

# HANDBOOK FOR NEW ACADEMIC STAFF

*A guide for new academic staff at  
The University of Prince Edward Island*



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The University of Prince Edward Island*

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**Produced by:  
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# WELCOME TO THE UNIVERSITY OF PRINCE EDWARD ISLAND

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Welcome to the University of Prince Edward Island (UPEI). This handbook was written with you in mind. New employees have many questions and adjustments to make when beginning employment at a new location. This handbook provides the answers to many of the questions you may have. For those who are new to Prince Edward Island some information on “the Island” has been included. Some of the things covered include: who to call for what, general information about the UPEI campus, and information about Prince Edward Island. Information is also included on teaching and researching at UPEI, with some advice from several of our award-winning faculty members.

As you read through and use the information in this document, we would be most appreciative if you would let us know about any additional information you would have liked to have been included in this document, any errors you may find and any suggestions for improvements you may wish to share. You can do this by emailing us at: [webstercentre@upei.ca](mailto:webstercentre@upei.ca)

We wish you well as you begin your new career at UPEI!

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# SECTION 1

## INTRODUCTION TO THE UNIVERSITY OF PRINCE EDWARD ISLAND

### *A BRIEF HISTORY OF THE UNIVERSITY*

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The University of Prince Edward Island was incorporated in 1969, but is founded on a long-standing tradition of academic excellence dating back to the early 19th century. The foundations of our proud academic tradition can be traced back to debates by the colony's fledgling legislative council. A particular champion was Lieutenant-Governor Edmund Fanning (1786–1805). Edward Fanning actively promoted the belief that education was central to the colony's progress, and that it should be seen as a priority, along with the enhancement of agriculture, fisheries, commerce, and population growth. In 1804 he personally donated the land on which the Prince of Wales College (PWC) was to be built "for the purpose of laying the foundation of a College thereon." Kent College, later to become PWC, opened its doors in 1820.

Another predecessor of UPEI, Central Academy, received a Royal Charter in 1834. In 1860 the Colleges were renamed for the Prince of Wales in honour of the visit of the future King Edward VII. The location of the original College is today occupied by Holland College. St. Andrew's College was founded in 1831 under the leadership of Bishop Angus MacEachern. This College was the predecessor of St. Dunstan's University (SDU) which was established in 1855 by Bishop Bernard MacDonald. It was established on a large farming property which today is the campus of the current University of Prince Edward Island.

The campus of UPEI is a reflection of the character of the University. It is a complementary blend of old and new, of tradition and innovation. The original historic red-brick buildings of SDU have been renovated to meet modern requirements while still retaining the integrity of their original architecture. Over the years these historic buildings have been joined by many new buildings including the CARI Aquatics Facility and MacLauchlan Arena, Chi-Wan Young Sports Centre, Central Utility Building, W.A. Murphy Student Centre, Institute for Nutrisciences & Health, Steel Building, Atlantic Veterinary College (AVC), Robertson Library, Daycare Facility, K.C. Irving Chemistry Centre, Wanda Wyatt Dining Hall, Food Technology Centre, Andrew Hall and, the new state-of-the-art Don & Marion MacDougall Hall home to the School of Business Administration and Centre for Entrepreneurship.

The depth of academic heritage is reflected in the names of buildings and scholarships which honour the educational pioneers and benefactors of UPEI. This heritage is also maintained in an ongoing way by the graduates of SDU and PWC who teach at UPEI, the children of current and former academics and staff who attend the University, and the many families who proudly report multi-generational alumni connections to the University. Now numbering more than 18,000, the alumni of UPEI, SDU, and PWC - whether in Prince Edward Island, in every province of Canada, or in many countries around the world - maintain a close connection with "their University".

For those who have a greater interest in the history of UPEI, the 48-page booklet called "*Utopian U: The Founding of the University of Prince Edward Island 1968-1970*" will provide interesting reading.

Written by Dr. Alan MacEachern, this document provides additional information about the early years of UPEI. A copy of this booklet can be obtained by calling Advancement Services at 566-0615.

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## ***FACULTIES AND SCHOOLS***

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The University of Prince Edward Island is home to three Faculties, two Schools and the widely-renowned Atlantic Veterinary College. Six Deans and twenty-three Department Chairs provide direction for the efficient day-to-day management of the University.

☐ ***Faculty of Arts***

- Departments:***
- Classics
  - Economics
  - English
  - Fine Arts
  - History
  - Modern Languages
  - Music
  - Philosophy
  - Political Studies
  - Psychology
  - Religious Studies
  - Sociology & Anthropology

☐ ***Faculty of Education***

☐ ***Faculty of Science***

***Departments:***

- Biology
- Chemistry
- Computer Science & Information Technology
- Engineering
- Family & Nutritional Sciences
- Mathematics & Statistics
- Physics

☐ ***School of Business Administration***

☐ ***School of Nursing***

☐ ***Atlantic Veterinary College***

- Departments:***
- Biomedical Sciences
  - Companion Animals
  - Health Management
  - Pathology & Microbiology

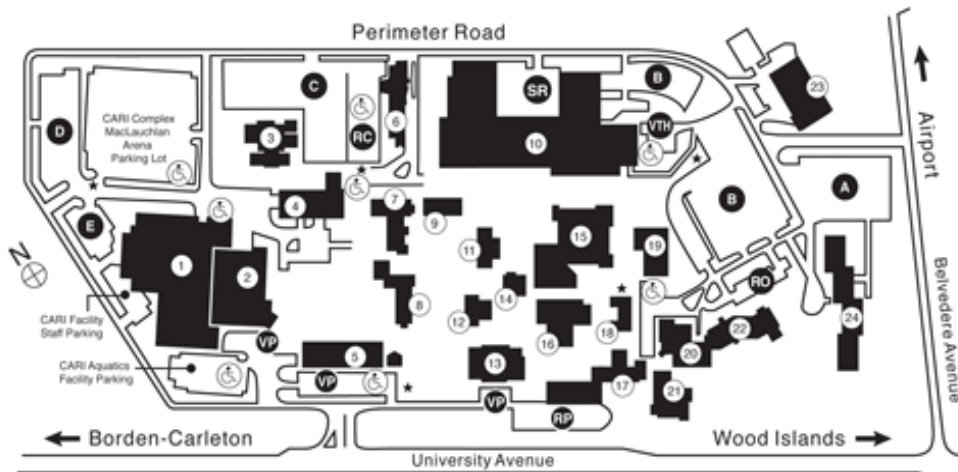
# UPEI CAMPUS MAP

A map of the UPEI campus, below, is also available on the UPEI web site at: <http://www.upei.ca/map>. Campus buildings are normally open weekdays from 6:30 a.m. until 11:00 p.m. For access to specific buildings on weekend access, please contact the Security Services Office at 566- 0384.



## University of Prince Edward Island

550 University Avenue, Charlottetown, PE C1A 4P3



### CAMPUS BUILDINGS

- |   |                                       |                                  |
|---|---------------------------------------|----------------------------------|
| 1. CARI Aquatics Facility and MacLauchlan Arena | 9. Dalton Hall                        | 18. Campus Kids Daycare Centre   |
| 2. Chi-Wan Young Sports Centre                  | 10. Atlantic Veterinary College (AVC) | 19. K.C. Irving Chemistry Centre |
| 3. Classroom Centre                             | 11. Memorial Hall                     | 20. Wanda Wyatt Dining Hall      |
| 4. Central Utility Building                     | 12. Cass Science Hall                 | 21. Bernardine Hall (Residence)  |
| 5. W.A. Murphy Student Centre                   | 13. Kelley Memorial Building          | 22. New Residence                |
| 6. Regis & Joan Duffy Research Centre           | 14. Chaplaincy Centre                 | 23. Food Technology Centre       |
| 7. Steel Building                               | 15. Robertson Library                 | 24. Blanchard Hall (Residence)   |
| 8. Main Building                                | 16. Duffy Science Centre              |                                  |
|   | 17. McDougall Hall                    |                                  |

★ EMERGENCY CALL STATION

☒ WEATHER SHELTER

### BUILDING KEY (as indicated on timetables)

- |                               |  |   |
|-------------------------------|--|---|
| <b>CASS</b> Cass Science Hall | <b>DA</b> Dalton Hall                    | <b>M</b> Main Building                          |
| <b>CC</b> Classroom Centre    | <b>K</b> Kelley Memorial Building        | <b>MCD</b> McDougall Hall (formerly <b>MA</b> ) |
| <b>D</b> Duffy Science Centre | <b>KCI</b> K. C. Irving Chemistry Centre | <b>ME</b> Memorial Hall                         |

### PARKING

- |   |  |                                   |
|---|--|-----------------------------------|
| <b>A</b> General parking & overnight parking during winter months | <b>VTH</b> Veterinary Teaching Hospital Client Parking | <b>VP</b> Visitor Metered Parking |
| <b>B</b> General, designated, & reserved parking                  | <b>♿</b> Barrier-Free Parking                          | <b>RP</b> Reserved Parking        |
| <b>C</b> Designated parking                                       | <b>RO</b> Residences Only                              | <b>SR</b> Shipping and Receiving  |
| <b>D</b> General parking  |  | <b>RC</b> Research Centre Parking |
| <b>E</b> General parking  |  |                                   |

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# SECTION 2

## THE BASICS

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### YOUR OFFICE

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#### ADMINISTRATIVE ASSISTANT

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Almost every department at UPEI has an administrative assistant who is an invaluable resource to department staff. From your administrative assistant you can obtain information about the University, procedures and processes, and forms you may need to obtain the services and items that you require to do your work. Be sure to find out the name and location of your department's administrative assistant and introduce yourself if you have not already done so.

#### KEYS

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Keys for your office and building, and any other locations to which you require access may have been ordered for you before your arrival. Contact your administrative assistant to ask if there are keys waiting for you.

*If you lose your keys, contact Security Services immediately at 566-0384.*

#### Access to other Buildings and Rooms

If you do not have keys to other buildings or rooms to which you need access, you should obtain approval by booking the room in advance and being placed on an Access List which is generated by your department and is held at Security Services. After approval, access can be requested by calling Security Services at 566-0384.

#### TELEPHONES

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Normally the telephone in your office will be active when you arrive. Verify with the administrative assistant that the telephone number on the set in your office has been assigned to you. You should ***immediately add or change the message on your voice mail to advise callers of your identity and/or your office hours.*** To call another location on campus you need only dial the last four digits of the telephone number. For off-campus calling, dial 9 before the telephone number. Long-distance calling is blocked on some telephones. If yours is blocked and you require this service, you can request this change by calling Procurement Services at 566-0315.

A **UPEI Campus Directory** is published twice a year in September and January. It lists all campus employees and departments. Information about the campus telephone system and instructions for general telephone functions are also included at the back. You can obtain a Campus Directory from Central Printing on the lower level of Main Building. There is a small cost-recovery charge so be sure to have your department account number handy when you request a Directory.

#### FAXES

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As with the telephone, for on-campus faxing just dial the last four digits of the number you are faxing. For off-campus faxes, dial 9 and the full number you are faxing.

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## COMPUTER ACCOUNTS & OTHER INFORMATION

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The use of UPEI computing facilities requires a Novell GroupWise *user account*. You must read and agree to abide by the University Computing Policies that govern the use of UPEI computer facilities. Check with your administrative assistant to find out if an account has already been created for you. If account has not been created for you, you will need to submit a request form to Computer Services. The required form is available at

<http://www.upei.ca/computerservices/files/computerservices/application.pdf>. Network access provides you with access to the internet, University-licensed software, the Robertson Library collections and to other shared resources. New academic staff should note that your account will not provide access to the *student* computer network. If you also need this access you can request a student network account in addition to your academic account.

**Computer Help Desk** - For any questions or computer-related problems contact the Computer Services Help Desk at 566-0465.

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## CAMPUS CARDS

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The Campus Card is the official photo- identification card at UPEI and all new staff are issued a Campus Card at no charge. It also used at various campus buildings as the official means of access. To obtain your Campus Card, visit the Front Desk of the Chi-Wan Young Sports Centre during regular operating hours and provide your UPEI Employee Number plus your driver's license. The Card can be used to request supplies, reserve study rooms at the Robertson Library, for access to the Chi-Wan Young Sports Centre, at Food Services locations on-campus, and to obtain staff discounts at the UPEI Bookstore. For more information on the Campus Card visit the following website: <http://www.upei.ca/campuscard/index.html>

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## MAIL AND POSTAL SERVICES

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UPEI's Mail Room, located in the Central Utility building, (Kelley Building as of September 1, 2009) manages both on- and off-campus mail. Most departments have an "Outgoing Mail" box in the department office. Discuss mail procedures with your administrative assistant. In many departments the administrative assistant takes the mail to the Mail Room and picks up incoming mail for staff. If your department does not provide this service just go to the Mail Room to drop off and/or request your mail during the hours that it is open.

**Courier Services** are provided by the Shipping and Receiving office located on the lower level of the Atlantic Veterinary College. Packages to be couriered must be accompanied by a completed shipping form which you can obtain either from your department office or the Shipping and Receiving Office. You will need to provide a department account number on the form to cover the costs of courier services. Shipping and Receiving can be contacted at 566-0875.

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## **SENIOR MANAGEMENT CONTACTS**

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**Located in the Kelley Building**

### ***Office of the President, UPEI - 566-0400***

H. Wade MacLauchlan is the President and Vice-Chancellor of the University of Prince Edward Island. The President's most recent and previous newsletters to the Campus community can be found online at: <http://www.upei.ca/~presoff/newsletter>

### ***Office of the Vice-President, Academic – 566-0405***

Dr. James Randall is Vice-President of Academic Affairs. Further information about his role can be found online at: <http://www.upei.ca/vpacadev/html/academic.html>

### ***Office of the Vice-President, Finance and Facilities - 566-0350***

Mr. Gary Bradshaw is Vice-President of Finance and Facilities at UPEI.

### ***Office of the Vice-President, Research & Development - 566-0561***

Dr. Katherine Schultz is the Vice-President, Research & Development at UPEI. Complete information about research and development activities at UPEI can be found online at: <http://www.upei.ca/research>.

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## **DEPARTMENTAL CONTACTS**

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### **ACCOUNTING OFFICE - 566-0534**

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The Accounting Office is located in the lower level of the Kelley Building and is responsible for processing the financial information of the University and the Atlantic Veterinary College. The office has four departments: Accounts Receivable, Accounts Payable, Research and Data Control. Since financial transactions can be so varied and also very specific, we encourage you to review the accounting office's website at: <http://www.upei.ca/accounting/>.

### **AUDIOVISUAL SERVICES - 566-0395**

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Located on the main floor of the Atlantic Veterinary College, AudioVisual Services (A/V) provides a wide range of services and equipment such as flip charts, overhead projectors, data projectors, DVDs, VCRs, microphones, amplifiers and video playing and recording devices. Academic staff are encouraged to take advantage of A/V's production expertise and equipment inventory to enhance their teaching programs.

### **BOOKSTORE - 566-0625**

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The UPEI Bookstore is located in the W.A. Murphy Student Centre. The Bookstore offers a wide selection of UPEI clothing, giftwares, office supplies, software and textbooks. You can visit the Bookstore website at: <http://www.upei.ca/bookstore/>

### **Bookstore Purchases**

UPEI staff receive a 20% discount on most purchases at the University Bookstore. If you are buying items for your office, an ***internal requisition form*** will be needed and your department account number must be provided on this document. Ask your administrative assistant for this form.

### **Ordering Books**

A ***book requisition form*** is needed to order textbooks. Contact bookstore management for the deadlines for placing textbook orders.

### **Desk Copies**

Many publishers will provide a free copy of a text to teaching professionals as a means of promoting their books, and the UPEI Bookstore can assist you in obtaining these desk copies.

## **CAMPUS CLOSURES OR DELAYS**

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Students and both administrative and academic staff are advised if a decision is made to close or delay the opening of the UPEI campus. The information is disseminated by the following means:

**Local Radio Stations** – Announcements are made on local radio stations by 7:00 a.m., when possible.

**UPEI Hotline** – A message is recorded by 7:00 a.m., when possible, on the UPEI hotline. To access this information, call (902) 894-2882.

**UPEI Website** – A red banner is posted at the top of the welcome page of the UPEI website.

**Campus Notice** – If the closure occurs after the campus is open for the day, an e-mail notice is sent to those who are on the campus events e-mail distribution list.

## **SECURITY SERVICES - 566-0384**

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UPEI's Security Services department is located in the Central Utilities building and provides services in the following areas:

***Emergency Services:*** To report an emergency or suspicious activity, immediately contact Security Services dispatch at 566-0384 or dial ***HELP*** (4357) on any campus telephone.

***Emergency Poles:*** Five blue poles are located on campus (designated by stars on the campus map). They provide direct voice access to the Security Services office and can sound an alarm if needed.

***Safe Walk & Working Alone:*** If you have concerns about your personal safety while working or studying on campus at night you may contact Security Services and provide your name, your exact location, a contact telephone number and your estimated time of departure. A Security Services officer will make every effort to visit you when you are working alone.

***Criminal Investigations:*** Security Services has the authority to conduct criminal investigations on campus. Security Services cooperates with the City of Charlottetown Police in the following areas: Highway Traffic Act, Liquor Control Act and the Criminal Code of Canada. All motor vehicle accidents occurring on campus, with the exception of those which result in injury or fatality, are the responsibility of Security Services.

## **PARKING**

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**Parking Permits:** All vehicles on campus must display a valid UPEI parking permit or pay for parking at a meter. Vehicles parked in UPEI parking areas without a valid permit will be issued a \$10 Parking Violation which must be paid at Accounting Services. You can purchase a parking permit by completing a UPEI Parking Permit Application and taking it to the Accounting Office. Complete information and parking permit prices are provided at:

<http://www.upei.ca/facilities/security/parking/>

**Parking Enforcement:** Parking areas are checked daily for parking regulation compliance.

The following website provides full details regarding parking enforcement:  
<http://www.upei.ca/security/html/parking.html>.

## **CENTRAL PRINTING – 566-0558**

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Located in the lower level of Main Building, Central Printing provides a variety of photocopying and document production services. To request services you will need to complete a **Central Printing work order request** that is available at Central Printing or through your departmental office. Central Printing adheres to the copyright guidelines as established by the Canadian Copyright Act and the agreement UPEI has signed with Access Copyright.

## **FACULTY ASSOCIATION - 566-0438**

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<http://www.upeifa.org/>

The UPEI Faculty Association is the sole bargaining agent for academic staff members at UPEI. There are two bargaining units:

BU # 1 - faculty members, librarians, sessional instructors and clinical nursing instructors, and BU # 2 - clinical veterinary professionals. For more information about the UPEIFA, or if you would like to become involved, call 566-0438 or email: [facultyassociation@upei.ca](mailto:facultyassociation@upei.ca).

## **HUMAN RESOURCES - 566-0514**

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Located on the lower level of the Kelley Building, Human Resources provide recruitment and selection services, payroll services and contract negotiations. This department also administers employee benefits, human resource policies and procedures and UPEI's Health and Safety procedures.

## **INTEGRATED COMMUNICATIONS - 566-0438**

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Located in the annex of Robertson Library, Integrated Communications is responsible for the production of all UPEI promotional literature, the design and maintenance of UPEI's web presence and all public media releases. If you are placing an advertisement in an external publication such as a newspaper or magazine contact Integrated Communications for the procedures to follow.

## **REGISTRAR'S OFFICE - 566-0439**

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The Registrar's Office is on the lower level of the Kelley Building. This office provides student registration and record maintenance services. The Registrar's Office produces UPEI's Academic Calendar and is where you can obtain UPEI application forms, timetables and exam schedules, registration and course changes, degree audits and transcripts, transfer credits and graduation

information. The Registrar's Office is also responsible for classroom allocation, timetables, and scheduling.

## **RESERVING CAMPUS FACILITIES FOR MEETINGS/CONFERENCES - 566- 0471**

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You can reserve on-campus boardrooms, conference rooms and many other rooms for work-related meetings and events. Be sure to reserve rooms and any necessary equipment as far in advance as possible. To inquire about bookings, contact the facilities management clerk at [fmworkorders@upei.ca](mailto:fmworkorders@upei.ca) or ext. #0471.

## **ROBERTSON LIBRARY**

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Administration - 566-0343

Circulation - 566-0583

Information - 566-0696

### **Guide for Faculty**

Information on library services and resources to support your teaching and research can be found in Guide for Faculty at <http://www.upei.ca/~library/html/facultyservices.html>.

The Robertson Library is home to over 400,000 items including books, periodicals, microforms, audiovisual material, music scores, government publications, and archival material. In addition to materials held on campus, the Library provides access to numerous electronic books and journals which can be accessed from either on or off campus.

### **Suggesting Books for Acquisition**

If you would like to see a certain book in the Library, you can suggest an acquisition by filling out the online form located at [www.upei.ca/~library/html/suggestabook.html](http://www.upei.ca/~library/html/suggestabook.html) or by contacting your Liaison Librarian.

### **Borrowing Library Materials**

You may borrow items from the Library by using your Campus Card. Academic staff may borrow up to 50 books for up to 120 days (subject to recall), renewable online, or by contacting the Circulation Desk.

### **Interlibrary Loans**

Items not available in the Robertson Library may be available via Interlibrary Loan. Forms are available online. Faculty can charge interlibrary loans to a university account number or can pay for them with cash. The cost of interlibrary loans varies depending on where the borrowed materials are coming from – you will be consulted if the request will cost more than \$15. Loan periods for books vary. Most books may be borrowed for 3 weeks. You may order one article per journal issue. More than one is an infringement of copyright law and may not be requested. Articles are delivered as a link to a pdf file in an email message.

### **Reserve Materials**

Academic staff can place additional course material on reserve at the Library. Reserve materials are held at the Circulation Desk and can be borrowed by students for a length of time specified by you. Materials may also be put on electronic reserve. Electronic reserves increases accessibility as students can access this material from anywhere. Items to be made available electronically may be emailed directly to [ereserves@upei.ca](mailto:ereserves@upei.ca). Information about copyright is available on the Robertson Library web page at: <http://www.upei.ca/library/html/facultyservices.html#copyright> or by calling the staff at the Circulation Desk.

### **Library Instruction**

If you are planning to give your students library-related assignments or research papers, you may wish to arrange for them to have a library/information research class. Librarians are also available to provide assistance in designing student assignments and to work with you and your department to incorporate information literacy skills into the curriculum.

### **Liaison Librarians**

Your Liaison Librarian is available for matters regarding the collections, your own information and research needs, and other library-related issues. To find the Liaison Librarian assigned to your

Department, check the list located at <http://www.upei.ca/library/html/facultycontacts.html>.

### **CAMPUS FOOD SERVICES - 628-4370**

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[www.dineoncampus.ca/upei](http://www.dineoncampus.ca/upei)

The UPEI Food Service program combines a healthy blend of traditional, home-style comfort foods and retail offerings to satisfy a wide range of student and staff food preferences. Menus at the three dining locations offer customers the opportunity to try various cuisines in response to their own preferences.

***Wanda Wyatt Dining Hall*** - Hours: September to April

Residence Dining Hall

Monday – Friday: 7:00 a.m. - 10:00 p.m.

Saturday, Sunday and holidays: 9:00 a.m. - 10:00 p.m.

***Coyote Jack's Grill*** - Hours: September to April

W.A. Murphy Building

Monday-Thursday: 7:30 a.m. - 4:00 p.m.

Friday: 7:30 a.m. - 2:00 p.m.

***Atlantic Veterinary College Cafeteria*** - Hours: Year-round Services

Monday – Thursday: 7:30 a.m. - 4:00 p.m.

Friday: 7:30 a.m. - 2:00 p.m.

***Samuels Café*** - Coffee and snack bar - Hours: Year-round Services

Robertson Library Lobby

Monday – Friday: 8:00 a.m. - 6:00 p.m.

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# SECTION 3

## TECHNOLOGY

### IN THE CLASSROOM

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#### COMPUTER AND INTERNET ACCESS IN CLASSROOMS

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Most of the larger classrooms are equipped with a computer and often a data projector. For non-equipped classrooms the equipment needed to project a computer image on to the wall or screen is available on a mobile cart which you request through Audio/Visual Services. Computer Services maintains the computer hardware and software on the cart and Audio/Visual maintains the additional equipment. The majority of rooms have an available internet connection. Audio/Visual Services can provide information on the equipment that is in a specific room already.

Although they are responsible for providing the equipment to your location, it is Computer Services (ext. 0345) that maintains the computers and is responsible for installing software that you may need. We suggest that you test what you want to use in the classroom well before the beginning of class. If you are having a problem with any of the Audio/Visual equipment, contact A/V Services at 566-0395. They open at 8:00 a.m. Since Computer Services opens at 8:30 a.m., they will not be able to assist you *prior* to the first class of the day.

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#### AUDIO/VIDEO EQUIPMENT IN THE CLASSROOM

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UPEI classrooms do not have tape players, and only the “smart classrooms” are equipped with desktop computers, CD, VCR, and DVD players. The Robertson Library has a collection of audio and video materials in the Media Centre. These can be borrowed by academic staff for a specified time. (*See the Robertson Library section in this handbook*).

#### MOODLE, DISTANCE DELIVERY, AND OTHER ONLINE TOOLS

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For your moodle, distance delivery requirements, and for information about other available online tools, contact UPEI’s E-Learning Coordinator at 566-0941. The Moodle website is at: <http://moodle.uepi.ca/login/index.php>

#### GENERAL TIPS

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##### *Audio/Visual and Computer Equipment in the classroom*

- We recommend contacting A/V as well as Computer Services to set up an information/training session if you are not familiar with any equipment.
- A/V equipment should be booked for the semester in the month preceding the semester to ensure availability.
- All computer programs should be tested before the semester starts. This can be arranged by calling A/V and asking them to set up the equipment for you to test in the classroom you will be using.
- Have a backup plan if the internet connection or data projector fails. A/V does a great job maintaining classroom technology, but occasionally, things do fail.

- If you notice equipment or computer problems or failures, contact A/V or Computer Services and let them know.
- If you use a memory stick, check ensure that it works with the computer and the USB port in the classroom you are using and that the port is accessible. On some computers the USB port is at the back of the computer and the computer is locked inside a security box.

### **Classroom Pack**

Although many UPEI classrooms are equipped with various technologies, you will be required to provide additional tools for use with those technologies. One item that can make life easier is a 'Classroom Pack' which you can take to each of your classes. The Pack contains chalk, overhead, whiteboard, and transparency markers in a number of colours, overhead transparencies, masking tape, extra pens and pencils, and anything else you might need such as tissues, thumbtacks, etc. Although this sounds like a lot to carry around, all of these items will fit quite well into an expanding 9"x12" poly envelope.

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# SECTION 4

## UPEI SERVICE DEPARTMENTS

Many departments provide services that are required by students and staff at the University of Prince Edward Island. Those listed here are the practical services which are most often needed. For information about other available services, please visit the Campus Links website at [http://welcome.upei.ca/html/campus\\_links.html](http://welcome.upei.ca/html/campus_links.html).

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### **THE WEBSTER CENTRE FOR TEACHING AND LEARNING - 894-2886**

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**Location:** Robertson Library Annex

Email: [webstercentre@upei.ca](mailto:webstercentre@upei.ca)

The Webster Centre for Teaching and Learning (commonly known as the Webster Centre) is a dynamic hub of integrated support services designed to enhance teaching and learning at UPEI. The Webster Centre is home to academic support programs on the UPEI campus. It provides a central, vibrant place full of resources and people committed to the academic success of students and the development of faculty. The goals of the Webster Centre are:

- To provide integrated services, programs, and resources that support and improve student learning and faculty teaching experiences, at flexible times based on the needs of the campus
- To make those services, programs, and resources accessible to and effective for faculty and students in all disciplines, at all levels, and at all stages
- To measurably improve student and faculty success through its leadership, and
- To articulate and promote its services to students, faculty, and the community.

The programs housed in the Webster Centre include:

#### **Adult Connections in Education (ACE) - 566-0790**

ACE is a four-year inclusive program for students with an intellectual disability. ACE provides individualized academic support, facilitates participation on campus and in the community, offers a series of skills development workshops helps students obtain employment and supports students with transition planning upon graduation.

#### **Accessibility Services and Adaptive Technology - 628-4364 and 894-2825**

Accessibility Services and Adaptive Technology provide support services for students who have disabilities and/or learning difficulties. Mentoring supports offer regular personalized assistance with study strategies. Many students benefit from technological support for reading texts, notes, articles, writing and exam accommodations.

#### **English Academic Preparation (EAP) - 894-2817**

English Academic Preparation (EAP) supports international students with the challenges of taking university courses in a second language. Instructors help to reinforce the student's sense of competence and confidence by working with the campus community to provide a good first-year experience and a successful transition to "western" university culture.

### **Faculty Development Office (FDO) - 566-0743**

The Faculty Development Office (FDO) hosts a variety of workshops each year in an effort to assist with faculty development. Programs include a “Let’s Talk Teaching” day, a Brown Bag Lunch Series, a Teaching Dossier Workshop, and the Teaching Partners Program for new faculty at UPEI. The Faculty Development Office offers resources to faculty to assist in creating new and exciting methods of teaching and connecting with students. The FDO provides leadership and support for events sponsored by the Senate Committee on the Enhancement of Teaching (SCENT).

**Grants for Teaching and Travel:** The UPEI Senate Committee on the Enhancement of Teaching (SCENT) offers two grants each year in April.

- Travel Grant - This grant is intended to assist academic staff with travel to conferences and workshops related to teaching.
- The Instructional Development Grant - This grant is designed to improve teaching and learning, and to encourage the development and application of innovative instructional systems.

**Teaching Partners Program:** This Program is for all new academic staff starting at UPEI. One of the most important goals of the program is to assist new academic staff in their own instructional development. The program pairs a new academic staff member with an experienced UPEI teaching professional in an informal mentoring system. The ‘teams’ can meet for informal discussions; they share in mutual classroom observations, and can join in moderated discussions with the larger group of pairs. Those involved in the program are recognized at the annual Let’s Talk Teaching Day at the beginning of the following academic year.

**Activities and Services:** Some of the activities and services provided by the Faculty Development Office include Brown Bag Lunches, Faculty Learning Communities, monthly workshops and ‘Let’s Talk Teaching’ professional development day, held the week before classes begin.

### **Math Help Centre - 566-6052**

Located in “the PIT” in the Robertson Library building, the Math Help Centre provides students with free tutoring for first and second year mathematics courses.

### **Science Help Centre**

Also located in “the PIT” in the Robertson Library building, the Science Help Centre provides students with free assistance in Biology, Chemistry, Physics, Engineering and Family and Nutritional Sciences.

### **The Writing Centre - 628-4320**

The Writing Centre offers free writing services and is available to all students, academic and other staff at UPEI on a drop-in basis at “The PIT” in the Robertson Library. Peer tutors, as well as the Centre’s Coordinator, are available to assist writers at any stage of a writing project in any subject. The Coordinator can also provide teaching staff with writing-oriented workshops tailored to meet the needs of particular courses and disciplines. The Centre also offers a wealth of writing resources and handouts.

### **Pathways to Academic Success (PAS) - 894-2835**

The aim of the Pathways to Academic Success (PAS) office is to empower students to become active, responsible learners. Through established programs to improve writing and researching, student’s receive advising in study skills and outreach student workshops. The PAS office helps students develop the skills necessary to succeed at university. Programs offered through the PAS office include Student Success Program, Options, and PAS Workshops.

### **Transition Program (TP) - 894-2896**

The Transition Program is for students who need additional academic and peer support to ensure success at university. TP students receive assistance in time management, accountability, study, and organizational skills. TP staff and student mentors help to develop self-awareness and self-esteem. TP is available to recent high school graduates and mature students.

### **UPEI Student Tutoring - 894-2886**

Throughout the fall and winter semesters, the Webster Centre employs senior students to tutor UPEI students. Student tutors must have an outstanding academic record and be recommended by a faculty member.

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## **STUDENT SERVICES – 566-0488**

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Student Services is located on the second floor north of the W.A. Murphy Student Centre and is home to a host of services and supports for UPEI students. Some of the services provided are:

- **Academic Advising:** Advice and guidance with course selection, understanding academic requirements, university transfers, as well as study skills resources and support.
- **Career Development:** Assists students in developing a career path, resume writing, interview preparation, and more.
- **Exchange Programs:** Provides students with the opportunity to study outside Canada.
- **Scholarships and Awards:** Assists students with student loans, bursaries, awards, and the scholarship application process. Students facing financial crisis may be eligible for an emergency student loan.
- **International Student Support:** Information, support, and advice for financial, academic and personal matters are available for international students.
- **New Student Orientation:** Activities and sessions are provided to assist students in their transition into university life.
- **Personal Counseling:** Counseling of a personal or therapeutic nature is available for students
- **Student Advocacy and Support Services (SASS):** This program offers a variety of services including crisis intervention, information and referral services, and public education on equity issues, safe skills program, workshops, seminars, and special events. It also makes its space available for use by groups or organizations, and it also houses a large lending library. Outreach initiatives aimed at providing all students with the resources and supports necessary for their personal and academic success.
- **Health Centre - 566-0016:** The student clinic is open Monday- Friday and can be called for specific hours. Besides providing medical assessments, treatment and referrals, the UPEI Health Centre offers assistance with male and female health issues, pregnancy testing, support and education, sexually transmitted infection screening, counseling and education, athletic physicals, birth control counseling and guidance, community referrals, emergency contraception counseling and care, immunizations, and injections. All services are available to students only.

Located in the W.A. Murphy Student Union Building, The Wave is the campus pub. During regular business hours, from 4:00 p.m. to 10:00 p.m., it offers a full pub menu including burgers and finger foods and also offers a variety of live music and events throughout the school year. Hours of operation are Mondays and Tuesdays from 4:00 p.m. - 12:00 a.m., Wednesdays and Thursdays from 4:00 p.m. - 2:00 a.m., Fridays from 12:00 p.m. - 2:00 a.m., Saturday from 4:00 p.m. to 2:00 a.m. and Sundays from 8:00 p.m. – 12:00 a.m. Many faculties like to meet at The Wave on Friday afternoons (usually around 4:00 p.m.) for drinks, food, and conversation with peers.

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## **SECTION 5**

# **OFFICE OF RESEARCH DEVELOPMENT**

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### **WHO AND WHERE WE ARE**

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The Office of Research Development (ORD) provides research planning, administrative and logistical support to UPEI researchers and actively promotes research activities at UPEI. This includes overseeing the policies related to the conduct of research, providing information on research policy and funding, and authorizing grant applications, contract proposals and research agreements. UPEI has a dynamic research environment focused on research excellence and has seen an increase of approximately 500% in research funding over the past six years. The ORD provides a central access point for the information and assistance required to develop successful research programs. The Office of Research Development is located on the main floor of the Kelley Building, Room 236 and can be reached at 566-0637 or 628-4308. Or, visit us online at <http://www.upei.ca/research/>.

### **WHAT WE DO**

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The Office of Research Development (ORD) is the first point of contact for faculty members who are seeking financial support for their research. This team provides expert advice and support to help researchers identify potential funders, prepare applications for funding, and develop research contracts and agreements. ORD also provides support for intellectual property management and technology transfer.

#### **ORD is responsible for:**

- Administration of internal (non-AVC) grant programs, including those of the Research Grants Committee (RGC);
- Administration of Research Grants and Contracts for all UPEI and AVC units;
- Liaison with granting bodies, contractors of research services, and other sources of research funding;
- Providing a Faculty resource centre on research issues, including arranging for visitors from granting agencies to explain funding programs, maintaining information on research support and applications from various funding sources, reporting deadlines for major grants, and actively working with faculty to identify new funding sources;
- Maintaining a resource database on faculty research, including faculty research interests and grants/ contracts received, and monitoring and reporting research activity;
- Assisting with grant crafting and research planning;
- Assisting in the preparation and negotiation of research contracts;

- Maintaining the Research website;
- Administrative support of Research Ethics Board, Research Grants Committee, Research Advisory Committee, Graduate Studies Working Group;
- Coordinating Ethics, Animal Care, Radiation Safety and Biosafety compliance;
- Assisting in the development of research policy and procedures, and
- Maintaining contact with other research administrators and technology transfer professionals through the Canadian Association of University Research Administrators, Canadian AUTM and Springboard Atlantic.

Please Note: **All** research grants, contracts and agreements are vetted by the Vice President, Research & Development before they are submitted to the funding agency.

## **WORKSHOPS**

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Throughout the year, ORD hosts a series of workshops including: a Research Orientation Session for New Academic Staff; “How To” sessions, on, for example, Ethics, Research Accounts, The COS Funding Database, Copyright, Patents, Technology Transfer, Research Contracts and other topics, and offers a multi-week session on Research Proposal Development, during the early summer each year. Watch for Workshop information. It is posted to the RRC List (see below) and distributed to departments across campus.

## **COS DATABASE**

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The ORD maintains a subscription to a funding database called the COS Database. All students, staff, and faculty with an e-mail address ending in “@upei.ca” can access the database for free. The database is searchable and is updated regularly. It is an excellent source of world-wide information on traditional and non-traditional sources of funding. To access the database, go to <http://fundingopps.cos.com/> when on a UPEI campus computer. Academic staff are also able to create a workbench which can be accessed from anywhere through <http://login.cos.com/>. If you would like assistance in using this database, contact the Research Grants Coordinator (Leslie Cudmore 566-0709; [lcudmore@upei.ca](mailto:lcudmore@upei.ca)).

## **RRC LIST**

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The ORD has set up list servers to disseminate information that the office receives about grants, contracts, and foundations. All faculties are listed, unless they specifically ask to be removed from the list. Other researchers may be added to the list (e.g. adjunct professors, professors emeriti) upon request. Please contact Leslie Cudmore, Research Grants Coordinator to have your name added to the RRC list at 566-0709. **NOTE:** The Graduate Studies and Research Office at the Atlantic Veterinary College maintain a similar list for AVC.

## **TECHNOLOGY TRANSFER AND COMMERCIALIZATION**

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All of UPEI’s Technology Transfer and Commercialization activities are coordinated by Three Oaks Innovations Inc (TOI). TOI is a not-for-profit company established by UPEI which has the primary responsibility for the technology transfer and commercialization activities which take place at or through the University. TOI staff offer a variety of expertise to UPEI Faculty in areas such as intellectual property protection, technology transfer and commercialization, and business planning. They are also responsible for the preparation and negotiation of commercialization agreements, such as Confidentiality Agreements and Material Transfer Agreements. In addition, TOI can provide assistance to researchers who are interested in forming a business based on technologies developed at the University.

When a faculty member, staff member or student of UPEI working on campus, feels that he or she has developed intellectual property that has potential for commercial application, the University as well as the developers (or “inventors”) are deemed to hold an interest in any benefits derived from the

commercial exploitation of the intellectual property. Inventors are encouraged to identify any such opportunity to the university through TOI. TOI staff will then provide support to help determine whether a commercial opportunity exists and, if so, whether the University wishes to participate in the commercialization process. If the decision is yes, the inventors are requested to assign their intellectual property rights to UPEI. In exchange for this, UPEI (through TOI) will, in consultation with the inventor(s), coordinate the commercialization process and bear the up-front costs associated with commercialization. Specific support provided to inventors who assign their technologies to UPEI include protecting the technology through patents, copyrights or other means; finding potential partners; marketing the technology; designing a commercialization strategy/business plan; and sourcing funding to support development activities targeted to creating a commercial product (POC etc.) In the event of successful commercialization, any revenue realized by the University is first used to recover the costs of developing, protecting and commercializing the intellectual property, and is then shared, as per UPEI policies, between the inventors and the University.

For more details about technology transfer and/or commercialization, please contact Vanessa Williamson; Director, Technology Transfer; Three Oaks Innovations at 566-6095 or [vwilliamson@upei.ca](mailto:vwilliamson@upei.ca), or visit [http://www.upei.ca/research/tto/body\\_index.html](http://www.upei.ca/research/tto/body_index.html).

## **HUMAN RESEARCH ETHICS**

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(Click “Ethics & Safety” – Research Ethics on the ORD website)

The University of Prince Edward Island Research Ethics Board (REB) is responsible to the President of UPEI for:

- Developing policies regarding ethical issues relating to the use of human participants in research and experimental teaching protocols;
- Reviewing for ethical approval all protocols requiring human participants;
- annually reviewing all policies regarding ethical issues relating to the use of human participants in research projects to ensure that policies remain current;
- Dealing with matters concerned with human-based research referred to the REB by the President of UPEI;
- Preparing an annual report for submission to the President;
- Participating in continuing education organized by UPEI research administrators for the University community in matters relating to ethics and the use of human participants.

The policies and practices adopted by the UPEI REB are consistent with the Tri-Council Policy Statement: “Ethical Conduct for Research Involving Humans”. For additional information please contact Lynn MacPhee, Research Compliance and Awards Coordinator, at 620-5104 or [lmacphee@upei.ca](mailto:lmacphee@upei.ca), or visit <http://www.upei.ca/research/reb>.

## **ANIMAL CARE**

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(Click “Ethics & Safety” – Animal Care on the ORD website)

The University Animal Care Committee (the “ACC”) has general responsibility for ensuring that the use of animals in research and teaching at the University conforms to the most rigorous ethical standards compatible with the goals of science. The ACC fulfills this responsibility in two ways:

- By reviewing all individual research, teaching and testing project proposals involving the use of animals, so as to ensure that the above principles are respected in each case; and
- By formulating and recommending to the University administration such policies as would aim to preclude willful or inadvertent violations of the above principles by those working for or affiliated with the University policies specific to these areas.

For more information concerning Animal Care please contact Sherri Pineau at 566-0973 or [scpineau@upei.ca](mailto:scpineau@upei.ca), or visit [http://www.upei.ca/research/animal\\_care](http://www.upei.ca/research/animal_care).

## **BIOSAFETY**

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(Click “Ethics & Safety” – Biosafety on the ORD website)

The University of Prince Edward Island is committed to incorporating health and safety practices governing all personnel working with biohazardous materials in research and teaching activities at UPEI and thereby protecting the safety of University faculty, staff, and students, the public at large, animals and the environment. The University will comply with the guidelines of Health Canada and the Canadian Food Inspection Agency, Fisheries and Oceans Canada’s National Code on Introductions and Transfers of Aquatic Organisms, as well as all applicable federal and provincial regulations that govern biohazardous material management. In order to meet these commitments, the University has appointed a Biosafety Committee (BSC) which will review, amend and/or develop policies and procedures, and which will review research and teaching related applications for the use of biohazardous materials, and, in conjunction with the UPEI Health & Safety Advisor, ensure that laboratories are certified and containment procedures and equipment monitored. Use of biohazardous materials in the Veterinary Teaching Hospital and/or Diagnostic Services is governed by policies specific to those areas.

UPEI Biosafety Committee, administered by the Vice-President Research and Development, has the authority to implement and enforce policies and procedures relating to the handling and use of biological/ biohazardous materials at UPEI, with the mandate to ensure biocontainment of those materials, protecting personnel, the public at large, animals and the environment from associated risks.

Additional questions concerning the Biosafety Committee, please contact Lynn MacPhee at 620-5104 or [lmacphee@upei.ca](mailto:lmacphee@upei.ca), or visit <http://www.upei.ca/research/biosafety>.

## **RESEARCH CONTRACTS**

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A Research Contract is an agreement between two or more parties and outlines the scope of work, time frame, responsibilities, deliverables, payment schedule, and budgets. All contracts must be in compliance with the University’s Contract Research Policy and the Vice-President Research & Development reviews and signs all contracts. Contract discussions often begin between a funding source and a researcher. Valuable time can be saved if consultation with the Office of Research and Development (ORD) begins early in the contract discussion stage. ORD can prepare a contract and work with the researcher and sponsor to ensure the agreement includes clauses important to the University and the researcher. During budget development, both direct and indirect costs of research must be calculated and included. ORD can also provide assistance with the development of a contract amendment or extension. All Research Contracts submitted to ORD for signature must be accompanied by a fully-completed and signed Administrative Approvals Form and a Contract Tracking Form.

Strategic Research Initiatives Manager, Jan Coffin, can guide you through the process and assist with the development of research contracts. 566-6479 or [jdcoffin@upei.ca](mailto:jdcoffin@upei.ca)

## **RESEARCH COMMUNICATIONS**

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The ORD knows better than anyone what kind of exciting research is being done every day here at UPEI; it's time we started telling others. The new Research Communications Officer for ORD will promote our people and research to various media, as well as create new outreach projects to bring our stories to the community. He will help maintain the ORD's web site and new research blog, and will find creative ways to spotlight our researchers on the national and international stage. If you have work you'd like to promote, or would just like to talk about handling media calls and interviews, call Dave

## FREQUENTLY ASKED QUESTIONS

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### ***How do I get information about funding opportunities?***

Information about funding opportunities can be obtained in various ways. First, the Office of Research Development (ORD) advises UPEI researchers of funding opportunities through frequent mail-outs on the Research Relevant Communications (RRC) list. (Note: If you are not receiving RRC mail-outs, please contact the ORD to ensure that you are added to the list.) The postings are also available through the Research website <http://www.upei.ca/research/>.

A second method by which researchers can obtain information about funding opportunities is to search the (COS) website. Links to the COS, as well as links to major funding bodies are found on the Research & Development website and are helpful in obtaining up-to-date information about new and established funding opportunities.

We also encourage you to visit the ORD to discuss your research and to give us a better idea of funding opportunities that may be of interest to you.

### ***What is the difference between a Grant and a Contract?***

A Research Grant is financial support for an individual or group of individuals (or a research centre or institute) to do research in a particular subject area or field. Although the research area may be defined, there are usually no conditions about specific directions of the research. Usually, in a grant:

- the objectives are defined generally
- there are no limitations on publication
- results do not get transferred to the grantor (although a final report may be requested)
- payment is usually made in advance of expenditures, without “deliverables”

A Research Contract is a legal agreement between two parties to carry out a specific research project, with specific stipulations and conditions.

Although a faculty member or members may serve as Principal Investigator(s) for the research contract, the contract is actually between the University and the Funder. In addition to having the researcher’s approval, the conditions of the contract must also satisfy the requirements of the University, and the University must sign it.

Terms and conditions covered in a research contract may include:

- a specific outline of the scope and nature of the work
- a budget, including overhead costs
- a set time period (or periods) for each activity
- a definition of specific “deliverables” (i.e. what the PI must deliver in order to receive payment, and considerations for acceptance of the deliverables),
- budget and payment schedules
- agreements on who owns the intellectual property, including data, patent rights, etc.
- confidentiality agreements
- stipulations and/or conditions relating
- to graduate student involvement
- stipulations about following university policies
- liability agreements

**NOTE:** Research Contracts are negotiable; do not sign away your publication or other rights! Obtain guidance from the ORD by contacting the University's Strategic Research Initiatives Manager, Jan Coffin, at (902)566-6479 or by e-mail at [jdcoffin@upei.ca](mailto:jdcoffin@upei.ca).

***Who must sign my grant application?***

All applications for funding must be approved by the following: the Principal Investigator, Co-Applicants (if applicable), the Department Chair (where applicable), the Dean, and the Vice President, Research & Development.

***How long does it take to get signatures on my funding application?***

The Vice President, Research Development requires no less than 2 working days to review and sign funding applications. For any applications requiring both feedback and signatures, the ORD requires that the penultimate draft be submitted 10 working days prior to the application deadline (see "Guide to UPEI Research Funding" for a listing of specific dates).

***Where do I get research related forms and applications?***

Forms can be accessed through the Research website and are available in PDF and WordPerfect format. If you need assistance in accessing any forms, contact the ORD.

***What documentation is required for funding applications?***

A completed Administrative Approvals Form bearing all relevant signatures must be filed, along with a complete copy of the proposal, with the Office of Research Development before any application is submitted for external research funding from any source. The submission of an Administrative Approvals Form along with internal grant applications will expedite account opening upon receipt of an award.

***Does my research need human ethics approval?***

The University of Prince Edward Island follows the national standards outlined by the Tri-Council Policy Statement on the Ethical Conduct of Research Involving Humans (August 1998). All research that involves human subjects or the use of human tissue from subjects, living or not, requires review and approval by the Research Ethics Board. This includes research that has had prior approval at another institution. Therefore, it is recommended that you check with the appropriate contacts within the Office of Research Development to determine if ethics approval is required.

***How do I fill out an ethics proposal?***

For forms and instructions on how to properly complete an ethics proposal, see [http://www.upei.ca/research/reb\\_forms](http://www.upei.ca/research/reb_forms)

For any further questions related to ethics proposals, consult the Ethics FAQ page

[http://www.upei.ca/research/reb\\_faq](http://www.upei.ca/research/reb_faq)

or contact Lynn MacPhee, Research Compliance and Awards Coordinator at 620-5104.

***Does my research require an animal care certificate?***

All animal use for research, teaching or testing must receive prior approval from the University. The University of Prince Edward Island follows the national standards set by the Canadian Council on Animal Care (CCAC). For forms and instructions see:

[http://www.upei.ca/research/acc\\_forms](http://www.upei.ca/research/acc_forms)

***Does my research require a biohazard certificate?***

If you use any of the following: Class 1-2 agents, unfixed animal/human tissue, non-indigenous plant or animal materials, or notifiable substances (e.g. GMOs), you will require a Biosafety Certificate. For

forms and instructions see:

[http://www.upei.ca/research/biosafety\\_forms](http://www.upei.ca/research/biosafety_forms)

***What must I do to access the funds from my research grant/contract?***

All research awards are assigned a research account which must be authorized by the Office of Research Development. To open a research account, the ORD must have a completed **Administrative Approvals Form** containing all required signatures, a copy of the **letter of award**, as well as the **budget pages** from the application. If your research requires human ethics approval, animal care review, biosafety certification, or other necessary approvals, **your account cannot be opened without** the appropriate approvals in place. Submitting these approvals as soon as they are available will reduce delays in accessing your account. There may be circumstances in which a limited account is requested before ethics approval can be obtained; contact ORD for details on what needs to be done in such a situation.

***What internal funds are available to UPEI researchers?***

For a full listing of internal grants/awards that can be accessed by UPEI faculty, see the *Guide to UPEI Research Funding*. The Guide is available at: <http://www.upei.ca/research/researchmanual/>. For details on internal funding available to researchers in the Faculty of Veterinary Medicine, contact the office of the Associate Dean of Graduate Studies and Research.

***Where can I get help with Research Contracts?***

Contact:

Jan Coffin, Strategic Research Initiatives Manager in ORD (566-6479, [jdcoffin@upei.ca](mailto:jdcoffin@upei.ca)).

***Where can I get help with Material Transfer Agreements, Confidentiality Agreements etc?***

All such “commercialization agreements” are handled through Three Oaks Innovations. Please contact: Vanessa Williamson; Director, Technology Transfer; Three Oaks Innovations at 566-6095 or [vwilliamson@upei.ca](mailto:vwilliamson@upei.ca)

***Other questions?***

Please do not hesitate to visit the Office of Research Development, or call 566-0637 or 628-4308, should you require further information.

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# Section 6

## Teaching at UPEI

This section of the Handbook was taken from Teaching at UNB: a Handbook for Instructors at the University of New Brunswick (full reference below). A special thank you goes to UNB's Teaching and Learning Services Department for allowing us to include this section in our Handbook. It has been adapted slightly to suit the UPEI teaching environment.

Patricia Post, Dorothy MacKeracher, and E. Joy Mighty. Teaching at UNB: A Handbook for Instructors at the University of New Brunswick. New Brunswick: UNB Teaching and Learning Centre, 2002.

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### COURSE PLANNING AND DESIGN

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Does just thinking about planning or redesigning a course make you feel tired? As scholars/teachers we are prone to spend so much time wrestling with subject matter that there is little time or energy left for the seemingly insignificant yet important details of course design. We are so overwhelmed by the responsibility of disseminating our vast knowledge to students that course planning becomes a chore rather than a creative challenge.

There is an ancient Chinese proverb that says even a journey of a thousand miles must begin with the first step. A less ancient, but equally applicable piece of advice about course planning and design comes from Bugs Bunny, who warned would-be travelers to "Watch out for that first step, Doc. It's a lulu!" Many times the "lulu" in course design is a looming deadline.

Some instructors envision course design as a means for mapping out the best route to guide students through unknown territory as safely and pleasurably as possible. Others plan for the construction of knowledge and use their course design as a kind of blueprint for building upon existing knowledge. Whatever your orientation toward course planning, maybe as a Master Chef starting from scratch, or as an old hand who haphazardly shuffles through last year's lectures, we offer, in this section, assistance in taking that first step. We have included a list of resources at the end of this section to get you through those days when the Muse needs a little coaxing.

Peter Renner, in his book The Instructor's Survival Kit, cautions readers not to depend solely on any simplistic planning models to fulfill all the necessary criteria for every course. However, experience has shown that Renner's trusty ten-step planning model, when used in conjunction with other sources of information and inspiration – like cornering a trusted colleague or attending a workshop at the Webster Centre for Teaching and Learning – can be helpful in getting a course off the ground.

***First, some general, helpful hints:***

- As you are completing each step in the planning process, try to see yourself and your students in the actual classroom in which you will be teaching. If you don't know how the room is equipped or what it looks like, go and look now.
- Remember, it is your plan and you can change it at any time. But without a plan you may not include everything that is essential; and with a plan you are free to indulge yourself in taking any side trips or detours that you decide are appropriate and worthwhile.

- Don't go too far in planning – and don't start to instruct – unless you have a clear picture of your overall objectives. Know what you are aiming for.
- Don't forget to consider the time of day the course is being held and be sure to include a break in any course session over 90 minutes – at least one break every 90 minutes.
- Beware of over-using your favourite teaching methods. Try to include something for those who do not cherish this method as much as you do.
- Don't forget to include in your plan a means for assessing students' learning.
- And always include in your plan a method for knowing on what basis and when you can pat yourself on the back for a well-instructed course.

The Trusty 10-Step Planning Model is shown below. It has been adapted from Peter Renner's *The Instructor's Survival Kit*. You don't have to use the 10-step model in a linear fashion. Start anywhere. Use the steps in cyclical fashion. Just try to cover all the points outlined in the model.

***And the Objective of All This Is . . . ?***

The objective of all learning is change. In order to bring about change, there must first be some kind of action. The objective of course planning is to come up with a formalized plan for that action. No matter how animatedly you think you can verbalize course goals and objectives, don't even think about facing students on the first day without a list of clear objectives in your course syllabus. Your plan is like a treasure map and it is not fair to keep the treasure map to yourself. Even if you have found the perfect description of your objectives, take the time to discuss them with students at the first class session. By giving students access to this information, you are giving them valuable information about course selection and expectations.

**TRUSTY 10-STEP MODEL OF COURSE PLANNING**

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| <ol style="list-style-type: none"> <li>1. Assess your own skills, knowledge, interests, strengths, weak spots.</li> <li>2. Assess your students. What are the abilities, interests, expectations, and previous learning experiences of the potential learners?</li> <li>3. “Psych out” the system. What are the rules, image, and philosophy of the school/ organization through which the course is offered?</li> <li>4. Determine learning objectives. What do you expect your learners to be able to do, know, and value at the end of instruction?</li> <li>5. Select teaching and learning strategies to be used for each learning objective.</li> <li>6. Evaluate resources. What people, facilities, materials, equipment, books, and films do you have or need? How accessible are they? How appropriate are they?</li> <li>7. Select evaluation techniques. How will you know that learning has taken place? Decide on the method of evaluation now - for both content and processes of learning and teaching.</li> <li>8. Make a tentative lesson plan for each instructional session. Assign approximate times for each activity.</li> <li>9. Evaluate as you go along and at the end. Let learners help in this task. Make plans for changes if they lead to an improvement.</li> <li>10. Do it. See how it works! Be prepared to change, but try to stick to your overall plans. Keep notes as you go to help you make changes next year.</li> </ol> |
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## DESIGNING A COURSE

*(Abbreviated Version)*

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*There was an instructor named Hyde  
Whose courses the students decried.  
Then he went from a zero  
To Big Campus Hero,  
Won the annual teaching prize  
“My secret” he said with some pride,  
“Is to plan with three questions in mind:  
“Where are you going?  
“How will you get there?  
“And how will you know you’ve arrived?” ~Author Unknown*

The material in this section was developed to describe to new academic staff the intricacies of course development as part of a one-hour workshop. The information provided is overly simplified. The topic could easily be expanded to fill a textbook. The steps in designing and planning a course are described in six sub-sections.

### **IDENTIFYING THE COURSE PURPOSE: *Where Are You Going? (General)***

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Before you start, figure out what the overall purpose of the course is. Some possible purposes are that, by the end of the course, the students:

- will have been introduced to concepts to raise their awareness
- will know specific facts and concepts
- will understand concepts
- will have discovered relationships among concepts and will be able to apply concepts
- will have learned skills, behaviours or strategies for doing something
- will have developed appropriate attitudes or values

Each of these overall purposes lends itself to a different course design. Your course may include two or three of these overall purposes – but it is unlikely to include all of them (Renner, 1988; 1993).

### **IDENTIFYING AND SELECTING CONTENT:**

#### ***Where are You Going? (Specific)***

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Think of the content of the course as including both topics and concepts or skills. The “topics” are general themes to be covered in the course; “concepts” or “skills” are specific details within each topic. A topic could include a number of concepts and/or skills. There are two steps in identifying and selecting content.

In the **identifying step** you need to generate as many different ideas (topics, concepts, or skills) as possible about what is going to be included in your course. Some strategies for doing this are:

- **Brainstorm** - set a timer for 10 minutes. Have plenty of paper and your favourite pen. List as many ideas as you can without pausing to judge these ideas in positive or negative terms.
  - If you hit a pause in your thinking, give yourself a few minutes because your mind may be working on an idea that is really interesting but it hasn’t risen to consciousness yet.

- Crazy ideas are good; so are repeated ideas. All the ideas you generate will be culled in the selecting step.
- Brainstorming works better when you have at least one other person working with you (Renner, 1988; 1993; Koberg & Bagnall, 1974).
- **Develop a concept map** (also called mind mapping) – a visual depiction of ideas which have already been brain stormed.
  - Put the focus or overall purpose of the course in a circle in the centre of your page and develop a “branching tree” or “spider’s web” in all directions to accommodate specific topics, concepts, and skills. Topics would be placed nearest the purpose; concepts and skills might be branches off a topic or a branch off the purpose (Buzan, 1995).
  - **Develop a “wish list”** - a “pie-in-the-sky” brain stormed list of things you would teach in a course given all A+ students and a perfect world in which you had nothing else to do (Renner, 1988).

In the **selecting step**, you will:

- Go through your lists, combining some ideas to create larger topics, dividing large topics into smaller ones, adding new ideas, eliminating ones which don’t work or are inappropriate.
- Then write each of your selected topics on a separate piece of paper (e.g., a post-it note or a recipe card).
- Then sort the topics by putting the most important to the left of your work area and the least important to the right. Use a large work area to do this.
- Or you could sort the topics into three groups – the “essentials” on the left, the “nice-to-includes” in the middle, and the “use-only-if-there-is-time” on the right.

Then within each group, organize the topics:

- by importance - from the most important to the least
- in order of teaching -what should/must come first, what next, etc.

Note that a single class session may cover several topics or only one – or one topic might extend over two or more class sessions.

On the basis of your sorting activities, select a set of topics which represents a draft of the final set. You can revise this list as you go along.

Once you have a draft list, check it out with several colleagues including:

- those who could help you make decisions about what to include and what order to use; and
- those whose political/professional blessing you may need somewhere down the road.

**Note of caution:** You cannot, should not, need not, teach everything you know in one course. Save something for the next course.

## WRITING A COURSE SYLLABUS

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### ***Title and Course Description:***

These are used for Public Relations purposes to entice prospective students to register in your course, and to satisfy the academic expectations of the University.

If you are teaching a utilitarian or required course, you don't need to worry about the title, but the course description needs to be accurate for every course. Never promise something that you can't or won't deliver (Renner, 1988).

In the UPEI Calendar, course descriptions are limited to 50 words, but your syllabus should provide an appropriate description which will allow prospective students to make an informed choice. The description should include:

- any prerequisites
- the major topics to be covered
- who the course is intended to serve
- general expectations about student participation in course activities especially if these include anything unusual such as participation by Internet or attendance at a day long session on a weekend
- any unusual equipment or resources which are essential to the course but are not provided by the University.

**Course objectives:** A list of the general objectives.

**Course outline:** A list of topics to be covered in each course session (for 3-hour sessions) or in each week (for 1 to 1.5-hour sessions). This list should reiterate any unusual sessions which may be required.

**Course materials:** A list of textbooks and manuals that must be purchased by the student; and a reiteration of any unusual equipment or resources which the student must provide.

**Course assignments:** A list of the tests, examinations, essays, and other assignments which the student must complete to obtain a grade in the course. This list should indicate what percentage of the final grade is assigned to each item.

**Other information:** Such as when, where, and how to reach the instructor; when and where to leave and pick up assignments.

## WRITING OBJECTIVES: HOW WILL YOU GET THERE?

### ***(General and Specific)***

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There are many different ways to think about objectives. One way to assist you in your planning is to consider objectives as falling into three general categories:

1. Those which state what the learner will learn – this set must be included in the course syllabus. It should cover the general topics, concepts, and skills to be learned as a result of course participation.
2. Those which state how the learner will learn – this set should be included in the course syllabus as a means for informing students about their expected participation in the course. These objectives may be more general than the first set.
3. Those which state how the instructor will teach – this set is not generally included in the syllabus for most undergraduate courses. Such objectives will help guide your own activities throughout the course.

Clearly stated objectives help the student get a clear picture of what is expected in terms of both preparing for and participating in individual class sessions and preparing for assignments, tests, and examinations. The objectives help the course instructor stay on topic and avoid wandering down the garden path to watch butterflies when harvesting the peas was intended.

A clearly stated objective is a sentence which includes (Mager, 1975):

- an action verb which follows the phrase “the learner will . . . “ (or “the teacher will . . . “); and
- an object which completes the verb.

To help you get an idea about suitable action verbs, we have included lists of verbs associated with cognitive, psychomotor, and affective domains of learning (Burge & Roberts, 1998; Gronlund, 1991). Each domain of learning calls for very different instructional techniques, as do the different levels within each domain.

A **cognitive objective** deals with recalling, understanding, and using information and knowledge. This domain is divided into six levels of learning:

- recalling facts and concepts,
- understanding concepts,
- applying concepts,
- analyzing concepts,
- synthesizing new or revised concepts,
- evaluating concepts.

A **psychomotor objective** deals with learning a skill (or observable behaviour). While learning in the cognitive domain cannot be observed directly and can only be assessed through testing and other classroom assessment techniques, learning in the psychomotor domain can be observed directly. This domain is divided into six levels of learning:

- perceiving a new way to develop a skill
- developing readiness to learn a skill
- developing initial responses under the guidance of a trainer or instructor
- refining responses and developing expertise under the guidance of a coach, mentor, or supervisor
- adapting skills for use in new contexts
- creating new skill sets.

An **affective objective** refers to planned changes in interests, attitudes, and values. While cognitive learning can be tested and psychomotor learning can be observed directly, learning in the affective domain is assumed to have occurred if the student demonstrates related behaviours. This domain is divided into five levels of learning:

- developing an awareness of feelings, attitudes, and values
- responding to the need to develop feelings, attitudes, and values
- actively responding by doing something
- accepting responsibility for personal behavior
- developing self-discipline, self- assessment and self-direction.

A clearly-stated objective can include, in addition to an action verb and object:

- the conditions under which the learning and/or teaching will occur – sometimes called teaching points

- the evaluative procedures to be used to assess whether the objective has been accomplished and/or
- the materials, equipment, and facilities to be used during related learning and teaching exchanges.

Objectives which include such statements have the added benefit of stating or implying the most appropriate instructional strategy or technique, how the learning, as well as the course, can be evaluated, and what materials, equipment and facilities will be required (Gronlund, 1991; Mager, 1975; Renner, 1988; 1993).

Course objectives relevant to the work required of students should be shared openly with them at the start of the course. A parallel set of objectives could be written for the course instructor. These objectives do not necessarily need to be shared publicly with the learners.

### **An Example**

An example of detailed course objectives, selected lines are presented from a course entitled ***Program Planning in Adult Education***. Objectives for this course have evolved over the last 10 years, and your first attempts need not be this detailed. One of the course objectives states:

*By the end of this course, the learner will know how and be able to carry out each phase of the program planning process.*

This version of the objective states an action verb - “will know and be able to carry out” and the object of the verb, “each phase of the program planning process.”

The objective continues:

*... as a result of attending and actively participating in class sessions, preparing a draft plan for a program, presenting this draft plan to other class members for feedback, revising this plan on the basis of feedback, and submitting the revised plan in written form to the course instructor for assessment.*

This enlarged version of the objective tells the student what is expected, under what conditions the action verb will be carried out, and implies what will be evaluated for a course mark. It also implies that the material to be worked on comes from the students themselves and that the physical set-up for the class must accommodate small group consultations.

Objectives for specific topics follow the same format. For example, in the program planning course, *In relation to the topic “Writing Objectives,” the learner will:*

- *read, in the textbook and other materials provided, about objectives and how to write them;*
- *write at least one objective for his/her program plan prior to coming to class;*
- *revise this objective in class on the basis of feedback from the course instructor and other class members; and*
- *develop a set of objectives (at least four) for his/her program plan.*

This set of specific objectives tells the learners, as well as the course instructor, what is expected in terms of preparation and follow-up assignments, and implies how the teaching and learning will occur. For example, the third item in the list indicates that this class session will include work activities in which students will share their written objectives with others, will receive (helpful) feedback, and will then revise the objective. This class session clearly does not lend itself to a lecture. More likely the activities will include large and small group discussions, peer consultation, and consultations between individual students and the course instructor.

## The Cognitive Domain of Learning

Objectives that require the learner to recall or recognize knowledge, understand and apply knowledge, and develop intellectual abilities and skills related to analyzing, synthesizing, and evaluating.

Higher Levels of Learning (simple)		↔		Higher Levels of Learning (complex)	
Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
Recall or recognition of specifics and universals, methods and processes, patterns, structures, and settings or contexts	Understand and express in own words	Internalizing values; accepting, preferring and/or having commitment to a value	Break down material into constituent parts and detect relationships of parts and the way they are organized	Put together parts and elements to form a new whole	Make judgments on the basis of distinct criteria
define describe identify label list locate match name outline quote recall recite recognize repeat restate select	convert defend distinguish discover explain generalize exemplify inquire locate paraphrase predict summarize understand	apply calculate code compute demonstrate draft dramatize draw estimate manage manipulate operate practice prepare produce solve/use	categorize compare contrast diagram differentiate discriminate dissect distinguish illustrate select separate sort subdivide take apart	adapt combine compose create design devise generate hypothesize imagine improve infer integrate invent organize plan reorganize	appraise assess compare contrast conclude critique dispute evaluate judge justify prove recommend
Repeats another's definition of a principle	Explains a principle, using example of its use elsewhere	Personally applies principle to procedures in a real or simulated situation	Can separate a fact from an assumption within a principle	Combines several principles into a new operating strategy	Judges the use of a new strategy

## The Psychomotor Domain of Learning

Objectives that emphasize some muscular or motor skill, some manipulation of material and objects, or some act that requires neuromuscular coordination.

Higher Levels of Learning (simple)			↔	Higher Levels of Learning (complex)		
Perception	Set	Guided Response	Mechanism	Complex Overt Response	Adaptation	Origination
Gets cues to guide action; awareness of objects, qualities and relationships through the senses	Readiness for a particular kind of action	Early learning of skills; learner able to use criteria to self-evaluate performance under guidance of instructor	Habitual responses; apply and combine previously known responses to appropriate situations	Smooth, efficient and expert performance of complex motor acts	Adapts motor responses when meeting demands of new, problematic situations	Creates new motor acts for manipulating materials out of existing psychomotor knowledge and skills
choose detect differentiate distinguish feel identify isolate link listen observe select separate smell taste touch	display explain point to proceed react respond show volunteer	adjust assemble build calibrate close construct dismantle dissect	disconnect draw duplicate fasten grind heat load loosen	manipulate mend open organize replace rotate select sort	adapt alter change modify rearrange revise reorganize vary	arrange combine compose construct create design devise originate
Sees how a technical procedure is set up	Shows correct handling of instruments	Practices a simple procedure	Consistently and correctly carries out a simple procedure without supervision	Easily and correctly handles more complex tasks	Adjusts use of instruments and procedures according to different contexts	Creates a new procedure or skill set

## The Affective Domain of Learning

Objectives aimed at assisting a learner to change interests, attitudes and values and to develop appreciations and adequate adjustments.

<b>Lower Levels of Learning (simple)</b>		<b>↔</b>	<b>Higher Levels of Learning (complex)</b>	
<b>Receiving</b>	<b>Responding</b>	<b>Valuing</b>	<b>Organizing</b>	<b>Consistency of Reason</b>
Become aware of situation, phenomenon, object, or state of affairs; be willing to tolerate given stimulus, not avoid it; and control one's attention so that favoured stimulus is selected and attended to, despite competing and distracting stimuli	Willingness to comply, respond, and find satisfaction in response	Internalizing values; accepting, preferring, and/or having commitment to a value	Relating new values to already existing values, and bringing values already held into new and ordered relationships	Develop a persistent and consistent response to a family of related situations or objects, and develop an internal consistency among encompassing objectives
ask choose describe follow give identify listen locate name observe question request select use	answer assist attempt comply discuss help perform practice read respond select volunteer	accept appreciate commit complete concern demonstrate describe differentiate distinguish explain express initiate invite join justify report share suggest	arrange change combine compare contrast explain generalize identify integrate organize recognize synthesize	act defend demonstrate display influence maintain mediate perform practice question revise show solve verify
Listens carefully	Voluntarily does something	Actively shows concern about something	Accepts responsibility for own behaviour and personal strengths	Shows self-discipline and initiative in a variety of contexts

## Sample Course Plan

Course Name: **Program Planning in Adult Education**

Class Session: **Session 4 (of 12), 3-hour session, 4 readings provided plus 2 chapters in text**

Topic	Objective	Teaching/Learning Points	Teaching Techniques
Writing Objectives	Reading materials on writing objectives	discuss major points raised in reading materials and identify three criteria to keep in mind when writing objectives	<ul style="list-style-type: none"> <li>. Work on small “Buzz” groups</li> <li>. Provide example of poor objective for program</li> <li>. Each group to develop criteria and critique objective</li> <li>. Share comments with large group</li> <li>. May need brief lecture to clarify issues</li> <li>. Small groups to rewrite objective and share results</li> </ul>
	Write at least one objective	<ul style="list-style-type: none"> <li>. Have learners read objective or write it on visual aid</li> <li>. Other learners to provide feedback based on criteria developed under first objective</li> <li>. Instructor to help clarify feedback</li> </ul>	<ul style="list-style-type: none"> <li>. Continue work in small groups</li> <li>. Instructor to circulate to provide assistance and additional feedback</li> <li>. Re-convene large group to share common problems</li> </ul>
	Revise written objective	<ul style="list-style-type: none"> <li>. Have learners revise written objectives in relation to feedback provided</li> </ul>	<ul style="list-style-type: none"> <li>. Continue to work in small groups</li> <li>. Instructor to circulate</li> </ul>
	Develop set of objectives for program being planned	<ul style="list-style-type: none"> <li>. Learners can begin this task during class session and complete it at home</li> </ul>	<ul style="list-style-type: none"> <li>. Instructor to remind students to write at least four objectives for their plan</li> </ul>

## SELECTING TEACHING TECHNIQUES: HOW WILL YOU GET THERE? (Details)

By now you will have lists of topics and objectives which can be integrated into a single course plan. We have provided a sample plan for one course session. It is far more detailed than you are likely to need. It is based on the objectives previously described for the session on *Writing Objectives, from the Program Planning in Adult Education* course.

In selecting instructional techniques, some points to keep in mind are:

- If your overall purpose is to have learners develop a skill, then you must provide activities in which the skills can be used and feedback provided.
- If your overall purpose is to have students understand concepts, then you must provide activities in which they can demonstrate and discuss their understanding and receive feedback.
- If your overall purpose is to have learners apply, analyze, synthesize, or evaluate concepts, then you must provide activities, in which they can apply, analyze, synthesize, and evaluate and then receive feedback.
- If your overall purpose is to have students develop appropriate attitudes or values, then you must provide activities in which such attitudes and values can be experienced and used and reflected on.

Instructional techniques can be considered in terms of the learning domain they serve best (i.e., cognitive, psychomotor, or affective) and in terms of their relative advantages and disadvantages. We will return to Instructional Techniques later in this section.

## BUILDING IN EVALUATION: HOW WILL YOU KNOW YOU'VE ARRIVED?

Evaluation plans should be built into the course plan well before the plan is ever implemented and the course begins. Evaluation asks “how well” you did in attempting to reach your objectives. So to develop an evaluation plan, you need to go back to your objectives and develop a means for assessing progress on each one. The evaluation can address three concerns:

- How well the student is progressing toward accomplishing the objectives. Such an evaluation results in a grade for the course. The most typical method for assessing student progress at UPEI involves testing and essay-writing at the undergraduate level, and essays at the graduate level.
- How well the instructor is doing in guiding the student toward accomplishing the objectives. Such an evaluation results in feedback to the instructor about the quality of his/her teaching. At UPEI, the most typical method for conducting such assessments is through a student opinion survey which is outlined in the Collective Agreement between the UPEI Board of Governors and the UPEI Faculty Association in Section E1.3.1. Other forms of assessment involve peer observations and videotaping.
- How effective the planned activities are in reaching the objectives. Such an evaluation results in feedback to the planners about the quality of their plan. At UPEI, such assessments are not mandatory. Individual instructors may obtain such feedback through developing and administering their own investigation.

There are two types of evaluative processes:

**Formative evaluation** is carried out periodically throughout the course and allows the instructor and students to assess their progress while the course is still in session. Changes can be made by the students or instructor or within the plan to correct any perceived problems.

**Summative evaluation** is carried out at the end of the course – during or immediately after the last session – and focuses on what the learner learned, how well the instructor taught, and how effective the plan was. In universities, the most traditional form of evaluation is testing.

However, our experience suggests some practical ideas:

- If you want to find out how well a student learned a skill, then you must provide a situation in which the skill can be used. This might involve a simulation which has never been used before in the classroom.<sup>1</sup>
- If you want to find out whether a student understands and can apply concepts, then you must provide a situation in which the learner can describe what he/she understands or in which the student can apply what he/she has learned. Contrary to popular opinion, testing and examinations rarely support this type of assessment. A better bet is to give the student a case study and ask for a written essay in which the student applies learned concepts.
- If you want to find out if a student has developed a specific attitude or value, then you must provide a situation in which the attitude or value can be demonstrated. This might include a simulation or role play or might involve observing the learner doing something in the real world, such as engaging in a work-study program<sup>1</sup>.
- If you want to find out if the teaching techniques you selected for use in the course were useful and motivating, you should ask the students directly. You can also develop a series of criteria which you can use to observe your own teaching as the course is in progress. For example, motivation is often shown through question-asking behaviours or through willingness to participate in planned activities.

**There are some basic DO's and DON'T's for evaluation procedures:**

- Allow the students sufficient time to complete any evaluation form. Do the evaluation while memories are still fresh.
- Include only one “thing” to be evaluated in each question.
- Don't let the students take an evaluation form home – subsequent returns are always minimal.
- Process the responses as soon as possible. The sooner evaluation results are known, the greater their impact.
- Don't ask students to write their name or student number on any evaluation form – such a requirement is unethical.
- Do periodic, on-the-spot assessments about how the course is progressing – but avoid doing such assessments every class session.
- Don't just do one mammoth evaluation at the end of the course – you will be vastly disappointed in the results.
- If you collect information mid-way through a course, tell the students about the results in the following week and tell them what you plan to do in response to their assessments.
- Try to interpret any evaluative comments made by students or colleagues within the context in which they have been given. If someone complains that an “instructor was never available” – ask yourself how often you actually were available and if these times were convenient for the students – or whether you set the times for your own convenience. Try to understand any evaluative comments from the point of view and mind set of the assessor.
- Try your best not to become upset by evaluation results. If you don't really want to know what your students think of your teaching, don't ask them!

Despite their emotionally- charged and anxiety- producing capabilities for both students and instructors, well-designed assessments can be effective in motivating, measuring, and reinforcing learning. Whether you are using fill-in- the-blank tests, multiple choice tests, essay tests, group projects, reflective journals,

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<sup>1</sup>Depending upon the nature of the simulation, this may require Departmental Ethics Approval. Faculty should check with the Chair of their Departmental Ethics Committee before using simulations in class.

individual's essays, or all of the above, take time to explain your choices to your students. If you would like someone to evaluate your teaching and provide you with constructive feedback, contact the Faculty Development Office at the Webster Centre for Teaching and Learning.

## **HIDDEN AGENDAS**

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In addition to planned objectives and outcomes, instructors should be aware of the influence of the “hidden curriculum” or “hidden agenda” on learners. The term, “hidden curriculum,” refers to those unplanned yet implicit messages learners pick up from your choice of words or actions inside and outside the classroom. For example, lectures which are recitations of factual information, or reading from a text book, create the impression that in this subject, truth is simply a question of right or wrong choices, and you or the textbook are the final authority. The implication is that learners can succeed by rote learning, memorization, and regurgitation. On the other hand, a lesson that is designed to stimulate thought and deliberately refuses to commit itself to an exclusive view of the subject conveys the idea that in this subject, truth is multifaceted, and resides in thought, in perspective, and in logical argument.

Another way in which a hidden curriculum is revealed is through the image the instructor projects — whether you have a casual or formal approach to the subject (e.g., how you dress or how you address learners) may give the impression that it is okay to have a casual attitude toward details. If your approach is too formal learners may perceive that there is nothing in the specifics to which they can relate their own experience.

There are a number of studies which point out that if the instructor, consciously or unconsciously, expresses sexual biases, this contributes to the effects of the hidden curriculum as it implies disparagement to one sex or the other. Sexually biased behaviour can be expressed through making more eye contact with one gender group than with the other, or through excluding representatives of one sex or the other from aspects of the course such as the reading list, or through habitually standing by or interacting with a specific gender group in the classroom. The structure of your course and its style of delivery is as much a part of course design as is published in the course syllabus. Try to be as explicit as possible.

## **INSTRUCTIONAL METHODS**

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Instructional methods are the various approaches, strategies, techniques, and procedures used by instructors to assist learners to learn knowledge, information, skills, and values. As modern educators, we have access to more knowledge about how individuals acquire, process, store, and use knowledge than ever before. After years of wishing, debating, and searching, it is clear there is no one instructional method that works for all learners, for all content, and in all contexts. While it is true that you perform more effectively when you use your preferred method of instruction, your expertise and comfort are not the only factors to be considered when planning a course.

Instructional methods can be categorized in a number of different ways. One way is to describe them in terms of the learning domains (cognitive, psychomotor, affective) which they serve. Other ways of categorizing instructional methods include the following:

**1. *The nature of the knowledge base used:***

- authority-defined or “received” knowledge;
- personally-defined or “subjective” knowledge;
- combined authority and personally defined or “constructed” knowledge.

Each type of knowledge is important and useful in different contexts.

## **2. *The level of activity required of the learner:***

- passive, receptive activity involving listening, reading, and observing;
- active, independent activity involving writing, talking, and doing as a separate, independent person.

Most programmed learning activities fall into this category; and

- active, interdependent activity involving group-based and field-based methods.

All three levels of activity are useful in different contexts. A general principle is that learning effectiveness increases with the level of learner activity.

## **3. *The balance of control exercised by the instructor and the learners in designing and delivering (managing) the activities involved. Design control is exercised in the planning phase while delivery control is exercised while the activity is in progress. Three general types are possible:***

- the instructor has direct control over both the design and delivery phases. The learner has little or no control over the instructional process except in responding to the instructor's activity (e.g., listening to a lecture) or responding to an activity the instructor (or designate) has programmed (i.e. into a computer).
- the instructor has direct control over the design phase but little or no control over the delivery phase. The learner has no control over the design phase but considerable control over the delivery phase. This type is exemplified in case studies, simulations, games.
- the instructor has no direct control over either the design or delivery phases. The learner has full or almost full control over both phases. This type is typical of field based activities and some group-based activities. The role of the instructor is to set up the activity in general terms and to debrief the learners at the end of it.

Control can also be understood in terms of who is responsible for determining (a) the procedures to be used and (b) both the general topic(s) and specific content to be covered.

Control can also be understood as being exercised by someone or something which stands in the place of the instructor — such as the designer of a computer program or the organization of a workbook or course manual.

All methods have both advantages and disadvantages for some learners and some instructors. If you plan to improve the variety of methods you use, start with one new method at a time. Incorporate it only when you are ready. Then try it three or four times before you come to any conclusions. There is nothing wrong with telling the learners that this is the first time you have tried this method. You will find that most learners are quite patient and supportive of your efforts to venture into new instructional territory.

## **IS THERE A METHOD TO YOUR MADNESS?**

Choosing appropriate methods involves making a number of informed choices. Once you have a rough outline of your course go back over it and check to see if:

- *Your chosen methods and materials match your objectives.* For example, if your objectives state that learners will improve their golf swing, be sure to include some activities other than telling the great story about your hole-in-one.
- *Your chosen methods match the needs of your audience.* Maybe your learners are in attendance because they want to learn how to manage a golf club, not swing one.
- *You have considered the practical constraints of the instructional setting.* Teaching thirty swingers in a tiny room spells law suits.

- *You have the necessary skills and/or time to both instruct and assess learning outcomes.* If you have trouble distinguishing a driver from a putter, consider bringing in an expert or go back to the hole-in-one story.

Okay, everything has checked out! You are confident in your knowledge of the subject matter and your ability to deliver the information. You have considered the needs and expectations of the learners, your objectives agree with your methods and planned assessment. Now what? How about throwing caution to the wind and trying out a little experiential teaching just for the fun of it? For example, instead of giving that three hour lecture on the bombing of Pearl Harbour, why don't you dig out those model air planes and ships you have spent years gluing together and use them for show and tell.

## **LEARNERS DON'T GET PASSES FOR SKIPPING LARGE CLASSES**

Suppose you have just finished writing your course objectives, worked out how you are going to assess learner performance, and sequenced your topics. Before you call it a day, and just to be on the safe side, you check your computer for the latest enrolment figures on your up-coming course. Seventy-five!!! There goes that nice little interactive design you spent all day putting together.

Now what? Well, first you pick up the phone and call Audio/Visual and ask them to order another gross of overhead projector bulbs. Then you call Central Printing and ask for 50 more copies of your course syllabus. With your free hand, make a note to yourself to replace the role plays and field trips with two or three well-prepared ideas for each lecture. Then get yourself a copy of the *STLHE Green Guide No. 1, Teaching Large Classes*, by Allan Gedalof. You can borrow a copy from UPEI's Webster Centre for Teaching and Learning, or you can buy your own (for less than \$15) from The Office of Instructional Development and Technology, Dalhousie University, CLT@Dal.ca (902-494-1622).

### **Here are some highlights from this reader-friendly work on a formidable topic:**

*Among the things that I know apply to all effective teaching of larger classes are these. That classes work better when you show your students that you care about them and want them to learn. That you care about and are still deeply interested in, excited about, and moved by the material you are discussing. And that you are still open to new ideas and are still learning (Gedalof, 1998, p.52).*

Gedalof offers the following advice on preparing to teach a large class:

- Check out the classroom for adequate size, equipment, or projection technology.
- Think about the room and how you are going to use it while preparing your lecture.
- Organize your material thoroughly and provide students with a clear outline of what you will cover.
- Remember you can teach only two or three big ideas, if that much, in a single hour.
- Plan in detail and in advance any interactive activities you will use, including the specific questions you will ask or tasks you will assign.
- Make sure that everything works before class but be prepared for the moment when the technology fails you. Develop a sense of humour about the vagaries of technology. Communicate clearly and early on your policy on late and deferred assignments, missed exams, plagiarism, and so on.

On the topic of delivering a lecture:

- Start by greeting learners in more or less the same way each time so that they come to recognize the signal to begin.
- Remember to embrace the whole class by removing any physical barriers between you and them (e.g., stepping out from behind the lectern once in a while).

- Everything has to be bigger than normal. If you are writing on the board, write big. Make overhead images appropriately large — anything less than a 24 point font is too small.
- Use everything you can to teach through sound and sight: the chalkboard and projection devices, body language, writing things down — even saying stuff out loud together, preferably in a light- hearted way.
- Make sustained eye contact with individual students in order to let them know you care about whether or not they are with you.
- Let students know that you enjoy what you are doing and what you are talking about, that you want to be in the classroom with them.
- Start and finish on time. However, avoid saying things like “One or two more points and then we can go.” You may as well say “Start packing up now.”

## **STARTING OUT ON THE RIGHT FOOT**

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Whether the situation is a large class, a small class, a seminar or tutorial, first impressions are the ones that last the longest. The first day of any class sets the tone for the rest of the term. You are not the only one feeling anxious, excited, and uncertain. You are the one, however, who can allay learners’ fears and increase their excitement levels by letting students know what you expect from them and what they can expect from you. Here are some tips for starting the learning journey off on the right foot (inspired by Davis, 1993).

- ***Check out the classroom before the first class.*** Visualize yourself in the classroom when it is filled with eager learners. Check things out: turn on the lights, play with the projection screen, see how your voice carries.
- ***Arrive early on the first day of class.*** Give learners a chance to check you out. Greet them as they enter. Finish on time.
- ***Do something nice for yourself before your first class.*** Such as buying yourself something new. Remember in Grade 3 how you liked the smell of a new pencil case or how proud you were of your new jacket, the one you picked out yourself. Do something for yourself to help you feel as confident and comfortable as possible.
- ***Write the name and number of the course on the board, along with your name.*** (Aren’t you glad you checked out the room beforehand and brought extra chalk or the right kind of marker?) This will save learners from the embarrassment of having to sneak out 30 minutes later when they finally realize they are in the wrong class.
- ***Introduce yourself to the class.*** Don’t forget to include something about your background. Pour on a little enthusiasm about how you became interested in your subject, and so on.
- ***Take attendance.*** Have a backup plan in case more learners show up that you can accommodate.
- ***Hand out and discuss the course syllabus.*** Discuss the goals and objectives of the course. Tell the students how you propose to spend class time. Discuss the nature of the required assignments.
- ***Ask learners to fill out some kind of student information sheet.*** Asking learners to write their names, telephone numbers, electronic mail address, year, and major field of study is a good way to get some indication of your audience. Some instructors supply forms which ask learners to include their interests, hobbies, employment, and any concerns they may have.
- ***Begin to learn names.*** In small classes, passing out cards and having learners put their names in front of them encourages communication.
- ***Give learners an opportunity to meet each other.*** Have learners interview each other and introduce each other to the class sharing one interesting thing they found out about the person. Or go around the room and ask learners to respond to a question about what they hope to gain by taking the course.

If you handle administrative matters with care, explain course expectations and standards clearly, and if you are as friendly and respectful toward your learners as they will be toward you on that first day, then you can be confident that you got off to a good start.

## **WILL THIS BE ON THE EXAM?**

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### **Evaluating Student Performance**<sup>1</sup>

Tests and examinations are extremely important education tools that contribute both to the teaching and the learning process. They define what is important in the course, motivate students to study and provide feedback to instructors and learners. They enable us to arrive at the grades for students. The results assist us in planning and facilitating further learning.

Most instructors spend a lot of time thinking about the evaluative criteria for their courses. As much as we cringe when we hear the word “will this be on the exam?” it is a question we must also ask ourselves.

Research and anecdotal evidence indicates that if learners believe instructors will emphasize factual recall in their tests, students will learn facts. If instructors are going to ask them to apply material to new situations, students will study and learn how to apply principles and theories. If students believe they will be required to analyse, synthesize and make judgements, then they will learn to use higher-level thinking skills (Ramsden, 1985).

Many instructors view test construction and grading as one of the most difficult and unpleasant parts of their job as it can be time consuming and tedious work for which they have had no formal training. The Teaching and Learning Centre periodically offers workshops on constructing and grading tests and exams. In the meantime, here are some suggestions.

### **Suggestions for Constructing Exams**

- Vary the level of your questions: ask students to demonstrate their knowledge, comprehension, application, analysis, synthesis, and evaluation of the subject.
- Make sure the directions and format are clear and well-organized. Indicate point values.
- Start with questions that build, rather than undermine, student confidence.
- Exams should be challenging and interesting, but not tricky or excessively hard.
- Take the exam yourself, it should take you about 25% of the time allotted to the students.
- Write problems or items that measure important learning objectives and are consistent with the goals of the course.

### **Writing Multiple-Choice Questions**

- Present a single clearly worded problem in the stem of the item. Put the answer alternatives at the end of the question, not in the middle of it.
- Put as much of the wording as possible, especially repeated words, in the stem. Avoid unnecessary wordiness.
- Make all answer options homogeneous, plausible, and grammatically consistent
- Order options logically and list vertically.
- Make **not** bold in negatively worded stems (Which of the following is **not**...)
- Use “all of the above” and “none of the above” sparingly.

### **Writing True-False Questions**

- Keep the length of true statements about the same as that of false statements.

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<sup>1</sup>The information in this section comes from *Preparing for Teaching*, published by Cornell University, Ithaca, NY.

- Test important ideas, not trivial ones.
- Make sure the item is definitely true or false.
- To help, eliminate guessing, require students to correct the false statements.

### **Writing Short Answer Questions**

- State the question so that a single, brief answer is possible.
- Use direct questions rather than incomplete, fill-in-the-blank statements where possible.
- Place the blanks at the end of the statement.

### **Writing Essay Questions**

- Ask students to use knowledge in novel situations rather than asking for simple recall.
- Ask relatively specific and focussed questions.
- Provide ample space. The space indicates to students the amount of detail you expect.
- Provide ample time. Suggest a time limit for each question.

### **Suggestions for Grades and Grading**

- Decide on your grading policy at the beginning of the semester ; include it in your syllabus or information sheet ; tell students how you handle late homework and papers. You may want to schedule an extra quiz or test so that students can drop their lowest grade (this practice avoids make-up exams and minimizes pleas concerning “bad days”).
- Keep accurate records. Let students know how they are doing during the semester.
- When grading papers and exams, prepare a scoring guide that assigns a specific number of points to each answer. Develop your own model answer with explicit point values.
- When grading long essay questions or papers, you may wish to establish general criteria and assign papers to 5 grade bands (UPEI uses A, B, C, D, F). Then check all papers in each group for uniformity, make necessary adjustments and use + and – for borderline cases.
- Look over 5 to 10 exams before you start grading and decide whether your grading guidelines are reasonable.
- Clearly indicate where points were awarded or subtracted. The practice gives students a more accurate picture of their performance. It is also a great benefit if students have questions about your grading or ask for a re-grade.
- Grade exams one question at a time ; this promotes grading consistency and also helps you grade more efficiently (i.e. it takes less time).
- Complete the grading as soon as possible, and return papers to students individually. Do not publicly post student grades. If you must post grades, only do so by ID number.
- Go over the exam in class (at least the areas where most students had difficulty) and post your answer key.
- Exams and papers should be learning experiences, not simply evaluation mechanisms. Help students to profit from this part of the course.

### **Alternative Assessment**

Although most of the following alternatives to the traditional forms of testing are not suitable for large classes, you may want to consider them for smaller groups of learners”

#### **1. Open-book exams - students use textbooks and notes to solve problems.**

- Encourage the application of knowledge rather than memorization of material
- Are less anxiety provoking than regular classroom tests.

## **2. Oral exams**

- Allow for probing on a given topic
- Take a lot of time
- Favour students who are glib and handicap shy learners

## **3. Take-home exams**

- Require students to do research and integrate a variety of material
- Difficult to know if students received help in acquiring answers
- In a variation, students are given a list of questions to study beforehand and then answer selected questions in classroom

## **4. Performance tests - instructor observes and evaluates a procedure**

- Much more appropriate for some topics
- Time consuming and difficult to grade

## **5. Portfolios of student work**

- Encourage students to think about subject matter
- May or may not be graded

## **6. Journals**

- Encourage students to think about subject matter
- May or may not be graded

## **7. Variations on a theme**

- Multiple choice in small groups where students consult with one another but turn in one answer sheet – encourages discussion with one another, “teaching” each other and “learning” from each other
- Allowing students to repeat classroom tests – reduces student anxiety and allows students to learn from their mistakes.

## **Test Anxiety**

Most learners suffer from test anxiety for one reason or another. A moderate amount of anxiety is probably motivating and enhances their performance but some experience so much anxiety that it interferes with their abilities to study and write.

While Jacobs and Chase (1992) state that failure on earlier tasks influence the development of anxiety, they believe that anxiety does not rise simply from the lack of knowledge skills require to answer the test questions. Research shows that the debilitating effects of high levels of anxiety are greater when learners perceive that it is important to perform well, when they expect the test to be difficult, and when they feel time pressure (Crooks, 1988).

Jacobs and Chase admit there is no magic formula that instructors can use to reduce the anxiety associated with exams, but they do offer some things instructors may do to help alleviate it as much as possible:

- Let students know what to expect on the test;
- Give them ample time to prepare;

- Help students understand that tests are not your way of “getting” them but rather are a means to help them learn;
- Avoid overemphasizing grades;
- Hold review sessions;
- Have practice tests;
- Place exam files on reserve in library;
- Allow for breaks during long exams;
- Be calm yourself on test day;
- Encourage students to do well;
- In a reassuring manner, remind students to look over the whole test;
- Make sure learners understand directions before they begin; and
- Advise learners to answer the questions they are certain about first.

In spite of everything you try to do, some learners will say they are so anxious that they cannot think. On occasion, make special arrangements for these students, such as permitting them to take exams in your office or in a smaller room by themselves.

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## SECTION 7

# BUILDING A DOSSIER

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### STEPS FOR BUILDING A DOSSIER

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Your Teaching Dossier is something that ought to always be a ‘work in progress’. It serves two purposes: first, it is the summative collection of your work and awards for others to see at times of hiring, tenure, promotion, and awards; and secondly it is a formative IOU for self-reflection and self-evaluation. There are five key steps in creating the Teaching Dossier:

#### 1. *Think of the audience*

The best way to strengthen your dossier is to understand who will be viewing it and why they will be viewing it. Are you up for a promotion? Have you been nominated for a Teaching Award? When presenting your dossier, make sure you follow the structure your audience gives you, and if they haven’t given you one, ask them for one. Make sure the sections are easy to find– include a table of contents; use bullets, bold your headings, and tab paragraphs; give clear directions to the appendices included in your dossier.

#### 2. *Gather evidence*

You want your dossier to show the best that you have to offer. This can come from a variety of sources: you can include your own reflections and materials, you can include evidence from student evaluations and of student success, and you can include evidence from peer evaluations and information from collaboration and support from peers.

#### 3. *Write a Teaching Philosophy Statement*

For many, this is the most difficult section to complete. Some of the questions you’ll want to address in this section include: How do my students learn best? How do I teach best? What are my goals for my students? What do I do to put the answers to those first three questions into practice? Where do I see my

teaching going? Keep in mind, you want this section to be honest and interesting without sounding too over-the-top.

#### 4. *Write the rest of the dossier document*

When writing your dossier, be sure to keep the general audience in mind— most of your readers will not be in your discipline, and may not understand jargon. You want to be as specific as possible, and give examples when possible. Feel free to write in narrative, in first-person, and to use anecdote, or metaphor. By the end of your dossier, you want to make sure that your audience has a clear picture of you as a teacher. Things to avoid: clichés and fluffy language, and a dossier that makes you sound just like ‘that other prof.’

#### 5. *Assemble the appendices/evidence*

When gathering evidence, some of the items you should include are: signed letters of evaluation from department faculty members, letters from the department, review summary, letters from the Dean, student evaluations, evidence of participation in workshops, conferences, and seminars, a list of publications, course outlines/syllabi, a list of honours students and students’ successes. Again, make sure the directions to your appendices are clear, and that all of the items in your appendix are clearly labelled.

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## DOSSIER TEMPLATE

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*This template was prepared by Shannon Murray during her term as the Director of the Faculty Development Office at UPEI. It is intended as a guide to preparing a teaching dossier; there are many others. Many people use a binder or a filing system for their dossier, as either of those can easily be added to and edited.*

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Teaching Dossier  
**{Your Name Here}**  
Department of {your Department here}  
University of Prince Edward Island

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The final Dossier could include 7-15 of the categories below (or ones that you’ve adapted to suit your own needs), enough for about 3-5 pages. A few suggestions:

Remember: no one will be able to work with ALL of these categories.  
Choose the ones that you believe will give the best snapshot of yourself as a teacher.  
Most sections should refer the reader to evidence in the appendix.  
Remember to make use of bullets and white space.

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### **TABLE OF CONTENTS**

Include here all the areas that you’ve chosen below, with “Appendix” as the last item.

### **STATEMENT OF TEACHING RESPONSIBILITIES**

This is an important section to set the context for your work as a teacher. Explain what courses you are normally responsible for, what level of student you teach, whether you teach graduate, honours,

or special studies courses. Include here also whether your courses are intended for major in your field or whether they are electives.

*Appendix:* Include a list of all courses taught in the last 5 years, along with the course enrollments.

### **TEACHING PHILOSOPHY**

See the above information about writing your Teaching Philosophy.

### **DESCRIPTION OF TEACHING METHODS**

If it isn't included in your Statement of Teaching Philosophy this section should give an indication of the way you teach - your use of lecture, team learning, writing, cases, studies, and so on.

*Appendix:* Present a full description of one or two methods— cases, lectures, etc. – or give the assignment itself if possible.

### **COURSE OUTLINES**

This paragraph should mention briefly what course outlines you've included in the appendix. If you want to draw special attention to some aspect of the syllabus, do so here.

*Appendix:* Include representative course outlines.

### **ASSIGNMENTS AND EXAMS**

This section would highlight particular assignments and exams that you have devised. Introduce them here and explain briefly the purpose of each.

*Appendix:* Choose a couple of representative assignments or exams.

### **COURSE EVALUATIONS**

Mention briefly the way the evaluations are collected, and what the ratings (if any) mean. You might mention some important feature of the ratings ("consistently over 5 out of 6") or of the comments ("students have particularly noted ..."). Introduce the evaluations you'll include in the appendix.

*Appendix:* Include the computer-scored ratings in graph form, and student comments from a few classes.

### **EFFORTS TO IMPROVE TEACHING**

Point out here any workshops, conferences, Webster Centre for Teaching and Learning events, collaboration with colleagues, books and journals regularly consulted, work with colleagues, regular self assessment.

*Appendix:* You might include descriptions of the workshops you have attended.

### **EVIDENCE OF LEADERSHIP AND SCHOLARSHIP IN TEACHING**

Mention here any papers given, invited talks, TLC talks and panels, or publications on University teaching, funding applications (successful or not) for travel and research related to teaching.

*Appendix:* Include fliers of talks if you have them, abstracts, copies of publications or presentations, letters acknowledging funding requests.

## **TEACHING GOALS**

Discuss briefly how you want your teaching to evolve over the next five years. This is a good place to address any concerns that might have come up in course evaluations.

## **HONOURS OR AWARDS**

Include nominations for teaching awards as well as awards won. If the award is from a university other than UPEI you will want to describe what it is for.

*Appendix:* This might include a description of the criteria for the award, the letter acknowledging nomination or winning of the award.

## **HONOURS, SPECIAL STUDIES, GRADUATE STUDENTS**

If you have such students, discuss them briefly and your approach to supervision.

*Appendix:* This might include a bibliography of the theses completed under your supervision.

## **GOOD STUDENT WORK**

If you have examples of students who have done particularly well because of your instruction, include here a description of how you made that work possible.

*Appendix:* Include a sample of the good student work.

## **STUDENT SUCCESS OR PUBLICATIONS**

If you can document examples of students who have gone on to success in your field, who have changed direction because of your teaching, who have thrived in graduate or professional school after graduation, include that here. (This is not an easy thing to document, and it'll be impressive only if you have evidence to support it.) If your students have published or presented research with you or on their own because of your teaching, mention that here.

*Appendix:* Include letters from students, numbers of students who have continued in your field; also a bibliography of students who have published or presented work that has grown from your teaching would be beneficial.

## **SAMPLE STUDENT ASSESSMENT**

It's often helpful to know how you assess student work. Here you could describe your method of assessment, any rubrics you have made, and your approach to grading and student improvement.

*Appendix:* Include examples of rubrics, grading sheets, and graded student work. It might be helpful to offer three examples, one of good, one of fair, and one of poor work and your assessment of each.

## **TEACHING COMMITTEES**

Mention your work with any committees – department, university, regional – that work for the improvement of university teaching or for curriculum development. Were you appointed or elected? What roles did you play?

*Appendix:* Include any reports, letters of acknowledgement, documents that show how you contributed to the committees' work.

## **INNOVATION IN TEACHING**

Have you tried something new, adapted a teaching strategy, or technique? Include a description of one or two here.

**Appendix:** Include something that shows how that innovation works in the classroom: an assignment, exercise, website, etc.

## **USE OF TECHNOLOGY IN TEACHING**

Describe your use of any technology – Moodle, Websites, electronic bulletin boards, etc – in teaching. Explain briefly how the technology helped learning.

**Appendix:** Print off the website, a page from the Moodle site, some examples from the bulletin boards, and so on.

## **WORK WITH COLLEAGUES**

Describe here any collaboration with colleagues in teaching – any team teaching, collaboration on or off campus in teaching-related work, consultation with colleagues to develop their teaching, and so on.

**Appendix:** Include any evidence of that collaboration – a flier, letter, report, etc.

## **CURRICULUM REVISIONS**

Describe any new courses you've developed or old courses you've adapted and revised; any work to revise programs for your students; any change in delivery methods in the courses.

**Appendix:** Include the revised course syllabus (and perhaps the original syllabus); include reports on curriculum revision for which you've been responsible.

## **SELF-EVALUATION**

This might include a reflective note about your evaluation of yourself as an instructor, based perhaps on the use of a teaching log, on routine self-evaluation after a course, or even on looking back over the dossier as you produce it.

**Appendix:** Include excerpts from the teaching log or self-evaluations, perhaps.

## **VIDEO TAPES OF INSTRUCTION**

If you have these, by all means include them. My sense is that most committees – tenure, promotion, awards – won't look at them. It may, though, still be worth mentioning and offering to make the tape available should the committee wish to see it. It would signal a way in which you have chosen to document and evaluate your own teaching.

## **COMMUNITY WORK RELATED TO TEACHING**

If there are ways in which you have taken your teaching beyond the usual classroom work, mention it here: through community groups, short courses, senior's college, development work off-campus, and so on.

**Appendix:** Include notices, agendas, outlines – any evidence of the success of the community work would be especially useful.

## **OTHER EVIDENCE**

Anything else can be added here that you think will round out a picture of yourself as a teacher.

## **CONCLUSION**

A final paragraph summing up the dossier– mentioning the key points, looking forward to the next five years– gives the dossier a sense of completion.

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# **Section 8**

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# **Practical Island Information**

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## **ACCESS PEI**

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Access PEI offers access to a broad range of services, including all driver and vehicle services, paying taxes, and applying for birth and marriage certificates. More information can be obtained from:

### **Access PEI**

Highway Safety Building

33 Riverside Drive

Telephone: (902) 368-5200

Facsimile: (902) 368-6269

Email: [accesspeicharlottetown@gov.pe.ca](mailto:accesspeicharlottetown@gov.pe.ca)

Website: <http://www.gov.pe.ca/infopei/index.php3?number=46974&lang=E>

## **CITIZENSHIP AND IMMIGRATION CANADA**

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Academic staff who are moving to Canada from another country should try to obtain complete information on what you need to do prior to and after your arrival in Canada. For more information you can contact:

Citizenship and Immigration Canada

Telephone: 1-888-242-2100

Website: <http://www.cic.gc.ca/>

## **DAY CARE FACILITIES**

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An independently-owned daycare is located on the UPEI campus and is open to children with families who are either on- or off-campus. There are also a number of other daycare centres across Prince Edward Island. For more information about Island day cares, please contact:

Ministry of Health

Community -Based, Publicly-Funded Kindergarten

16 Garfield Street, Charlottetown

Telephone: (902) 569-7526

Facsimile: (902) 368-4622

## **EMERGENCY SERVICES**

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**911:** Prince Edward Island uses the national emergency services 911 system. By dialing 911 in an emergency, you can reach police, fire, and ambulance services. For more information about the program contact:

Email: 911@gov.pe.ca

## **MEDICAL CLINICS**

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### **Boardwalk Professional Centre**

20 Water Street Parkway  
Telephone: (902) 368-2004

### **Cornwall Medical Centre**

446 Trans Canada Highway, Cornwall  
Telephone: (902) 566-2117

### **Four Neighbourhood's Community Health Centre**

152 St. Peter's Road  
Telephone: (902) 368-6930

### **Parkdale Medical Centre**

22 St. Peter's Road  
Telephone: (902) 894-8553

### **Polyclinic Professional Centre**

199 Grafton Street  
Telephone: (902) 629-8810

## **HOLIDAYS**

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The University is closed on all National holidays which are:

- New Year's Day – January 1
- Good Friday – check University calendar
- Easter Monday – check University calendar
- Victoria Day – Monday before May 25
- Canada Day – July 1
- Labour Day - first Monday in September
- Thanksgiving Day - second Monday in October
- Remembrance Day – November 11
- Christmas Day – December 25
- Boxing Day – December 26
- Islander Day – February 3

On Prince Edward Island there is one exception to the National holidays. Rather than taking Natal Day on the first Monday in August, the University is closed on Gold Cup and Saucer Day, which usually falls on the second Friday in August. Gold Cup and Saucer Day is a Prince Edward Island tradition that you must try to experience!

## **HOSPITALS**

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Prince Edward Island has hospitals in seven communities across the province.

### **Alberton**

Western Hospital  
148 Poplar Street  
Telephone: (902) 853-8650

### **Souris**

Souris Hospital  
11 Knights Avenue  
Telephone: (902) 687-7150

### **Charlottetown**

Queen Elizabeth Hospital (QEH)  
60 Riverside Drive  
Telephone: (902) 894-2095 (Information)  
(902) 894-2200 (Emergency)

### **Summerside**

Prince County Hospital  
65 Roy Boats Avenue  
Telephone: (902) 438-4200

### **Montague**

Kings County Memorial Hospital  
409 MacIntyre Drive  
Telephone: (902) 838-0777

### **Tyne Valley**

Stewart Memorial Hospital  
6926 Post Hill Road  
Telephone: (902) 831-7900

### **O'Leary**

Community Hospital  
MacKinnon Drive  
Telephone: (902) 859-8700

## **LOCATING A FAMILY DOCTOR**

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When you relocate to Prince Edward Island you must put your name on the Patient Registry Program which is designed to assist you in obtaining a family doctor. This is something you should do right away as finding a doctor may take a while. For more information contact:

### **Patient Registry Program**

Telephone Toll Free: 1-800-321-5492

## **PROVINCIAL HEALTH CARD**

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You must present a provincial Health Card to your medical provider in order to receive provincially-insured services. To obtain your Provincial Health Card please contact:

Health and Social Services

Medical Programs

Telephone: (902) 838-0955

Facsimile: (902) 838-0940

Website: <http://www.gov.pe.ca/infopei/index.php3?number=76300>

## **PROVINCIAL PARKS AND BEACHES**

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Prince Edward Island's National Park of Canada stretches for 40 kilometres from Cavendish to Dalvay along the North Shore of Prince Edward Island. The National Park is home to beaches, walking trails, campgrounds and a number of cultural and historic sites. The province charges a fee for access to the park in order to assist in upkeep and support for the parks. If you want to get a season pass for PEI's National Park it is recommended that you do so early in the season. For more information visit the

Prince Edward Island National Parks of Canada website at:

[http://www.pc.gc.ca/pn-np/pe/pei-ipe/index\\_e.asp](http://www.pc.gc.ca/pn-np/pe/pei-ipe/index_e.asp)

Prince Edward Island has a number of other provincially-run parks located province-wide, including camping parks, day-use parks, heritage sites, and the Confederation Trail. The parks offer a variety of experiences including scenic views, walking trails, beaches, and outdoor programs. For more information about PEI's provincial parks, fees, and locations please Prince Edward Island's Tourism website at: <http://www.gov.pe.ca/visitorsguide/index.php3>

## **PROVINCIAL PUBLIC LIBRARY**

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Prince Edward Island has over 25 libraries province-wide. For more information about library locations and hours contact:

Provincial Library Service Headquarters

Telephone: (902) 961-7320

Facsimile: (902) 961-7322

Website: [www.library.pe.ca](http://www.library.pe.ca)

## **PUBLIC AND PRIVATE SCHOOL SYSTEM**

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The school system has three divisions:

the Eastern School District (most UPEI faculty live in this district), the Western School District and the French Language School Board (which is island-wide). There are also some private schools on the island. For more information about the school system on PEI, please contact:

Education-PEI

Sullivan Building, 16 Fitzroy Street

Charlottetown

Telephone: (902)368-4600

Website: <http://www.gov.pe.ca/education/index.php3>

## **PUBLIC TRANSPORTATION**

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The standard taxi rate for travel from UPEI to downtown Charlottetown is \$6.00 for one person, plus \$1.00 for each additional person. There are a number of taxi companies located across Prince Edward Island which travel Island-wide. Check the yellow pages of the phone book to find the taxi company which is right for you.

There is a public transit which runs in the Greater Charlottetown area Schedules and routes can be found online at:

<http://thebus.ca/>

## **WASTE WATCH PROGRAM**

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Prince Edward Island has mandatory sorting of waste. In an effort to reduce the amount of waste that is sent to landfills on Prince Edward Island, the Waste Watch program requires each household on Prince Edward Island to sort the waste they produce into three separate types: recyclables, organic compostables and residual wastes.

For complete information about the Waste Watch program and to learn how to sort your waste products please visit: [www.iwmc.pe.ca](http://www.iwmc.pe.ca)

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# SECTION 9

## SHARING EXPERIENCE -

### PERSONAL PERSPECTIVES ON

#### TEACHING, RESEARCH, AND SERVICE

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*In their Words -*

*Award-Winning Academics Share their Thoughts.....*

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*“Focus on your scholarship and publication as your first and foremost goal because it is so easy to get drawn into many other agendas that can get in your way and seem so important during your first three years in an academic position. Guard writing and research time and when you present your work, take dedicated time to turn the paper into a publication.”*

*~Fiona Walton, Faculty of Education~~*

*“For some weird reason, people sometimes say to me, ‘But you can’t teach people to write creatively, can you?’ My answer: Of course not. Nobody can teach anybody anything. Those of us called “teachers” have a growing repertory of harmonic and melodic structures, ideas, improvisatory skills, personality traits, and so on. The trick is to get students to jam with us, try some solos, flop, recover, develop their chops, and delight themselves and us with their riffs. Mostly, we bring (shifting metaphors) our canoe paddles. Our students are (usually, but not always) further upstream than we are, sometimes way upstream. If I achieve anything, it’s to help my students paddle downstream a tad faster than they would have on their own. And to learn from them new ways to navigate the waters.”*

*~~ Richard Lemm, Department of English~ ~*

*“It’s all about empathy – if we can worry a little less about ourselves as teachers and focus a little more on students as learners, on how and why they learn and what motivates them, then a lot of the other pieces will fall into place. Teaching is a helping profession, not a performing one.”*

*~~ Brent MacLaine, Department of English ~ ~*

*“When I first started teaching here, I wish I’d known that teaching is a life-long PROCESS. This means that it is not possible to do it all right all of the time, especially in the beginning. Besides, if you do it all right at the beginning of your teaching career, what will you do for the next 30 or so years? And it’s also good to note that classroom disasters/failures usually make better conference papers than classroom successes.”*

*~~ Jane Magrath, Department of English ~ ~*

*“With the FA Collective Agreement now in place,  
I would advise every new faculty to ‘read the red  
book’, to borrow a phrase from the Liberal  
Party over a decade ago.”*

**~~ Basil Ikede, Department of Pathology  
and Microbiology, AVC ~~**

*“Choose carefully the nature and number of non-teaching and non-research commitments made. Committee work is important to any university, but it can consume a person. Tenure is built around teaching and scholarly activity first, and you must protect the time to do both well. Second, while scholarly activity is essential to an academic’s career, research grants are equally as important to a university’s reputation. New faculty will be encouraged to win grants, and that’s all well and good. And whether their research requires it or not, their careers will be measured in part by the grants they win. So be it, but the money should not become an end in itself; it is never more important than the work it is meant to fund. As for teaching, remember this: It is important to care about your students, but the teacher-student relationship is a little like planetary orbit: you have to find the right gravitational balance in the relationship. Too little attraction and the two bodies go spinning off into space. Too much, and they crash into one another. Either way, the result is disastrous.”*

**~~ Ed MacDonald, Department of History ~~**

*“When you review your first set of teaching evaluations, be  
mindful of the fact, that your value as a person is not at stake!”*

**~~ Vickie Johnston, University 100 and Department of Psychology ~**

*“First impressions are important and preparation and organization are key to good first  
impressions.*

*Unfortunately, I know of no substitute for hard work  
as ways to be prepared and organized”*

**~~ Ian Dohoo, Health Management, AVC ~~**