# New Faculty Orientation

## 2024

# Day 1

## Getting Started

# Today's Schedule

- Welcome!
  - NFO 2024 Guidebook
- Welcoming Remarks
- Getting to Know Each Other
- UWin 101
- An Introduction to Course Design
- Avoiding the Splat: Key Bylaws for Your Hip Pocket
- How Do You Get Started With Service?
- Roundtables: Research, Teaching, Service

# WELCOME TO WINDSOR!
## Introductory Remarks

Robert Aguirre
Provost and Vice-President, Academic, University of Windsor

# Theresa Sims

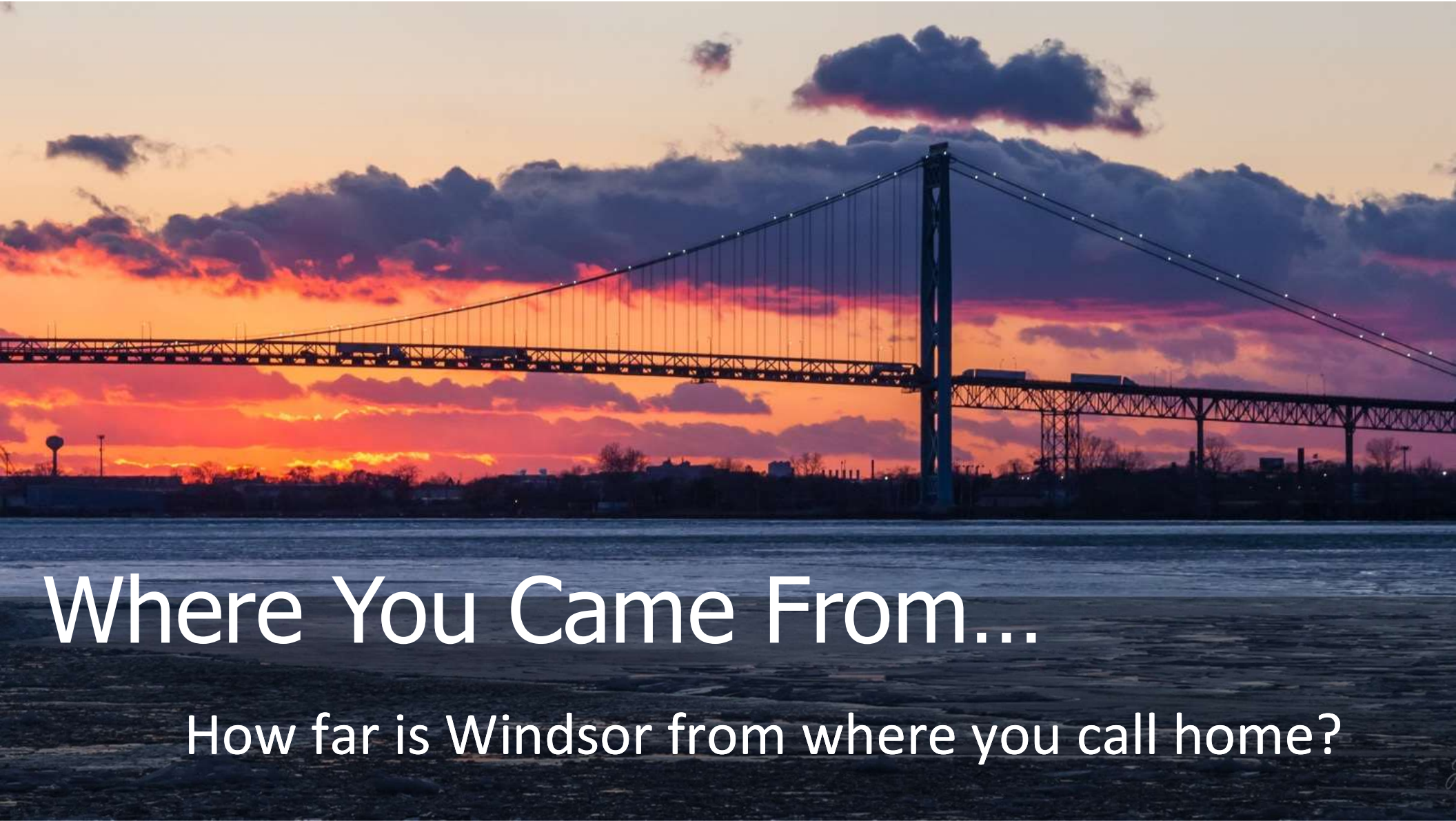Indigenous Knowledge Keeper and Indigenous Culture and Language Specialist

# Introducing…You

Erika Kustra, Associate Vice-President, Academic

# Where you've been...

## Where did you *last* come from?

# Where You Came From...

## How far is Windsor from where you call home?

# Where You're Headed…..

What's one key thing you're looking forward to contributing to UWindsor?

# UWin 101

Anne Milne, Academic Initiative Officer, Office of the Provost

Who are we?

Go to www.menti.com
Enter code: 9992 0245

**Where are we headed?**

Aspire.
TOGETHER FOR TOMORROW

UNIVERSITY OF WINDSOR STRATEGIC PLAN
2023-2028

University of Windsor

https://engageuwindsor.ca/aspire-strategic-planning

# The Academic Year

# Important Dates

**Office of the Registrar:**
https://www.uwindsor.ca/registrar/events-listing?page=1

**NFO Guidebook**: Page 12

# Key Dates

- Term starts
- Add/Drop Deadlines
- Voluntary Withdrawal Deadlines
- Deadlines for Master's and PhD process
- Reading Weeks
- Exams

# Undergraduate Student Needs/Challenges Timeline
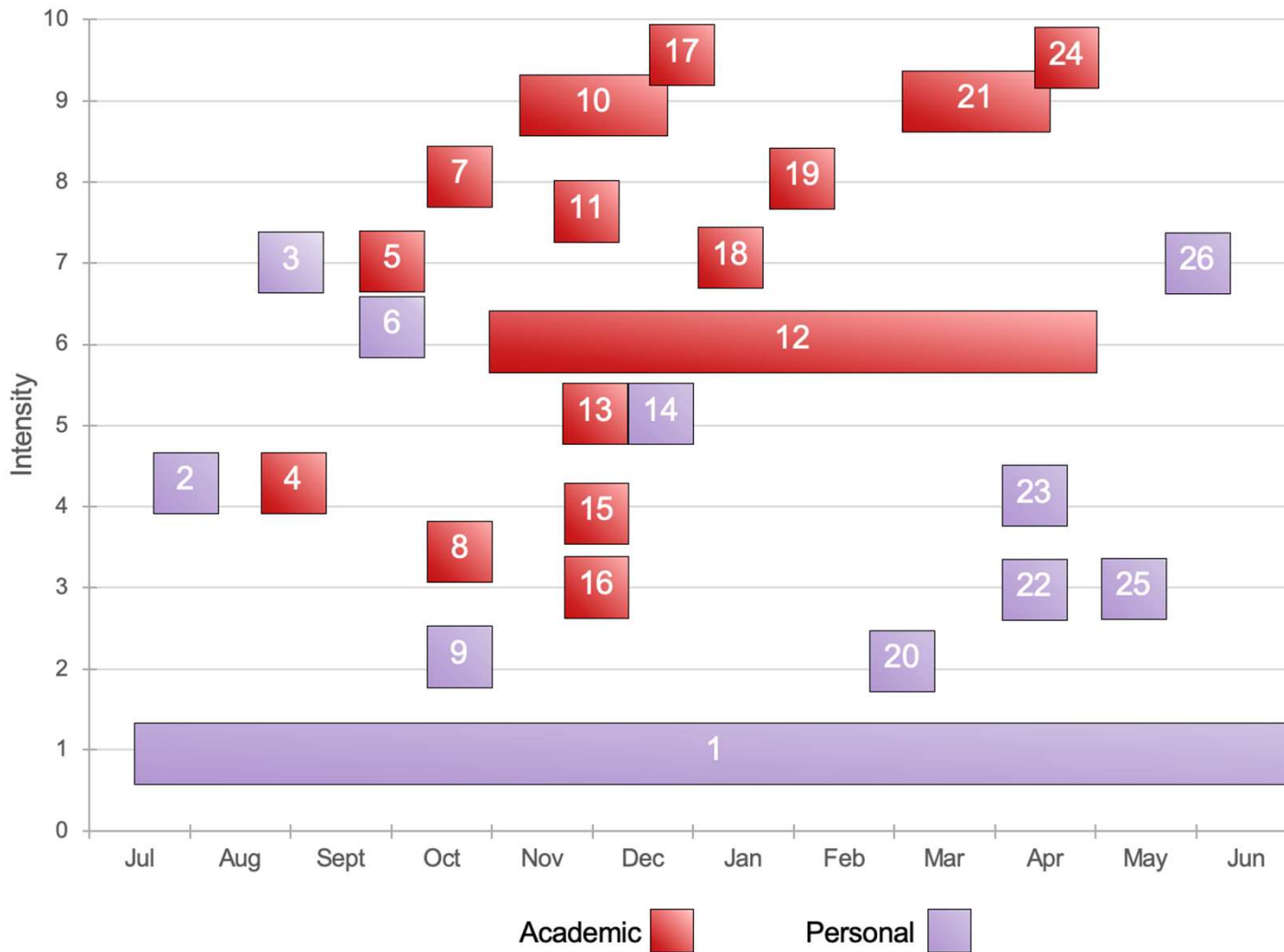


**Legend**

1. Job stress
2. Registration and program problems
3. OSAP registration problems
4. Prepare for classes
5. Add/drop courses
6. Sexual assaults most common
7. Add/drop date (money or registration issues)
8. Surprise/disappointment at lower grades compared to high school
9. Break ups after first visit home
10. Midterms, final assignments, exams, extension requests
11. Voluntary Withdrawal day
12. Academic integrity problems
13. Students question abilities/consider not returning for second semester
14. Money problems
15. Registration and program problems
16. Finalize winter schedule
17. Grade appeals
18. Class preparation
19. Add/drop courses
20. Stress about next term, applying for jobs/positions
21. Midterms, final assignments, exams, extension requests
22. Meal plan expires
23. Money problems
24. Grade appeals
25. Stress about summer employment, second semester academics
26. OSAP registration problems

# Graduate Student Needs/Challenges Timeline
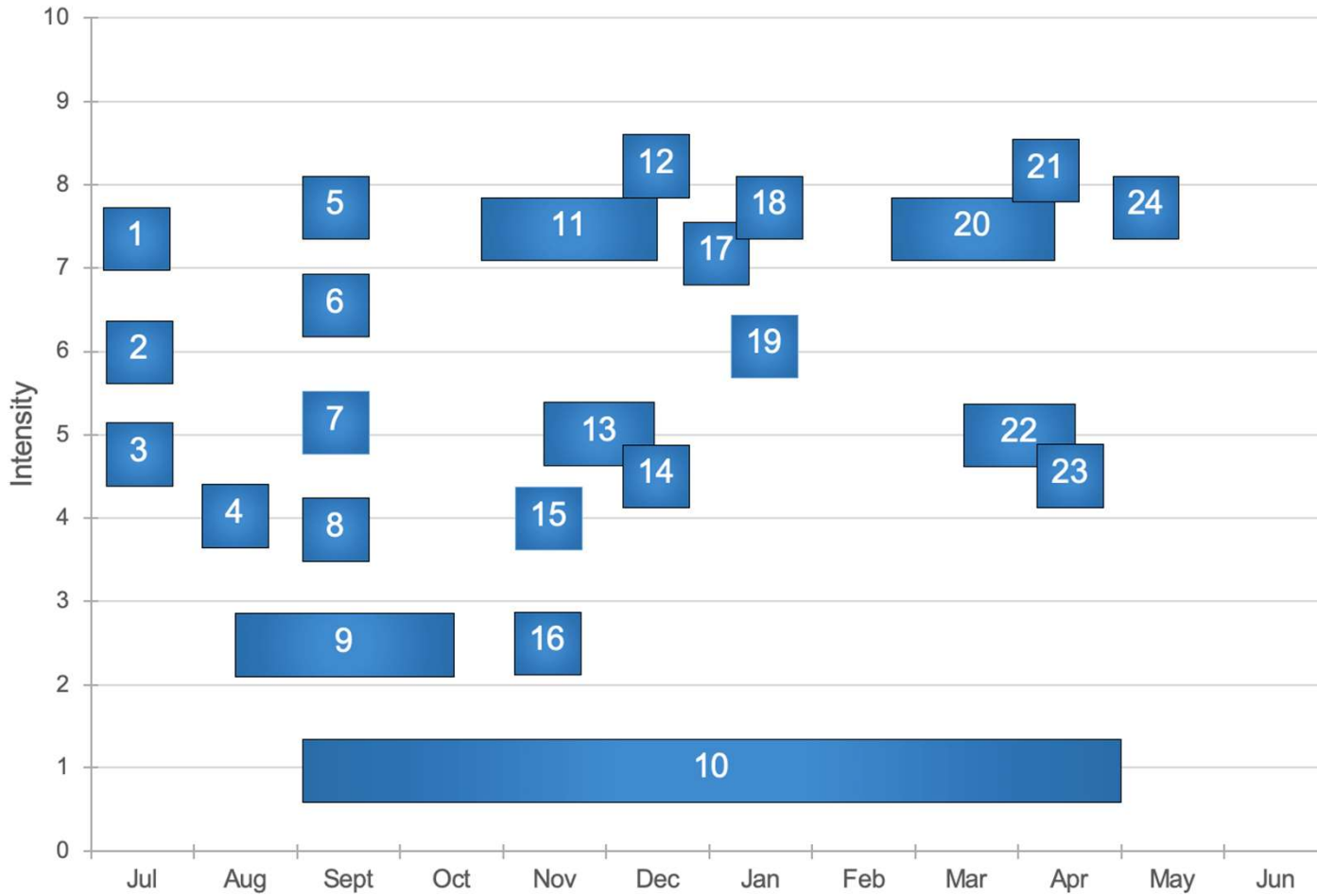


Legend

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

# As a Faculty Member…

## Student Needs/Challenges Timeline
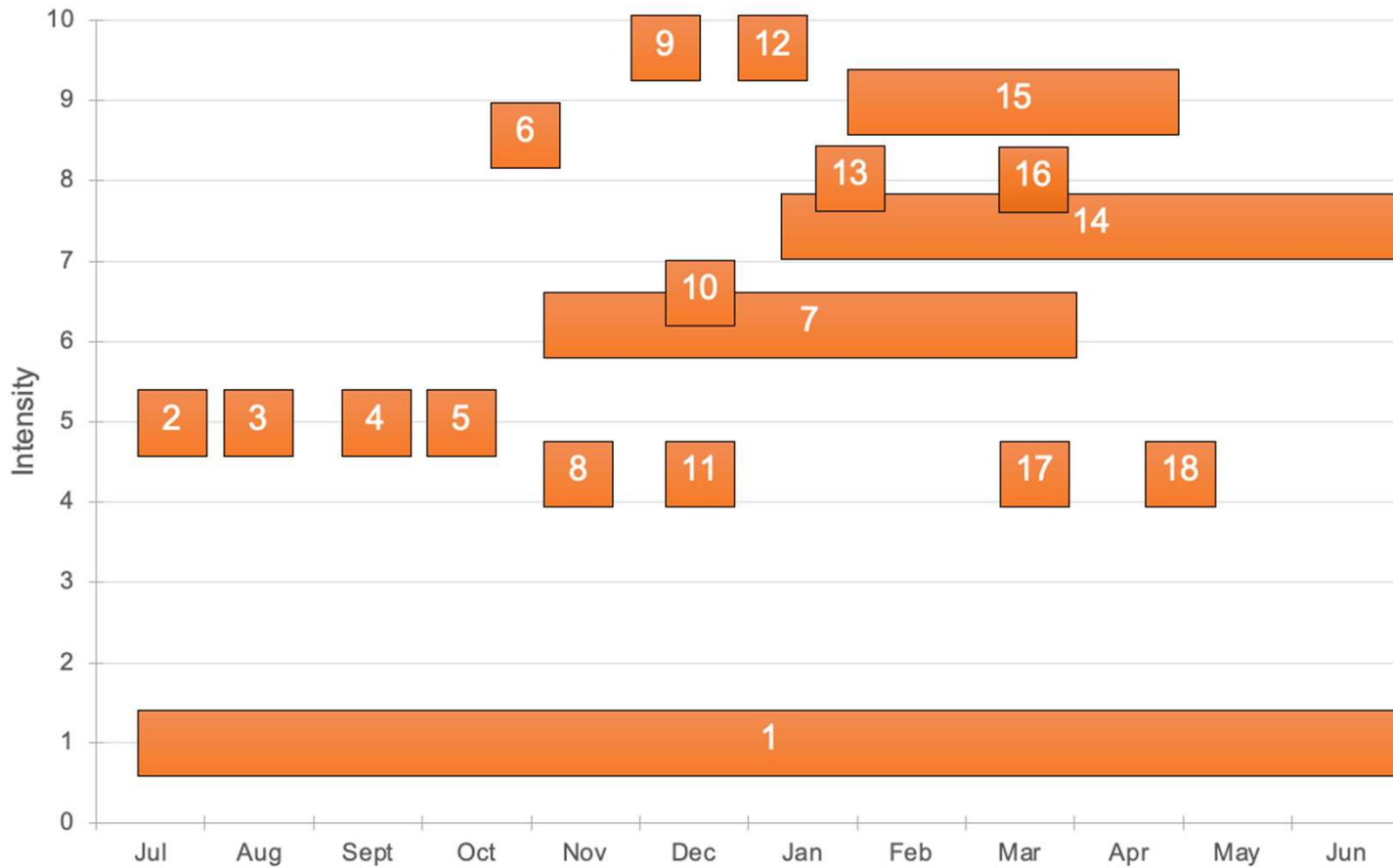


**Legend**

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?

# And Your Research…?

## Student Needs/Challenges Timeline
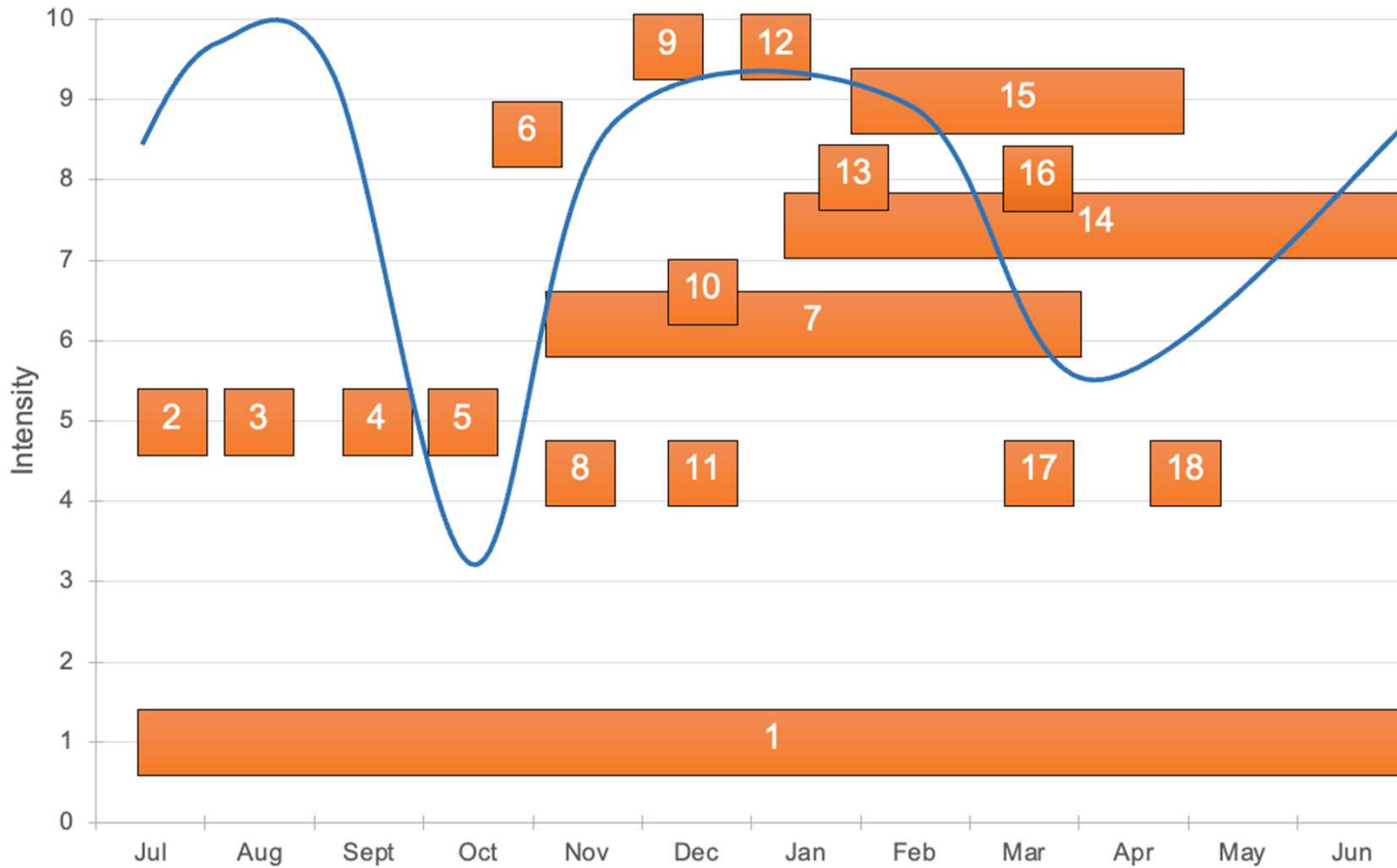


**Legend**

1. Admissions
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16. Midterms/major asst. failure
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18. Academic Standing

…Your research cycle?

# Finding YOUR Balance….





Work-life balance

Research-teaching-service balance

Sprint-marathon-rest balance

People-solitude balance

Hold the line on your goals -give some rope for what might arise balance

Hope-cynicism balance

# Campus Community Network

# An Introduction to Course Design…

Jessica Raffoul, Acting Director; Laura Chittle, Learning Specialist

Centre for Teaching and Learning

NFO Guidebook
Countdown pg. 47

What is your approach to course design? Where do you start?

# The context in which…

Curriculum

- A structured program concentrated on facilitating student learning in a designated discipline (Curriculum Services, CTL, UWindsor, 2024)

- Intentionally-designed, scaffolded pathway

- Established and approved program-level outcomes

- CuMA: https://ctl2.uwindsor.ca/cuma/prj/

# The context within...

- Graduate/Undergraduate
- Required/Not Required
- Large Class/Small Class
- Online/F2F/Hyflex
- GA-Supported/No GAs
- Cross-Listed
- Interdisciplinary
- Capstone
- Experiential
- Other...?

Intentional Teaching | Backward Design

# Intentional Teaching: Backward Design

Learning Outcomes

What do I want students to have learned by the time they complete this course?

What teaching methods, tools, and techniques should I use to help students best learn these outcomes?

Methods

Assessments

How will I know whether students have achieved these outcomes?

Material adapted from *LCTHE*, CTL, J. Raffoul, Fall 2023
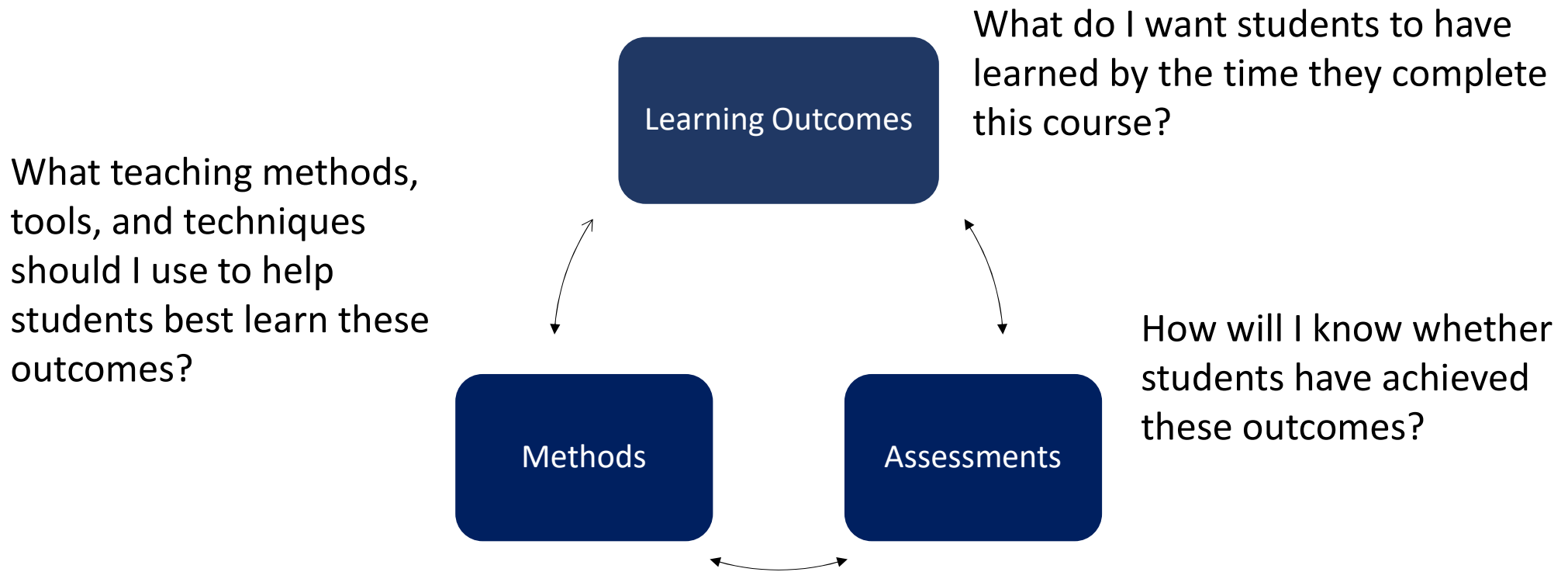
# Learning Outcomes

- Statements that indicate what students will know, value, or be able to do by the end of a course

- Written from the student's perspective

- Assessable and observed

# Intentional Teaching: Backward Design



**Learning Outcomes**

What do I want students to have learned by the time they complete this course?

**Methods**

**Assessments**

How will I know whether students have achieved these outcomes?
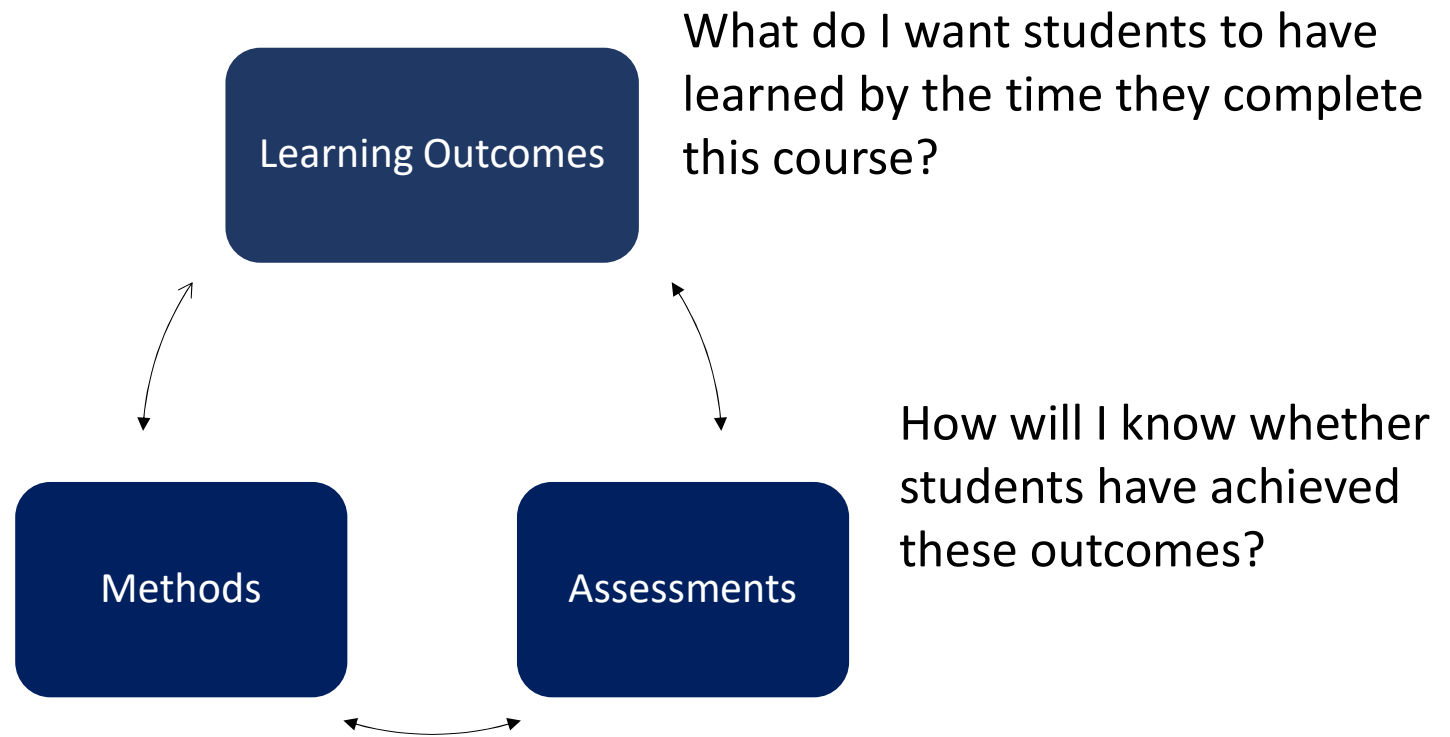
What assessments have you used in the past?

# Outcomes and Assessments

| Outcomes | Assessment |
|---|---|
| Describe the characteristics of learning-centred teaching | Written paper, oral presentation, discussion, reflection, etc. |
| Apply and interrogate scholarly information on teaching and learning | Critical analysis paper, micro-teaching facilitation, debate, discussion, etc. |
| Disseminate research findings on a topic of interest to varied audiences | Oral presentation, manuscript, podcast, infographic, news release etc. |

# Analytic Rubrics

| DOMAIN / CRITERIA | LEVELS OF ACHIEVEMENT | | | |
|---|---|---|---|---|
| ↓ | (Description) | (Description) | (Description) | (Description |
| | (Description) | (Description) | (Description) | (Description |
| | (Description) | (Description) | (Description) | (Description |

# Holistic Rubrics

**Facilitation Feedback Form**

1. The facilitators demonstrated and applied concepts/methods about teaching and learning in a critically reflective and knowledgeable way (i.e., consider clarity, amount of material, order of material presented, use of examples).

2. The facilitators fostered active learning and interpersonal interaction (i.e., effective or poor quality of learner participation).

3. Please provide one overall strength and one suggestion for improvement.
   a) For the overall presentation:

   b) For the individual facilitator(s):

# Intentional Teaching: Backward Design

Learning Outcomes

What do I want students to have learned by the time they complete this course?

What teaching methods, tools, and techniques should I use to help students best learn these outcomes?

Methods

Assessments

How will I know whether students have achieved these outcomes?

Material adapted from *LCTHE*, CTL, J. Raffoul, Fall 2023

What teaching methods/approaches have you used in the past?
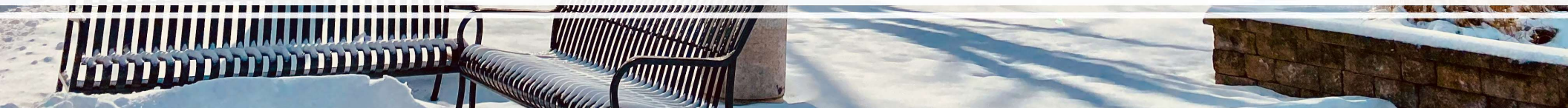
"Learning is not a spectator sport. Students do not learn much just sitting in class listening to teachers, memorizing prepackaged assignments, and spitting out answers. They must talk about what they are learning, write about it, relate it to past experiences, apply it to their daily lives. They must make what they learn part of themselves."

Bonwell, 1992

# Active Learning

- Methods and strategies that actively engage students with course material, and often, with one another

- Engages students in deep learning

- Complements traditional lectures with additional forms of engagement and multiple means of representing course content

# Active Learning Techniques

**High Risk**

Flipped Classroom

Experiential Learning                    Debate

Role Plays                    Inquiry Learning

Case Studies                    Forum Theatre

Guided Design                    Game Show Exercise

Jigsaw Discussion                    Simulations

Student Input at Start of Class                    Using the Internet

Activity Records                    Peer Review

Self Assessment                    End of Class Student Summaries

Large Group Discussion                    Mini Lectures and Problem Posing

Small Group Discussion

Class Brainstorm                    Think-Pair-Share

Clarification Pauses                    Question/Feedback Box

Minute-Paper                    Cartoons, Photos, Music, Quotes

Pause for Reflection

**Low Risk**

Cameron, 2007; Felder & Brent, 1994; McKeachie, 2005; O'Neil & Pinder-Grover, n.d.; Paulson & Faust, n.d.

Material adapted from *LCTHE*, CTL, J. Raffoul, Fall 2023

# Good teaching doesn't happen by chance.

Lesson Plans: Guidebook, p. 55

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

# Know your audience; respect your context.

Midterm Feedback:
https://www.uwindsor.ca/ctl/505/gathering-feedback-teaching

Know Thyself:
What is Your Teaching
Identity?

Forever learning, forever developing...

# CTL Workshops

- Teaching and Learning Series
- Indigenous Curriculum and Pedagogy
- The Teaching Dossier Academy
- Instructional Skills Workshop
- Anti-Racism & Anti-Oppression Teaching and Learning Series

- Summer Series
- Supporting Early Career Faculty
- GATAcademy
- Intersections
- Resisting Pedagogies

The Centre for Teaching and Learning sponsors and facilitates an ongoing series of workshops focused on teaching and learning issues that impact student engagement and the student experience at the University of Windsor. These events are open to the University community.

Visit **uwindsor.ca/ctl/events** to register or for more information on CTL workshops, events, courses, and programs.

# Summer Series
## on Teaching and Learning
August 13-14, 2024
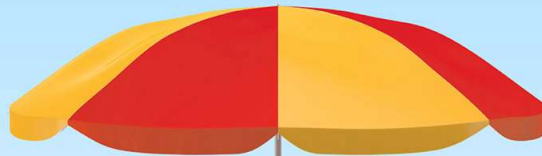
uwindsor.ca/ctl/summerseries

**Summer Series**
CENTRE FOR TEACHING & LEARNING

# Questions?

ctl@uwindsor.ca

# Break
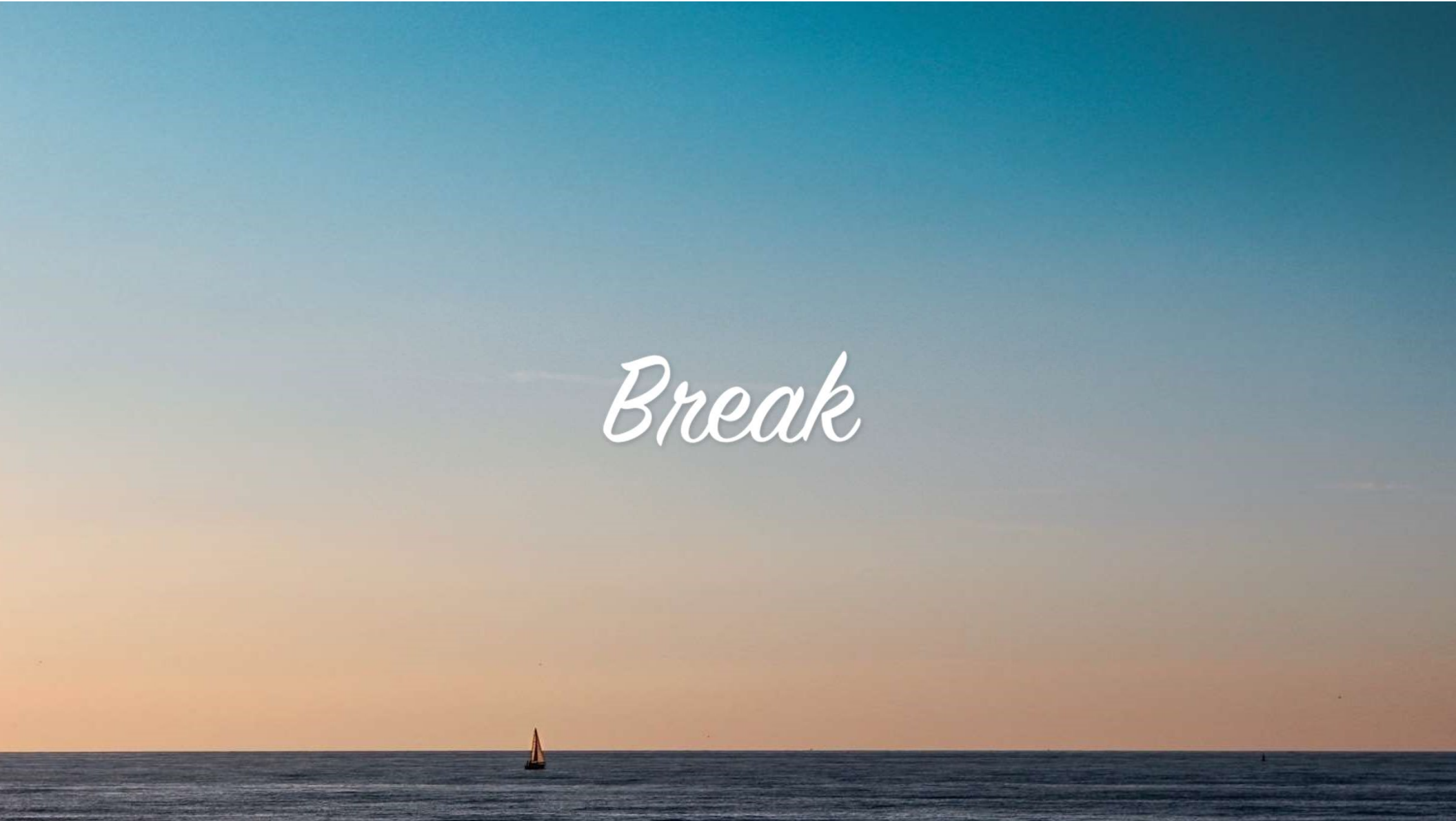
# Factors in Course Design
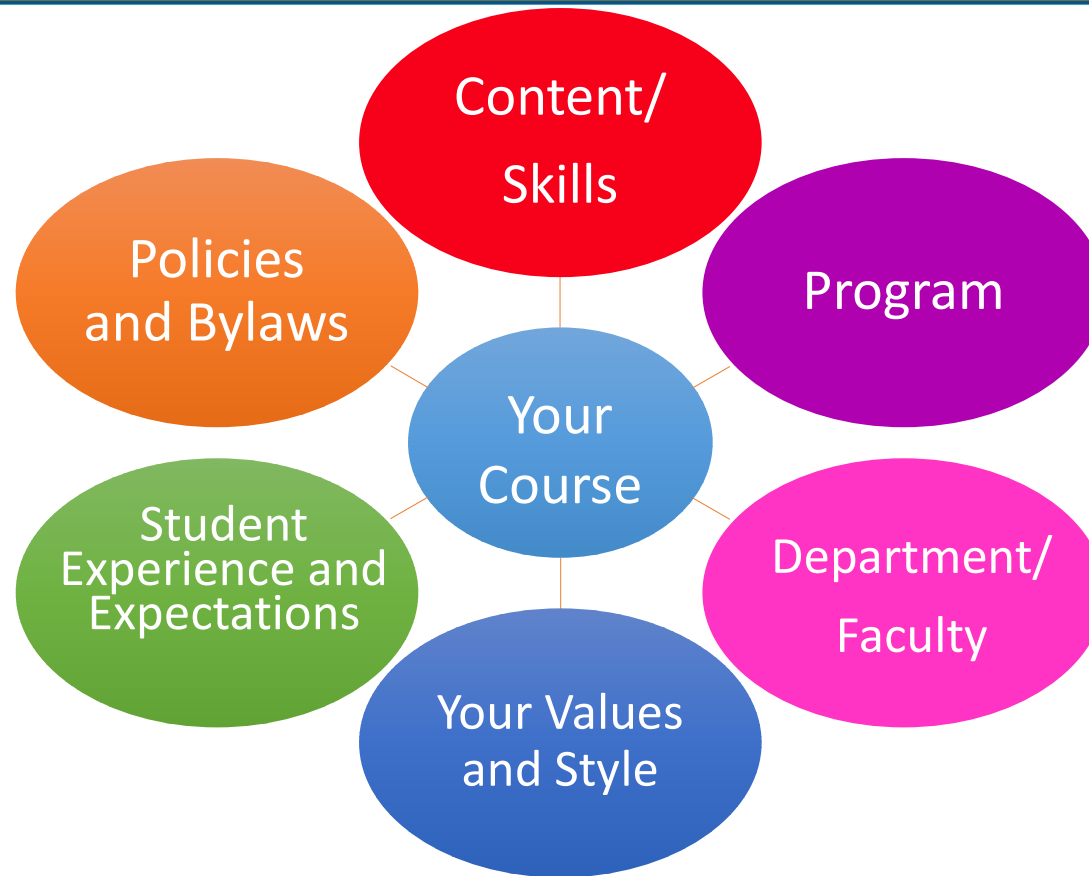
# Avoiding the Splat: Key Bylaws for Your Hip Pocket

Renée Wintermute
University Secretary, University Secretariat

Dr. Frankie Cachon
Learning Specialist, Department of Interdisciplinary and Critical Studies, and Coordinator of the Bystander Initiative, Office of Sexual Violence Prevention, Resistance, and Support

Seuss, D. (1974). *There's a wocket in my pocket!* New York, N.Y.: Beginner.

# Learning to Love Bylaws and Policies

- Consistency
- Fairness
- Authoritative source
- Agreed-upon procedures
- Based on experience
- Democratically governed practice
- Room to maneuver
- **YOUR TIME**
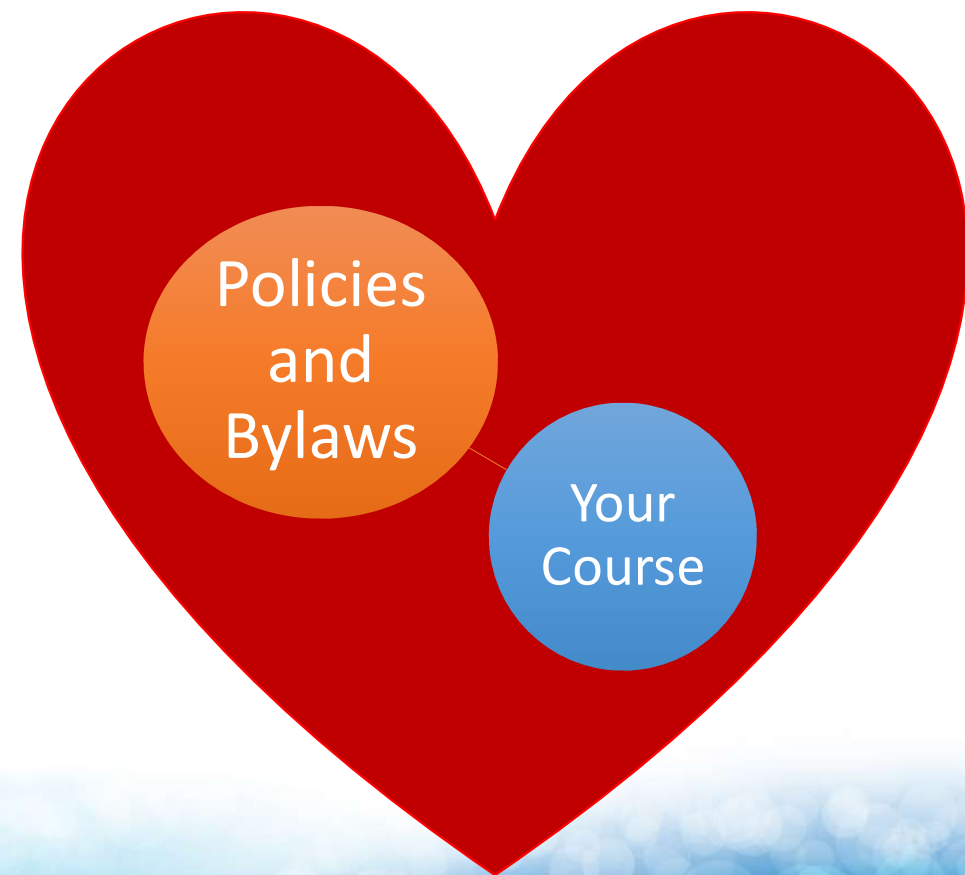
Policies and Bylaws

Your Course

**Finding!**

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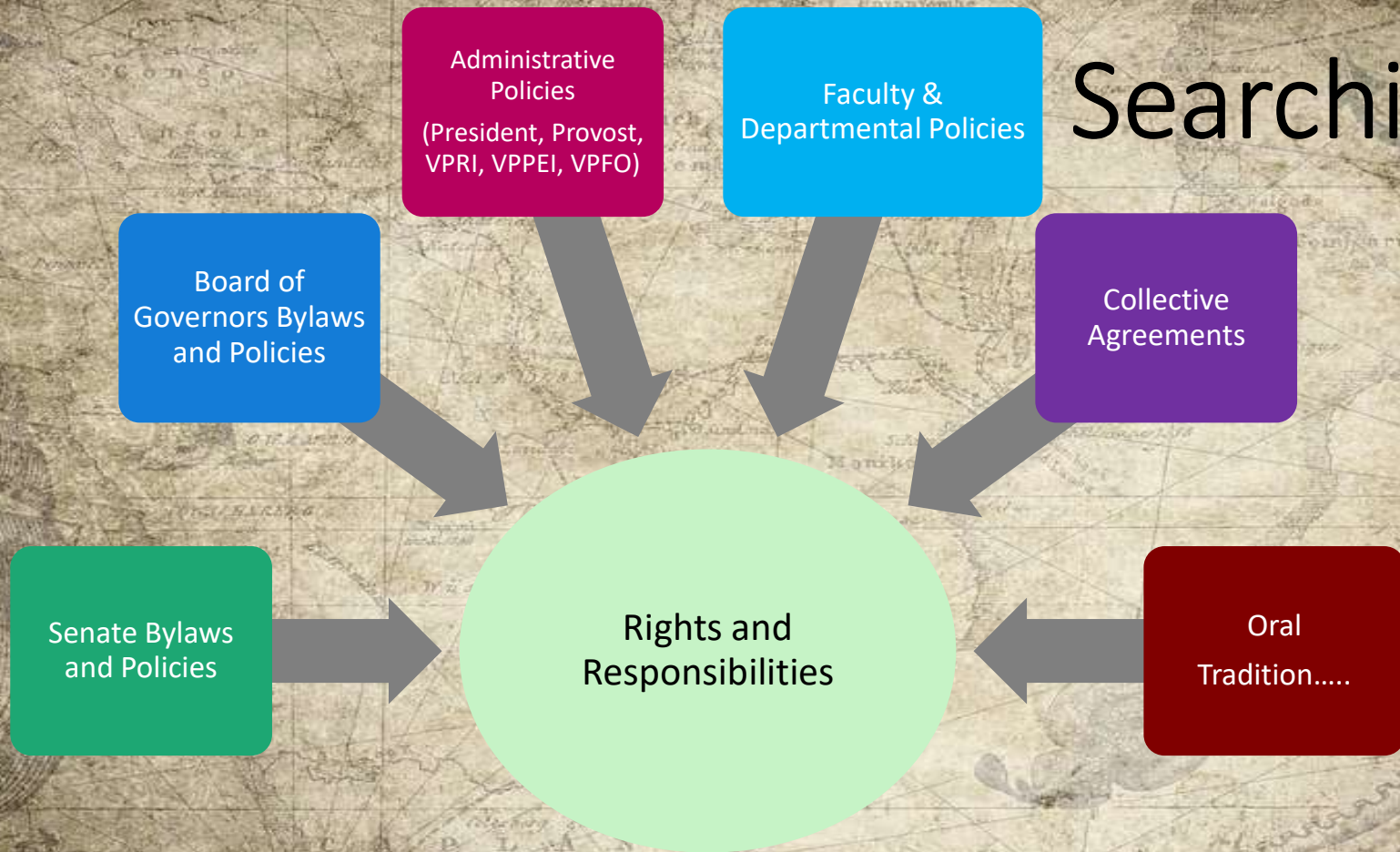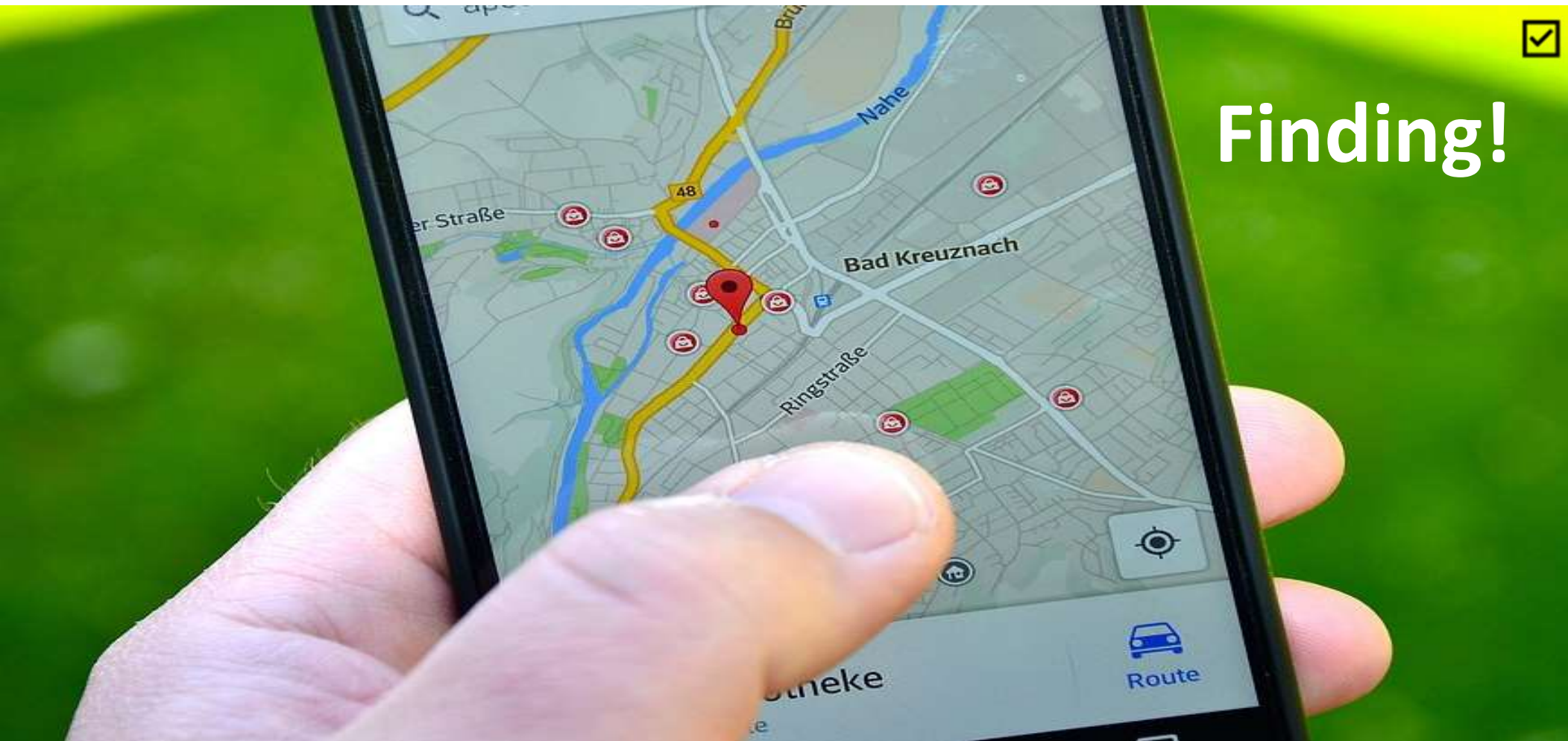
http://www.uwindsor.ca/faculty/recruitment/315/policies-procedures-bylaws

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

### Senate Bylaws and Policies

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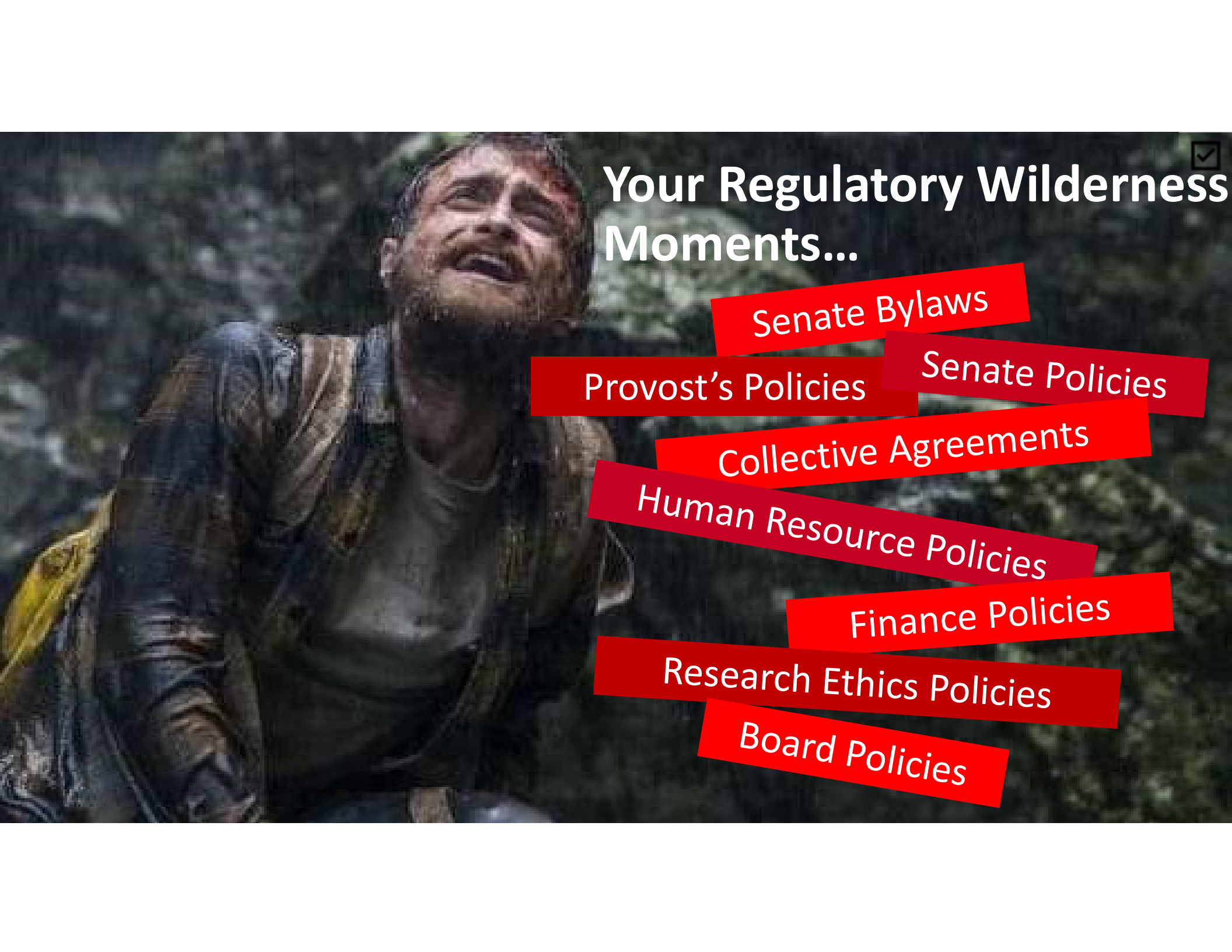- Student Perceptions of Teaching (SPT) and Mandatory Administration of SPT
- Timing of Assessments for Asynchronous Online Courses

### Administrative Policies/Guidelines

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

### Board Policies

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

### Faculty Collective Agreement

- Articles 5, 35

# Content Forecast

We will  be briefly addressing a range of difficult topics.

Do what you need to do to care for yourself.

# Challenge: Course Planning

☑

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

- the bylaws and policies list  (Guidebook p. 70-71)

- The University Policy Database
www.uwindsor.ca/policies

- The Learning-Centred Syllabus and Bylaw checklist
https://www.uwindsor.ca/ctl/501/syllabus

**Check your email for online links.**

☑

# Challenge: Course Planning

**Example - Go to your Worksheet:**

**A. Course Planning – Creating Your Syllabus**

*You need to write your course syllabus to be distributed by the first day of classes. Bylaw 54 (2.1-2.2) (Undergraduate) and Bylaw 55 (1.1-1.2) (Graduate) set out the minimum requirements for your course syllabi. Bylaw 54 (2.3-2.10) and Bylaw 55 (1.3-1.6) also set out rules and conditions around academic evaluations, which are to inform your course syllabi. In addition to specific requirements, the bylaws stipulate that the course syllabus must include any other matters as mandated by University, Senate or Faculty policy. Office hours are to be included in the course syllabus as per the Faculty Collective Agreement 5:25(j).*

Refer to the bylaw/policy sections provided, as well as the Learning-Centred Syllabus Checklist (Undergraduate) and the Learning-Centred Syllabus Checklist (Graduate) (created by CTL in consultation with the University Secretariat) to respond to the following questions.

*NB:* Bylaws and policies often refer to first-entry undergraduate programs, which means all undergraduate programs, with the exception of Law and Education. Law and Education are second-entry undergraduate programs.

| | | | |
|---|---|---|---|
| 1. Can I include attendance as a grade in my undergraduate course? (Bylaw 54, 2.4) | ☐ Yes | ☐ No | ☐ Maybe. Explain: |
| 2. Can I have a final assignment due the last week of | ☐ Yes | ☐ No | ☐ Maybe. Explain: |

# Challenge: Course Planning

**Example: Can I include attendance as a grade in my course?**
www.uwindsor.ca/policies

# Challenge: Course Planning

**Example: Can I include attendance as a grade in my course?**
www.uwindsor.ca/policies

# Challenge: Course Planning

**Example: Can I include attendance as a grade in my course?**

[www.uwindsor.ca/policies](www.uwindsor.ca/policies)



**View Policy**

University of Windsor

**SENATE BYLAW**

**Bylaw 54: Undergraduate Academic Evaluation Procedures**
ADOPTED by Senate: 11 Feb 1974
AMENDED by Senate: 16 Jan 1976, 21 Sep 1977, 14 Dec 1978, 14 May 1981, 15 Oct 1981, 17 Mar 1983, 15 Dec 1983, 27 Sep 1984, 13 Dec 1984, 19 Sep 1985, 14 Nov 1985, 18 Jun 1986, 10 Jun 1987, 1 Dec 1987, 20 Oct 1988, 22 Sep 1989, 2 Nov 1989, 27 Jun 1990, 21 Apr 1994, 12 May 2004, 9 June 2005, 12 April 2006, 7 June 2006, 10 May 2007, 9 Dec 2009, 8 Feb 2013, 12 Apr 2013, 10 Apr 2015, 10 June 2016, 26 May 2017, 14 Dec 2018, 8 Feb 2019, 10 May 2019 (revised and renumbered from Bylaw 51, 08 Nov 2019, 13, Dec 2019).

AMENDED Due to Administrative/Organizational/Name Changes: 6 June 2014, 09 October 2015.

# Challenge: Course Planning

**Example: Can I include attendance as a grade in my course?**

www.uwindsor.ca/policies

HOME    SEARCH ▾

🖶 **View Policy**

2.4  The procedures for the grading of class participation should be clearly stated to students in the written information specifying the procedures for the determination of final grades. When class participation is included in the final grade, the proportion of the marks awarded for class participation must be reasonable in all circumstances, and in all but exceptional instances, shall not amount to more than 20% of the final grade. In the case of courses where students are placed in field settings (such as practica, co-op placements, internships, clinical and field placements), where the basics of professional behaviour form a core component of the learning outcomes, attendance requirements may be imposed by the program area.

2.5  Other Evaluation Procedures

☑

# **Challenge: Course Planning**

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

- the bylaws and policies list  (Guidebook p. 70-71)

- The University Policy Database
www.uwindsor.ca/policies

- The Learning-Centred Syllabus and Bylaw  checklist
https://www.uwindsor.ca/ctl/501/syllabus

# Course Syllabus Must Haves

- All procedures determining final grade, such as curving, types and formats of evaluations, how the final grade will be calculated (caution: check bylaws 54 and 55 for restrictions)

- Dates of activities affecting final course grade

- Missed test/make-up evaluation policies

- Standardized grading scale

- Information on the last day to voluntarily withdraw from the course

- Information on the University's mental health resources

- Information or restrictions regarding the use of generative artificial intelligence (AI) in the course

**SENATE BYLAW 54 and BYLAW 55**

# More Course Syllabus Must Haves

- Any other matters mandated by University, Senate, Faculty, or Department policy

- Office hours

- Student Perceptions of Teaching procedures

- Use of Digital Learning Resources for Instruction and Assessment

- Plagiarism & plagiarism prevention software

- Restrictions around recording lectures

- TIP: Set expectations on email response time

**COLLECTIVE AGREEMENT**
**SENATE POLICIES**
**ADMINISTRATIVE POLICIES**

# Tricky Bits

Attendance as a grade?

Seuss, 1974

# Tricky Bits

**Mostly No.**

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

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

Attendance as a grade?

Seuss, 1974

# Tricky Bits

Final assignment due last week of term?

Seuss, 1974

# Tricky Bits

**Mostly No.**

No evaluative procedure can be worth more than 40% of the final grade. In rare cases, the Dean may grant an exemption. Approved exemptions must be stated in syllabus.

No requirement that students must pass an evaluation to pass the course. *
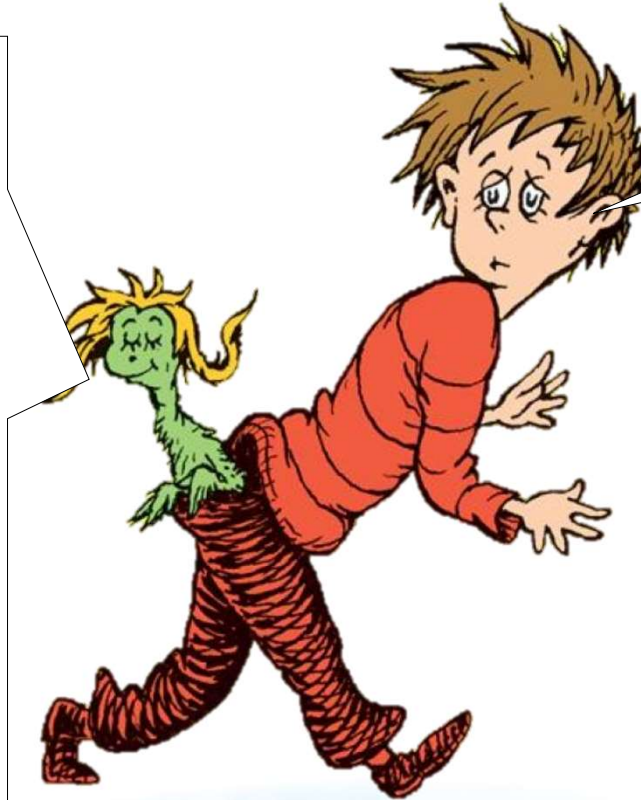
Final exam 70% of the final grade?

*Undergraduate, not including Law and Education

Seuss, 1974

# Tricky Bits

All assessments due after November 13?

Seuss, 1974

# Tricky Bits

**Mostly No.**

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

All assessments due after November 13?

*Graduate and Undergraduate (not including Law and Education)

Seuss, 1974

# Tricky Bits

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

Seuss, 1974

# Tricky Bits

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

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

Seuss, 1974
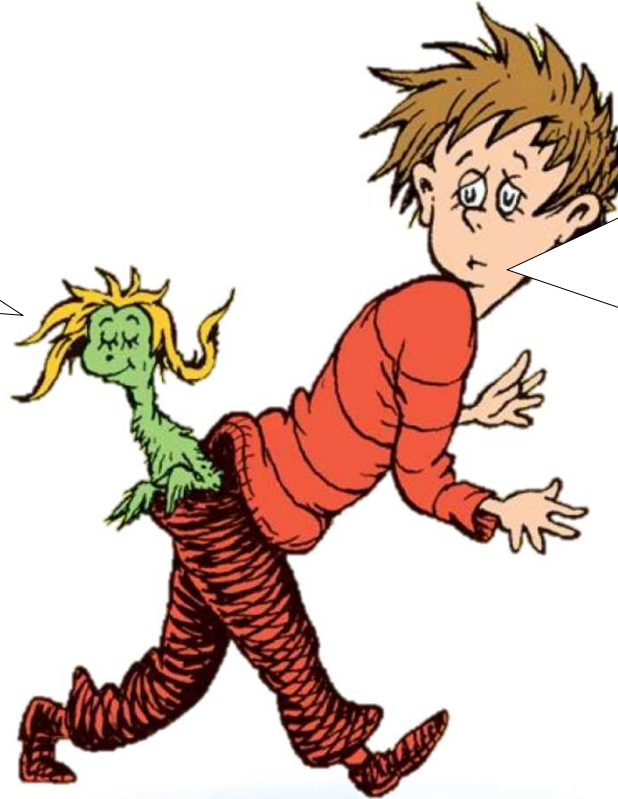
# Tricky Bits

Schedule midterm on Saturday (outside of Reading Week?)

Seuss, 1974

# Tricky Bits

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

Schedule midterm on Saturday (outside of Reading Week?)

Seuss, 1974

# Tricky Bits



Seuss, 1974

# Tricky Bits

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

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

Change to syllabus once I've met students?

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

Seuss, 1974

# Tricky Bits

Prohibit recording of classes?

Seuss, 1974

# Tricky Bits

**Yes, *if included in course syllabus*.**
- If not prohibited in course syllabus, can still restrict or prohibit recording of particular classes with advanced written notice.
- Exemption: students with accommodation to record and exemptions to their recording
- Exemption: recording of guest lecturers/classmates/presenters must receive their prior consent.
- Any recording is for private study by individual student.

Prohibit recording of classes?

Seuss, 1974

# Tricky Bits



In-person final exam or synchronous online final exam (specific three-hour exam block) for an asynchronous online course?

*Seuss, 1974*

# Tricky Bits

**No.**
- All assessments in asynchronous online courses <u>must</u> also be asynchronous.
- Must provide sufficient flexibility to meet the range of location and timing needs of students.
- Final exam must start or end with slot scheduled by the Registrar's Office.

In-person final exam or synchronous online final exam (specific three-hour exam block) for an asynchronous online course?

Seuss, 1974

# Tricky Bits

Can students use generative AI (eg, ChatGPT) in assignments?

Seuss, 1974

# Tricky Bits

Yes, *unless you have stated otherwise in course syllabus*.
- Must include in course syllabus information or restrictions regarding the use of generative artificial intelligence (AI).
- Can range from prohibiting use to unrestricted responsible use.
- default for not including the information in the course syllabus is that use of generative AI is permitted in the course.

Can students use generative AI (eg, ChatGPT) in assignments?

Seuss, 1974

# Student Conduct, Rights and Responsibilities

Figure out whether and how you MUST or SHOULD respond to certain scenarios

# Action Required?

**Yes, action is required.**

- Must accommodate students with letters of accommodation issued by Student Accessibility Services.
- review the letter of accommodation and develop a plan with the student and SAS.

A student presents a registered educational accommodation related to a learning disability. ??

Seuss, 1974

University of Windsor | Student Accessibility Services

**Home**

### ⅀ Views and Tools

> Overview
> Course Syllabus
> Exam Accommodations
> Alternative Formats
> Notetaking Services

**Logout**

Once you finish with your session, please do not forget to **Log Out** and **Close Your Browser**.

Log Out

**Logout**

Once you finish with your session, please do not forget to **Log Out** and **Close Your Browser**.

Log Out

## INSTRUCTOR AUTHENTICATION PAGE

Username: **mfcachon**

**REMINDERS**

Welcome to Student Accessibility Services' (SAS) Faculty Module. Please select the "Continue..." button below to view your dashboard, which will enable you to:

- View a listing of your students and their accommodations for each of your courses.

- Export a list of students by eligibility (e.g., Extra time: time and one half, double time, etc.).

- Receive real-time updates to accommodation plans should it change throughout the term.

- Navigate between courses and sections using the Advanced Search Panel option.

- Submit and make changes to your Alternative Testing agreement, so SAS can appropriately facilitate your in-person tests on your behalf.

Protecting the privacy of our student's accommodation needs is important to us and you play an important role in ensuring this information is kept confidential.

The University of Windsor is committed to ensuring our students have equal access to their education. More information about our duty to accommodate can be found under the https://www.uwindsor.ca/ohrea/58/accommodation.

Information about a student's registration with Student Accessibility Services, and their eligible accommodations, are being shared with you for the sole purpose of accommodation planning and facilitation. Any other use of this private health information is forbidden and is in violation with Human Rights and privacy legislation.

We appreciate your cooperation!   **Continue to View Student Accommodations**

**NEED HELP?**        **STUDENT ACCESSIBILITY SERVICES**

Access Tutorials        **University of Windsor**

# Action Required?

A student needs an extension based on extenuating circumstances. ??

Seuss, 1974

# Action Required?

**Yes, action is required.**

- Informal requests determined by instructor.
- Formal requests (student not satisfied or goes directly to this stage) are determined by AD (undergrad) or AAU Head (grad).
- If claim deemed valid, student provided with accommodation (extension, alternate exam).
- Alternate evaluations MUST be equivalent in terms of type, format and level of difficulty.

A student needs an extension based on extenuating circumstances. ??

Seuss, 1974

# Action Required?

**Yes, action is required.**

- Allow student to pray in a location that is not disruptive to other students.
- Student must notify instructor in advance.
- Students can also ask for alternate exam date based on religious observances, through Registrar's Office.

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

Seuss, 1974

# Action Required?

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

Seuss, 1974

# Action Required?

**Yes, action is required.**
- Review course syllabus with Head and determine appropriate remedy to be applied to all students.
- If not satisfied, student can file a formal appeal with the Associate Dean (undergrad) or the Dean of Grad Studies (grad).
- If again not satisfied, student can file a formal petition with the Senate Procedures and Discrimination Committee.

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

Seuss, 1974

# Action Required?

**Yes, action is required.**
- Advise students to continue their work and keep record of who completed what, and all communications and attempts to work with other student.
- Clearly state in course syllabus how group work will be assessed, including what will happen to non-participating group member.

A group of students complain about a group member who can never come to group meetings and doesn't complete their part of projects. ??

Seuss, 1974

# Tricky Bits
# Getting Help on Complex Student Matters

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

For each of the situations, who might you contact?

# Who To Contact?

**A student discloses an experience of sexual violence to you.**

1. Dean/Associate Dean/Head of Department
2. AVP, Student Experience
3. Office of Sexual Violence Prevention, Resistance & Support
4. Student Counselling Centre and/or Assessment and Care Team
5. All of the above

# PREVENT.
# RESIST.
# SUPPORT.

The University of Windsor is a Canadian leader in addressing and preventing campus-based sexual violence by offering evidence-based, institutionally supported, and campus-wide programs.

# The Office of Sexual Violence
# Prevention, Resistance, and Support

uwindsor.ca/sexuall-assault
uwindsor.ca/prevent-resist-support

svsupport@uwindsor.ca

@preventresistsupport

Prevent Resist Support
UWindsor

@preventresistsupport

Prevent Resist Support
podcast

Dr. Dusty Johnstone
**Director of Sexual Violence Prevention, Resistance, and Support**
dustyj@uwindsor.ca

Dr. Frankie Cachon
**Learning Specialist, the Bystander Initiative**
mfcachon@uwindsor.ca

Danielle Reaume
**PRS, Administrative Assistant**
dreaume@uwindsor.ca
**bystander@uwindsor.ca**

Anne Rudzinski (M.A.)
**Sexual Violence Education Specialist**
arudzins@uwindsor.ca

Kaitlyn Ellsworth (In Collaboration)
Office of Student Experience
**Black Student Support Coordinator**
kaitlyn.ellsworth@uwindsor.ca

Jessica Glazewski
**Sexual Violence Educational Assistant**
jessica.glazewski@uwindsor.ca

# Who To Contact?

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

1. Head of Department

2. AVP, Student Experience

3. Student Counselling Centre

4. Assessment and Care Team

5. All of the above

# Student Health, Counselling and Wellness

**Home** >

> Counselling

> Health Services

> Wellness

> It Matters that You're Here: Campus Suicide Prevention Initiative

## Student Health, Counselling and Wellness Services

Student Health, Counselling and Wellness Services is your one-stop shop to address your wellness needs at UWindsor. We assist students in understanding, developing, and fulfilling their own potential so that they can get the most out of their university experience while also managing the obstacles and challenges that come with it.

Our office provides student-centered medical services, counselling options, wellness programming and resources to support you in your university journey.

# University of Windsor

## Human Resources

Home

> Welcome

∨ Faculty & Staff

    My Attendance Application

    > Benefits

    > Pensions

    > Professional Development

    ∨ Workplace Wellness

        **Employee Mental Health Resources** ›

    Academic Labour Relations

    Employee Relations

    Staff Labour Relations

    > New Employee Hub

> Safety

Human Resources  >  Faculty & Staff  >  Workplace Wellness  >  Employee Mental Health Resources

# Employee Mental Health Resources

This page is designed to connect you to the mental health resources available in our community and online.

If you or someone you know is having a mental health emergency, please call 911, go to your nearest Emergency Department or contact the **Windsor-Essex County Health Unit** Community Crisis Line at 519- 973-4435, or **Canada's Suicide Crisis Helpline** at 9-8-8.

## Important Update

Following the acquisition of LifeWorks by TELUS Health, LifeWorks has rebranded to TELUS Health for the University of Windsor Employee Assistance Program (EAP) with updates provided by TELUS Health in January 2024. There are no changes to your EAP services. Please refer to our **Communications and News webpage** for details.

## UWindsor Supports:

# Who To Contact?

**Is that paper plagiarized?**

1. Associate Dean/Dean

2. Head of Department

3. University Secretariat

4. All of the above

# Who To Contact?

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

1. Associate Dean/Dean

2. Head of Department

3. Office of Student Rights and Responsibilities

4. University Secretariat

5. All of the above

# Instructor Conduct, Rights, and Responsibilities

What CAN/CAN'T you do?

# Can/Can't Do?

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

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

Seuss, 1974

Seuss, 1974

# Can/Can't Do?

**Yes.**

- Course syllabus should clearly state that SPTs will be administered sometime during the last two weeks of classes.
- Students should be given 15 minutes at the beginning of the class to complete the survey.

Must I administer the Student Perceptions of Teaching surveys in class at the end of the term?

Seuss, 1974

# Can/Can't Do?



Seuss, 1974

# Can/Can't Do?

**Yes.**

- All grades are approved by the Dean.
- If the Faculty has a grading policy around curving, then the Head or Dean can require you to curve your grades or they can adjust them accordingly.

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

Seuss, 1974

# Can/Can't Do?

Can I ban laptops because students are on social media?

Seuss, 1974

# Can/Can't Do?

**No,** *but* can prohibit the use of wireless technology.

- Banning laptops raises issues of accessibility, impact on student learning and engagement, and privacy for students with accommodations.
- Allow laptops, but prohibit surfing on the web and accessing social media.
- Clearly state in syllabus.

Can I ban laptops because students are on social media?

Seuss, 1974

# Can/Can't Do?

Can I take my students out for a drink after a midterm?

Seuss, 1974
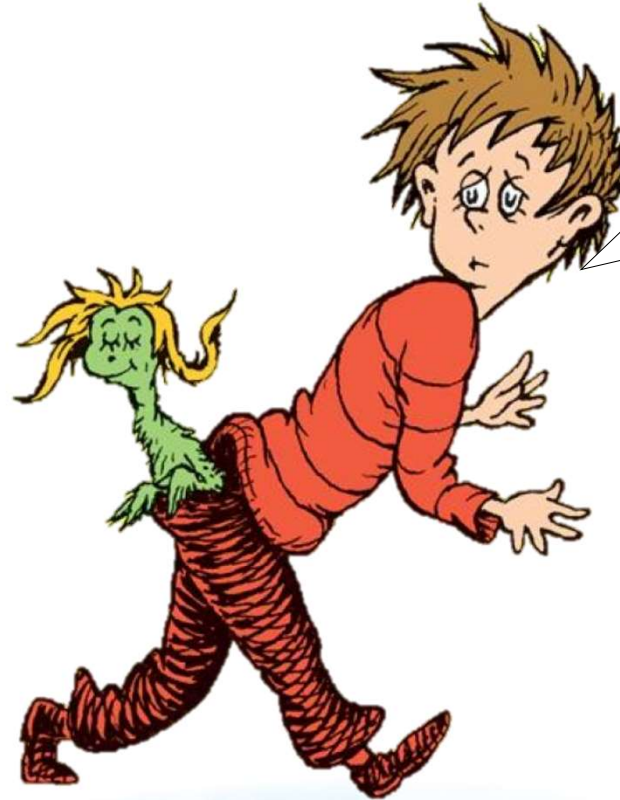
# Can/Can't Do?

**No;** not advisable.

- The instructor-student relationship is a professional one.
- Unfair to students who cannot participate for personal or religious reasons.
- May raise questions of bias.

Can I take my students out for a drink after a midterm?

Seuss, 1974

# Can/Can't Do?



Seuss, 1974

# Can/Can't Do?

**No.**
- Only Associate Deans can issue academic misconduct sanctions.
- Attempt to determine possession or use (witness?)
- Take unauthorized aid, answer books, and student ID.
- No searching of device!
- Allow to continue with new answer books.
- Return student ID and any device at end of exam.
- File Bylaw 31 complaint.
- Clearly state (un)authorized aids in course syllabus.

Can I give a zero on an exam to a student who has been caught with an unauthorized aid in an exam?

Seuss, 1974

# GETTING HELP

~~50/50~~

~~Poll the Audience~~

🎉 Phone a Friend ⭐
👏

# Your Phone-A-Friend Helplines

**BYLAWS AND POLICIES**

- RENEE WINTERMUTE
- ALISON ZILLI
- DANNY ANGER
- YVONNE ARNOWITZ
  UNIVERSITY SECRETARIAT

**COLLECTIVE AGREEMENT**

- IVA GENTCHEVA
  OFFICE OF THE PROVOST

**TENURE AND PERMANENCE**

- CINDY WILLS
  OFFICE OF THE PROVOST

**YOUR ASSOCIATE DEANS
AND HEADS**

**Phone a Friend Helpline
Guidebook: p. 23**

# Lunch
## Co-Sponsored by the Windsor University Faculty Association (WUFA)

# How Do You Get Started With Service?

Dave Andrews, Department of Kinesiology

| Teaching | Research | Service |
|----------|----------|---------|

| Teaching | Research | Service |

# Context

NEW FACULTY
ORIENTATION 2024

| Teaching | Research | Service |
|----------|----------|---------|

# Importance
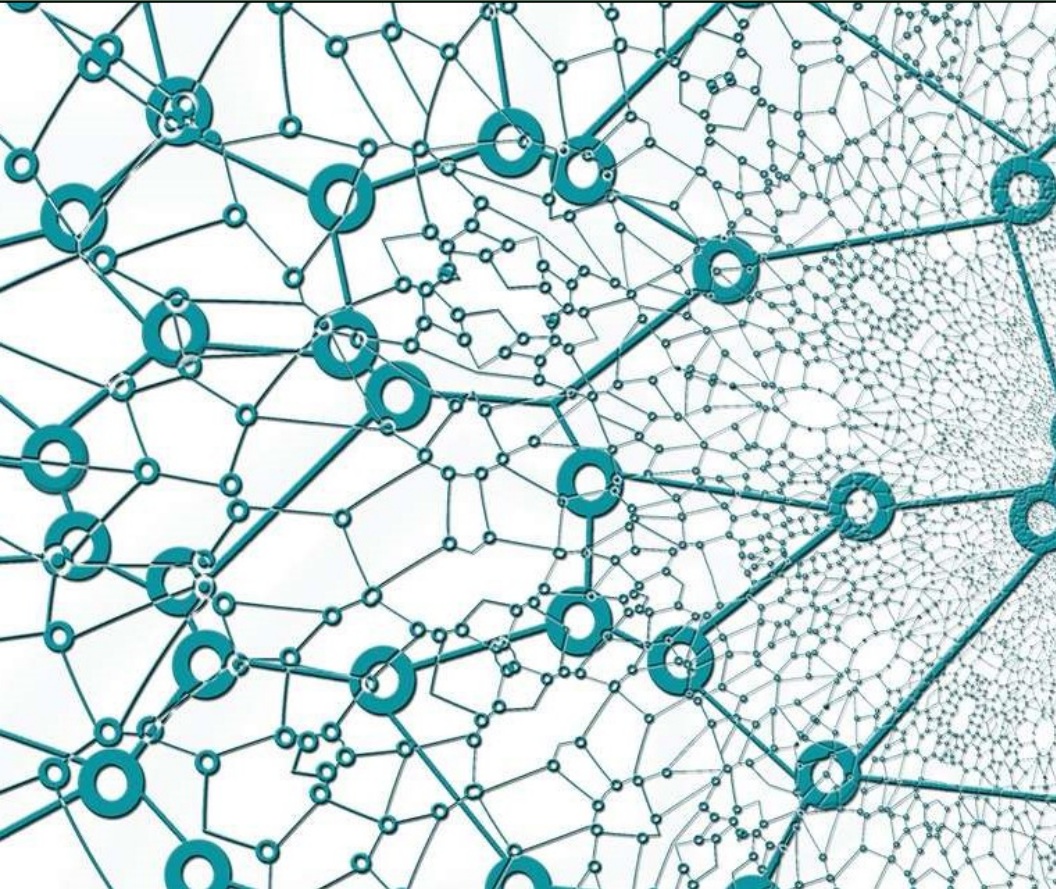
# Benefits

- Network
- Get yourself known
- Advance teaching & research
- Improve understanding of how University functions

# Benefits

- Professional development

- Learning

- Personal fulfillment

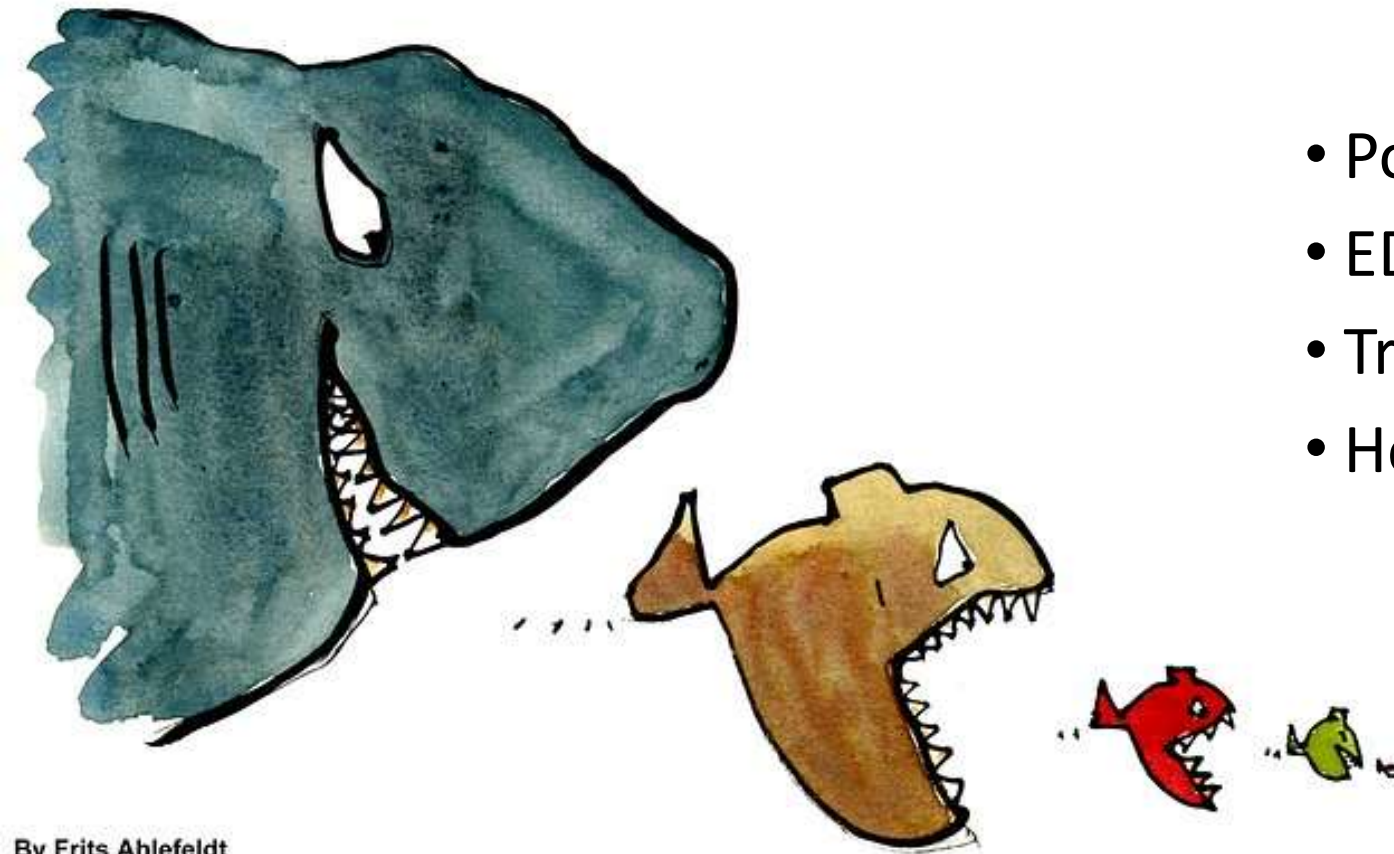- Gives you a say

# Challenges

- Time
- Balancing commitments

# Challenges

- Power differential
- EDI considerations
- Trust
- How to say no

By Frits Ahlefeldt

# How to Get Involved

**Let your interests be known**

**Supervisor/Chair/Head/Dean**

**More senior colleagues**

# Some FAQs

- When should I start?

- How much is enough/too much?

- What type of service should I focus on?

- Is service required to be promoted?

- How is service assessed?

- Who can I talk to?

# Mentoring

## Formal

**e.g., AAU/Faculty,
Early Career Mentoring (CTL)**

## Informal

**e.g., AAU/Faculty, union**

## Consider different perspectives

**e.g., junior, senior, retired, faculty, staff, administration**

# Getting Started ...

## Roundtables

# Roundtables

- Three rounds, 20 minutes each
  - Facilitators ~5 mins.
  - Group discussion – effective approaches, ongoing challenges ~15 mins.
- Take a few minutes and choose your next roundtable

# Roundtables: Getting Started in…

1. Teaching: Indigenizing Your Teaching

    Jaimie Kechego, Centre for Teaching and Learning; Sara Williams, Faculty of Nursing

2. Service: How Do You Balance It All?

    Niel Van Engelen, Civil and Environmental Engineering; Joanna Luft, English and Creative Writing

3. Accessibility: Teaching, Research, and Service

    Cherie Gagnon, Office of Human Rights, Equity and Accessibility; Veronika Mogyorody, Visual Arts and the Built Environment

4. Teaching: Using Active Learning to Engage Your Students

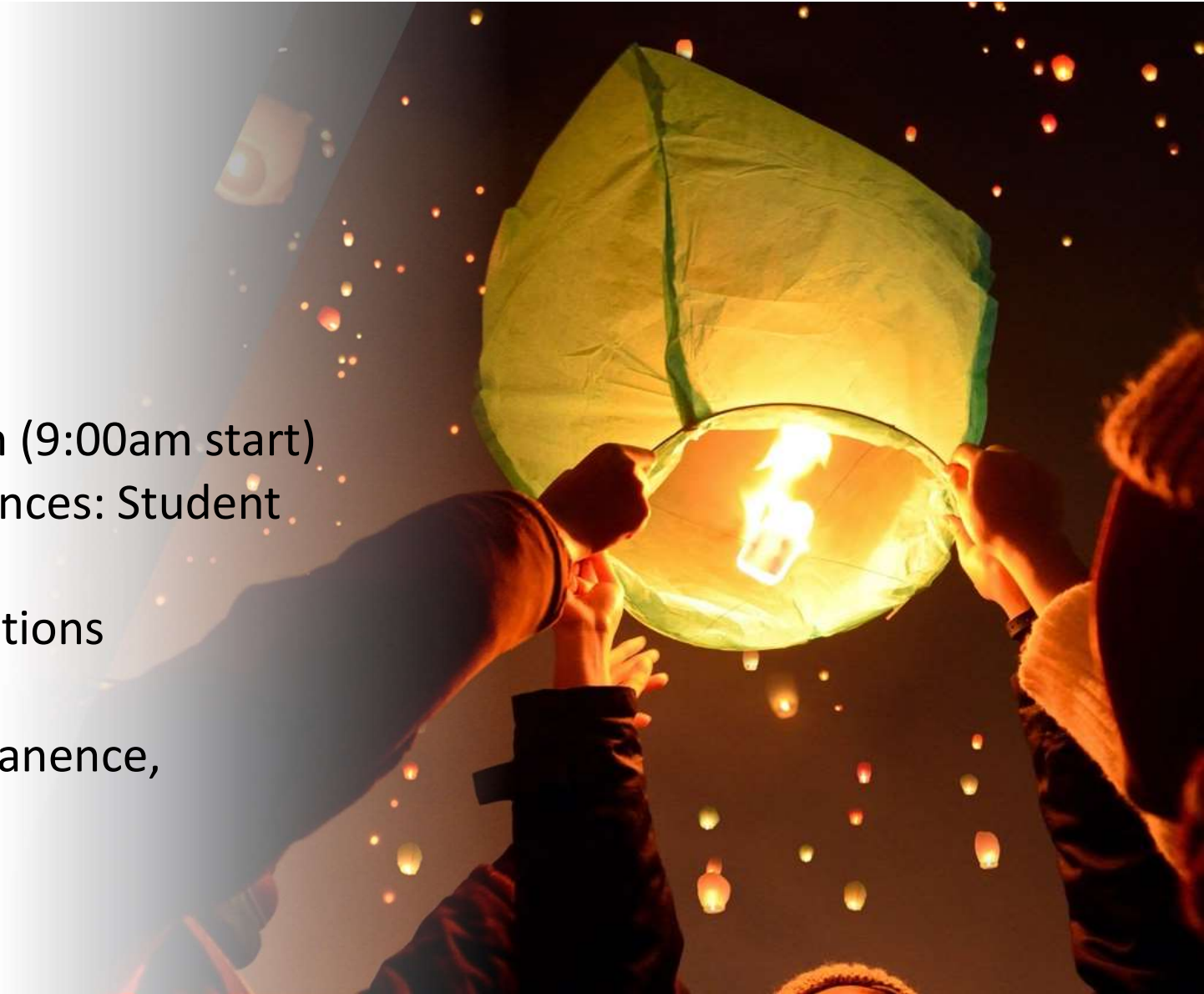    Jessica Raffoul and Laura Chittle, Centre for Teaching and Learning

# Up Next…

**Optional Session**

- Campus Tour: 3:10pm

**Tomorrow…**

- Breakfast: 8:30-9:00am (9:00am start)
- Working Across Differences: Student Panel
- Elevator Pitch Presentations
- Roadmap to Research
- Renewal, Tenure/Permanence, Promotion
- Roundtables

Thank you!