career, I hope you'll allow me to congratulate you on committing yourself to our institution. Most assuredly, you are an important part of this community of scholars and staff devoted to enriching the student experience and dedicated to producing impactful research and creative endeavours. You will each make unique contributions to our campus community, and we look forward to sharing this journey with you and celebrating your successes.

New Faculty Orientation is a four-day program that will acquaint you with many of the people and resources that can help to ease your transition into this new phase of your career. This year, we'll be offering sessions online, and we've done our best to make sure you'll have plenty of opportunities to interact with new colleagues over the course of the event. We hope to be able to invite you to face-to-face events where you can meet one another and others from across campus in person.

If at any point there is anything I can do to help facilitate your successful orientation and transition to the University, please feel free to contact me directly at [weir1@uwindsor.ca](mailto:weir1@uwindsor.ca). As you forge a new beginning at the University of Windsor, I look forward to meeting you and to hearing what challenges and excites you. I can't wait to see what comes next.

Kindest regards,

A handwritten signature in black ink, appearing to read 'P. Weir', with a large, stylized initial 'P'.

Patricia Weir, Ph.D.  
Interim Provost and Vice-President, Academic

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**DAY 1 | MONDAY, JULY 26**

# Getting Started ...

<b>8:30–9:00</b>	<b>Tech Check</b> Informal drop-in to check technology
<b>9:00–9:10</b>	<b>Introductory Remarks and Welcome</b> Robert Gordon, President
<b>9:10–9:20</b>	<b>Indigenous Welcome</b> Theresa Sims, Indigenous Knowledge Keeper and Indigenous Culture and Language Specialist
<b>9:20–9:50</b>	<b>Introducing ... You</b> Erika Kustra, Director, Centre for Teaching and Learning
<b>9:50–10:20</b>	<b>UWin 101</b> Beverley Hamilton, Chief of Staff, Office of the President
<b>10:20–10:30</b>	<b>BREAK</b>
<b>10:30–12:00</b>	<b>“Getting Started” Roundtables: Research, Teaching, and Service</b> Ingrid Qemo, Tina Suntres, Vesna Kaps, Michelle Nevett, Nicole Noel, Courtney Chamberlain, Kate Rosser-Davies, and Natasha Wiebe (Office of Research and Innovation Services); Brent Lee (Faculty of Arts Humanities and Social Sciences); Jane Ku (Women’s and Gender Studies); Marcus Drover (Chemistry); Jessica Raffoul (Centre for Teaching and Learning); Mark Lubrick (Office of Open Learning); and Cate Hundleby (Philosophy)
<b>12:00–12:30</b>	<b>Wrap-Up and Questions</b>

DAY 2 | TUESDAY, JULY 27

# Your Campus Networks

<b>8:30–9:00</b>	<b>Tech Check</b> Informal drop-in to check technology
<b>9:00–11:00</b>	<b>Building and Navigating Your Campus Network: Campus Community Network Event</b>
<b>11:00–11:15</b>	<b>Break</b>
<b>11:15–12:00</b>	<b>Working Across Difference: Conversations and Strategies</b> Kaye Johnson, Director, Office of Human Rights, Equity and Accessibility
<b>12:00–12:45</b>	<b>Return to Campus Q&amp;A</b> Jess Dixon, Professor, Kinesiology Sherri Lynne Menard, Environmental Health and Safety Manager, Human Resources
<b>12:45–1:00</b>	<b>Wrap-up</b>

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## OPTIONAL SESSIONS

<b>2:00–3:00</b>	<b>TECH CHECK for One-Minute Elevator Pitch</b>
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DAY 3 | WEDNESDAY, JULY 28

# Course Design, Policy, and Sharing Your Research!

<b>8:30–9:00</b>	<b>Tech Check</b> Informal drop-in to check technology
<b>9:00–9:40</b>	<b>Course Design Confidential</b> Erika Kustra, Director, Centre for Teaching and Learning Dave Andrews, Professor, Kinesiology, 3M National Teaching Fellow
<b>10:10–11:15</b>	<b>Instructor Challenge: Key Bylaws for Your Hip Pocket</b> Renee Wintermute, University Secretary, University Secretariat
<b>10:50–11:00</b>	<b>Break</b>
<b>11:00–11:15</b>	<b>Making Your Research Matter</b> Chris Houser, Dean of Science
<b>11:15–12:15</b>	<b>Sharing Your Research and Scholarship</b> Your Research and Scholarship: One Minute Elevator Pitches
<b>12:15–12:30</b>	<b>Wrap-up and Questions</b>

DAY 4 | THURSDAY, JULY 29

# Explain Yourself!

- 8:30–9:00**                      **Tech Check**  
Informal drop-in to check technology
- 9:00–9:05**                      **Welcome**  
Edwin Tam, Acting Associate Vice-President, Academic
- 9:05–9:45**                      **Performance Evaluation and the Tenure/Permanence Track**  
Cheryl Collier, Dean, Faculty of Arts, Humanities and Social Sciences and  
Professor, Political Science  
Cindy Wills, Executive Assistant to the Associate VP, Academic
- 9:45–10:30**                      **Documenting Your Impact: Teaching Dossiers**  
Veronika Mogyorody, Professor Emeritus, 3M Teaching Fellow  
Jessica Raffoul, Learning Specialist, Centre for Teaching and Learning
- 10:30–10:45**                      **Break**
- 10:45–11:45**                      **Going Public: Panel**  
Andrew Allen, Professor, Faculty of Education  
Beverley Jacobs, Associate Dean, Academic, Law  
Catherine Febria, Canada Research Chair (Tier 2) & Professor, Great Lakes  
Institute for Environmental Research & Integrative Biology  
Renee Trombley, Executive Director, Public Affairs and Communications
- 11:45–12:30**                      **Closing Remarks – Early Career Faculty Supports**  
Edwin Tam, Acting Associate Vice-President, Academic

# New to the Campus Network: 2021 Faculty Hires

Abedalrhman Alkhateeb  
School of Computer Science

Kemi Anazodo  
Odette School of Business

Azadeh Babaghaderi  
Odette School of Business

Reem Bahdi  
Faculty of Law

Naved Bakali  
Faculty of Education

Chantal Boucher  
Psychology

Geoffrey Callaghan  
Political Science

Laura Chittle  
Centre for Teaching and Learning

Lucas Dufour  
Odette School of Business

Rachel Elliott  
Faculty of Nursing

Gregg French  
History

Renee Gilliam  
School of Social Work

Shawn Harrington  
Psychology

Werner Keller  
Odette School of Business

Kelly Kennedy  
Faculty of Nursing

Shafaq Khan  
School of Computer Science

Sean McPhail  
Faculty of Arts, Humanities, and Social  
Sciences/ English and Creative Writing

Gina Pittman  
Faculty of Nursing

Prashanth Cheluvasai Ranga  
School of Computer Science

Linda Rohr  
Faculty of Human Kinetics

Ikjot Saini  
School of Computer Science

Ahmed Hamdi Sakr  
Electrical and Computer Engineering

Kristy Smith  
Kinesiology

Michele Stewart  
Odette School of Business

Lorna Stolarchuk  
Office of Open Learning

Bill Van Heyst  
Faculty of Engineering

## New Faculty Orientation Presenters and Facilitators

First	Last	Office/Department	Email
Andrew	Allen	Faculty of Education	aallen@uwindsor.ca
Dave	Andrews	Peer Collaboration Network Department of Kinesiology	dandrews@uwindsor.ca
Jennie	Atkins	Continuing Education	jatkins@uwindsor.ca
Tim	Au-Yeung	Centre for Teaching and Learning: Blackboard Learn	timay@uwindsor.ca
Nick	Baker	Office of Open Learning	nbaker@uwindsor.ca
Layan	Barakat	EpiCentre	Layan.Barakat@uwindsor.ca
Judy	Bornais	Experiential Learning	jbornais@uwindsor.ca
Pascal	Calarco	Leddy Library	Pascal.Calarco@uwindsor.ca
Courtney	Chamberlain	Office of Research and Innovation Services	cchamb@uwindsor.ca
Katie	Chauvin	Student Counselling Centre	katie.chauvin@uwindsor.ca
Laura	Chittle	Centre for Teaching and Learning: GATA Network	chittl@uwindsor.ca
Diana	Colley	Human Resources	Diana.Colley@uwindsor.ca
Cheryl	Collier	Dean, Faculty of Arts, Humanities and Social Sciences	ccollier@uwindsor.ca
Cindy	Crump	Student Success and Leadership Centre	Cindy.Crump@uwindsor.ca
Darryl	Danelon	Office of the Registrar	Darryl.Danelon@uwindsor.ca
Amy	Davie	Office of the Vice-President, Research and Innovation	acdavie@uwindsor.ca
Marcie	Demmans	Leddy Library	Marcie.Demmans@uwindsor.ca
Jess	Dixon	Faculty of Human Kinetics	jdixon@uwindsor.ca
Marcus	Drover	Department of Chemistry and Biochemistry	marcus.drover@uwindsor.ca
Catherine	Febria	Great Lakes Institute For Environmental Research Integrative Biology	Catherine.Febria@uwindsor.ca
Michelle	Fitzgerald	Student Exchange	exchange@uwindsor.ca
Cherie	Gagnon	Office of Human Rights, Equity and Accessibility	Cherie.Gagnon@uwindsor.ca
Iva	Gentcheva	Office of the Provost, and Vice-President, Academic	ivag@uwindsor.ca
Robert	Gordon	President	Robert.Gordon@uwindsor.ca

<b>First</b>	<b>Last</b>	<b>Office/Department</b>	<b>Email</b>
Lorraine	Grondin	Office of the Registrar	lgrondin@uwindsor.ca
Beverley	Hamilton	Office of the President	beverley@uwindsor.ca
Chris	Henderin	Office of the Provost	henderin@uwindsor.ca
Alicia	Higgison	Office of Open Learning	Alicia.Higgison@uwindsor.ca
Chris	Houser	Dean, Faculty of Science	chris.houser@uwindsor.ca
Mike	Houston	Student Accessibility Services	Mike.Houston@uwindsor.ca
Tracy	Huff	Campus Bookstore/Printshop	huffts@uwindsor.ca
Cate	Hundleby	Philosophy	hundleby@uwindsor.ca
Elizabeth	Ismael	CTL: GATA Network	ismaile@uwindsor.ca
Tyson	Jacob	Campus Community Police	Tyson.Jacob@uwindsor.ca
Beverly	Jacobs	Associate Dean, Faculty of Law	beverly.jacobs@uwindsor.ca
Kaye	Johnson	Office of Human Rights, Equity & Accessibility	kjohnson@uwindsor.ca
Dusty	Johnstone	Sexual Misconduct Response & Prevention Office	dustyj@uwindsor.ca
Deborah	Kane	Faculty of Graduate Studies	dkane@uwindsor.ca
Vesna	Kaps	Office of Research and Innovation Services	vesna@uwindsor.ca
Ryan	Kenney	Information Technology Services	rkenney@uwindsor.ca
Jane	Ku	Sociology, Anthropology, and Criminology	janeku@uwindsor.ca
Erika	Kustra	Centre for Teaching and Learning	kustraed@uwindsor.ca
Anna	Lanoszka	Windsor University Faculty Association; Political Science	alanos@uwindsor.ca
Brent	Lee	Faculty of Arts, Humanities and Social Sciences	brentlee@uwindsor.ca
Mark	Lubrick	Office of Open Learning	mlubrick@uwindsor.ca
Suzanne	McMurphy	Research Ethics Board	mcmurphy@uwindsor.ca
Sandy	Mehenka	Office of the Vice-President, Research and Innovation	mehenkas@uwindsor.ca
Sherri Lynne	Menard	Health and Safety	smenard@uwindsor.ca
Veronika	Mogyorody	School of Creative Arts; Centre for Teaching and Learning	mogy@uwindsor.ca
Kristen	Morris	Experiential Learning	kristen.morris@uwindsor.ca
Michelle	Nevett	Office of Research and Innovation Services	michelle.nevett@uwindsor.ca
Nicole	Noel	Office of Research and Innovation Services	nnoel@uwindsor.ca



<b>First</b>	<b>Last</b>	<b>Office/Department</b>	<b>Email</b>
Beth	Oakley	International Student Centre	oakleyb@uwindsor.ca
Chris	O'Gorman	Central Academic Advising	cogorman@uwindsor.ca
Sandra	Ondracka	Lancer Athletics and Recreation	ondrack@uwindsor.ca
John	Osborn	Information Technology Services	johno@uwindsor.ca
Kevin	Parent	Campus Community Police	parentd@uwindsor.ca
Kat	Pasquatch	Aboriginal Education Centre	Kathryn.Pasquach@uwindsor.ca
Heather	Pratt	Office of Research and Innovation Services	hpratt@uwindsor.ca
Marcin	Pulcer	Information Technology Services	Marcin.Pulcer@uwindsor.ca
Ingrid	Qemo	Office of Human Rights, Equity & Accessibility	Ingrid.Qemo@uwindsor.ca
Jessica	Raffoul	Centre for Teaching and Learning	jraffoul@uwindsor.ca
Jean	Roath	Windsor University Faculty Association	jroath@uwindsor.ca
Kate	Rosser-Davies	Office of Research and Innovation Services	Kate.Rosser-Davies@uwindsor.ca
Anne	Rudzinski	Sexual Misconduct Response & Prevention Office	arudzins@uwindsor.ca
Denise	Shuker	Human Resources	D.Shuker@uwindsor.ca
Theresa	Sims	Indigenous Knowledge Keeper and Indigenous Culture and Language Specialist	theresaesims@gmail.com
David	Soderlund	Student Accessibility Services	David.Soderlund@uwindsor.ca
Lorie	Stolarchuk	Centre for Teaching and Learning: Blackboard Learn	lorie@uwindsor.ca
Tina	Suntres	Office of Human Rights, Equity & Accessibility	Tina.Suntres@uwindsor.ca
Edwin	Tam	Associate Vice-President, Academic	edwintam@uwindsor.ca
Wen	Teoh	EpiCentre	wteoh@uwindsor.ca
Renee	Trombley	Executive Director, Public Affairs and Communications	renee.trombley@uwindsor.ca
Patti	Weir	Interim Provost and Vice-President, Academic	weir1@uwindsor.ca
Natasha	Wiebe	Office of Research and Innovation Services	nwiebe@uwindsor.ca
Cindy	Wills	Office of the Provost, and Vice-President, Academic	cindy@uwindsor.ca
Renee	Wintermute	University Secretariat	reneew@uwindsor.ca
Christine	Young	Office of the Provost, and Vice-President, Academic	recruit@uwindsor.ca
Kerri	Zold	Experiential Learning	kzold@uwindsor.ca

# Your Librarian

Academic Department	Name	Email
Aboriginal Education Centre	Jennifer Soutter	jsoutter@uwindsor.ca
Academic Data Centre	Berenica Vejvoda	berenica.vejvoda@uwindsor.ca
Archives and Special Collections	Sarah Glassford	Sarah.Glassford@uwindsor.ca
Biomedical Sciences	Roger Reka	roger.reka@uwindsor.ca
Business Administration	Katharine Ball	kball@uwindsor.ca
Career Development and Experiential Learning	Katharine Ball	kball@uwindsor.ca
Centre for Digital Scholarship	Heidi Jacobs Peter Zimmerman	hjacobs@uwindsor.ca pzimmer@uwindsor.ca
Centre for Professional and Executive Education	Shuzhen Zhao	zhaoszf@uwindsor.ca
Chemistry and Biochemistry	Roger Reka	roger.reka@uwindsor.ca
Communication	Joan Dalton	jdalton@uwindsor.ca
Computer Science	Art Rhyno	arthyno@uwindsor.ca
Dramatic Art	Tamsin Bolton Bacon	tbolton@uwindsor.ca
Economics	Pascal Calarco	Pascal.Calarco@uwindsor.ca
Education	Scott Cowan	scowan@uwindsor.ca
Electronic Resources	Cathy Maskell	cmaskel@uwindsor.ca
Engineering	Guoying (Grace) Liu	gliu@uwindsor.ca
English and Creative Writing Liaison (not collections)	Joan Dalton	jdalton@uwindsor.ca
General Monographs	Heidi Jacobs	hjacobs@uwindsor.ca
Government Documents	Shuzhen Zhao	zhaoszf@uwindsor.ca
History Liaison (not collections)	Joan Dalton	jdalton@uwindsor.ca
Human Kinetics	Sharon Munro	smunro@uwindsor.ca
Integrative Biology	Roger Reka	roger.reka@uwindsor.ca
International Student Centre/Recruitment	Shuzhen Zhao	zhaoszf@uwindsor.ca
Languages, Literatures and Cultures	Peter Zimmerman	pzimmer@uwindsor.ca
Liberal Arts and Professional Studies	Tamsin Bolton Bacon	tbolton@uwindsor.ca

Academic Department	Name	Email
Mathematics and Statistics	Berenica Vejvoda	berenica.vejvoda@uwindsor.ca
Nursing	Adam Mulcaster	Adam.Mulcaster@uwindsor.ca
Office of Open Learning	Scott Cowan	scowan@uwindsor.ca
Philosophy	Dave Johnston	djohnst@uwindsor.ca
Physics	Art Rhyno	artrhyno@uwindsor.ca
Political Science	Joan Dalton	jdalton@uwindsor.ca
Psychology	Adam Mulcaster	Adam.Mulcaster@uwindsor.ca
Rare Books	Peter Zimmerman	pzimmer@uwindsor.ca
Reference	Tamsin Bolton Bacon	tbolton@uwindsor.ca
School of Creative Arts	Scott Cowan	scowan@uwindsor.ca
School of the Environment	Art Rhyno	artrhyno@uwindsor.ca
Social Work	Sharon Munro	smunro@uwindsor.ca
Sociology, Anthropology and Criminology	Jennifer Soutter	jsoutter@uwindsor.ca
Women's and Gender Studies	Jennifer Soutter	jsoutter@uwindsor.ca

# 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](mailto: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: via <http://uwindsor.ca/policies>
  - Office of the Provost's Policies and Guidelines: via <http://uwindsor.ca/policies>
- 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

[\(http://www1.uwindsor.ca/ctl/\)](http://www1.uwindsor.ca/ctl/)

- I have reviewed the health and safety materials related to on-campus activities during COVID-19 (<https://www.uwindsor.ca/returntocampus/>)
- I have downloaded the Safe Lancer app, so I may complete the Self-assessment questionnaire each day I come to campus (<https://www.uwindsor.ca/returntocampus/339/self-assessment-questionnaire>)

# 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 Provost's Early-Career Faculty website is dedicated to providing new faculty with the information they need to get started:

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

The screenshot shows the University of Windsor website's navigation and content structure. At the top left is the University of Windsor logo. To its right is the text "University of Windsor". Further right are navigation links: "CURRENT STUDENTS", "ALUMNI + DONORS", "FACULTY + STAFF", "MYUWINDSOR", "SEARCH", and "A A". Below the logo is a horizontal menu with "ABOUT", "ACADEMICS", "RESEARCH", and "STUDENT LIFE". A yellow button labeled "FUTURE STUDENTS" is positioned to the right of the menu. Below the menu is a breadcrumb trail: "UWindsor Home > Faculty Recruitment > Early-Career Faculty Resources". The main heading is "Early-Career Faculty Resources". Below this is a dark navigation bar with four tabs: "New Faculty@UWindsor", "Academic Positions", "Early-Career Faculty Resources" (highlighted in yellow), and "Recruitment Resources ...". The main content area features a grid of six blue-tinted tiles: "Welcome & Arrival", "Teaching", "Research", "Renewal, Tenure & Promotion", "Employee Resources", and "Campus Services". Below the grid are two blue bars with yellow text: "Resources from New Faculty Winter Refresher 2018" and "Resources from New Faculty Orientation 2017". At the bottom is a yellow bar with a list of links: "ESSENTIALS: A-Z List of Campus Services | Acronyms | Campus Map | Emergencies | FAQ | Find a Person | Important Dates | Important Forms | Policies, Procedures & Bylaws | Workshops & Campus Events".

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.

# Important Academic Dates

<https://www.uwindsor.ca/registrar/events-listing>

Jul 19th, 2021	Registration Opens in Uwinsite Student for RETURNING students - Fall 2021
Aug 2nd, 2021	Civic Holiday: University Closed
Aug 4th, 2021	Assessments Deadline for Full Summer (12 week): Last day to hold/make-due, graded-in term Assessments
Aug 9th, 2021	Make up date for Thursday, July 1 classes
Aug 9th, 2021	REVISED: Last Day to Voluntarily Withdraw from Summer Session 2021 (6 week) courses
Aug 10th, 2021	Last Day of Summer Session 2021 (6 week)
Aug 10th, 2021	Make up date for Monday, Aug 2 classes
Aug 10th, 2021	REVISED: Last Day to Voluntarily Withdraw from Full Summer 2021 (12 week) courses
Aug 11th, 2021	Last Day of Full Summer (12 week) Classes
Aug 11th, 2021	Make up date for Monday, May 24 classes
Aug 12th, 2021	Grad Students: Last date to recommend a PhD external examiner
Aug 14th - 23rd, 2021	Final Exams for Full Summer (12 week) and Summer (6 week) Session (Aug 14 - 23)
Aug 15th, 2021	Fees Due: Fall 2021
Aug 15th, 2021	No Fee Deadline to Apply to Graduate at Fall Convocation 2021
Aug 16th - 20th, 2021	LAW: Indigenous Law Student Summer Program (Aug 16 - 20)
Aug 20th, 2021	Grad Students: Format checking deadline for Summer 2021
Aug 25th, 2021	Grad Students: Last date to submit PhD dissertation to the external examiner
Aug 30th- Sep 2nd, 2021	LAW: 1st Year Law Orientation (Aug 30 - Sep 2)
Aug 31st, 2021	Grad Students: Deposit deadline for Summer 2021
Sep 5th - 10th, 2021	Welcome Week 2021 (Sep 5 - 10)

Sep 6th, 2021	Labour Day: University Closed
Sep 7th, 2021	Nursing Year 3 Experiential Lab Orientation
Sep 7th, 2021	Law: First Day of Fall Classes
Sep 8th, 2021	Nursing Year 2 Clinical Orientation (NURS 2522)
Sep 9th, 2021	First Day of Fall 2021 Classes (Excluding Law & Consecutive Ed)
Sep 9th, 2021	Nursing Year 1 Program Orientation
Sep 20th, 2021	LAW: Last Day to Add/Drop Fall Classes in LAW
Sep 22nd, 2021	Academic Add/Drop: Last day for late registration & change of courses for Fall 2021 courses. Last day for deferral request to a future term
Sep 22nd, 2021	Last day for Deferral Request from Fall 2021 to a future term and refund of deposit
Sep 22nd, 2021	Grad Course-Based: Last day for full refund and deposit refund based on Visa Denial for Fall 2021
Sep 23rd, 2021	Grad Students: Format checking deadline for Phase I and Fall 2021 Convocation
Sep 23rd, 2021	Grad Students: Final oral defense deadline for Fall 2021 Graduation
Sep 30th, 2021	Grad Students: Deposit deadline for Phase I and for Fall 2021 Convocation
Sep 30th, 2021	Deadline to Apply to Graduate at Fall 2021 Convocation
Oct 6th, 2021	Financial Drop Date: Fall 2021
Oct 7th, 2021	Grad Students: Format checking deadline for Phase II
Oct 9th - 17th, 2021	Reading Week: Oct 9-17 (Except JD Law)
Oct 11th, 2021	Thanksgiving Day: University Closed
Oct 14th, 2021	Grad Students: Phase II deposit deadline for Fall term 2021
Nov 1st - 5th, 2021	LAW: Study Week for Law II and III Students (Nov 1 - 5)
Nov 1st - 5th, 2021	LAW: WLPS Week for Law I Students (Nov 1 - 5)
Nov 5th - 6th, 2021	Fall Convocation 2021
Nov 17th, 2021	Last Day to Voluntarily Withdraw from Fall 2021 courses

Dec 3rd, 2021	LAW: Last Day of Classes
Dec 6th - 9th, 2021	LAW: Study Week for Law I (Dec 6 - 9)
Dec 6th -17th, 2021	LAW: Upper Year Exams (Dec 6 - 17)
Dec 8th, 2021	Last Day of Fall 2021 Classes
Dec 10th - 17th, 2021	LAW: First Year Exams (Dec 10 - 17)
Dec 11th - 21st, 2021	REVISED: Final Exam Period for Fall 2021 Dec 11-21 (Including Dec 12, excluding Dec 19): (excluding Education & JD Law)
Dec 20th, 2021	LAW: Alternate Final Exam Day for Law (ASC permission required)
Dec 22nd, 2021	REVISED: Alternate Final Exams Day
Dec 23rd, 2021 to Jan 2nd, 2022	University Offices Closed for December Holiday recess (Dec 23 - Jan 2)
Jan 3rd, 2022	University Offices Open
Jan 3rd, 2022	LAW: First Day of Winter Classes for Law
Jan 6th, 2022	First Day of Winter 2022 Classes
Jan 14th, 2022	LAW: Last day to Add/Drop Winter Classes in Law
Feb 19th - 27th, 2022	Reading Week Feb 19-27
Feb 21st, 2022	Family Day: University Closed
Feb 25th, 2022	University Offices Closed
Apr 1st, 2022	LAW: Last Day of Winter Classes for Law
Apr 4th - 22nd, 2022	LAW: Final Exams for Law (Apr 4 - 22)
Apr 6th, 2022	Last Day of Winter 2022 Classes
Apr 9th - 22nd, 2022	Final Exams April 9-22 (no exams April 15 or 16)
Apr 15th, 2022	Good Friday: University Closed
Apr 23rd, 2022	Alternate Final Exams Day
May 9th, 2022	First Day of Classes: Full Summer (12 week) and Inter-Session (6 week)
May 23rd, 2022	Victoria Day: University Closed
May 31st - Jun 3rd, 2022	Convocation Spring 2022

Jun 17th, 2022	Last Day of Inter-Session 2022 (6 week)
Jun 18th - 26th, 2022	Reading Week for Full Summer (12 week) courses (Jun 18 - 26)
Jun 23rd - 25th, 2022	Final Exams for Inter-Session (6 week): June 23 -25
Jul 1st, 2022	Canada Day: University Closed
Aug 1st, 2022	Civic Holiday: University Closed
Aug 10th, 2022	Last Day of Summer Session (6 week)
Aug 11th, 2022	Last Day of Full Summer (12 week) Classes



# Preliminary Phone A Friend List

## Questions about Academic Policies and Bylaws

Renee Wintermute	<a href="mailto:renew@uwindsor.ca">renew@uwindsor.ca</a>	Ext. 3347
Alison Zilli	<a href="mailto:alisonz@uwindsor.ca">alisonz@uwindsor.ca</a>	Ext. 3325
Danny Anger	<a href="mailto:Danny.Anger@uwindsor.ca">Danny.Anger@uwindsor.ca</a>	Ext. 3317
Yvonne Arnowitz	<a href="mailto:Yvonne.Arnowitz@uwindsor.ca">Yvonne.Arnowitz@uwindsor.ca</a>	Ext. 2005

## Questions about Promotion, Tenure Process, or Sabbaticals

Cindy Wills	<a href="mailto:cindy@uwindsor.ca">cindy@uwindsor.ca</a>	Ext. 2010
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## Questions about the Collective Agreement

Iva Gentcheva	<a href="mailto:ivag@uwindsor.ca">ivag@uwindsor.ca</a>	Ext. 2003
WUFA	<a href="mailto:wufa@uwindsor.ca">wufa@uwindsor.ca</a>	Ext. 3366

## Questions about Research Processes (General ORIS inquiries)

Kate Rosser-Davies	<a href="mailto:Kate.Rosser-Davies@uwindsor.ca">Kate.Rosser-Davies@uwindsor.ca</a>	Ext. 3919
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## Questions about Teaching & Learning or Curriculum

Erika Kustra (Centre for Teaching and Learning)	<a href="mailto:kustraed@uwindsor.ca">kustraed@uwindsor.ca</a>	Ext. 4842
Nick Baker (Office of Open Learning)	<a href="mailto:nbaker@uwindsor.ca">nbaker@uwindsor.ca</a>	Ext 4925

## Questions about Technology in Classrooms

Stephanie Parent	<a href="mailto:S.Parent@uwindsor.ca">S.Parent@uwindsor.ca</a>	Ext. 3051
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## Other Helpful Contacts

Paige Coyne (GATA Network)	<a href="mailto:coynep@uwindsor.ca">coynep@uwindsor.ca</a>	
Liz Ismail (GATA Network)	<a href="mailto:ismaile@uwindsor.ca">ismaile@uwindsor.ca</a>	
Debbie Kane (Faculty of Graduate Studies)	<a href="mailto:dkane@uwindsor.ca">dkane@uwindsor.ca</a>	Ext. 2110
Tim Au-Yeung (Learning Management Systems)	<a href="mailto:timay@uwindsor.ca">timay@uwindsor.ca</a>	Ext. 4926
Tim Au-Yeung (Learning Management Systems)	<a href="mailto:agalka@uwindsor.ca">agalka@uwindsor.ca</a>	

# Continue Your Phone A Friend List

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**ask.UWindsor.ca**

*Ask us anything, anytime.*

This map was revised August 2019.  
For the most up-to-date version, visit [uwindsor.ca/map](http://uwindsor.ca/map)

**IN CASE OF EMERGENCY** Dial 911 on your phone, or press the button on any blue emergency pole, which activates 911 emergency response.

**Legend**

- Wheelchair accessible entrance
- Wheelchair accessible entrance with ramp
- Accessible shuttle pick-up/drop-off area
- Emergency Evacuation Chairs
- Wheelchair accessible route

**Campus Parking Lots**

- Staff Permit Lot
- Staff Permit Lot
- Student Permit Lot
- Visitor Lot
- Pay & Display/Student Permit Lot

**Additional Parking**

Metered parking is available on Huron Church Road, University Avenue, Wyandotte Street and Sunset Avenue.

**Campus Parking Services**

Phone: 519-253-3000, ext. 2413  
[uwindsor.ca/parking-services](http://uwindsor.ca/parking-services)

*Parking on surrounding neighbourhood streets requires a City of Windsor residential permit. The City of Windsor fine for parking illegally in a permit area is \$35 per ticket. Please respect the parking restrictions.*



## Campus Buildings

1. Alan Wildeman Centre for Creative Arts.....	D6	
2. Alumni Hall and Conference Centre.....	G5/H5	
3. Assumption Hall (Assumption Chapel).....	D2/D3	
4. Biology.....	E4	
5. CAW Student Centre (Bookstore, Alumni Auditorium, Marketplace).....	D3	
6. Campus Community Police Services.....	F5	
7. Canterbury College.....	A4/B4	
8. Canterbury College Administration.....	B4	
9. Cartier Hall.....	F2	
10. Central Receiving.....	I4	
11. Central Refrigeration Plant.....	A4	
12. Centre for Automotive Research and Education (CARE).....	G5/H6	
13. Centre for English Language Development.....	See CELD inset/E2	
14. Charles and Anna Clark Corner.....	F4	
15. Chrysler Hall Tower.....	D4	
16. Chrysler Hall North.....	D4	
17. Chrysler Hall South.....	D4/E4	
18. David A. Wilson Commons.....	E5	
19. Dennis Fairall Fieldhouse/St. Denis Athletic and Community Centre.....	J4/K4	
20. Dillon Hall.....	D3	
21. Ed Lumley Centre for Engineering Innovation.....	F5/F6/G5/G6	
22. Education Gym.....	D3	
23. Energy Conversion Centre.....	G4	
24. Erie Hall.....	E4/F4	
25. Essex Centre of Research (CRe).....	E3	
26. Essex Hall.....	E3/F3	
27. Faculty Association (Kerr House).....	D5	
28. Forge Fitness Centre.....	J4	
29. Freed-Orman Banquet & Conference Centre.....	D3	
30. Great Lakes Institute for Environmental Research.....	B1	
31. Graduate Student Society.....	D5	
32. Human Kinetics.....	J4	
33. Ron W. Ianni Law Building.....	C4	
34. Jackman Dramatic Art Centre.....	E3	
35. The Joyce Entrepreneurship Centre.....	F5	
(Career Development and Experiential Learning, Cross-Border Institute, EPICentre, Parking Services)		
36. Lambton Tower.....	E4	

37. Laurier Hall.....	E3	as needed per floor
38. Leddy Library Main.....	C4	
39. Leddy Library West.....	C3/C4	
40. Macdonald Hall.....	E2/E3	as needed per floor
41. Maintenance Services.....	I4	
42. Memorial Hall.....	D3/D4	
43. The Leonard & Dorothy Neal Education Building...	D5	
44. Odette School of Business.....	E5/F5	
45. Odette House - Entrepreneurial Services.....	D5	
46. Dr. Murray O'Neil Medical Education Centre/ Schulich School of Medicine & Dentistry.....	E5	
47. Psychological Services and Research Centre.....	A4	
48. River Commons.....	E4	
49. Stadium/Alumni Field.....	J3/K3	
50. Anthony P. Toldo Health Education Centre ....	D5/E5	
51. Union House.....	I5	
52. University Computer Centre (IT Services).....	D3	
53. Vanier Hall.....	E2/E3	
54. Stephen & Vicki Adams Welcome Centre.....	F4	
55. Windsor Armouries (SoCA).....	D6	
56. Windsor Hall.....	C5/C6	

## Campus Services

<b>Aboriginal Education Centre - Turtle Island</b>	
CAW Student Centre, main floor.....	5
<b>Bookstore - CAW Student Centre, lower level.....</b>	5
<b>Career and Employment Services</b>	
The Joyce Entrepreneurship Centre.....	35
<b>Cashiers - Chrysler Hall North, first floor.....</b>	16
<b>Chemical Control Centre - Essex Hall, bsmt.....</b>	26
<b>Student Success Services</b>	
Dillon Hall, first floor.....	20
<b>Student Recruitment (Campus tours)</b>	
Welcome Centre, first floor.....	54
<b>International Student Centre</b>	
Laurier Hall, second floor.....	37
<b>IT Services - University Computer Centre.....</b>	52
<b>Registrar's Office - Chrysler Hall North, first floor.....</b>	16
<b>Student Awards and Financial Aid</b>	
Chrysler Hall Tower, first floor.....	15
<b>Student Accessibility Services</b>	
Dillon Hall, ground floor.....	16
<b>Student Health Services</b>	
CAW Student Centre, second floor.....	5

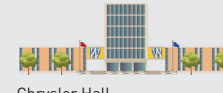
## Visual representation of some of our landmark buildings:



Alumni Hall and Conference Centre



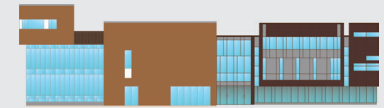
CAW Student Centre



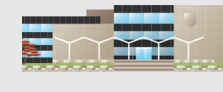
Chrysler Hall



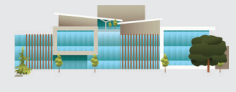
Dillon Hall



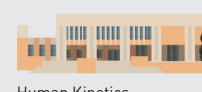
Anthony P. Toldo Health Education Centre & Dr. Murray O'Neil Medical Education Centre/Schulich School of Medicine & Dentistry



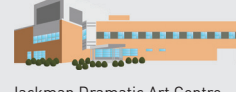
Essex Hall



Ed Lumley Centre for Engineering Innovation



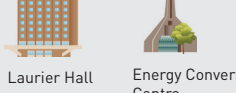
Human Kinetics



Jackman Dramatic Art Centre



Joyce Entrepreneurship Centre

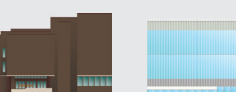


Laurier Hall

Energy Conversion Centre



Ron W. Ianni Law Building

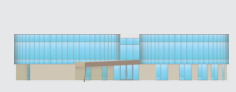


Leddy Library

Essex Centre of Research (CRe)



Odette School of Business



Stephen and Vicki Adams Welcome Centre



Alan Wildeman Centre for Creative Arts



Windsor Hall

DAY 1 | MONDAY, JULY 26

# Getting Started ...

<b>8:30–9:00</b>	<b>Tech Check</b> Informal drop-in to check technology
<b>9:00–9:10</b>	<b>Introductory Remarks and Welcome</b> Robert Gordon, President
<b>9:10–9:20</b>	<b>Indigenous Welcome</b> Theresa Sims, Indigenous Knowledge Keeper and Indigenous Culture and Language Specialist
<b>9:20–9:50</b>	<b>Introducing ... You</b> Erika Kustra, Director, Centre for Teaching and Learning
<b>9:50–10:20</b>	<b>UWin 101</b> Beverley Hamilton, Chief of Staff, Office of the President
<b>10:20–10:30</b>	<b>BREAK</b>
<b>10:30–12:00</b>	<b>“Getting Started” Roundtables: Research, Teaching, and Service</b> Ingrid Qemo, Tina Suntres, Vesna Kaps, Michelle Nevett, Nicole Noel, Courtney Chamberlain, Kate Rosser-Davies, and Natasha Wiebe (Office of Research and Innovation Services); Brent Lee (Faculty of Arts Humanities and Social Sciences); Jane Ku (Women’s and Gender Studies); Marcus Drover (Chemistry); Jessica Raffoul (Centre for Teaching and Learning); Mark Lubrick (Office of Open Learning); and Cate Hundleby (Philosophy)
<b>12:00–12:30</b>	<b>Wrap-Up and Questions</b>

# Campus and Community Facts and Figures

## Faculty and Staff Facts and Figures

- Total Permanent, Full-Time Employees (2021): 593 faculty, 887 staff
- 56.1% of employees self-identified as women, 6.3% as people from Indigenous communities, 11.1% as members of visible minority groups and, 6.6% as people with disabilities<sup>2</sup> (Employment Equity Self-Identification Survey, 2019)
- Average age of faculty in 2019 was 53.54; Average age at retirement: 67.4
- 26% international/overseas origin (2019)
- We are one of the region's largest employers, and this year were proud to be ranked 31<sup>st</sup> in the Forbes survey of Canada's Best Employers, and as a top 10 university in that ranking.

## Student Facts and Figures

### Full Time Students by Place of Origin

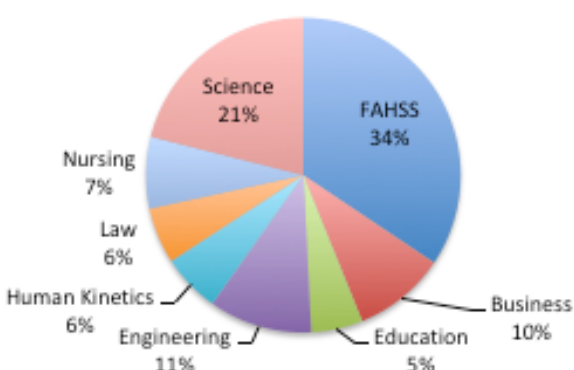
	Undergraduate	Graduate
<b>Tri-County</b>	7015	569
<b>Greater Toronto Area</b>	1322	198
<b>Other Ontario</b>	1175	148
<b>Out of Province</b>	308	52
<b>Unknown or Not Specified</b>	112	428
<b>International</b>	784	2658

### Full-and Part-time Students by Faculty (Fall 2020)

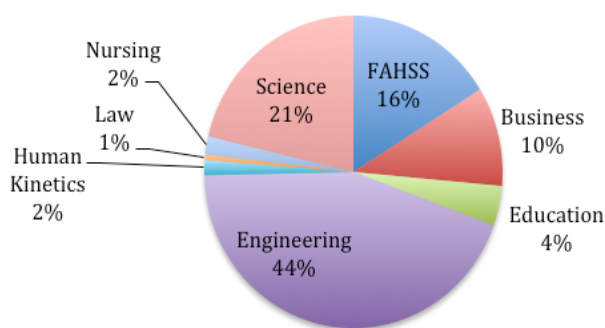
Undergraduate	FT	PT	TOTAL
<b>FAHSS</b>	3546	768	4314
<b>Business</b>	980	211	1191
<b>Education</b>	660	4	664
<b>Engineering</b>	991	340	1331
<b>Human Kinetics</b>	698	56	754
<b>Law</b>	722	0	722
<b>Nursing</b>	905	17	922
<b>Science</b>	2270	372	2642
<b>Total</b>	<b>10772</b>	<b>1768</b>	<b>12540</b>
Graduate	FT	PT	TOTAL
<b>FAHSS</b>	718	2	720
<b>Business</b>	456	3	459
<b>Education</b>	152	32	184

<b>Engineering</b>	1950	17	1967
<b>Human Kinetics</b>	70	0	70
<b>Law</b>	10	16	26
<b>Nursing</b>	75	8	83
<b>Science</b>	873	78	951
<b>TOTAL</b>	<b>4304</b>	<b>156</b>	<b>4460</b>

## Undergraduate Students by Faculty



## Graduate Students by Faculty



- 65% of full-time undergraduates are from Windsor-Essex County.
- >55% of students are in professional programs
- 47% of UWindsor respondents identify as first-generation (neither parent holds a bachelor's degree) compared to 40% of the those in UWindsor's comparators in the Ontario comprehensive universities group (NSSE 2020)
- In 1st year, 23% of UWindsor respondents were living in residence compared to 46% of other Ontario universities students in their 1st year (NSSE 2020)
- While the average number of weekly hours worked off campus by UWindsor students is estimated to be the same as in the Ontario comprehensive group (14.7 for first year and 16.7 for final year), UWindsor students are more likely to work; 56% of UWindsor first year students and 64% of final year UWindsor students work for pay off campus compared with 41% and 53% respectively.
- 39% of UWindsor respondents provide care for dependents compared to 32% in other Ontario universities
- 45% of UWindsor respondents do some form of weekly volunteer or community service work that is unrelated to their program compared to 37% of the Ontario Comprehensive group.



- About 23% of final-year students report that they have worked with a faculty member on a research project compared to 19% at Ontario comparators (NSSE 2020).
- In 2019-20, students undertook nearly 1,000 co-op placements, earning over \$8.7 million in those placements, representing a growth of 33% in co-op and paid internship placements since 2016
- In partnership with local businesses and industry, the University also attracted \$7 million in MITACS funding to support student research-based internships in 2019-20, placing us 8<sup>th</sup> in the country

#### **UWindsor Research Facts and Figures**

- Total research grant revenue \$29.8 million (2018/19) (2019 Annual Report)
- 5-year increase of 34% in total research funding in Science and Engineering
- 16% 5-year increase in overall funding in all fields
- \$4.25 million in competitive funding for the development of innovative, technology supported pedagogy and curriculum at the University of Windsor

#### **Navigating COVID: Fact and Figures**

- 6,758 online course sections offered to >183K registrants
- 9,296 degrees have been conferred
- >1,300 peer reviewed research publications from the University of Windsor
- Nursing students provided >141,000 hours of support in health care settings
- By October 2020, over 1,500 members of the campus community had worked with the Centre for Teaching and Learning and the Office of Open Learning on their online courses, including >60% of all faculty members
- 94 student appointments were created to support instructional re-design and student learning, totaling earnings of over \$540,000
- Nursing students provided over 141,000 hours of support in health care settings during COVID
- Over \$5.4 million in external grants acquired to support COVID-focused research
- A total of 43 confirmed, on-campus cases have been identified and supported in keeping with WECHU oversight and guidelines

#### **And one more ....**

- Overall, the University of Windsor has a total economic impact of \$4.12 billion to the Canadian economy, and \$1.7 billion to the economy of Windsor-Essex.

#### **Windsor-Essex Region (2016 Census Data)**

For detailed census information, please visit:

<https://www.citywindsor.ca/residents/planning/Plans-and-Community-Information/About-Windsor/Demographics/Pages/Demographics.aspx>

City of Windsor Population: 217,188 Census (2016)

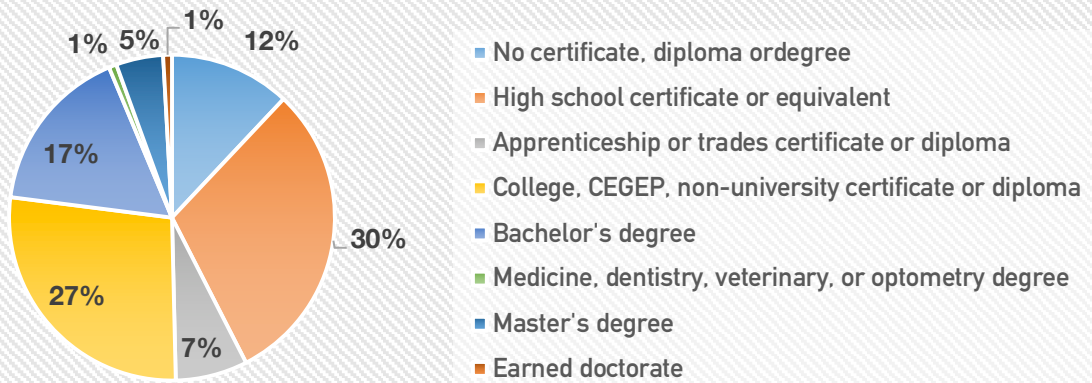
Windsor-Essex population: 388,782

Windsor is one of the most diverse cities, per capita, in Canada.

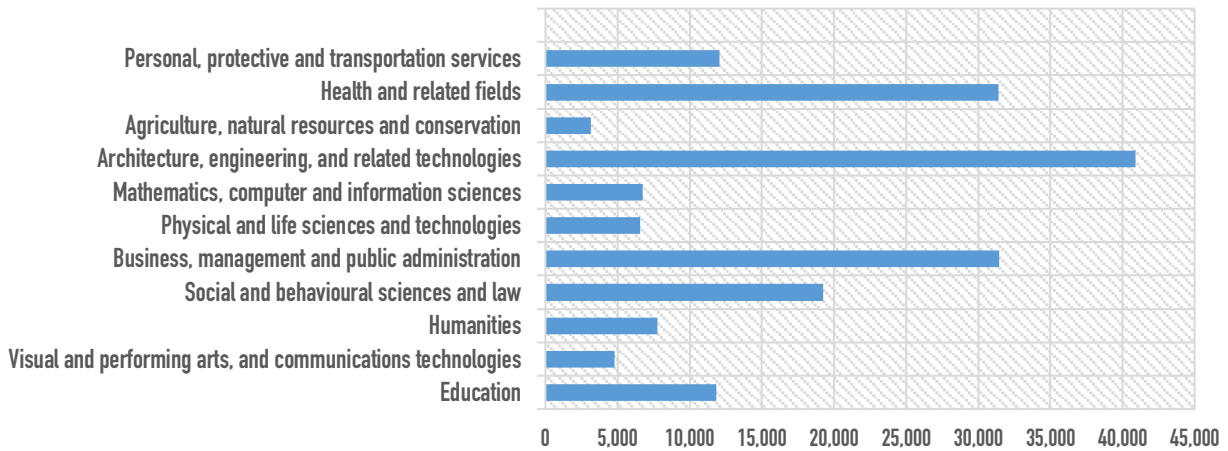
Citizenship & Residency	
With Canadian citizenship	395,066
With citizenship other than Canadian	24,162
Immigrants granted right to live in Canada permanently	92,080
Immigrated between 2000-2005	10,023
Immigrated between 2006-2010	9,998
Immigrated between 2011-2016	11,364

Household Income	
Median household income (\$)	75,257
Average household income (\$)	90,157
Total number of households	168,306

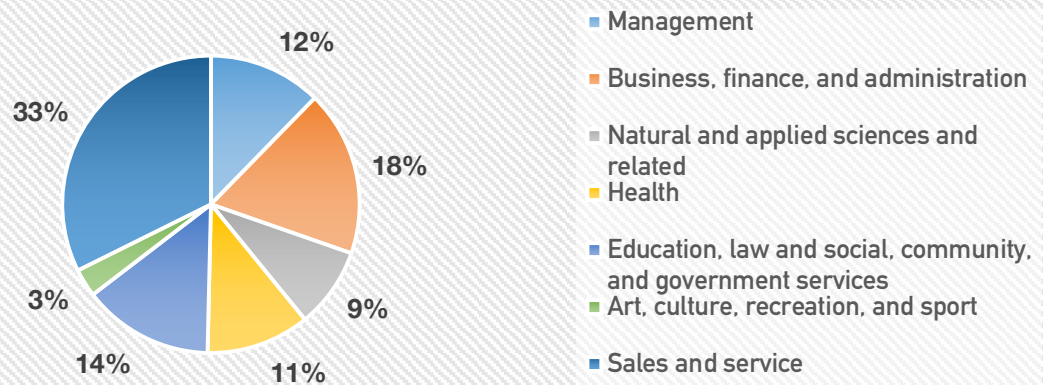
**Highest Educational Attainment, Persons Aged 25-64 (2018)**



**Post-Secondary Education Major Field of Study (2018)**



**Labour Force By Occupation (2018)**



## Windsor-Detroit (Southeast Michigan) Region

Windsor, Detroit, and the surrounding areas on both sides of the border considered collectively constitute a unique international region. Home to 5,700,000 people and 17 Fortune 500 companies, Windsor-Detroit is North America's most populous cross-border conurbation, and the second largest in the world. 46,000,000 people reside within a 300-mile radius of the University of Windsor.

According to the WindsorEssex Economic Development Corporation, 40 per cent of bilateral trade between Ontario and the U.S., and 25 per cent of that between Canada and the U.S., crosses the Windsor-Detroit border.

Outside Ontario, there are dozens of postsecondary institutions within a half-day's drive of Windsor in Michigan, Ohio, Illinois, and New York. You can find an interactive map of some of them on the University's website: <http://www.uwindsor.ca/50newprofs/301/your-university-network>

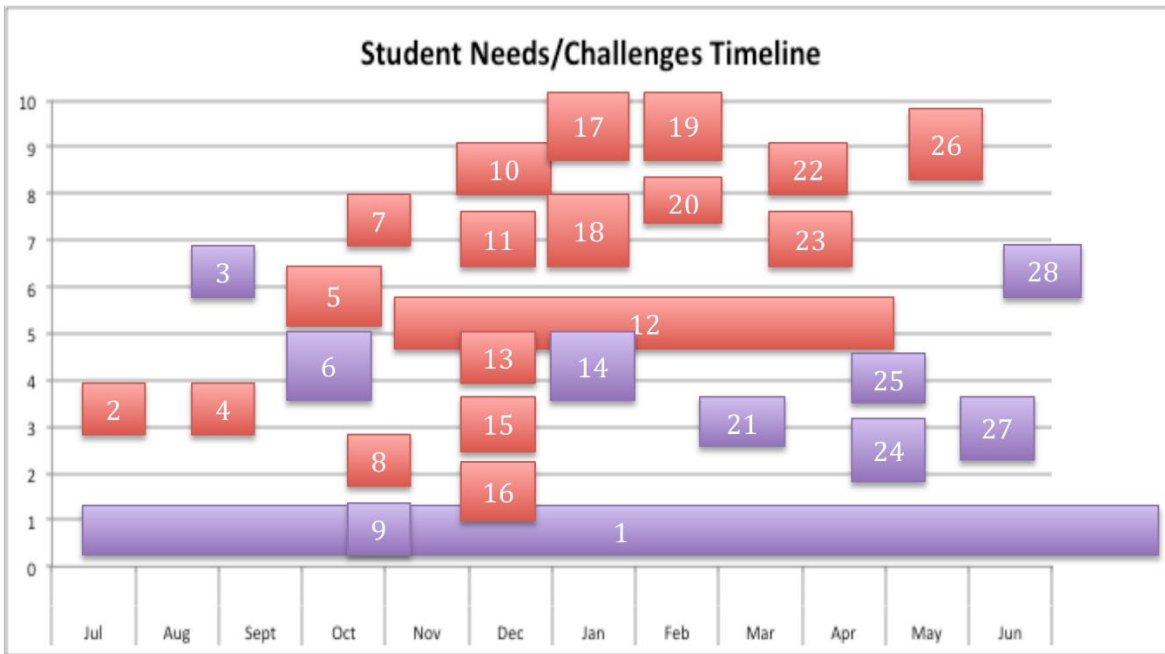
Local and international perceptions of Detroit are complicated. The city proper's much-reported declining population (from 1.8 million in the 1950s to 677,000 currently) has resulted in abandoned buildings and even the re-growth of urban prairie in some neighborhoods – urban decay and household poverty are very real and ongoing challenges. The city declared bankruptcy in 2013, with over \$20 billion in unpaid bills. (“Metro Detroit,” conversely, grew slightly between 2010 and 2018. Depending on how you define its borders, it is between the 11<sup>th</sup> and 14<sup>th</sup> largest statistical population centre in the United States.)

Detroit has changed dramatically over the last decade – particularly its downtown core. At the same time, the city's narrative of wrestling with the challenges common to post-industrial manufacturing cities across the country has become in its own way an appeal. In recent years, the city has become something of an international tourist destination, covered in the New York Times, Lonely Planet, and so on. Last decade, the local community came to view this global interest and its emphasis on what is sometimes called “ruin porn” with a degree of skepticism. Lately, however, Detroit city has attracted more positive touristic attention. The downtown residential, retail, culinary, technology, and entertainment sectors are healthier than they have been in several decades, and there have been significant investments in public transportation, walkability, and urban public spaces.

Detroit and its surrounding areas offer Windsor-Essex residents opportunities for engaging with art and culture, food and drink, sport, and shopping on a scale unavailable anywhere in Ontario outside the Greater Toronto Area.

The city appears now to be attracting recently graduating millennials with entrepreneurial ambitions. Investment of nearly \$5.6 billion in Detroit by Quicken Loans' Dan Gilbert in downtown property, as well as employment and outreach programs, is a significant element of this story. The local public perception of Detroit has changed at a slower pace: in many circles, there continue to be concerns about safety, and in particular it is often a hard sell to convince parents that Detroit's proximity is a selling point for their children's attendance at UWindsor.

## Undergraduate Students

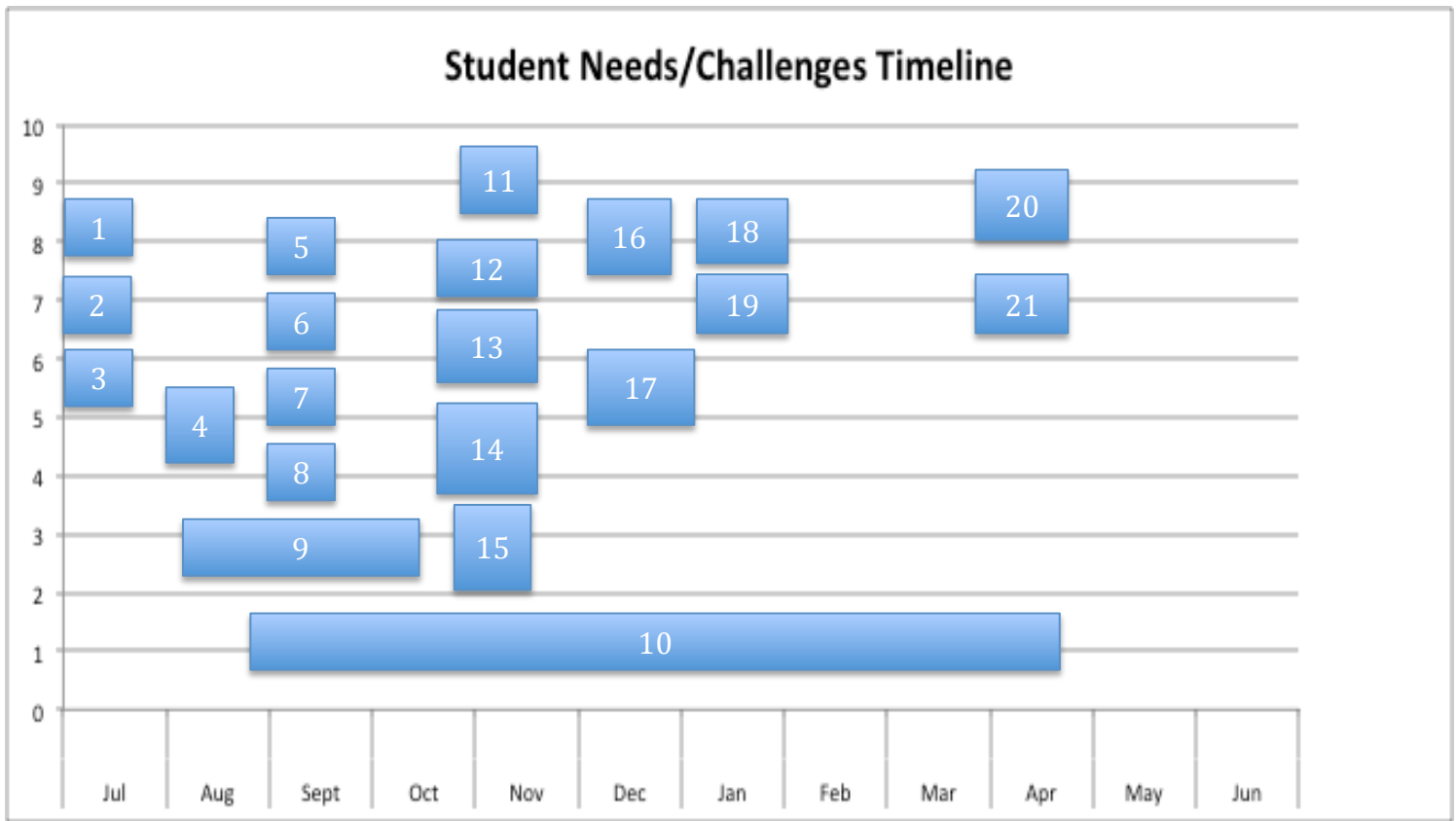


**Academic** ■

**Personal** ■

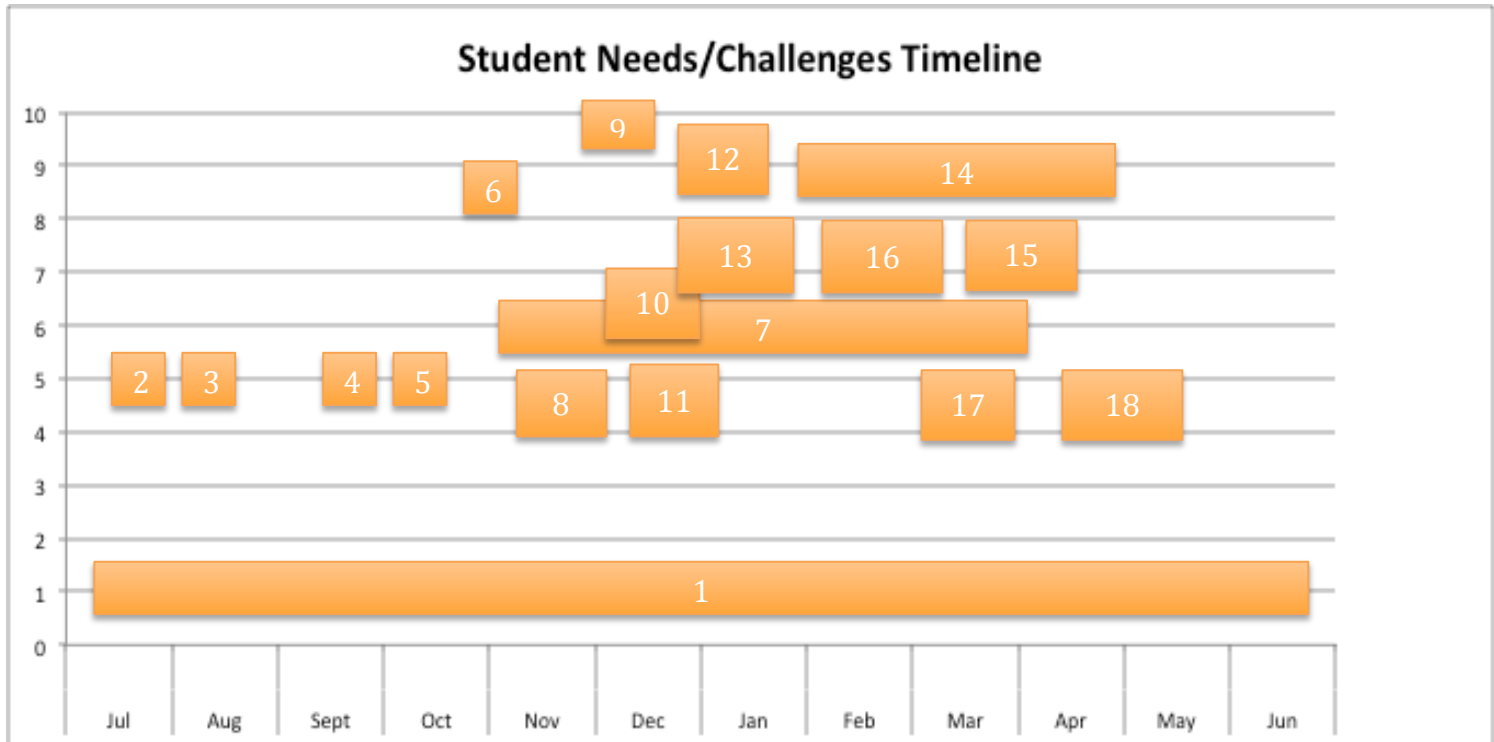
- |   |   |
|---|---|
| 1. Job stress   | 14. Money problems  |
| 2. Registration and program problems  | 15. Registration and program problems                         |
| 3. OSAP registration problems – fall courses  | 16. Finalize winter schedule                                  |
| 4. Prepare for classes  | 17. Grade appeals   |
| 5. Course add/drop  | 18. Class prep  |
| 6. Sexual assaults most commonly occur  | 19. Grade appeals   |
| 7. Add/drop date (money or not registered issues)   | 20. Add/drop courses  |
| 8. Surprise/disappointment at lower marks compared to high school marks                       | 21. Stress about next semester, applying for positions/jobs   |
| 9. Break ups after first visit home   | 22. Midterms, final assignments, exams                        |
| 10. Midterms, final assignments, exams, assignment extension requests                         | 23. Extension requests  |
| 11. VW day  | 24. Meal plan expires   |
| 12. Academic integrity problems   | 25. Money problems  |
| 13. Student may question intellectual abilities/thoughts of not returning for second semester | 26. Grade appeals   |
|   | 27. Stress about summer employment, second semester academics |
|   | 28. OSAP registration problems                                |

# Graduate Students



- |   |  |
|---|--|
| 1. Scholarship applications begin                 | 11. Complete fall courses                      |
| 2. Academic Standing                              | 12. Course load                                |
| 3. Grad student registration                      | 13. Complete GA requirements                   |
| 4. U of Windsor Student application deadline      | 14. Continue with new scholarship applications |
| 5. Deadline to submit rankings to grad studies    | 15. Registration for winter semester           |
| 6. Vanier CGS application deadline                | 16. Tri-council CGS-M application deadline     |
| 7. Deadline to submit nominations to grad studies | 17. GS Exam responsibilities                   |
| 8. Grad student orientation                       | 18. Academic Standing                          |
| 9. GA training                                    | 19. OGS applications due                       |
| 10. Acculturation                                 | 20. Academic standing                          |
|   | 21. GA exam responsibilities                   |

# As a Faculty Member...



1. Admissions
2. Registration and program problems
3. GA assignments
4. Scholarship adjudication
5. Adjustments to independent life
6. Midterms/major asst. failure
7. Academic integrity
8. New GA assignments
9. Last minute exam help
10. Registration and program problems
11. Scholarship adjudication
12. Reference letters for grad applications
13. Scholarship adjudication
14. Admissions (grad programs)
15. Grade appeals
16. Midterms/major asst. failure
17. GA appointments
18. Academic Standing

...Your research cycle?

## 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.

# 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*



## NFO 2021 Roundtable Session Links

Round 1 10:30-10:55

Round 2 11:00-11:25

Round 3 11:30-11:55

Roundtables: Choose 1 for each round			
Time	Research	Service	Teaching
25 minutes	<p><b>Pick ONE of:</b></p> <p><b><u>1 Research Support:</u> Health and CIHR and Tech Transfer/Contracts</b> Ingrid Qemo, Tina Suntres, Vesna Kaps -- Office of Research and Innovation Services (ORIS)</p> <p><b><u>2 Research Support:</u> Science and Engineering</b> Michelle Nevett – ORIS</p> <p><b><u>3 Research Support:</u> CFI ORF ERA Multi-Institutional Agreements, CRC, and Internal Grants</b> Nicole Noel, Courtney Chamberlain, Kate Rosser-Davies (ORIS)</p> <p><b><u>4 Research Support:</u> 4. Social Sciences and Humanities and ORIS Form/Post-Award</b> Brent Lee, Faculty of Arts, Humanities, and Social Sciences, Natasha Wiebe (ORIS)</p>	<p><b><u>Creating Teams and Collaboration</u></b> Jane Ku, Women’s and Gender Studies Marcus Drover, Chemistry</p>	<p><b>Pick ONE of:</b></p> <p><b><u>Teaching: How do you know it’s working?</u></b> Jessica Raffoul, Centre for Teaching and Learning</p> <p><b><u>Teaching with Online and Hybrid Classes</u></b> Mark Lubrick, Office of Open Learning &amp; Cate Hundleby, Department of Philosophy</p>
5 minutes	<i>Change time: Move to a new Roundtable Room</i>		

DAY 2 | TUESDAY, JULY 27

# Your Campus Networks

<b>8:30–9:00</b>	<b>Tech Check</b> Informal drop-in to check technology
<b>9:00–11:00</b>	<b>Building and Navigating Your Campus Network: Campus Community Network Event</b>
<b>11:00–11:15</b>	<b>Break</b>
<b>11:15–12:00</b>	<b>Working Across Difference: Conversations and Strategies</b> Kaye Johnson, Director, Office of Human Rights, Equity and Accessibility
<b>12:00–12:45</b>	<b>Return to Campus Q&amp;A</b> Jess Dixon, Professor, Kinesiology Sherri Lynne Menard, Environmental Health and Safety Manager, Human Resources
<b>12:45–1:00</b>	<b>Wrap-up</b>

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## OPTIONAL SESSIONS

<b>2:00–3:00</b>	<b>TECH CHECK for One-Minute Elevator Pitch</b>
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# YOUR CAMPUS NETWORK: Find a contact for when ...

You're not sure how to find the University's rules about what to include in your course syllabus.	You have questions about the collective bargaining agreement.	You want to talk about adding an entrepreneurial component to a course.	A student is requesting academic 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 have a question about the promotion and tenure process.
	You have a student who comes to you because they are afraid they may fail out of their program.	You'd like to develop an online or hybrid course, or find an open textbook for your course.	You need to launch or transfer a research project involving human participants.	You would like to use a microphone while teaching a class.
I would like to hire someone using my grant funding.	You have a question about the Graduate Assistant contract.		The projector in your classroom is not working.	You've identified an Indigenous student in your class that needs additional support. Where do you refer them?
A student asks about getting help with her writing and citation.	You need information about Open Access publication for an article you are writing.		You see someone trying to break into an office.	
You'd like help with your teaching dossier.		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 are interested in joining a fitness class.
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 struggling, academically and/or personally, and looking for support and community connections.
You would like to develop your teaching practices.	You have a student who would like to go on exchange for a semester.	You have a student interested in volunteering their time to help newer students get oriented to campus life.	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 and Contacts

Service	Description	Contact
<b>Aboriginal Education Centre</b>	Provides support to self-identified Aboriginal students to reach their highest potential in a culturally supportive atmosphere	CAW Centre 179  <b>Russell Nahdee</b> Coordinator rnahdee@uwindsor.ca Ext. 3465
<b>Blackboard Learn Learning Management System Team</b>	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.	Centre for Engineering Innovation, Second Floor  <b>Anna Galka</b> Learning Technologies Educational Consultant Anna.Galka@uwindsor.ca
<b>Campus Bookstore</b>	Manages the ordering and sale of textbooks for university courses, technology products, campus clothing, and other products.	CAW, Lower Level  <b>Tracy Huff</b> Coordinator – Course Materials Ext. 3474 huffts@uwindsor.ca
<b>Campus Community Police</b>	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	Room 127 Joyce Entrepreneurship Centre  <b>Matthew D'asti</b> Director Matthew.DAsti@uwindsor.ca Ext. 1234 Ext. 4444 (Emergencies)
<b>Career Development &amp; Experiential Learning</b>	Offers a variety of programs, services, and resources that can enhance student's university experiences and contribute to their employment and career goals	Joyce Entrepreneurship Centre 100  <b>Kerri Zold</b> Manager kzold@uwindsor.ca Ext. 3559
<b>Central Academic Advising</b>	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	Dillon Hall 111  <b>Chris O'Gorman</b> Advising Coordinator cogorman@uwindsor.ca Ext. 3950
<b>Centre for Teaching and Learning</b>	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	Centre for Engineering Innovation, Second Floor  <b>Erika Kustra</b> Director, Teaching and Learning Development kustraed@uwindsor.ca Ext. 4842

<b>Chemical Control Centre and Research Safety</b>	Promotes the safe use of hazardous materials by the University community through controlled acquisition, distribution, disposal, and training services	Essex Hall B-37 ccc@uwindsor.ca Ext. 3523
<b>Co-operative Education &amp; Workplace Partnerships</b>	Administers co-operative education programs that integrate academic study with work experience in appropriate fields of business, industry, government, social services, and the professions.	Lambton Tower 1101  <b>Kristen Morris</b> Manager kmorris@uwindsor.ca Ext. 3899
<b>Continuing Education</b>	Continuing Education offers workshops, seminars, certificates and more. With minimal pre-requisites for most of their classes, they are open to the community and industry alike.	Windsor Hall, 167 Ferry St. Suite 300  <b>Jennie Atkins</b> Executive Director jatkins@uwindsor.ca Ext. 6721
<b>EPICentre</b>	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	Joyce Entrepreneurship Centre, Second Floor  <b>Wen Teoh</b> Director wteoh@uwindsor.ca Ext. 3913
<b>Faculty of Graduate Studies</b>	Brings together a community of scholars and researchers committed to supporting graduate education and fostering student development	Chrysler Hall Tower, Third Floor  <b>Debbie Kane</b> Acting Dean gradst@uwindsor.ca Ext. 2107
<b>GATA Network</b>	Works with GAs and TAs across campus, introducing them to mentors and resources they will need to improve their pedagogical knowledge and skills	Centre for Engineering Innovation, Second Floor  <b>Dr. Pierre Boulos</b> Learning Specialist boulos@uwindsor.ca Ext. 3767
<b>Human Resources</b>	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	Chrysler Hall Tower 507  <b>Denice Shuker</b> Executive Director, Academic & Staff Relations D.Shuker@uwindsor.ca Ext. 2094
<b>Information Technology Services</b>	Provides a wide range of services to UWindsor's faculty, staff and students in support of the University's academic, research and administrative goals; ensures that systems, applications, and processes serve the University's Mission and are designed, implemented and operated efficiently and effectively.	<b>ITS Service Desk</b> Ext. 4440 <a href="http://www.uwindsor.ca/itservices/support">www.uwindsor.ca/itservices/support</a>

<b>International Student Centre</b>	Facilitates the well-being of students engaged in international experiences, providing continuous support to help them succeed	Laurier Hall, Second Floor <b>Beth Oakley</b> Director oakleyb@uwindsor.ca Ext. 3461
<b>Leddy Library</b>	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	<b>List of Librarians by Subject Area:</b> leddy.uwindsor.ca/contact-us
<b>Office of Legal Services</b>	Provides legal advice to the President, administration, faculty, and staff on legal matters involving or affecting the University of Windsor; also provides advice on matters involving the University of Windsor insurance program, including all insurance policies and claims; certificates of insurance; research agreements; clinical placements/practicums; special events; contractual agreements; and other general risk/insurance inquiries. Reviews contracts and agreements with respect to the insurance provisions and requirements, including matters related to fleet vehicles, waivers for field trips, student and campus events, and the Freedom of Information and Protection of Privacy Act	<b>Michelle L. Briden</b> Legal Assistant mbriden@uwindsor.ca Ext. 2096
<b>Office of Health and Safety</b>	Supports the provision of a safe and healthy workplace and learning environment for University employees, students and visitors, through efforts to prevent occupational illness and injury in the workplace, improve health and safety practices and performance, and compliance with relevant health and safety legislation, codes, standards and practices.	Chrysler Hall Tower Suite 500 <b>Sherri Lynne Menard</b> Manager, Environmental Health and Safety safety@uwindsor.ca Ext. 2055
<b>Office of Human Rights, Equity and Accessibility</b>	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	Chrysler Hall Tower 325 <b>Kaye Johnson</b> Director kjohnson@uwindsor.ca Ext. 2056
<b>Office of Open Learning</b>	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	Centre for Engineering Innovation, Second Floor <b>Nick Baker</b> Director nbaker@uwindsor.ca Ext. 4925
<b>Office of Quality Assurance</b>	Coordinates the University's Institutional Quality Assurance Process (IQAP) and assists programs with cyclical review of existing programs and new program development.	Centre for Engineering Innovation, Second Floor <b>Penny Kollar</b> Institutional Quality Assurance Process Administrator pkollar@uwindsor.ca Ext. 2114

<b>Office of Research and Innovation Services</b>	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	Joyce Entrepreneurship Centre, First Floor (East)  <b>Courtney Chamberlain</b> Research Facilitator/Administrative Assistant cchamb@uwindsor.ca Ext. 3919
<b>Office of the Provost</b>	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	Assumption Hall, First Floor  <b>Blair Gagne</b> Secretary to the Provost and Vice-President, Academic Blair.Gagne@uwindsor.ca Ext. 4121
<b>Peer Collaboration Network</b>	Enables faculty and staff to develop their own teaching practices through exchange, classroom observation, and discussion with peers	<b>Judy Bornais and Dave Andrews</b> pcn@uwindsor.ca
<b>Public Affairs and Communications</b>	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	Welcome Centre, Second Floor  <b>Sabina Howell</b> Administrative Assistant sabina.howell@uwindsor.ca Ext. 3240
<b>Office of the Registrar</b>	Responsible for admissions, academic scheduling, student transcripts, degree granting, and many aspects of formal approval of credits and programs by the Ministry	Chrysler Hall North 1118 registrar@uwindsor.ca (519) 971-3650  <b>Specific Registrar Contacts:</b> <a href="https://www.uwindsor.ca/registrar/540/contact-us">https://www.uwindsor.ca/registrar/540/contact-us</a>
<b>Research Ethics Board</b>	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	Chrysler Hall North 2146  <b>Suzanne McMurphy</b> Chair ethics@uwindsor.ca Ext. 3948
<b>Office of Sexual Violence Prevention and Support</b>	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.	Dillon Hall 105  <b>Dusty Johnstone</b> Director of Sexual Violence Prevention, Resistance & Support dustyj@uwindsor.ca
<b>Student Accessibility Services</b>	Provides a variety of services and supports to students with documented disabilities (including: learning disabilities; ADHD; acquired brain injuries; vision, hearing and mobility impairments; chronic medical conditions; and psychiatric illnesses) who have registered with SAS. Intended to facilitate the inclusion of students with disabilities fully into the fabric of the University and help minimize the impact of a disability on individual learning and academic performance	Dillon Hall, Lower Level  <b>David Soderlund</b> Accessibility Advisor and Student Development Specialist ryansode@uwindsor.ca Ext. 6172

<b>Student Counseling Centre</b>	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	CAW Student Centre 293 <b>Katie Chauvin</b> Mental Health Wellness Coordinator kchauvin@uwindsor.ca
<b>Student Exchange</b>	Administers the University's broad range of student exchange partnerships with other universities and post-secondary institutions around the world; currently, we have a variety of programs in a variety of countries, involving many different partner institutions, including every continent except Antarctica	Laurier Hall, Second Floor <b>Michelle Fitzgerald</b> Administrator, International and Exchange Student Services exchange@uwindsor.ca Ext. 3934
<b>Student Success and Leadership Centre</b>	Offers a wide variety of services, programs and resources that assist UWindsor students. including Skills to Enhance Personal Success (Steps), 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	Dillon Hall, Lower Level <b>Cindy Crump</b> Director Cindy.Crump@uwindsor.ca Ext. 3440
<b>University Secretariat</b>	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	Assumption Hall, Second Floor <b>Renee Wintermute</b> University Secretary reneew@uwindsor.ca Ext. 3347
<b>UWinsite</b>	UWinsite is the University of Windsor's enterprise resource planning (ERP) system. It includes UWinsite Finance, which launched in February 2018; UWinsite Student, which is scheduled to go live on November 26, 2018; UWinsite Engage, a marketing automation platform; and UWinsite Service, a multifaceted customer-service platform. The UWinsite suite of services is designed to support the delivery of exceptional communication and service experiences to our constituents from their first contact with the University of Windsor as prospective students through their ongoing engagement with us as proud alumni.	www.uwindsor.ca/uwinsite
<b>Office of the Vice-President, Research and Innovation Services</b>	Oversees and provides leadership to the University's research institutes and numerous service groups related to research; administers the appointment of grant-funded research personnel including Research Assistants, Research Associates, Postdoctoral Fellows, and Visiting Scholars	Joyce Entrepreneurship Centre 150 <b>Amy Davie</b> Executive Assistant to the VP, Research and Innovation Amy.Taylor@uwindsor.ca Ext. 3925
<b>Windsor University Faculty Association</b>	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	366 Sunset Ave. (Kerr House) <b>Debbie Noble</b> Administrative Officer dnoble@uwindsor.ca Ext. 3366



DAY 3 | WEDNESDAY, JULY 28

# Course Design, Policy, and Sharing Your Research!

<b>8:30–9:00</b>	<b>Tech Check</b> Informal drop-in to check technology
<b>9:00–9:40</b>	<b>Course Design Confidential</b> Erika Kustra, Director, Centre for Teaching and Learning Dave Andrews, Professor, Kinesiology, 3M National Teaching Fellow
<b>10:10–11:15</b>	<b>Instructor Challenge: Key Bylaws for Your Hip Pocket</b> Renee Wintermute, University Secretary, University Secretariat
<b>10:50–11:00</b>	<b>Break</b>
<b>11:00–11:15</b>	<b>Making Your Research Matter</b> Chris Houser, Dean of Science
<b>11:15–12:15</b>	<b>Sharing Your Research and Scholarship</b> Your Research and Scholarship: One Minute Elevator Pitches
<b>12:15–12:30</b>	<b>Wrap-up and Questions</b>

## Countdown for Course Preparation

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Planning for your course is not necessarily linear, and you will likely return to modify earlier stages. Here are a few ideas to consider as you prepare for your course.

When to Start	What to Consider
<b>Three or more months before</b>	<ol style="list-style-type: none"> <li>1. <b>Students:</b> Find out what your students are like, what they expect, and what background they have. Consider Course Assessment Techniques (<a href="#">CATs</a>).</li> <li>2. <b>Goals:</b> Consider your larger goals for the course.               <ol style="list-style-type: none"> <li>a. What matters most for you?</li> <li>b. What will be meaningful for your students?</li> <li>c. Why does your course matter?</li> </ol> </li> <li>3. <b>Program:</b> Talk to your colleagues. Find out what is the role of the course in the program/curriculum? Is there a <a href="#">curriculum map</a>?               <ol style="list-style-type: none"> <li>a. Is it required? Are there courses that come before or after?</li> </ol> </li> <li>4. <b>Learning Outcomes:</b> Draft course <a href="#">learning outcomes</a> and goals (revise again later).               <ol style="list-style-type: none"> <li>a. What should students know, be able to do, what attitudes should they have?</li> <li>b. Are there existing Course Learning Outcomes in <a href="#">CuMA</a>?</li> <li>c. Begin to consider how you might know students learned the outcomes (assessment).</li> </ol> </li> </ol>
<b>Three months before</b>	<ol style="list-style-type: none"> <li>1. <b>Resources:</b> Choose your learning resources. What will help your students learning?               <ol style="list-style-type: none"> <li>a. Should you use a textbook? Most publishers will send you sample copies to review. If using a textbook, place an <a href="#">order with the bookstore</a>.</li> <li>b. Open Educational Resources (OER), e-book, reading list, supplies</li> <li>c. Consider whether resources should be required or recommended?</li> </ol> </li> <li>2. Begin to plan a Blackboard Site (Learning Management System) to support your students.               <ol style="list-style-type: none"> <li>a. Login: <a href="#">blackboard.uwindsor.ca</a></li> <li>b. UWindsor help files: <a href="#">uwindsor.ca/blackboard</a></li> <li>c. Service Request: <a href="#">uwindsor.ca/bbhelp</a></li> </ol> </li> <li>3. Check availability of resources.               <ol style="list-style-type: none"> <li>a. Eg. <a href="#">library</a> policies for reserve books, availability of computer resources</li> <li>b. Find out about course budgets for photocopying, films, field trips, etc.</li> </ol> </li> </ol>
<b>Two months before</b>	<ol style="list-style-type: none"> <li>1. <b>Learning Activities:</b> Begin to plan the learning activities.               <ol style="list-style-type: none"> <li>a. Most learning occurs outside the class, plan the activities students will engage in outside of class as well as inside.</li> <li>b. Consider a diversity of methods. What will help your students learn each outcome the best? What will engage the students? Will High Impact Practices (<a href="#">HIPs</a>) be appropriate for your course? (<a href="#">Active Learning Examples</a> <a href="#">Experiential Learning</a> including Online)</li> </ol> </li> <li>2. <b>Assessments:</b> Begin to plan the <a href="#">assessment methods</a>.               <ol style="list-style-type: none"> <li>a. How will you know students have learned? Are you assessing what matters most?</li> <li>b. How can you be clear to the students what they have to do?</li> <li>c. How will you grade? Do you have a rubric?</li> </ol> </li> </ol>

	<p>d. When do you have to submit course grades? How do you submit them?</p> <p>3. <b>Syllabus:</b> Begin to draft the course syllabus/outline.</p> <p>a. The syllabus will help students understand what is expected of them, and what they can expect from you. The learning outcomes will help with this.</p> <p>b. Consider logistics, what is possible?</p> <p>c. How many learning hours does your course require (inside and outside of class)? Is it reasonable considering students have other courses? (for standard courses it is common to have 1 to 3 hours out of class for each hour in class)</p> <p>d. Be clear when and how learning will be assessed.</p> <p>e. The tone of your writing can help motivate students even before they arrive.</p> <p>f. See <a href="#">Learning-Centred Syllabus Checklist</a> for more details to consider</p>
<b>One month before</b>	<p>1. <b>Lesson Plans:</b> Begin preparing <a href="#">lesson plans</a>.</p> <p>a. Refine your choice of appropriate teaching methods. How can students learn best for the different learning outcomes? (there are many, many methods and techniques)</p> <p>b. Select appropriate technology. Consider “Will this help my students learn more effectively?”</p> <p>c. Refine your Blackboard site and consider how you would like to use it to communicate with students; and to help students communicate with you, with each other and engage with the material.</p> <p>2. Clarify plans for out-of-class learning (assignments, etc.).</p> <p>3. Consider building in <a href="#">mid-way feedback</a> to see how things are going.</p>
<b>Two weeks before</b>	<p>1. <b>Check your resources.</b></p> <p>a. Are the learning resources available to students, can <a href="#">students buy</a> or access them?</p> <p>2. If possible, have a colleague look at your course syllabus to see if you are clear, and if you have overlooked anything.</p> <p>3. <b>Visit the classroom</b> you have been assigned or test out the platform (e.g. Blackboard, Teams). Look to see what technology is included, and whether the furniture will support the kind of learning activities you have planned.</p> <p>a. <a href="#">Classroom Directory</a> will give you a picture and a list</p> <p>4. Begin a portfolio – a teaching portfolio or dossier will be helpful when you discuss your teaching with your head and will also be helpful when you teach next year.</p>
<b>One week before</b>	<p>1. <b>Set a welcoming atmosphere:</b></p> <p>a. Consider sending a welcome e-mail to your students, and/or posting one in Blackboard.</p> <p>b. Finalize your lesson plan, especially for the first class. Consider how you would like to start the first class to set the pattern and tone you want during your course.</p>

Adapted from McKeachie, W.J. & Svinicki, M. (2006). *McKeachie’s Teaching Tips: Strategies, Research, and Theory for College and University Teachers*. (12<sup>th</sup> edition). Houghton Mifflin Company, Boston.

# Learning Outcomes

## What are Learning Outcomes?

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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?

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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?

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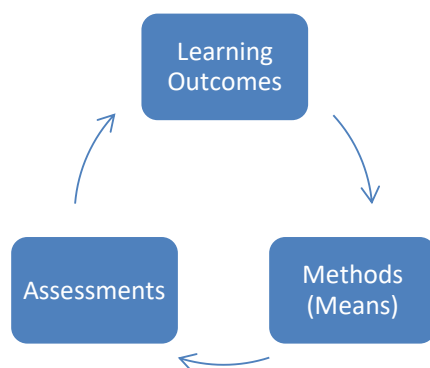
A learning outcome should start with stem, and be completed with an observable action identifying the learning to be demonstrated.

**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

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### 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

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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!**

<b>BLOOM'S REVISED TAXONOMY (Adapted by Potter, 2010)</b>	
<b>Evaluation</b> 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
<b>Synthesis / Creation</b> 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
<b>Analysis</b> 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)
<b>Application</b> 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
<b>Comprehension / Interpretation</b> 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
<b>Recollection</b> 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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- Anderson, L.W. and Krathwohl, D.R. (Eds.). (2001). *A Taxonomy for Learning, Teaching and Assessing* (Based on Bloom's Taxonomy).
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- John Biggs and Catherine Tang (2009). *Teaching for Quality Learning at University: What the Student Does*. 3<sup>rd</sup> edition. Berkshire, England: Society for Research into Higher Education & Open University Press.
- John Burke (ed) (1995). *Outcomes, Learning and the Curriculum*. London: The Falmer Press.
- Amy Driscoll & Swarup Wood (2007). *Developing Outcomes-based Assessment for Learner-centred Education: A Faculty Introduction*. Sterling, Virginia: Stylus.
- Richard Hall, (2002), "Aligning learning, teaching and assessment using the web: an evaluation of pedagogic approaches", *British Journal of Educational Technology*, vol 33, no 2, pp. 149-158.
- Richard Ladyszewsky (2006), "Aligning assessment, rewards, behaviours and outcomes in group learning tasks", *Enhancing Student Learning: 2006 Evaluations and Assessment Conference*.
- Chris Rust (2002), "The Impact of Assessment on Student Learning: How Can the Research Literature Practically Help to Inform the Development of Departmental Assessment Strategies and Learner-Centred Assessment Practices?", *Active Learning in Higher Education*, vol 3, no 2, pp. 145-158.
- Alenoush Saroyan & Cheryl Amundsen (eds) (2004). *Rethinking Teaching in Higher Education*. Sterling, Virginia: Stylus.
- John Shepherd (2005), "Weaving a web of consistency: a case study of implementing constructive alignment", *HERDSA 2005 Conference Proceedings*.



## Preparing an Active Lesson

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

<p><b>1. Motivation, Bridge or Hook</b></p>	<p><b>Catches the students' attention and motivates them. Why should they care?</b>  <b>Some strategies:</b></p> <ul style="list-style-type: none"> <li>• Tell a story connected with the lesson topic</li> <li>• Pose a provocative question linked to a current topic or the listeners personal life</li> <li>• Offer a startling statement or unusual fact, or intriguing demonstration</li> <li>• Link to something they know or can relate to, to the material already studied or to future learning</li> </ul>
<p><b>2. Outcome</b></p> <p><i>"Tell them what you are going to teach them"</i></p>	<p><b>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.</b>  E.g. By the end of this instructional session successful students should be able to</p> <ul style="list-style-type: none"> <li>• Explain a particular model or system</li> <li>• Solve a particular type of equation</li> <li>• Apply a particular theory</li> <li>• Analyse something</li> </ul>
<p><b>3. Pre-Assessment</b></p>	<p><b>What prior knowledge do the student possess regarding your topic?</b>  <b>Some strategies:</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Use a minute paper to write answer to 1-2 questions.</li> <li>• Post answers online in advance of class.</li> </ul>
<p><b>4. Participatory Learning/ Teaching Active Lecturing</b></p> <p><i>"Tell them/involve them/teach them"</i></p>	<p><b>Engage your students in learning. Use active teaching/learning methods. Consider visuals, graphs, video clips, audio-clips to engage your audience. Some strategies:</b></p> <ul style="list-style-type: none"> <li>• 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?</li> <li>• Small group discussion</li> <li>• Pauses in lectures for think-pair-share or small group discussion.</li> <li>• Student reflection, role plays, case studies, scenarios, simulations.</li> <li>• 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 ..."</li> <li>• 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.</li> </ul>
<p><b>5. Summary/ Closure / Connection to Overall Course</b></p> <p><i>"Tell them what you taught them"</i></p>	<p><b>Wraps things up, provides closure or indicates next steps.</b>  This is an important step. It does not need to be fancy or dramatic, but communicates a polished well prepared talk.  <b>Some strategies:</b></p> <ul style="list-style-type: none"> <li>• Content review. (E.g., "In conclusion, we have examined X, the applications, and limitations of X.")</li> <li>• Summarize main points, or the learning outcomes.</li> <li>• Ask for feedback.</li> <li>• 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."</li> <li>• Thank students for their attention, participation, insights, involvement...etc.</li> </ul>
<p><b>6. Post-Assessment</b></p>	<p><b>What did audiences take from your presentation? Were your desired outcomes met?</b>  This can be difficult to determine in a single presentation, but it is possible.</p> <ul style="list-style-type: none"> <li>• Questions asked. Are there many questions asking for clarification of small points?</li> <li>• Can participants do something or answer questions that show they have learned?</li> <li>• This might sometimes be done after class in homework, tests or other assessments.</li> </ul>



# 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.



# Fundamentals of effective online teaching practice

Effective online teaching is an extension of good teaching practice, just in a different environment. The fundamentals are essentially a series of principles about how humans can best interact online to create an effective and inclusive learning environment.

The principles below are based on the work of [Garrison, Anderson and Archer](#) (2000), [Chickering and Ehrmann](#) (1996), and [Darby and Lang](#) (2020), as well as countless others in our circles who have been sharing their ideas and resources for decades.

## Instructor presence

1. **Communicate** – use a welcoming, inclusive tone in announcements and emails. Set **expectations** about communication such as preferred methods, typical time to respond, where to send questions, and boundaries for interaction that are reasonable for both students and instructors (avoid the temptation to *a/ways* be online). Plan to send a global announcement at least once per week, check and respond to email and discussion forums frequently throughout the week
2. Plan for a **mix** of **synchronous** (e.g. live virtual classroom, Teams, chat) and **asynchronous** (text, discussion forums, announcements, emails, problems, readings etc.) activities.
  - a. Limit synchronous interactions to things that require live demonstration, dialogue about difficult topics, collaborative problem-solving and others with a real pedagogical need for this type of interaction; always have a backup plan for technical difficulties; recording live sessions is normally advisable (depending on content)
  - b. Use asynchronous learning where possible to limit bandwidth and get around timezone challenges. This can include pre-recording mini-lectures (chunk into discrete concepts), notes, learning guides, and other downloadable content
3. Plan each **week of learning activities to actively engage** students in the learning process; clearly describe for them what they should be doing throughout the week. On average, plan for your students engaging in 6-9 hours of learning activities per week (here is a [useful calculator](#) for estimating that), including lectures, watching videos, readings, working on assignments, independent research etc. Emphasise time on task over 'contact hours'. Design opportunities to engage deeply with learning in authentic contexts, rather than surface approaches.
4. Write or record (video, audio) short **weekly overviews** outlining key learning activities for the week



5. Use **more than one** assessment approach to evaluate students' achievement of the course learning outcomes – consider alternatives to traditional exams for some of your assessment. Wherever possible, consider more authentic assessments that allow students to demonstrate performance in an applied context through [non-disposable assignments](#). Provide a low-stakes opportunity to practice assessment, especially for exams
6. There is no silver bullet to resolve all concerns about **academic integrity** – it requires a multi-strategy approach including building a **culture of integrity, pedagogical approaches, assessment approaches, technology, and education** on academic responsibilities. Start by **trusting your students** – if they have chosen to study in summer and fall 2020, they likely genuinely want to learn. Some will attempt to subvert any steps you put in place, but this is no different to the on-campus setting; don't punish or negatively label all students for the behaviour of a few.
7. Provide prompt **feedback** on assessment
8. **Office hours** are required by the collective agreement and a critical support for online students. Set aside time for responding to questions each day and offer a time to be available synchronously each week. Be flexible with how this support is made available and offered. Use the virtual classroom, MS Teams, phone, discussion forums, or email to respond to student questions - the point is to be available for questions and support.
9. **Model the behaviour** you expect from students, through emails, announcements, starter and wrap up discussion posts, and make that modelling visible (i.e. explicitly discuss the model)
10. Consider carefully what **technology** your students will have access to. Many will be trying to work on a phone or tablet, may be sharing a device, and may have poor internet access. Before using high bandwidth tools and practices, consider whether there is a **low cost and low-tech alternative**. Consider surveying students in the first week or before class starts to find out what technology they have access to and their experience in online learning.
11. **Practice pedagogies of care**: These are unusual times and we need to care for ourselves, and our students to get through them. That means making pedagogical decisions that are based in caring and grace. You won't get this online teaching thing perfectly right the first time through; it is an iterative process. Do what you reasonably can with the best interests of your students and yourself in mind. Trust your students. Expect that many students will be experiencing trauma and dislocation, may be caring for loved ones, and may be facing financial distress.
12. **Check in with students** personally if you notice them disengaging – try to help them stay focused through frequent feedback, contact, and monitoring engagement in the Blackboard dashboard. Allow space for guided independent learning wherever possible.
13. Consider principles of **accessibility and Universal Design for Learning (UDL)** in all your pedagogical decisions.



## Social presence

1. Post a short **introductory video** about the course and yourself; open a discussion forum for students to introduce themselves and encourage them to share only what they are comfortable
2. Be **visible, available and responsive** to your students through multiple modes – email, discussion forums, virtual classroom, MS Teams, but set boundaries
3. Create a water cooler discussion forum as a place for students to **share and connect**
4. Encourage students to communicate, **collaborate and share** what they are learning with each other; use smaller group activities where feasible to build community and connection between students

## Cognitive presence

1. Use a **backward design process** – start with your **learning outcomes**, then design **assessment** to evaluate them, then the **supporting learning activities and content**; where do we want to go, how will we know when we've arrived, and how will we get there?
2. Use a table, concept map, or visual syllabus to **map the content of the course** (lectures, textbook chapters, videos, other readings, assignments, learning activities etc.) to the learning outcomes and make this available to students to help them see the course at a high level; make the purpose of class activities and assessments explicit
3. Design your **Blackboard (LMS) course site** with a consistent and simple layout e.g. one folder per week containing all the content for the week and an explanation for what to do with it, assessment all in one folder, use the library resource list tool (Leganto) for collating readings and other resources
4. Collect and curate a **diverse range of resources/content** to support learning in the course – go beyond a textbook to include other relevant and/or up to date readings, Open Educational Resources (OERs), websites, news reports, online videos, instructor-created content, simulations, virtual labs, cases; your library liaison can help find resources and address copyright questions about content you want to use online. Consider moving to an **open textbook** or other **no-cost solutions** to increase accessibility of resources and costs to students
5. Use **discussion forums** to create community, encourage student-student engagement, support learners who have English as an additional language, provide space for students to process before responding to a prompt, provide a space to explore large, messy questions/challenges
6. Encourage **metacognition** by embedding questions and activities that help students to reflect on their learning – e.g. small formative quizzes, problems, reflection prompts



# Sample Lesson Plan Template A

Date:  
Teachers/Course:

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**Participants**

- 

**Preparation**

<b>Materials</b>	<b>Handouts</b>	<b>Room Set Up</b>
•	•	•

**Contribution toward Intended Course Outcomes**

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

## **Policies and Guidelines for Graduate and Undergraduate Teaching Assistants**

Adapted from Graduate Studies

### What is the difference between a GA and a TA?

- GA (graduate assistant): Full-time graduate student
- TA (teaching assistant): Undergraduate student (UG)
  - TA I: 1<sup>st</sup> and 2<sup>nd</sup> year in program
  - TA II: 3<sup>rd</sup> and 4<sup>th</sup> year in program
  - TA III
    - TA III (i): GAs who are not appointed for that term
    - TA III (ii): UG students already holding another undergraduate degree
    - TA III (iii): non students

### GAs and TAs are Students **and** Employees

- Student: registration requirements, must be in good standing in program
- Employee: must obtain UWindsor employee number and complete mandatory employee training
  - Must be eligible to work
  - Limit on total hours of work (more details in subsequent sections)

### GA Eligibility Requirements

- Must be registered full-time for the term of work BEFORE GA contract can be approved
- Remain registered full-time throughout the term
- Eligible for funding
  - First 6 terms full-time of Master's program
  - First 12 terms full-time of PhD program

### TA Eligibility Requirements

- Must be registered for the term of work BEFORE TA contract can be approved
  - Domestic TAs can be full or part-time
  - International TAs must be full-time AND have valid study/work permit to work in Canada
- Remain registered throughout the term
- Be in good standing (i.e., not on academic probation)

I have been offered a GA/TA appointment... What do I do next?

**Steps**

1. Sign contract (i.e., Notice of Appointment to Assistantship) prepared by your department
  - a. 3 signatures: GA/TA, department head, dean of graduate studies
2. Obtain your copy of the signed contract from your department secretary after Graduate Studies approval
3. Obtain UWindsor employee number from Human Resources
4. Contact the course instructor (i.e., let them know you will be their GA or TA) within 10 days of beginning of appointment
5. Complete "Form 1" (describes your duties and allocation of hours) and discuss with instructor any scheduling concerns BEFORE beginning appointment
  - a. Record all duties on Form 1 and proportion of total hours allocated to each duty (typically in conjunction with the instructor)
  - b. Complete mandatory training for new UWindsor employees within deadlines set by department
  - c. Mid-term review of duties with instructor – record any changes on Form 1

## FORM 1

### Description of Duties and Allocation of Hours

<b>Student Name:</b>		
<b>Student number:</b>		
Department:		
Course Number & Title:		
Supervising Professor:		
<b>Duties</b>	<i>Hours per task</i>	
	<i>Initial</i>	<i>Revised</i>
Training:		
Preparation:		
Contact:		
Marking/Grading Estimated Enrolment per GA/TA:		
Other Duties:		
<b>TOTAL HOURS</b> <i>(NOTE: Where an assistant believes that they are likely going to exceed their contracted hours in a particular semester, the assistant must inform their supervisor, in writing or via e-mail, at least 20 hours prior to completion of the hours allotted in their contract.)</i>		
<i>Prepared by (Supervisor):</i>	<i>Signature:</i>	<i>Date:</i>
<i>Approved by (Chair/Designated Authority):</i>	<i>Signature:</i>	<i>Date:</i>
<i>Accepted by (Graduate/Teaching Assistant):</i>	<i>Signature:</i>	<i>Date:</i>
<b>MID COURSE REVIEW CHANGES</b> <i>(if no changes, record date of meeting and note no changes)</i>		
<i>Date of Meeting:</i>	<i>Prepared by (Supervisor signature):</i>	
<i>Approved by (Chair/Designated Authority Signature):</i>	<i>Graduate/Teaching Assistant Signature:</i>	



### How many hours **will** I work?

- Specified in your contract
- Course instructor cannot authorize work over the total hours in your contract
- If you believe you may go over your contract hours, **you must notify instructor/supervisor in writing** or via email **at least 20 hours prior to completion of all hours in your contract**
- Discuss if any adjustments are needed to ensure you do not exceed total contract hours and record any modification in Form 1 (mid-term review)

### How many hours **can** I work each term?

#### TAs

- TA I and II: no minimum and up to 100hrs/term
- TA III: no minimum and up to 110hrs/term
- If holding a TA contract in more than one department, **total combined hours cannot exceed 100hrs/term**

#### GAs

- From 70-140hrs/term
- GA employment counts towards total hours per term allowed for UWindsor-related employment
  - Maximum hours of paid employment = **240hrs/term (Fall, Winter, Summer)**
    - Includes GA appointment, research assistantship (if paid as salary), sessional instructor appointment
      - **\*\*\* cannot hold sessional appointment and GA in same term\*\*\***

### How many terms can/will I receive GA or TA appointment?

#### TAs

- No restriction (can apply every term)

#### GAs

- Funding commitment: if offered a GA, your department will offer GAs in future terms to a total of
  - Master's: equivalent of 3 full terms @ 140 hours (total 420 hours)
  - PhD: equivalent of 7 full terms @ 140 hours (total 930 hours)
  - Eligibility to apply for one additional term

### What are the conditions?

#### TAs and GAs

- Remain registered throughout appointment
- Be in good standing in degree program
- Perform satisfactorily the required GA/TA duties

#### GAs only

- Must apply **each term** by application deadline until receiving the minimum required terms of support (i.e., 3 for Master's; 7 for PhD)

### What if I'm unavailable to work in a particular term (applies only to GAs)

- Assistantship exemption: must request **before** the first day of the term and **in writing**
  - PhD: max of 3 terms (2 if also takes sessional appt)
  - Master's: max of 1 term
- Department will offer GA in future term if student is still eligible for funding
- GA may decline appointment without penalty while on:
  - Approved leave of absence (e.g., maternity/paternity, parental, medical, bereavement, personal emergency leaves)
  - Co-op terms
  - Sessional appointments (max of 2)

### What if I want to work fewer hours in a particular term? (Applies only to GAs)

- Can request fewer hours than offered
- Need approval by department
- If department agrees to reduce hours, then it counts as a term of support to the number of hours **originally offered** by the department
  - E.g., Department offers 140 – GA requests 100 – Department agrees – counts as 140 hours

### GA/TA – Instructor Question Checklist

Adapted from Alex Kozelko at the University of Manitoba

You've been hired as a GA/TA. Prior to the start of the course, it is important to communicate with the instructor to clarify expectations and determine your role and responsibilities as a GA/TA for their course.

Below is a list of questions to discuss with the course instructor.

#### Roles and Expectations

Question	Answer
What is my role in this course?	
What responsibilities will I have?	
Am I expected to attend weekly lectures?	
Whom do I contact if I am unable to fulfill my duties (e.g., illness, emergency)? Instructor? Secretary?	
How many hours a week am I expected to dedicate to the course?	
Should I log/track the hours I've worked?	
Am I expected to hold (virtual) office hours?	

#### Additional questions

Question	Answer

#### Course and University of Windsor Policies

Question	Answer
If I assist a student during office hours, what kind of assistance is allowed?	
Are there any course or university policies I should be aware of?	
If I suspect or have concerns about academic dishonesty, what should I do?	
What should I do if a student challenges me in the course?	

What are the policies for this course regarding assignment extensions, accommodations, and make-up tests? Whom should the students contact about this?	
If a student requests an accommodation for accessibility, what should I do?	

Additional questions

Question	Answer

**Technical Skills**

Question	Answer
What are my grading responsibilities for this course?	
Will I be using rubrics and/or marking keys to evaluate students' work?	
Where do I enter grades? Are there multiple places I need to do so?	
Will students be given the grading criteria (e.g., rubric or marking key) for assessments?	
What quality of feedback am I to provide on student assessments? Should they always receive written feedback?	
What is the turnaround time for grading?	
If students have concerns/complaints about grades received, how am I to address this?	

Additional questions

Question	Answer

## **Blackboard**

<b>Question</b>	<b>Answer</b>
Will assessments marked on Blackboard have rubrics? If so, how do I use them?	
Will I need to grade quizzes/tests/exams in this course? Or, are they automated?	
Should grades be visible to students on a rolling basis while marking or only accessible once all have been marked? Will you be reviewing them before their release?	
Will I be required to run any synchronous sessions with students on my own?	
Will I be responsible for posting announcements or content on Blackboard?	

### Additional questions

<b>Question</b>	<b>Answer</b>

## **Communication**

<b>Question</b>	<b>Answer</b>
What are your expectations for my communication with students in the course?	
Will there be an area in the course for students to ask questions (e.g., discussion board)? Am I responsible for answering those questions?	
Do you expect regular communication by us? If so, via email or another method? How often should we communicate?	
What is a reasonable turnaround time for answering student questions and emails?	

Am I expected to communicate with other GA/TAs in the course (if applicable) about grading practices and/or other course matters?	
Will we have any virtual meetings to discuss how things are going during the course?	

Additional questions

Question	Answer

**Other Resources**

GA/TA and Funding Related Forms (including “Notice of appointment to assistantship”, “GA/TA application form”, and “Form 1”): <https://www.uwindsor.ca/graduate-studies/366/faculty-forms>

GA/TA Contract Payroll Dates: <https://www.uwindsor.ca/graduate-studies/458/gata-contract-deadlines>

Collective Agreement (CUPE 4580) for GA/TAs: <https://www.uwindsor.ca/humanresources/526/collective-agreements>

GA/TA Network Main Website: <https://www.uwindsor.ca/ctl/388/gata>

Student Appointments (New Hire Forms): <https://www.uwindsor.ca/graduate-studies/473/gas-and-tas>

Compulsory Training Upon Hire: [https://www.uwindsor.ca/humanresources/sites/uwindsor.ca.humanresources/files/ctr-fs-aug\\_2015.pdf](https://www.uwindsor.ca/humanresources/sites/uwindsor.ca.humanresources/files/ctr-fs-aug_2015.pdf)

Faculty of Graduate Studies Contact Information: <https://www.uwindsor.ca/graduate-studies/349/contact-us>

Policies and Guidelines for GA/TA Appointments: [https://www.uwindsor.ca/graduate-studies/sites/uwindsor.ca.graduate-studies/files/sept.9.2020.\\_ga\\_tapolicies.pdf](https://www.uwindsor.ca/graduate-studies/sites/uwindsor.ca.graduate-studies/files/sept.9.2020._ga_tapolicies.pdf)

## Teaching and Learning Resources

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The Centre for Teaching and Learning maintains an online directory of valuable teaching and learning resources you can access at: <https://www.uwindsor.ca/ctl/390/teaching-and-learning-resources>. A variety of topics are included such as academic integrity, gathering feedback on your teaching, Indigenous resources, Indigenizing curriculum, engaging large classes and more.

### Help for Teaching as we Return to Campus

Many courses remain online for the Fall 2021 term, others are Face-to-Face (F2F), Hybrid, and HyFlex. We encourage instructors to focus on simplicity and to remember compassion for your students and yourselves as we all continue to face these transitions. [Centre for Teaching and Learning](#) (CTL) and [Office of Open Learning](#) (OOL) teams are also here to help and provide a variety of different options to meet your needs as you prepare to go online. Below are some workshops, online resources for you, supports for your GA/Tas, and more.

### Quick links:

[Teaching Online](#): Guide to teaching online

[12 Key Ideas: An Introduction to Teaching Online](#)

[Current Supports for Moving Online](#) from CTL and OOL

**Drop-in** to [Bb Cafe Virtual Classroom](#) for one-on-one support ([instructions](#))

**Hyflex courses** mean the content is designed to provide choice to students in how they learn. Students in the online section will join real-time classes via digital or web-based technologies, student in the F2F section will attend on campus. During COVID, students will register in advance in one mode, because of the space limitations. All students, regardless of the section they choose will be participating in the same lecture at the same time, allowing an integration of online and face-to-face learners. ([Guide to the Registration Students See](#))

- [description and modes](#) including comparison of HyFlex, Hybrid, Online and Face-to-Face
- introductory [resources](#) and [workshops](#)

### Workshops

[The CTL offers ongoing workshops and courses](#) and the University Teaching Certificate (UTC) on all areas of teaching and learning for active and engaging teaching, course design, assessment Indigenization and Anti-Black Racism

For a list of support resources developed during COVID for teaching online, including workshops, links to videos, tutorials, and self-paced courses, support for GAs and TAs, visit [COVID-19 Preparedness Workshops, Tutorials, and Resource Link](#)

Introduction to Teaching Online and HyFlex - <https://ctl2.uwindsor.ca/openlearning/workshops/23/>  
The Office of Open Learning (OOL) practical short (2.5hr) workshops and longer courses.

## Blackboard Workshops - Learning Management System

[Additional Sessions](#) on targeted topics offered in two levels to address your technical comfort level: *Bb Decaf Level* emphasizing step-by-step learning and *Bb Espresso* offering a fast-paced workshop, suitable for the learner who is confident using learning management system tools.

## Teaching in a Blackboard Learning Environment - Self-paced course (TBLE)

<http://cleo.uwindsor.ca/workshops/119/>

This self-paced online course introduces essential components of a well-designed and implemented Blackboard course site, with activities providing experience as an instructor and a student online.

## Other Blackboard Online Courses Available Self-paced

If you like to work at your own pace online and want to learn to use Blackboard in more detail, there are 11 free online courses at <http://www.uwindsor.ca/bbonline>.

## Online Resources

CTL, OOL, and ITS have developed resources to support instructors in teaching and learning amidst the COVID-19 preparations, with new resources constantly added, e.g.:

[Fundamentals of Effective Online Teaching Practice document](#)

[Academic Continuity: Disruption to Classes wikipedia](#)

[Tutorials for Virtual Classroom, and adding audio to PowerPoint](#)

[Essential Videos](#) list of tasks you'd like to learn, followed by a brief description and the length

## Supports available for your Graduate or Undergraduate teaching assistants

### Virtual Drop-in, Office Hours and Workshops

The [GATA Network](#) is hosting [virtual drop-in office hours](#) to help support GAs/TAs in their transition to supporting online teaching.

[GATAcademy](#) – Orientation workshops preparing for Fall

For GA/TAs to set-up an individual meeting or arrange a Departmental workshop for GA/TAs, please email the GATA Network Coordinators, Elizabeth Ismail (ismaile@uwindsor.ca) or gata@uwindsor.ca. In your email, please include a brief description of the questions that you have to ensure we can best support you.

## Seven Principles for Good Practice in Undergraduate Education

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.

<https://www.lonestar.edu/multimedia/SevenPrinciples.pdf>



# 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. The University has a shared data base of all institutional policies and bylaws here: <https://lawlibrary.uwindsor.ca/Presto/home/home.aspx?ssid=Home>*

## **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

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## **Board of Governors Bylaws and Policies**

- Policy on Sexual Misconduct
- Student Code of Conduct

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## **Administrative Policies re: Student Misconduct**

- Procedures for Addressing Student Non-Academic Misconduct

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## **Students of Concern**

- The Behavioural Intervention Plan

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## **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
  - 54: Undergraduate Academic Evaluation Procedures
  - 55 Graduate 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.***

DAY 4 | THURSDAY, JULY 29

# Explain Yourself!

- 8:30–9:00**                      **Tech Check**  
Informal drop-in to check technology
- 9:00–9:05**                      **Welcome**  
Edwin Tam, Acting Associate Vice-President, Academic
- 9:05–9:45**                      **Performance Evaluation and the Tenure/Permanence Track**  
Cheryl Collier, Dean, Faculty of Arts, Humanities and Social Sciences and  
Professor, Political Science  
Cindy Wills, Executive Assistant to the Associate VP, Academic
- 9:45–10:30**                      **Documenting Your Impact: Teaching Dossiers**  
Veronika Mogyorody, Professor Emeritus, 3M Teaching Fellow  
Jessica Raffoul, Learning Specialist, Centre for Teaching and Learning
- 10:30–10:45**                      **Break**
- 10:45–11:45**                      **Going Public: Panel**  
Andrew Allen, Professor, Faculty of Education  
Beverley Jacobs, Associate Dean, Academic, Law  
Catherine Febria, Canada Research Chair (Tier 2) & Professor, Great Lakes  
Institute for Environmental Research & Integrative Biology  
Renee Trombley, Executive Director, Public Affairs and Communications
- 11:45–12:30**                      **Closing Remarks – Early Career Faculty Supports**  
Edwin Tam, Acting Associate Vice-President, Academic

## 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?<sup>1</sup>

**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

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<sup>1</sup> 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



## 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

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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.

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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.

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*Teaching Dossier Preparation: A Guide for Faculty Members at the University of British Columbia*.  
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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*<sup>1</sup>, is designed to help document achievements in teaching and to present evidence of these in the form of a Teaching Dossier<sup>2</sup>.

### 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 statement regarding the faculty member's teaching philosophy, goals, and strategies;
- a description of teaching (planning, preparing, and teaching courses; assessing student learning; and giving feedback;
- an evaluation of teaching accomplishments; and
- 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 Dossier<sup>1</sup>. 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

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

<sup>1</sup>In Britain and the United States a Teaching Dossier is often called a Teaching Portfolio.

<sup>1</sup>University 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*



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