GREEN TEA
Teaching Environment Action

Faculty of Environment Unofficial Teaching Handbook

Updated September 2015

IMPORTANT NOTE: We have tried to ensure that this document is as up to date and comprehensive as possible. This material, however, is offered as a guide only and does not reflect the official policy of the Faculty of Environment or university. Procedures will vary between units and are regularly updated. When in doubt, check with the administrators in your Department or School or with the Dean's Office.

We will continue to update this document. Please inform us if there is information that should be added or changed or links that need fixing

Teaching Fellow contact (simron.singh@uwaterloo.ca)

UNIVERSITY OF
WATERLOO

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Welcome from the Teaching and Learning Committee, Faculty of Environment

Greetings! Environment is unique in the university; at its core is a philosophy that explores and fosters an integrative interdisciplinary teaching, learning and research environment. Faculty of Environment curriculum is directed at teaching students how to effectively investigate and address seemingly intractable, nested environmental problems operating from the global to the local scale. The ability to instruct effectively in these areas requires a diverse pedagogical toolkit that includes adaptive classroom teaching strategies, student-centred learning approaches, experiential activities supplemented with lab work and field trips, partnerships and teamwork.

The mandate of the Environment Teaching and Learning Committee (ENV TLC) and the Faculty of Environment Teaching Fellow is to foster teaching excellence in the Faculty of the Environment. The TLC includes faculty representatives from each department as well as two student representatives. If you would like to discuss your teaching with any of us, our contact information can be found on the greenTEA website at greentea.uwaterloo.ca.

Prof. Simron Singh Faculty of Environment Teaching Fellow
email: simron.singh@uwaterloo.ca, office ENV 3 4227, ext. 33111

Scott Anderson, Centre for Teaching Excellence (CTE) at sjanderson@uwaterloo.ca liaison for the Faculty of Environment is available to help you with course design, the use of instructional technologies and provide general suggestions to help you with your teaching.

Emergency numbers

University of Waterloo Police (24/7)	519-888-4911
Mobile Crisis Team (24/7)	519-744-1813
Health Services	519-888-4096
Crisis Clinic at Grand River Hospital	519-742-3611
Kitchener-Waterloo Distress Line	519-745-1166
Telecare Distress Line	519-658-6805
Kitchener-Waterloo Sexual Assault Support Centre (24/7)	519-741-8633
Waterloo Region Sexual Assault/Domestic Violence Treatment Centre	519-749-6994

Preface

This handbook is designed to help you prepare for your teaching role in the Faculty of Environment and to have a successful experience as a new faculty member, sessional instructor, or adjunct teacher. It outlines typical expectations and duties of teachers, directs you to relevant university- and department-level polices.

First-time teachers will find the handbook helpful for answering many of the questions that arise when preparing to conduct an undergraduate-level course.

Experienced teachers will find that the handbook directs them to resources for improved teaching strategies, such as the Teaching Tips developed by Waterloo's Centre for Teaching Excellence (CTE). Teaching Tips are succinct documents that describe useful ideas and practical methods for effective teaching.

Faculty of Environment professors and instructors will find it helpful to regularly check the Faculty's Green T.E.A. website (which stands for: Teaching – Environment – Action) for regular announcements of teaching events, environment and interdisciplinary studies teaching information, and various blogs and useful teaching links. : http://greentea.uwaterloo.ca

1. Instructor Checklist

Prior to accepting an appointment to teach a specific course, we recommend that you get in touch with the previous instructor(s) of that course and arrange to meet with them to discuss the course content, its role in the overall program, methods of instruction, evaluation of students, and the standards for grading. Many faculty members in the department will be willing to share their teaching materials with you. This should be discussed, especially with respect to ownership and limitations on the use of provided materials. We recommend that you discuss any required modifications or improvements to the course with the instructor.

Before the term:

- Sign and return new appointment letters/contracts to the Dean's Assistant in the Dean's Office, EV1 room 347
- Complete payroll forms (if needed) – check with the Faculty Financial officer in the Dean's Office
- Obtain a University of Waterloo Identity and Access Management (WatIAM) user id. These userids are used to gain access to Quest, Jobmine, the Waterloo Learning Management System, myHRinfo and many others. http://watiam.uwaterloo.ca/search/
- Get a WatCard (http://www.watcard.uwaterloo.ca/) to gain access to library resources
- Meet with previous instructor to obtain course notes, suggestions and teaching materials
- Request a copy of a previous course syllabus, if available.
- Meet with the Faculty Liaison Librarian to discuss course needs, reserve (and e-reserve) system and copyright considerations. http://www.lib.uwaterloo.ca/facultyinfo/
- Order textbook(s) or course readings packet (http://www.bookstore.uwaterloo.ca/home.html)
- Set up Desire2Learn (LEARN) course management website (https://cas.uwaterloo.ca/cas/login) if necessary
- Confirm class schedule online or with the department Administrative Assistant (online Schedule of Classes can be found   here: http://www.adm.uwaterloo.ca/infocour/CIR/SA/under.html)
- Read **Policy 70 Student Petitions** https://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-70 and Grievances and **Policy 71 Student Discipline** https://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-71
- Prepare course syllabus and review with your faculty mentor or previous course instructor or chair/director of the program. The Teaching Fellow and the CTE Environment Faculty Liaison can also review the proposed syllabus at your request. Be sure to note important dates and any religious observances for the term.
- Submit an electronic copy of the course syllabus to the Undergraduate Administrative Coordinator
- Meet with assigned Teaching Assistants (TAs) (if applicable) to discuss their duties and complete the TA contract (optional). Ask your department administrator for a copy of the contract if it is available.
- You will need a permit to pick up keys for classroom/audio visual resources/office space as appropriate. Pick up your key/fob and do a 'dry run' of in-class technologies before the term starts.

- Discuss course overrides for pre-requisites or waiting list management with Undergraduate Coordinator. Decide before the first class under what conditions you might accept any course override requests.
- Obtain class list from QUEST (https://uwaterloo.ca/quest/)
- Review all relevant policies and procedures with the Faculty of Environment (https://uwaterloo.ca/environment/faculty-staff/policies-procedures/) and review the Student Handbook available to Faculty of Environment students (https://uwaterloo.ca/environment/current-undergraduate-students/student-handbook)

During the term:

- Note any students requiring exam accommodations with the Access Ability Office (https://uwaterloo.ca/disability-services/). You will be notified of this by the Access Ability Office. Send test materials to this office in advance of each test (you will be prompted by office staff).
- Return final exam scheduling information to Administrative Coordinator, Undergraduate Studies
- Arrange for course evaluations with Administrative Coordinator, Undergraduate Studies
- Submit final grades on QUEST (see Undergraduate Administrative Coordinator for assistance).
- Submit a copy of the final grades breakdown to the Undergraduate Administrative Coordinator along with any exams/papers/course materials to be stored for the required one-year period before shredding

2. Class Scheduling

Classes are normally held for periods of 50 minutes (M/W/F), one (1) hour and 20 minutes (T/Th) or two (2) hours and 50 minutes (afternoon or evening blocks). A 10-minute break is appropriate in classes longer than 90 minutes.

3. Office Hours

You are expected to maintain regular weekly office hours, during which you are available to meet with students in the course. Please arrange for minimum two (2) office hours/week that are scheduled so that they do not conflict with any other course meetings (e.g. labs, tutorials). You must provide your University of Waterloo email address to students so that they may contact you. You can also arrange for students to contact you using the Desire2Learn tool (described in more detail later in this handbook). Do not provide additional personal contact information, such as your home address or personal phone number.

When meeting with students, they may wish to discuss issues unrelated to the course materials. If they appear to be in distress, let them know that additional support is also available through to student health services which can help with a wider range of personal difficulties including health-related issues. If you are very concerned about that student and feel that individual is in trouble, contact one of the emergency numbers on the second page of this handbook. During office meetings, it is general good practice to keep your door open or ajar. If, for any reason, you or one of your TAs, feel that you have been

threatened or harassed by a student, contact the Department Chair immediately to discuss the situation. The Chair can arrange to speak to the student, or provide the student with a warning. For more intense or serious encounters, contact the University Police immediately. Ext. 22222. For more information see https://uwaterloo.ca/police/

4. Course Materials

4.1. eReserves and the Library

Students are accustomed to getting much of their information from the internet. An alternative to a textbook is to make use of the extensive e-reserve system readily available through the library. Order your journal articles early and the very helpful librarians will provide the articles through your Learn course website. These electronic reserves can be linked to each week's module and class discussion.

For eReserves (http://www.lib.uwaterloo.ca/borrowing/reserves/), the Library will scan and mount your lecture notes, assignments and solutions, and so on. The Library will also create persistent links to digital material, and will seek copyright clearance on your behalf for paper articles, book excerpts and other material for which you do not hold the copyright. For information on how to set up the Course Reserves system with your LEARN site, please log on here: https://cas.uwaterloo.ca/cas//login?service=https://www.reserves.uwaterloo.ca/ares/Installing_Reserves_Nugget.html

For other reserve reading material not available through e-reserves, it is advisable to place copies, or the entire text where appropriate, on reserve at one of the University of Waterloo libraries. Students have greater access to the material through the library than through the course instructor, teaching assistant, or Department staff. Please refer to the website http://www.lib.uwaterloo.ca/borrowing/reserves/ and complete the appropriate online form. Note that you may only put a maximum of one chapter from a book on reserve at a time. Also note that it is not appropriate to prepare these items yourself and then sell them in class.

The legalities of instructors providing copyright material as part of their instruction change regularly. Furthermore, the copyright landscape is different even at different Canadian universities, because some have agreements with third-party copyright clearance and licensing companies; uWaterloo does not. **It is the responsibility of the instructor to ensure that they are familiar with the laws around copyright material:** what and how much can be distributed to students, under what conditions, for which purposes, and what are legal distribution channels. Fortunately, the university maintains an up-to-date web site on Canadian copyright as it pertains to instructors, and the library staff are able to direct further questions appropriately as well as help with seeking copyright clearance for material. You should familiarize yourself with the copyright information at http://www.lib.uwaterloo.ca/copyright/

4.2. Ordering Textbooks, Clickers, and SCANTRONS

Textbooks for a course may be ordered through the Campus Book Store. Go to the Book Store website (http://www.bookstore.uwaterloo.ca/home.html) and follow the links to "Info for Faculty" -> "Adoptions". For consistency and to reduce costs for students, you should consider using the same textbook as was used previously, especially for core courses and particularly if you are filling in for someone as a sessional or adjunct.

Make sure that the order is completed at least a month and ideally earlier before the start of class to ensure that the books are available in time for the start of the session. If an online order is placed, the department Administrative Assistant will receive confirmation of the order. Desk copies of the book for you and each of your TAs may be requested directly from the publisher.

An alternative to textbooks and e-reserves is to prepare a course notes package for students containing copies of the reading materials from various sources. Note that this option requires some lead time to obtain copyright permissions and there are restrictions on the amount of content that may be included from one publication. Contact Courseware Solutions for more information at http://www.bookstore.uwaterloo.ca/courseware/ Copyright information is available at http://www.lib.uwaterloo.ca/copyright/copyrightfaq.html

If the textbook has been used before it is safe to underestimate the number of new copies the bookstore should supply since the University of Waterloo has a popular used bookstore. It is always better to slightly underestimate the number of textbooks required since there is a restocking fee for returned books. If the text has been used in previous course offerings, used copies of the textbook may be available through the on-campus Feds Used Bookstore: http://www.feds.ca/commercial-services/feds-used-books/

The Ontario Ministry of Training, Colleges and Universities regulates course fees including ancillary fees such as those associated with electronic resources or field trips. Check the University Secretariat Guidelines to see what resources you are permitted to require students to purchase. https://uwaterloo.ca/secretariat/textbooks-clickers-field-trips-and-use-online-resources-guidelines-instructors

Clickers are also ordered through the bookstore. Visit this link for information on how to go about ordering them: https://strobe.uwaterloo.ca/itms/eclassroom/iclickers/index.php

For more information how you can integrate clickers in your course, please contact Scott Anderson (sjanderson@uwaterloo.ca, 519-888-4567 x32509, Location: EV2 1016). The following sites are also good resources for clicker use:

- Best practices information (University of Waterloo Net Savvy site): https://uwaterloo.ca/centre-for-teaching-excellence/teaching-resources/educational-technologies/netsavvy/clickers
- Clicker Resource Guide: http://www.cwsei.ubc.ca/resources/files/Clicker_guide_CWSEI_CU-SEI.pdf

If you wish to use Scantron cards for a test, please see your department's Administrative Secretary at least two days prior to the date for the test. Scantrons are processed by IST in the East Campus 2 building and the service desk to drop them off is located on the first floor by the front entrance.
http://strobe.uwaterloo.ca/ist/services/index.php?service=29

4.3. Photocopy Procedures

Copies of assignments or tests may be obtained by filling out a Graphics Services request form and taking the form plus the original to a Graphic Services copy outlet (e.g. located in the Dana Porter Library opposite the coffee shop). Graphics Services request forms may be obtained from your department's main office. If you wish to printout originals of tests or assignments using the department's printer, or use the department photocopier, please contact your department's Administrative Secretary.

4.4. Audio Visual (AV) Materials

Many rooms at the University of Waterloo are now equipped with PC computers and data projectors. **These rooms are known as "e-rooms".** E-rooms also have VHS/DVD players available. If the room is not an e-room (generally smaller rooms in EV and other buildings) you can request laptops and data projectors from the Mapping, Analysis and Design (MAD) Helpdesk in EV2 (https://uwaterloo.ca/environment-computing/).This should be done as early as possible to avoid disappointment. Note that for non-e rooms this may require you to pickup and return AV equipment yourself, so please clarify the processes involved. For a lesson on how to use the equipment, you can book an appointment through AV (http://av.uwaterloo.ca/).
If you are unsure in which room you are teaching you can look it up on the Schedule of Classes.

- The AV cabinets in Registrar controlled e-classrooms in the ENV buildings and other campus buildings now require a **fob** for access
- Also be aware that the cabinet **fob**s have a **short activation period and get deactivated at the end of each term** unless you requested that they need to work for two terms
- In order to reactivate your **fob,** check on the expiry date of your fob, or obtain a fob, please contact Cheryl Petrie, cpetrie@uwaterloo.ca ext.84070, in MC 1050
  - o Or
- Log on to the fob form with your username and password from this link to e-classroom support:
  - o https://uwaterloo.ca/information-systems-technology/services/electronic-classrooms-e-classrooms/electronic-classroom-e-classroom-services-and-support#podiumcomputers
- If you have not gone to I.T.M.S. to obtain your fob, please take action and do so before the new term classes have started.
- You must return the FOB to MC 1050 when you no longer require it for your course. If you are not in an e-room and you would like to show a film and/or require the use of a DVD player you must contact ITMS (Instructional Technologies and Multimedia Services) located in MC 1052.

4.5. Classroom Access

- **If you are teaching in EV 1, 2, or 3 in a Dean's office controlled classroom, you may need to** see Eilleen Davidson, Dean's Office, for a key permit for room access.
- **If you are teaching in Registrar's space (and other rooms across campus)** you will not require a room key as Registrar's space is usually unlocked.
- Once you have signed the key permit you must take the top copy to key control (http://plantoperations.uwaterloo.ca/services/keys.php) and they will supply you with your key. You must return the FOB to MC 1050 when you no longer require it for your course.
- If you are not in an e-room and you would like to show a film and/or require the use of a DVD player you must contact ITMS (Instructional Technologies and Multimedia Services) located in MC 1052.

4.6. Computing in the Faculty of Environment

Computing in the Faculty is managed through a unit called Mapping, Analysis & Design (MAD). MAD's professional staff members are knowledgeable and helpful. Make sure that you check their information page or go to their HELP Desk for your specific needs. They support students, staff and faculty in learning, teaching, research and administration. All new faculty members will be set up with a WatIAM account which gives them access to email (exchange server), HR information, web-based learning management and wireless access. Once your appointment has been formalized, your unit administrator will provide you with the new account information. The Client Services Manager in MAD is available to assist you with new computer purchases and software installation as well as answer general questions about computing services.

4.7. Mail Services and Miscellaneous Office Supplies

All full-time faculty members have a mailbox in their department's mailroom. If you do not yet have one you can make a request through the Administrative Assistant. Typically, outboxes include on-campus mail, off-campus mail, and stamped mail. On-campus mail can go in the large interoffice envelopes. Simply cross out the last name written in and add the person/building to which you are sending the mail. Mail that requires postage should be placed in off-campus mail. The university does not provide postage for personal mail. Mail is picked up/delivered twice a day.

If you require a courier for work-related purposes you will need to inform the departmental Administrative Assistant or the Undergraduate Coordinator to fill out an online shipping order. Indicate whether the cost should be paid from the departmental account or from a research account.

Each department orders office supplies on a regular basis. Please keep this in mind if you notice you are running low on something. Orders are placed through the departmental Administrative Assistant or the Undergraduate Coordinator.
5. Course Syllabus

> Note:
>
> Every institution has its own discourse. Many postsecondary institutions use countless acronyms and the University of Waterloo is no exception. There will be acronyms used periodically throughout this manual so if you see one you do not recognize, please refer to the "Common Acronyms" section of this handbook.

5.0 Course Syllabus

5.1. Creating a Course Syllabus

A course syllabus or outline is a document that provides students with information on course requirements, essential and recommended resources, as well as course practices and institutional policies to which the student **and instructor** must adhere. Your course syllabus should inform students of your teaching philosophy, why this course is important, how it fits into the program, and how the content covered in the course is applicable to the students as individuals. Pedagogical goals vary between departments in ENV; although your syllabus guides the skills and content delivered by the course, the attitude or ethos of your teaching should be directed by a unique teaching philosophy. Please see Appendix 1 for each department's teaching philosophy statements and Appendix 2 for an example of a course syllabus.

In the Faculty of Environment, the course syllabus carries a contractual weight. It must be provided to all students in the first class. Because it is the embodiment of the standards, expectations, and requirements of the course, deviations from it or alterations to it (especially in the areas of reading and writing assignments, weighting of course elements, and dates of tests and examinations) must not be lightly undertaken. The date of a midterm or final examination, for example, cannot be changed unless 100% of the class agrees to it. In this situation a secret ballot vote should be conducted. As a general rule, it is best to avoid making these kinds of changes.

Other modifications to the course syllabus, such as extending the due date of an assignment, can be made if there is a general agreement among the students as determined by a show of hands. (The course instructor may not move the assignment due date to an earlier time) In this case it should be made clear that any students who wish to submit their assignment early (by the date indicated on the syllabus) are permitted to do so. If the way a student is assessed can be altered at all, for example by allowing "bonus marks" for additional assignments, this possibility must be outlined on the course syllabus. Otherwise it is not fair that only students who ask for these opportunities are given them.

Forward a draft electronic copy of your course syllabus to the departmental Administrative Assistant one month before term begins. You will be responsible to verify that your course syllabus contains the required elements and statements. The final version should be submitted during the first week of term and will be added to the department's website. The course syllabus should be handed out to every student in the class at the first lecture of the semester, and made available electronically on LEARN.. Take a few minutes in the first class to review the contents of the course syllabus, discuss the activities and expectations for the course, and answer any questions.

In accordance to established policy in the Faculty of Environment, a course syllabus must adhere to the requirements listed here: https://uwaterloo.ca/environment/node/528

The following material should be included in your course syllabus:

- The course number and title: Also the numbers for any cross-listed courses.
- Your name and University of Waterloo contact information: (do not provide personal contact information such as your home address or cell phone number).
- The time and location of your weekly office hours.
- The names and University of Waterloo email addresses for any TAs associated with this course.
- The course description which is in line with the official calendar description. Additional information, such as the learning objectives for the course must also be included along with expected learning outcomes. In this section briefly outline the major topics or themes that will be covered in the course.
- Course presentation: The location(s) and time(s) of all lectures, labs, tutorials, etc. associated with the course. Information (location and time) regarding any field trips or activities outside the regular classroom. Additional information regarding any special procedures or regulations governing the use of University of Waterloo facilities. This would include special regulations governing student conduct in a lab.
- Course Resources:
  - The title, author, publisher, and ISBN number for any required or recommended textbooks or notes that will be used in the course
  - Information regarding the LEARN online resources for the course. An outline of the information that will be made available on LEARN (i.e. course notes, old tests, grades), and the activities (i.e. discussion sessions, blogs) that will occur on LEARN. Instructions regarding the access of these resources (how to log in).
- Evaluation: Provide a breakdown of how grades will be assigned in this course and their **Due Dates**, including the value of each test or assignment.
- Include a full and complete schedule outlining the weekly activities, readings and significant events that will take place in the course. (Check the Registrar's website for a list of significant dates)

- Include information regarding deadlines and your policy for handling materials that are submitted late, e.g. a grade deduction. Include a statement advising students to contact you immediately if there are going to miss a deadline or test (i.e. due to illness or family emergency).
- Provide students with information on the services offered by Access Ability Services

Additional information: you may also wish to provide additional information of specific interest to students in this course, such as; specific details regarding field trips, or a list of recommended readings.

- Outline the University of Waterloo policies on Academic Integrity
- Outline procedures for storage of tests and exams: University policy indicates that you must retain university exams and assignments for at least one year before shredding for appeal purposes. These exams must be retained in a safe place during the interim. A student may request an informal review of a final examination paper up to one year from the date that the examination was written, although such a review cannot lead to a grade challenge unless the request is made within one month of notification of the mark. WatCLASS, the Records Classification and Retention Schedule for the University of Waterloo, describes how records relating to the management of students must be handled: https://uwaterloo.ca/records-management/sites/ca.records-management/files/uploads/files/ST80_0.pdf

University policy requires that official email correspondence is to be addressed to UW userids. Please make sure that you use an active ENV email account when corresponding with the students and TAs.

Use of the N-Drive and Cloud-Based Tools: Guidelines on privacy considerations are posted to the Faculty of Environment's Mapping Analysis and Design web site, https://uwaterloo.ca/environment-computing/services-support/file-storage/privacy-considerations. These guidelines provide the following instructions for faculty, staff, TAs and sessional instructors:

▪ Store all materials containing student information, including grades, directly on LEARN. If that is not possible, then store that material on the University provided N drive. Do **not** store these types of materials on personal computing or storage devices. N drives are accessible from on and off campus to faculty, staff and TAs, and N drives are regularly and automatically backed up.

▪ Alternative storage options, such as cloud storage, are possible, but only if IST recommendations on cloud storage are followed and thought is put into ensuring the information's availability and accuracy for the purposes for which it is to be used.

▪ Email correspondence that needs preserving is best preserved in a separate folder on Exchange (YouTube video on managing folders), not saved as individual files or via personal storage table (.pst) files.

As well, course instructors and TAs should take appropriate steps to protect student information that is in print form, especially when it is taken outside of locked university offices. Indeed, the removal of

printed student work, or any records that contain personal information from UW premises is strongly discouraged.

E-Mail Accounts: All faculty, staff, TAs and sessional instructors are requested to use only UWaterloo email accounts for University business including communication with students.

Academic Integrity: In order to maintain a culture of academic integrity, members of the University of Waterloo community are expected to promote honesty, trust, fairness, respect and responsibility. [Check www.uwaterloo.ca/academicintegrity/.]

Grievance: A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. Read Policy 70, Student Petitions and Grievances, Section 4, www.adm.uwaterloo.ca/infosec/Policies/policy70.htm. When in doubt please be certain to contact the department's administrative assistant who will provide further assistance.

Discipline: A student is expected to know what constitutes academic integrity [check www.uwaterloo.ca/academicintegrity/] to avoid committing an academic offence, and to take responsibility for his/her actions. A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about "rules" for group work/collaboration should seek guidance from the course instructor, academic advisor, or the undergraduate Associate Dean. For information on categories of offences and types of penalties, students should refer to Policy 71, Student Discipline, www.adm.uwaterloo.ca/infosec/Policies/policy71.htm. For typical penalties check Guidelines for the Assessment of Penalties, www.adm.uwaterloo.ca/infosec/guidelines/penaltyguidelines.htm.

Appeals: A decision made or penalty imposed under Policy 70 (Student Petitions and Grievances) (other than a petition) or Policy 71 (Student Discipline) may be appealed if there is a ground. A student who believes he/she has a ground for an appeal should refer to Policy 72 (Student Appeals) www.adm.uwaterloo.ca/infosec/Policies/policy72.htm.

Checklist to be submitted with Assignments

Please read the checklist below following the completion of your assignment. Once you have verified these points, attach the checklist with your assignment and submit it online. Your typed name will be acceptable

- I have referenced and footnoted all ideas, words or other intellectual property from other sources used in the completion of this assignment.
- I have included a proper bibliography which includes acknowledgement of all sources used to complete this assignment.
- This assignment was completed by my own group's efforts.

- This is the first time I have submitted this assignment or essay (either partially or entirely) for academic evaluation.

Date:_____ Name: _____

UW-ID# _____

Consent to Publish Submission on Department Web Site

I freely give my consent to publish my submission with my name on the Department Web site if it is one of the chosen assignments. In so doing, I understand that my submission will be published as a password protected PDF but that the department is not responsible for the unauthorized use by other parties who, nevertheless, might copy and use the material.   I also understand that I can refuse consent without any course penalty.

Yes __

No __

Signature_____ Date _____

Print Name_____

Academic Integrity: In order to maintain a culture of academic integrity, members of the University of Waterloo community are expected to promote honesty, trust, fairness, respect and responsibility. www.uwaterloo.ca/academicintegrity/. Students who are unsure what constitutes an academic offence are requested to visit the on-line tutorial at: http://www.lib.uwaterloo.ca/ait/

- The University of Waterloo requires all research conducted by its students, staff, and faculty which involves humans as participants to undergo prior ethics review and clearance through the Office of Research Ethics (http://iris.uwaterloo.ca/ethics/). The ethics review and clearance

processes are intended to ensure that projects comply with the guidelines established through Tri-Council Policy Statement (TCPS):

- Note for students with accessibility needs: AccessAbility Services, located in Needles Hall, Room 1132, collaborates with all academic departments/schools to arrange appropriate accommodations for students with accessibility-related needs without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with AccessAbility Services at the beginning of each academic term.
- Students with an illness, or other emergency, that prevents them from handing in an assignment on time or attending a test, must contact you to notify you of this problem prior to the deadline or test date (or as soon afterwards as is reasonably possible). Students with an illness must document evidence of that illness with a note from a doctor. For other emergencies, such as the death of a family member, students should be asked to meet with you as soon as possible in order to make arrangements to make up any missed assignment or test. Any questions or concerns that you have regarding these matters should be directed to the Department Chair or Associate Chair.
- If you become aware of a student who is facing an emotional crisis, please contact Counseling Services immediately. Counseling Services can be reached at 519-888-4567 ext. 32655, and is located in Needles Hall room 2080.
- Include the following note on Religious Observances in your syllabus: Please inform the instructor at the beginning of term if special accommodation needs to be made for religious observances that are not otherwise accounted for in the scheduling of classes and assignments.

-----------End Here----------

University of Waterloo Examination and Course Assignment Regulations are posted on the Registrar's Office website (https://uwaterloo.ca/registrar/). They include sections on term assignments and midterms, and on accommodation due to illness. At a minimum, your course syllabus should include a link to University Policies regarding Academic Integrity, Grievance and Discipline, as well as the University regulations regarding examinations and course assignments. These are posted on the Registrar's Office website: http://www.registrar.uwaterloo.ca/exams/ExamRegs.html

All cases of academic misconduct are handled by the Associate Dean – Undergraduate Studies. If you detect plagiarism on an assignment, please retain the offending materials, inform the student of the infraction. Contact the Associate Dean, providing a description of the infraction supported by the material evidence. The Associate Dean will provide instructions regarding any penalty that is to be assessed. During a test in the classroom, you will find that it is easy to detect students who are peeking at their neighbor's paper. In these situations, start by warning the student to keep their eyes on their own test. Repeated and sustained peeking does constitute cheating on an exam. If you catch a student cheating on an examination, immediately collect the student's examination paper, and document the nature of the infraction. Contact the Associate Dean and provide a description of the infraction. University policies regarding academic misconduct should be reviewed, as should your rights and

responsibilities should you suspect cheating during an exam. Refer to http://uwaterloo.ca/academic-integrity/ and http://www.adm.uwaterloo.ca/infosec/guidelines/penaltyguidelines.htm.

Also, review University of Waterloo policies 70, 71, and 72 here:
http://www.adm.uwaterloo.ca/infosec/Policies/Policies_num.htm.

5.2. Resources Available for Creating a Course Syllabus

The Teaching Fellow and the CTE Liaison, Scott Anderson, are always available to answer any questions that may arise and will review draft course syllabi upon request.

A Guide for Creating Course syllabus
https://uwaterloo.ca/centre-for-teaching-excellence/teaching-resources/teaching-tips/planning-courses/course-design/creating-course-outlines

Teaching Tip Sheet – check under Planning Courses
https://uwaterloo.ca/centre-for-teaching-excellence/resources/teaching-tips

Example Course syllabus and Student Assessment Information
https://uwaterloo.ca/centre-for-teaching-excellence/teaching-resources/teaching-tips/planning-courses/course-design/faculty-science-course-outline-template

Bloom's Taxonomy of the Cognitive Domain
http://www.edpsycinteractive.org/topics/cognition/bloom.html

The Centre for Teaching Excellence website contains useful information related to teaching and learning including teaching tips and events for instructors.

5.3. Expectations of Students in a Course

It is imperative that the course syllabus indicate the expectations for the student throughout the semester, with relation to issues such as: number of hours required for the course, teamwork practices, assessment methods, use of laptops in the classroom, and posting of grades. It is good practice in learner-centred pedagogy to also include a parallel set of expectations of yourself: students respond better to expectations when they realize that all you expect of them is really exactly what they should be expecting of you, and that you commit to these things together. This helps them see learning as a partnership, something they need to work for, and just not something you "do to them."

5.3.1. Student Workload Expectations
Students in the Faculty of Environment normally take a maximum of five courses per term (typically, 2.5 academic units). An Undergraduate Officer may approve a maximum of 3.25 academic units per academic term in exceptional circumstances and if the student has consistently achieved academic excellence. This practice, however, is not one that should normally be encouraged.

The number of hours per course each student can expect to work will vary based on the requirements. It is recommended that you consult with individuals who have previously taught the course to identify expected workloads. Students typically take five courses per term, so it's not reasonable to expect them to work more than 8-9 hours per week on your course. Three of those hours are probably spent in lecture. One or two more may be spent in tutorial. That only leaves 3-5 hours for homework and studying.

5.3.2. Teamwork Practices

Students in Environment will frequently prepare projects and reports in teamwork situations. Students should not be placed into group work without some information provided by the instructors and TAs about how to resolve grievances and cooperate effectively as a team. CTE provides some handy resources on how students can work effectively as team members (see: https://uwaterloo.ca/centre-for-teaching-excellence/teaching-resources/teaching-tips/tips-students/being-part-team/teamwork-skills-being-effective-group-member). If you have the ability to influence scheduling of the course, consider building in extra tutorial time where group project work can be held during additional scheduled tutorial hours. That way, the time for meeting is already scheduled into a student's work week. This step will minimize potential conflicts and difficulties scheduling a time when all group members are available. Make sure that you point out the positive benefits and learning experiences that can be gained from teamwork. The following checklist has also been developed to help make students aware of factors that are important to group work.

Group Assignment Checklist

Please read the checklist below following the completion of your group assignment. Once you have verified these points, hand in this signed checklist with your group assignment.

1. All team members have referenced and footnoted all ideas, words or other intellectual property from other sources used in the completion of this assignment.
2. A proper bibliography has been included, which includes acknowledgement of all sources used to complete this assignment.
3. This is the first time that any member of the group has submitted this assignment or essay (either partially or entirely) for academic evaluation.
4. Each member of the group has read the full content of the submission and is assured that the content is free of violations of academic integrity. Group discussions regarding the importance of academic integrity have taken place.
5. Each student has identified his or her individual contribution to the work submitted such that if violations of academic integrity are suspected, then the student primarily responsible for the violations may be identified. Note that in this case the remainder of the team may also be subject to disciplinary action.

Course: _____
Assignment: _____
Date: _____

Name (Print)	Signature	Section Contributed	Section Edited

Teamwork in class can be valuable for the student, but provide challenges for the new instructor. Think about structuring your curriculum in a way that encourages students to want to work in groups rather than as something counter-productive to the learning process. For example, build constructive consensus-based exercises into your course or show students how to positively reinforce the efforts of others in a constructive manner.

One of the most common breaches of academic integrity is collusion or excessive collaboration. Students should be reminded in course syllabi of the hazards of group work with respect to potential misconduct. Point out that by including their name on a team submission, all students are verifying that they are aware of the content and understand the submission. Thus, if there should be an act of misconduct associated with a group assignment, all students are considered culpable unless there are extenuating circumstances.

Suggested text for the course syllabus could be the following:
This assignment as submitted reflects the level of understanding of all students whose signatures appear below. Further, we declare that our assignment is free from violations of academic integrity (https://uwaterloo.ca/academic-integrity/node/3). If it is discovered that any assignment contains material that constitutes a violation of academic integrity, we recognize that we are all equally responsible and will be subject to disciplinary action consistent with University Policy.

5.3.3. Assessment Methods

The following information clarifies the Faculty's interpretations of specific grades. While these interpretations may not cover all specific situations, and are probably incomplete when applied to individual courses, the Faculty of Environment feels that they are sufficient to provide a general guideline and understanding of what the various grades mean.

New instructors should also be aware that some students 'grade shop' or request that the instructor increase their grade average. Many students are talented, motivated and ambitious, and a good number anticipate heading to a professional school or graduate school once they have completed their undergraduate degrees. Instructors are discouraged from participating in these requests; bumping grades is grossly unfair to the classmates of these students, who were assessed on the original level-playing field,

and it causes additional work for others involved in changing the grade. Grade changes are appropriate when there has been an error or a legitimate reconsideration of an assessment.

Assigned Grades	Description
80-100	Grades in this category signal a sign of excellence and are not something that should be expected for work that simply meets the requirements of the assignment. In this category, a student has demonstrated a full understanding of the subject matter, has capacity to analyze, has demonstrated critical thinking, shows evidence of creative thinking, familiarity with literature and previous work in area, highly developed communication and presentation skills. The work is of outstanding quality according to the criteria established for evaluation.
70-79	Student has shown good comprehension of subject matter, evidence of critical and creative thought, familiarity with literature and previous work in subject area, competence in communication and presentation skills, but none of the above to the degree found in A category. The work is of very good quality according to evaluation criteria
60-69	Student has demonstrated some understanding of subject matter, can assimilate and communicate basic aspects of the subject matter. The work is of satisfactory or adequate quality according to evaluation criteria
50-59	Student has demonstrated minimal understanding of the subject matter, poorly developed communication skills, inability to apply subject matter understanding in other contexts, little evidence of critical or creative thinking. The work is of unsatisfactory but passable quality according to evaluation criteria.
0-49	Inadequate understanding of subject matter, failed to complete course requirements, no demonstration of critical thought, communication skills very poor. The work is clearly of unacceptable quality according to the evaluation criteria.

There are a number of academic standings which may be assigned in place of numerical grades depending on circumstances.

AEG	Aegrotat, credit granted due to illness
CR	Credit Granted
DNW	Did Not Write, no credit granted
FTC	Failed to Complete, no credit granted
INC	Incomplete course work, no credit granted
IP	Course in progress, no grade assigned at this time
NCR	No credit granted
NMR	No mark reported
UR	Grade under review, decision pending
WD	Withdrew after course drop deadline
WF	Withdrew/Failure, no credit granted

Courses recorded as AEG or CR count as credits but have no numerical value and are therefore not included in the calculation of averages.

Courses recorded as NCR count as failed courses but have no numerical value and are therefore not included in the calculation of averages.

DNW, FTC, and DNW are equivalent to a grade of 32 and are included in all average calculations.

It is rare that an instructor would assign any of the above non-numeric grades in a numerically-graded course, with the exception of INC. If you are considering submitting another non-numeric grade, you should consult with the undergraduate officer in your academic unit before doing so.

Courses with a grade of INC must be cleared within one academic term (4 months). If not cleared within one academic term it will revert to a grade of FTC (32%) and be included in your averages. An INC is not awarded unless arrangements are made between instructor and student **before the end of the term**. The basis of these arrangements will be extenuating circumstances such as medical problems which prevent the submission of material on time. In the absence of extenuating circumstances and prior arrangements, the grade awarded will be that earned up to the time of submission of grades. If you are awarding a status of INC, create a written, signed agreement with the student that includes the details of your understanding and especially a revised timeline for completion of the work.

5.3.4. Educational Technologies

Educational technologies include cloud-based platforms and other devices that can help instructors teach or students learn. As with any tool, educational technologies are effective only if they are used in an intentional and thoughtful manner to help students achieve learning outcomes, or to help them overcome specific instructional challenges. Clickers, for example, are a simple tool that can increase student engagement in large classes; concept maps can assist visual learners in understanding complex relationships; ePortfolios can help students integrate and deepen their knowledge; wikis can facilitate useful collaboration; and so on. A list of common instructional challenges, and the educational technologies that can help to resolve them, is available here: https://uwaterloo.ca/cte/technology-solutions. As well, a catalogue of educational technologies, with their associated best practices, is available at http://netsavvy.uwaterloo.ca

Notwithstanding the numerous valid pedagogical reasons why and how laptops and related devices can be used to enhance teaching in the classroom setting by students, these devices do have the potential to be misused and cause disruption in classes. Your policy on this subject should be clearly outlined for the students in the course syllabus. CTE has an informative page which identifies some of the common issues associated with student use of technology in the classroom, entitled *Laptops in the Classroom: Virtue or Vice?* (see: https://uwaterloo.ca/centre-for-teaching-excellence/teaching-resources/teaching-tips/lecturing-and-presenting/logistics/laptops-classroom-virtue-or-vice).

5.3.5. Posting of Grades

Universities are required to comply with the provisions of the provincial Freedom of Information and Protection of Privacy Act, so the University of Waterloo must collect, use, maintain, disclose and dispose of personal information in a manner consistent with the legislation. Care must be exercised to protect privacy when returning student assignments and posting grades (see: https://uwaterloo.ca/privacy/).

Given the varied size of Waterloo's classes and the range of assessment techniques used, there is no single approach that will be appropriate in every course. The method used is at the discretion of the instructor, permitting him/her to implement practical procedures appropriate to the circumstance. The method used should strike a balance between practicality and a reasonable assurance of privacy protection.

In general, for returning assignments, consider the following techniques:

- Material that contributes to a student's grade should not be left in a public place
- Comments and grades should be recorded on pages hidden from view of other students.
- Exams and assignments should be returned only to the students who wrote them and not to other individuals, unless written permission has been given by the author.

In some cases it may be impractical to return assignments individually. Please see https://uwaterloo.ca/privacy/about-information-and-privacy/guidelines-frequently-asked-questions/returning-assignments-and for more strategies and links on this issue.

5.3.6 Posting of Students' Work Online

It can be a very valuable learning experience for all students to see examples of excellent assignment work conducted by their peers. Consider posting examples of excellent student work on the website online. In all cases, however, you must first have the written permission or email from the student before you can post his or her work.. You may wish to make it a standard practice in your classroom to ask permission to post work.

5.3.7 Photo Permissions and Release Forms

You MUST have permission to post photos of students or class assignment research participants (see Chapter 6 of this handbook for more information on research ethics) on the course Learn site or on the Web.

5.3.8 Email Etiquette

You will often find yourself flooded with texts and emails from students and some of them are not carefully considered. You might wish to put the following notice up on your course Learn site, office door, or discuss it the first day of class.

Student advisory on Email and Texting Etiquette:

In today's society, we are confronted by a flood of e-mails and texts. Although it is a useful tool, it also can undermine a sustainable and productive work environment. On top of our

regular responsibilities with respect to teaching, research, administration and outreach, faculty and staff receive dozens of e-mails and texts a day -- many of them with long attachments.   Please observe the following:

Please do not expect a response from a staff, faculty member or tutor outside of regular business day hours. In other words, even though it takes a minute to send an e-mail, your message is only one of many that we have to read so you might not get a response until the following week.   SO PLAN AHEAD! Avoid last minute requests.

If you have not had a response within 3-4 days, it is reasonable to send a follow up e-mail to the staff or faculty member to ensure that the message was received. If you still do not receive a response, go to the office hours.

If you are a student and you send an e-mail to someone in the department, please first read the e-mail etiquette note below. If you want to receive a favourable response, you might want to think about what kind of message you are sending.

Only use your University of Waterloo e-mail address when communicating with staff and faculty. E-mails from other accounts may be viewed as spam and filtered out.

Make sure that you also have a subject heading. Again, e-mails without a subject are often viewed as spam.

E-mail Etiquette for Students:

Remember to use different communications approaches for different audiences:

The following approach when writing to a friend is probably quite acceptable to your audience:
hi karen, did u get your assignment back yet ? i cant believe i only got a 59 after i spent 24/7 working on the stupid thing!!! i cant go out with u guys thursday b/c i have to study for that exam on friday especially after that assignment. if i don't pull my mark up, i'll get put on probation, and my parents will be ticked off. NEways, i'll ttyl, L8R, sharon

It does not go over very well, however, if you use the same format when addressing someone that you do not know as well:
dr wallas: i need to know why i did so badly on that last assignment. i don't get why i only got a 59. i worked really hard on that assignment, and i dont think its fare. i looked at my friends paper, and she put practicly the same thing and got a 76 why? i always get better marks then her. i cant come during your office hours and you are never around when i drop by so we need to arrange a time to discuss this. Sharon

The following approach will be more effective:

Dear Professor Wallis* <In ERS, you can address professors by their first name>
I am very concerned about my mark in your (_____) class. I did not do well on my last
assignment and do not know where I went wrong. I would appreciate it if you could take
some time to go over it with me. I would like to improve my mark in the course.
Unfortunately, I have another class during your office hours. Please let me know if there is a
convenient time that I could meet with you to discuss the assignment.
Thank you for your time.

Sincerely,

Sharon Simpson

*If the professor has specified that it is customary in the department to use first names, feel
free to do so. If you are addressing someone in the professional world, use Mr. or Ms. (Not
Mrs.). It is not customary to call professors Mr. or Ms. (or Mrs.). Usually, it is Professor or
Dr.

When addressing anyone you do not know personally, it is always safer to address them by
the last name even if you are feeling friendly. Some people in the working world do not
take kindly to over-familiarity particularly if you are asking them for a favour (e.g. you wish
to interview them).

If you are a tutor, remember that you are also a teacher. This means that you should also
take care with grammar, punctuation and spelling when communicating with your students
or the professor. You cannot go wrong with a formal writing style but sloppy
communications can make a bad impression because it demonstrates that you cannot be
bothered to write carefully. It also suggests that you do not know how to communicate
effectively.

Other e-mail advice:

- Always use your uwaterloo.ca e-mail account
- Do not send anything in an e-mail to anyone that you would not want published on
  the front page of a newspaper.
- Avoid "reply all" unless it is really necessary that everyone sees your reply for their
  information or action.
- Edit replies to remove extraneous material, such copies of copies of copies of
  copies of previous back-and-forth e-mails unless that information is useful to the
  reader or one long record of the interaction is helpful.

- DO NOT USE CAPITAL LETTERS WHEN ADDRESSING SOMEONE. THAT IS CONSIDERED YELLING.
- When you send a file attachment to a professor, it is also helpful to put your last name in the file name, e.g. Simpsonchapter1. Think about how many Chapter 1 files that a professor might be sent at any one time.
- Be careful when sending out humorous jokes on distribution lists. Your sense of humour is not necessarily appreciated.
- Only use the "high priority" icon when you truly have a high priority.
- Make sure that your distribution lists are tailored to your audience.
- Be very careful about automatically copying e-mails from someone else to a general list of people. Each communication that you receive from someone else should be treated as confidential and not forwarded on unless there is a good reason to do so (preferably with the original sender's permission).
- Make sure that you carefully proofread your e-mails before you send them. Spelling and grammar influence the reader particularly when you are sending an e-mail to someone who is evaluating you with respect to assignments or a work placement.
- If you are angry or feeling impatient, send the e-mail response the next morning. Be careful about using that "reply" icon too quickly.
- Think carefully about what name you choose for your user ID.   What you might find humorous, potential employers or staff may think that it reflects questionable judgment.

Note:
The course syllabus is considered to be a contract between the instructor and the students. Once the outline is distributed much of the content cannot be altered. The course requirements specified in the outline should not be changed at the last minute (e.g., requiring an assignment at the end of the term that students weren't aware of). As well, if the professor is requiring or not allowing certain modes of presentation of material for grading, such as a digital copy of a document, drawing, or similar product, that should be stated clearly at the beginning of the course in the outline.

6. Research Ethics Requirements (courses involving research with human or animal participants)

Many Faculty of Environment courses involve experiential components which require working with human or animal participants in which case Office of Research Ethics (ORE) approval is required. Guidelines and Policies related to the ORE can be found here: http://iris.uwaterloo.ca/ethics/human/guidelines/

For supervising an ethics review in a course or Honours Thesis Project, please review the guidelines available in PDF format here: http://iris.uwaterloo.ca/ethics/human/guidelines/Course%20&%20Honours%20Projects%20Guidelines.pdf

6.1. Contacts in Research Ethics

Julie Joza is the Manager, Research Ethics. If you have a research-based or methods course, consider inviting Julie Joza to speak to your classes and give guest lectures on Research Ethics requirements. The Office of Research Ethics also has forms specifically designed for course-based projects. **All research that involves human participants (including class assignments) requires prior approval by the Office of Research Ethics.**

Contact Information: Office: NH 1043,Phone: (519) 888-4567 x38535, Fax: (519) 746-7151, E-mail: jajoza@uwaterloo.ca

6.2. Office of Research Ethics Forms

Application forms can be found here: http://iris.uwaterloo.ca/ethics/human/application/

Links to Form 101/101A can be found here (ORE login is required): http://iris.uwaterloo.ca/ethics/form101

Sample documents for the ethics review process can be accessed here: http://iris.uwaterloo.ca/ethics/human/application/101samples.htm

6.3. The Tri-Council Policy Statement (TCPS) Tutorial

The TCPS 2.0 tutorial is mandatory for all students engaged in research with humans or animals, be it in the context of a course, thesis, or research workterm. It is also mandatory for all faculty supervising student research, regardless of the context. In some programs, it is required that **all** undergraduate students take the TCPS tutorial. This tutorial can be accessed on the Government of Canada Panel on Research Ethics website (link: http://pre.ethics.gc.ca/eng/education/tutorial-didacticiel/). You should also ensure that your graduate students have taken this tutorial before they engage in field work.

7. Field Trips: University Regulations and Safety Requirements

Field trips are regularly used to enhance courses in the Faculty of Environment. Local trips include visits to REEP House, St. Jacob's, the Waterloo Regional Museum, the markets, Heritage tours, city hall, etc. If you want to take your students on a field trip, there are university regulations to consider. If it is a local trip, the requirements are very minor. Full field trip guidelines for Faculty of Environment courses can be accessed here: https://uwaterloo.ca/environment/field-trip-guidelines In particular, please note the following guidelines for trip leaders:

1. Field trips for which course credits are given should be explicitly described with respect to timing, duration, itinerary, cost, objectives and expectations in the initial course syllabus.
2. All field trips that include overnight stays will normally have two leaders, at least one being a faculty or staff member. Whenever possible, there should be at least one male and one female leader. This provides students with a choice of individuals to consult and an alternate to lead the group if one person becomes incapacitated.
3. Field-trip leaders should at all times demonstrate responsible leadership. They should inform students about any legal situations (e.g., trespass regulations), safety problems or cultural restrictions that may be encountered during the field trip. They should limit any activity that may injure or endanger field-trip participants.
4. Field-trip leaders should try to be sensitive to any different points of view that may arise between individuals or within groups and should attempt to mediate a solution. Leaders must be particularly aware of their responsibility to prevent harassment in all its forms.
5. Staff field trip leaders will be eligible for recompense according to UW Policy 16 (https://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-16). Leaders' normal travel expenses may be covered, but there will be no other compensation.

If you are renting or booking transportation, the Undergraduate Administrator is the Faculty of Environment contact who coordinates this through Needles Hall. Contact information for the Undergraduate Administrator can be found here: https://uwaterloo.ca/environment/about/people

If there is a field trip fee included, students must pay for those trips at the Registrar's office at the beginning of term. NOTE: You may NOT require a field trip fee unless it has been formally approved and put into the calendar.. You also may not require students to miss classes held in other courses in order to attend a field trip outside of scheduled hours.

8. Workplace Hazardous Materials Information System (WHMIS)

WHMIS is mandatory for ENV students who:

- are enrolled in a lab
- use the ENV work-shop
- are enrolled in a course which stipulates WHMIS as a requirement, i.e. ENVS 200

Even if students do not fall under one of the above three categories, they should be encouraged to complete the online WHMIS quiz to gain access to the University of Waterloo-WHMIS certification. WHMIS certification from sources off campus is not acceptable or recognized at University of Waterloo.

The on-line WHMIS training quiz is offered through LEARN. The WHMIS quiz is available on-line throughout the term. For instruction on how to enrol visit: www.safetyoffice.uwaterloo.ca/hse/training/whmis_courses_students.htm

Upon successful completion of the quiz students will be given the opportunity to print a certificate acknowledging they have completed this milestone. They will need this certificate to gain access to areas requiring WHMIS certification.

At the university-wide level, all instructors must also be familiar with the University of Waterloo's Policy 34, Health, Safety and Environment (https://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-34). You can also read more about the WHMIS certification here: http://www.safetyoffice.uwaterloo.ca/hse/whmis/

9. Teaching Assistants (TAs)

9.1. Working with TAs

Teaching Assistants (TAs) are valued assets to any course who serve as an important bridge between you and your students. Remember, they need to be mentored and respected as much as the students in your class and they have their own course work and theses to write. At best, TAs participate as course collaborators, enriching a course and offering an instructor perspectives on the course that would not otherwise be available. Regularly meetings with your TAs, based on a principle of mutual learning and respect is a very important component of a course's success.

All instructors should have a written contract with TAs in order to clearly specify professor and TA responsibilities and expectations within the framework of university guidelines. There are regulations around how many hours are expected of a TA as well as their availability. A written contract, to be filled out jointly by the TA and faculty instructor, is available at the following link:

https://uwaterloo.ca/graduate-studies/sites/ca.graduate-studies/files/uploads/files/Teaching%20Assistant%20Time%20Allocation%20Form%20pilot%20winter%202013_0.pdf

Filling out this contract is extremely important to ensure good procedure, accountability, and fairness on the part of all affected parties.

For larger classes, teaching assistants will be assigned by the Departmental Associate Chair – Graduate Studies. In most cases, students express their preference for the course to the Graduate Administrator and, therefore, should be reasonably comfortable with the subject matter; occasionally, a student TA allocation is made that is not the best fit and discussion with the Associate Chair Graduate Studies may be needed to manage the issue.

The typical ratio for TA assignments is 1 TA for every 50-60 students. For some classes, including lab-based courses, this ratio may be adjusted downward (contact the Associate Chair if you have questions). TAs may be either graduate or undergraduate students. Graduate students with a full TA assignment are expected to contribute, on average, 10 hours/week for 16 weeks. Students with a half TA assignment, such as undergraduates, are expected to contribute 5 hours/week. Certainly TAs should anticipate that the number of hours required could vary from one week to the next, including the likelihood that TA work might occupy more than 10 hours/week during some weeks. There are further guidelines for undergraduate TAs that are listed in

Depending on the structure of the course, TAs can be asked to undertake a variety of duties, including; running lab or tutorial sections (leading students through lab/tutorial assignments, providing extra help hours, marking lab/tutorial assignments, entering the grades on QUEST), marking exams, attending lectures, or assisting with the proctoring of tests or exams. TAs must *not* be asked to write lab assignments or exams, prepare lectures, proctor final exams on their own, or submit final grades. If you have trouble with a TA who is not performing their duties adequately, please contact the Associate Chair – Graduate Studies.

It is strongly recommended that you provide TAs with a marking scheme for assignments and exams.

If the instructor feels that the TA is not fulfilling his or her responsibilities the instructor must notify the department Chair and/or Associate Chair of Graduate Studies Director and Administrative Assistant immediately.

CTE provides an **excellent** resource for Teaching Assistants that faculty, sessionals, and adjuncts should also be familiar with: https://uwaterloo.ca/centre-for-teaching-excellence/sites/ca.centre-for-teaching-excellence/files/uploads/files/TA%20Manual%20W13.pdf This guidebook covers a comprehensive set of teaching tips, pedagogical practices, and hands-on strategies that new and experienced instructors will value.

10. Instructor/Student Computer Programs

When you meet with your Human Resources representative you will be given a WatIAM account and a NEXUS account. There will be a single user ID and password for both accounts. Your user ID and password will give you access to all Waterloo resources, including: Exchange Email Account/Calendar, Eduroam Wireless Access, Request Tracker (RT) issue tracking system, Waterloo LEARN web-based course management. They will also allow you to log onto any computer on campus. Your email will be *youruserID@uwaterloo.ca*

Contact the liaison person for the Faculty of Environment, Scott Anderson (sjanderson@uwaterloo.ca, 519-888-4567 x32509, Location: EV2 1016), once you have your University of Waterloo directory information for an overview of the learning management system.

10.1. Waterloo's Online Learning Management System

10.1.1 What is a Learning Management System (LMS) and Why Would I Want to Use it?

Waterloo Desire2Learn (also known as LEARN or Desire2Learn) is the acronym used for the University of Waterloo's current Learning Management System (LMS). We strongly recommend the use of the LEARN system. It is a web-based learning management system that allows instructors to manage course materials and interact easily and efficiently with their students. More information on the LEARN system can be found here (http://av.uwaterloo.ca/uwace/index.html). Assistance in setting up the LEARN environment for your course can be obtained by contacting the liaison person for the Faculty of Environment, Scott Anderson (sjanderson@uwaterloo.ca, 519-888-4567 x32509, Location: EV2 1016). The online learning management system includes electronic drop boxes, discussion boards, online quizzes, online polls, blogs, online chats, wikis and course e-mail which can help you provide learning opportunities and feedback for your students outside the classroom. Online components combined with face to face classroom activities can work together to support deep and meaningful learning.

Students can prepare for classes by completing online quizzes prior to the class, which will enable them to engage more fully in class discussions. Assignments can be submitted, and feedback returned, online using the drop box option.

You can communicate with your students using the announcement feature or through course email. Students can communicate with each other, with you, and with your TAs through the use of discussion forums and chat rooms. Online discussion forums expose students to a number of different perspectives on course concepts and provide them with an opportunity to articulate their understanding of the course material. This increases their awareness of misconceptions they may have and enables them to correct their biases. Instructors and teaching assistants can monitor the online discussions, providing guidance and feedback as necessary.

Grades can be provided to students in a secure manner online. Instructors now have the option of using Turnitin, a plagiarism detection software service available through the LMS. Visit the academic integrity website for more information: http://uwaterloo.ca/academicintegrity/Turnitin/index.html

Further information regarding the use of Turnitin is available http://ist.uwaterloo.ca/cs/Turnitin/

10.1.2 Helping You Use Your Learning Management System Effectively

The first time that you teach and use the LMS, make sure that you book an appointment with Scott Anderson – Liaison for the Faculty of Environment (sjanderson@uwaterloo.ca, 519-888-4567 x32509, Location: EV2 1016)

Scott's role includes helping instructors design course-related online activities and advising on how to integrate online activities into courses in ways that are efficient and that enhance student learning. He is available to help you design or execute new or ongoing activities and can review with you the LMS features.

The Centre for Teaching Excellence (CTE) hosts the Instructor Users' Group in April and December. This event shows instructors innovative ways that other faculty members are using the LMS on campus. Three instructors will present activities that they have created for their students in the LMS. They will discuss why incorporating the activities into an online environment enhanced the learning experience for their students and share their own experiences of creating and facilitating these activities. Past topics have included how to use online polls to enhance in-class discussions, how to create student-generated self-assessment quizzes, and unique ways to enhance student communication through discussion boards. Check the CTE website for dates.

> **Note:**
> Students who have not paid/arranged their fees will lose access to the online environment halfway through the term. Student Accounts makes repeated attempts to contact the student about non-payment status prior to restricting D2L access. If a student approaches you complaining that s/he cannot access the online component of your course, you should direct them to Student Accounts. If the student's account is in order s/he will be directed to technical support. Instructors are advised not to give special consideration to students who miss deadlines because they do not have access to the online course component for financial reasons.

10.2. QUEST (www.quest.uwaterloo.ca)

QUEST is the online student administration system that allows students to easily add/drop courses, view their unofficial transcripts, view and pay their fees, and update their contact information. Faculty and staff members may also use QUEST to view student schedules, monitor class rosters, post final grades, and contact students through their main email account.

As an instructor you will have access to limited amounts of student data on QUEST. Instructions for using QUEST are found at this link: http://www.quest.uwaterloo.ca/help/howdoi/index.html

Instructions for submitting Final Grades to the Registrar's Office (QUEST) from the Learning Management System Gradebook

Prior to setting up your gradebook, please contact Scott Anderson (sjanderson@uwaterloo.ca) to ensure that your marks are being calculated the way you intend them to be. You may also speak with Scott Anderson regarding alternatives to the gradebook, such as posting non-identifying excel file grades to LEARN.

Once you are satisfied that all the grades for the course grade items within your gradebook have been entered, you may begin the process of preparing the Final Adjusted Grades for uploading to QUEST. Instructions for doing so are available here: Instructions for Submitting Grades to QUEST from Waterloo LEARN

Note: Only instructors may submit marks to QUEST unless otherwise arranged through the Registrar's Office.

The instructor of the course has the final say on the grades assigned to students. Although it varies by department, generally ENV students in the honours academic plans maintain an overall cumulative average of 65% and a Major cumulative average of 70%. So a class average significantly below 70% could trigger a review. Please speak to the Associate Chair Undergraduate or Department Chair or if you have any questions regarding grading. The University of Waterloo grading scheme for undergraduates can be found here http://ugradcalendar.uwaterloo.ca/page/uWaterloo-Grading-System, and for graduate courses it can be found here - http://gradcalendar.uwaterloo.ca/page/GSO-Grades-and-Grading

In cases where a student is legitimately prevented from completing all the assignments for the course (due to a sustained illness for example) you have two options. You may elect to waive certain course requirements and re-weight the remaining components of the course, or you may assign a grade of "INC" or incomplete, after consultation with the student. In this situation, you should ensure that the student commits to a schedule for completing the unfinished assignments in the term following the end of the course. Once the missing assignments have been completed, please mark the assignments and update the student's grade using a grade revision form. Grades of INC that are not resolved in the term following the course will automatically revert to an F. You may find students who appear on your class roster, but who have not submitted any assignments etc., and do not appear to be attending the class. In these cases, leave the final grade blank.

11. Examinations

For Regulations governing the holding of exams, see www.registrar.uwaterloo.ca/exams/ExamRegs.pdf

11.1. Midterms

11.1.1 Booking Extra Classrooms and Proctors

Extra space will occasionally be required for a midterm examination. If you require an extra classroom, contact the Faculty Scheduling Coordinator before the beginning of the term to book one. Graduate students are usually used as proctors. The Undergraduate Coordinator for the Faculty will assist with finding extra proctors if required for midterm and final examinations. Typically one proctor is needed for every fifty students writing the exam. However, a minimum of 2 proctors are required for all examinations.

11.1.2 Printing

Midterms should be sent for printing at least 48 hours prior to the midterm date. Generally University of Waterloo departments use the Media.doc for printing services (located in the Math and Computer (MC) building). Electronic copies of midterms should be submitted to the departmental Undergraduate Coordinator for printing. Be sure to do a quick count of your midterms when you get them to be sure the correct number was printed!

11.2. Final Examination Study Days

Study days occur between the last day of lectures and the beginning of the final examination period. Their purpose is to allow for students to prepare for their final examinations. During the study days no student is required to hand in an assignment, sit in a lecture, or sit in an exam. Remember that any course practice with respect to rights and responsibilities or missed assignments/midterms, must be consistent with University of Waterloo policy:
http://www.registrar.uwaterloo.ca/exams/ExamRegs.html

11.2.1 Administration of Final Examinations

Within the first week of class you will be contacted by the Administrative Coordinator, Undergraduate Studies to discuss whether your course has a final exam. If your course has a final exam you will be given two choices:

a) Scheduled and Administered by the Registrar's Office:

This option puts the responsibility on the Registrar's Office to schedule an exam time, book an appropriate room, and to print all copies of your final exam for you. Essentially, the Registrar's Office will do all of the administrative work. If you have chosen "Scheduled and Administered", the master copy of your final examination must be submitted to the Registrar's Office approximately two weeks before the date of the exam. The Registrar's Office will inform those in charge of Examination Scheduling.

b) Scheduled by the Registrar's Office with Instructor taking Responsibility for Administering the Exam:

If you chose option B, The Registrar's Office will only schedule a time for the examination. The instructor is responsible for booking a classroom and for printing the exam.

Final examinations can only be held during the scheduled time and they cannot be longer than 2.5 hours. Instructors are responsible for proctoring their own final examinations although extra proctors will be

> **Note:**
> The Registrar's Office covers the costs of printing and distributing final examinations, provided that they are submitted by the due date. Generally instructors who are late in submitting their final examinations are responsible for arranging printing with their school and for transporting their exam to the room where it is being written on the day of the exam.

provided at a ratio of 50 students: 1 proctor. University of Waterloo is required to provide students with alternate examination times if there is a major time conflict. These are outlined in the Exam Regulations package.

If you are teaching a large course some students will inevitably miss your final exam. View the case example (page 18) and the University of Waterloo policy on grading (http://ugradcalendar.uwaterloo.ca/?pageID=10814) for more information on submitting grades for these students. Once final grades are submitted, any changes should be made using a Grade Revision form. You can get this form from the Undergraduate Coordinator for your department.

11.3. AccessAbility Services (formerly OPD)

AccessAbility Services ensures that all students have an equal chance at success, regardless of any disabilities they may have. Students must be registered with the office to have special consideration.

You will receive an explanatory letter from the office. Students must present you with a "Request for Alternative Examination Arrangements" form to sign. It has three copies: one for you, one for the student, and one for AccessAbility. If the student has requested to write a midterm exam in Access Ability you should send a copy of the exam to that office before the exam date. If you forget to send a copy to the office their Administrative Assistant will contact you to request one. Final examinations for "Scheduled and Administered" exams will be sent to AccessAbility by the Registrar's Office. The office extension is 35082.

January 1, 2014 all UW Websites must meet the Ministry of Ontario website accessibility requirements. Check the AccessAbility Services for more information.

11.4. Missed Examinations

A student who defaults a final examination, except for a properly certified reason, shall have no make-up examination privileges.

A student may be eligible for make-up examinations or other accommodations as decided between the student and the instructor, when an exam is missed due to documented extenuating circumstances. If a student fails to write a final examination for medical reasons, a completed University of Waterloo Verification of Illness Form (https://uwaterloo.ca/health-services/sites/ca.health-services/files/uploads/files/VIF-online.pdf), or a Medical Doctor's certificate covering the same information requested on the illness form, including the precise period of illness, must be provided to the instructor within 48 hours of the examination date. In addition, the student must have satisfied all course work requirements prior to the exam.

If you are considering accommodating a missed exam or paper, consult the following University of Waterloo practices for normal accommodations:
http://www.registrar.uwaterloo.ca/exams/ExamRegs.html

11.5. No Final Examination

Sometimes an instructor will choose not to have a final examination. Generally, there is either a large assignment or a major term test in its place. Note that this test may not exceed 25% of the final grade if it is held in the last week of classes. If you decide to do so, consult with your colleagues to ensure that students are not overloaded with end of term assignments and tests all due at the same time.

Instructors must always follow Policy 19, which indicates that students may not view their final mark until the end of the examination period, with the justification that students may become distressed about their grade in one course and not perform as well on their finals in other courses. If you plan to have a final assignment or a major term test instead of a final examination, please read the following information:

Assignments: Assignments cannot be due after the lecture period is finished unless it is in place of a final examination. In this case it must be due during the regular final examination period and not during the study days. If you wish to make your assignment due during the final examination period consult with the Associate Director, Undergraduate Studies.

Major term tests: Final term tests worth over 25% cannot be scheduled in the last week of classes and therefore must be scheduled during the regular examination period. Any exceptions to this rule must be approved in advance by the Office of the Dean.

11.6. Storage of Final Exams and Assignments

Exams and assignments that are for marks are kept, if not returned to the student; the assignments & exams etc. need to be boxed up, labelled, and brought to the department Administrative Assistant for safe storage for the Retention Classification period.

> **Note:**
> Assignments or tests should be graded and returned promptly. For smaller classes, tests or assignments may be returned directly to each individual in the class. Assignments may also be placed in the department's main office for students to pick up. Please place assignments in alphabetical order to reduce the time students spend in the office looking for their assignment. It is very important to note that students must NOT see each other's marks. An instructor must always be present when tests are being picked up. Final exams, or assignments that have not been picked up by the student, must be kept and properly stored for one year by yourself or the department unless otherwise noted in the course syllabus.

12. Grades

Final course grades should be submitted to QUEST by electronic grade submission no later than **7 days after the final examination**. If there is no final examination, grades are due 14 days after the start of examinations. With the exception of uploading your grades to QUEST, you cannot post final examination grades or their equivalent until after the final examination period has ended.
At the end of the term you must download a .csv file of the class roster in QUEST. Open the class roster for your course and click on "download." Indicate that you would like a .csv copy of the roster for electronic grades and click "download" again. You may now enter the final marks manually.

13. Course Evaluations and Course Assessment

13.1. Course Evaluation Procedures

Every course in the Faculty of Environment must follow the mandatory course evaluation process. *Courses with less than five students, "arranged" courses, independent study courses, and courses that begin with "0" are exempt from this practice.*

Course evaluations must be completed during class time in the final two weeks of the term. However, instructors are not permitted to use the final lecture to administer evaluations because students will be concentrating on their final exams and may not give an accurate assessment. Instructors and teaching assistants may hand out the evaluations but they are not permitted to remain in the room while the students are completing the evaluation. An instructor can pass out and remain in the room when the evaluation of the tutor is taking place and vice versa but they cannot be in the same room when the evaluation is taking place. That could influence the outcome of the evaluation (see: https://uwaterloo.ca/environment/faculty-staff/policies-procedures/statement-teaching-evaluation).

The Faculty Undergraduate Coordinator for Environment will put pencils and evaluation forms in your mailbox. Instructors take the evaluations to class and ask for a student volunteer to return the evaluations to the Administrative Coordinator for the Faculty in the Dean's Office. The Undergraduate Coordinator will inform you when the student has returned the evaluations. You may also ask a colleague to administer the evaluation. Course evaluations are processed and returned to the instructor after final grades have been submitted.

Note:
In any class, students will have varied interests, abilities and values, and this variability will be reflected in the kinds of comments they make on Course Evaluations. It's common for instructors to find that a particular aspect of a course will be listed as a major strength of the course by some students and a major weakness by others and, sometimes, these two responses will be of roughly equal proportions. Therefore, you will have to use your own discretion when deciding whether to make changes on the basis of student comments. Also, some who respond negatively will do so in a personal way designed for the most traumatic emotional impact. Sadly, such responses are not unique but are expected occasionally by even the most experienced instructors. If you feel bothered by such responses, feel free to approach other instructors: most will be able to show you even worse comments from their own past courses. In other words, almost anything students will say to you they've also said to other instructors. You might also find it helpful to share or discuss those evaluations with the Teaching Fellow or your mentor to provide some perspectives about how to most effectively understand and use the student feedback.

13.2. On-going Course Assessment

It is very helpful to get feedback from students as the course progresses rather than waiting until the very end of the course. There are a number of online tools and surveys that you can use to get student feedback. If there is a problem in the course, you can correct it before it develops into a more serious issue.

New faculty might consider using the **mid-term student feedback process** to evaluate how the learning experience is proceeding for students. CTE describes how these mid-term evaluations can be carried out: https://uwaterloo.ca/centre-for-teaching-excellence/teaching-resources/teaching-tips/communicating-students/listening/using-mid-term-student-feedback

14. Information for Tenure-track and Regular Faculty Members

14.1. Meeting with the Teaching Fellow

All regular faculty members are expected to contribute to undergraduate teaching and, where possible, to contribute to graduate teaching and to participate in project/thesis supervision. High-quality teaching is valued in this Faculty and is considered as important as research. Within their first year of employment, all regular, untenured faculty members in Environment are expected to meet with the Faculty of Environment Teaching Fellow and staff in the University of Waterloo Centre for Teaching Excellence to attend workshops and begin the development of a Teaching Portfolio for the purposes of Tenure or Promotion.

14.2. Meeting with the ENV - CTE Faculty Liaison

It is recommended that you also meet with Scott Anderson, the CTE liaison for ENV. He will be able to assist you with the use of learning technologies, the LEARN system and course design. His contact information is as follows: sjanderson@uwaterloo.ca, 519-888-4567 x32509, Location: EV2 1016.

14.3. Attending Teaching-Development Workshops and Conferences

Many conferences seminars and workshops are available to help strengthen your teaching. The Faculty of Environment encourages your use of these opportunities. Check the Green TEA website (http://env-blogs.uwaterloo.ca/green-tea/) and CTE (https://uwaterloo.ca/centre-for-teaching-excellence/events) for upcoming opportunities and events.

14.4. Mentorship of You (and by you)

Mentorship is important in any faculty but particularly so in an interdisciplinary Faculty such as Environment where teamwork is often needed to coordinate diverse course offerings. It is possible to have a mentor assigned from outside the university community. Monica Vesely, Instructional Developer for CTE, can be contacted for further information on mentorship (email: mvesely@uwaterloo.ca, phone: 519-888-4567 x31721).

As soon as you become a regular faculty member, you are also expected to be a mentor of your graduate students, teaching assistants, and undergraduate students. It is normally expected that all regular faculty members supervise and mentor graduate students where such programs exist. It is also important to meet with graduate students on a regular basis and read drafts of their work in a timely manner. At the beginning of your supervisory responsibilities, you might wish to consider writing a letter that you both sign that lays out expectations for meetings and the delivery and assessment of draft work. The Graduate Studies Office has a handbook available online entitled A Guide for Graduate Research and Supervision at the University of Waterloo 2011.

Attend Convocation at least once a year. It means more to your students and those close to them than you realize. They are so proud and happy on that day and delighted to introduce their professors to their families and friends. Those of us who go regularly enjoy it and it is a terrific feeling to watch those students cross the stage!

All faculty should read the University of Waterloo's Intellectual Property Rights Policy 73 that governs ownership of thesis-produced work. IP rights associated with the content of a thesis belong to the student, unless modified or waived through informed consent.

14.5. Citizenship

Being an effective university teacher goes beyond instruction for a particular class. As noted in the section on Tenure and Promotion, it is also important to see yourself as a part of a teaching community of practice. This includes mentoring the community of students in the faculty and being there to share ideas in common areas, the halls, student events or when they come by to see you in your office.

With so much university business being conducted over the internet, including emails from students, it is tempting to do more and more of your work at home. Unless this is an online course, **encourage students come see you in your office hours to discuss course material rather than ask you course-related questions through the email.** Let them know that you are readily available during those times and would like to see them. This accomplishes three things: One, you will be able to develop a much better relationship with your class when you have a chance to chat with individual students about it, and discover how well you are communicating the material. Two, you can do a much better job of explaining concepts in person than on email. Three, you will not be involved in a long, time-consuming back-and-forth email exchange that may not discuss anything substantive. Students will be encouraged to find out information for themselves (or look at the syllabus instead of texting you). For the effective and efficient use of your time, consider expanding your office hours and reducing the time you spend on internet answering questions the students can find the answers to themselves. If it is an important issue, they should come to see you and have a reasoned discussion.

This raises the question of how often one should be physically present at the university. During the two teaching terms of the year, plan to be there a minimum of three days a week with times during those days with your door open. At the beginning of each term, book one day a week on your calendar as a research or course preparation day. Use the fifth day as a flex day to schedule such things as thesis defences or unexpected meetings etc.

14.6. Creating your Teaching Portfolio

The Faculty of the Environment is working with the CTE to develop guidelines for the development of a teaching portfolio. Below is an example of the kind of information that is helpful to include in your portfolio for purposes of Tenure and/or Promotion.

Addendum to Unit level performance guidelines: expanded description of quality of teaching, expectations, and teaching dossiers based on the expectations expressed in Policy 77 or revised

Guideline 19 (Note: Drafts of this document have been submitted to the ENV senior administration team but it has not yet been formally approved. As such, it is to be used as a guideline only for purposes of developing a teaching portfolio and strengthening teaching. Please check with your unit head (director or chair) to ensure that you are meeting department/school guidelines).

The Faculty of Environment guidelines for tenure and promotion require some specified information (See Teaching/ Advising Activities at and https://uwaterloo.ca/environment/faculty-staff/policies-procedures/tenure-and-promotion-package-outline). In addition, however, **it is up to each faculty member to provide evidence of teaching quality, keeping in mind that much of the evidence will be qualitative in nature and thus will need to be explained in the annual performance review form and in teaching portfolios.** It is recommended that as soon as you begin a university career as a faculty member that you start working on your teaching portfolio. Such a portfolio would document your teaching career, and would contain your teaching philosophy, reflections, course materials, courses taught, evaluations, and other information as discussed below. You might even consider creating an e-portfolio (see https://uwaterloo.ca/centre-for-teaching-excellence/teaching-technology/netsavvy/e-portfolios)

For the purpose of Tenure and Promotion, you might want to think about producing a much more concise teaching portfolio of approximately 10 single-spaced pages in length. (Again, make sure that you check with your unit head to see if that conforms to your departmental or school's expectations).

A teaching portfolio contains 1) a narrative description of teaching, substantiated with concrete examples (about 5 pages) and 2) Appendices documenting the claims made in the narrative (an additional 5 pages). The narrative would consist of your philosophy of learning/teaching that includes such things as a rationale for teaching approaches, discussion of what would constitute a great teacher or advisor (of theses or major projects) and how you try to aspire to that ideal, and what you want the students to know when they leave your course or graduate. **In other words, you are telling a persuasive story backed up with evidence. You need to make the case**. An important part of the narrative is to recognize that you, as an effective teacher, will always be learning and improving upon your teaching. Your teaching portfolio should include some self-reflection such as how you have grown as a teacher, reflecting on challenges and problems that you have worked to overcome, as well as your teaching ambitions for the future.

A discussion of the content of your courses (illustrated in the appendices) is important as well with consideration of both the students' learning processes, as well as learning outcomes. This description would include methodologies/strategies for learning and teaching.   Examples might be your teaching approach (e.g. experiential or student-centred learning, etc.), assessment methods (backed up with a discussion of how those methods are designed to capture various types of learning), or an analysis of how you would know if you have been successful in achieving desired learning objectives.

Documentation of your teaching philosophy could contain the following. Those with an asterisk *are considered very important. An excellent ranking would acknowledge accomplished performance in meeting most of the following criteria:

- Evidence of Impact on Learning and Evaluations: Peer and Student

- *Student class evaluations (recognizing that large and required courses generally get lower ratings than smaller electives).
- *Peer evaluations (e.g. conducted by Teaching Fellow, CTE, or senior colleague identified by Director/Chair)

 - Creativity and Initiative

- *Evidence of creative thinking in course design and delivery: i.e. experiential, case study, case-based, on-line, blended, student-centred, integrative and/or problem-solving teaching consistent with the mandate of the Faculty of Environment. (Documentation: pieces from the course syllabus and materials)
- Time spent on course improvement (e.g., soliciting peer feedback on course syllabi, materials, or assignments; applying innovative or creative teaching methods)

- Professional Development in Teaching

- Participation in teaching development workshops (e.g., CTE courses), conferences and teaching seminars (faculty, annual UW OND teaching conference, or the international Teaching Professor Conference)

- On-campus and on-line Availability and Participation in Student-related Events

- Time spent above and beyond the norm to meet with students, provide feedback on their work, etc. (e.g., holding a significant amount of extra office hours)
- Working with students on out-of-class academic projects
- On-campus presence to participate in student events (e.g. Convocation, graduating class poster presentations, departmental theses-proposal presentations, Welcome weekend, etc.)

- Mentorship and Advising

- * Evidence of quality of supervision and mentorship of graduate and undergraduate, e.g., student publications (solely authored by students or co-authored with advisors), offers of employment, student awards that at least partly result from work done with the supervisor).
- Regular meetings of thesis advisor with students and timely responses to chapter and thesis drafts.
- Evidence of quality of mentoring teaching assistants and/or research assistants. The goal here is to recognize that faculty members have responsibility for mentoring, teaching and working

constructively with their TAs and RAs. They should recognize that these students also must balance their TA/RA responsibilities with their own studies. (Evidence of success here would be documentation of the expectations of the TAs/RAs, an explanation about how work and marking was shared between the instructor and the assistants, opportunities to contribute creatively to a course.)

- Respectful and professional communication (both in person and by email) where the learning process is seen as collaborative. Clearly stated, oral and written communications of expectations when dealing with students firmly based on knowledge of faculty and university regulations when advising.

- Carefully-designed assessment methods to ensure grading is consistent within courses and relative to other courses in the faculty

- Development of a carefully designed system of assessing student performance to ensure that the grades reflected a student's demonstrated knowledge of course material, and to foster effective learning processes and outcomes.

Additional sources: https://uwaterloo.ca/centre-for-teaching-excellence/teaching-resources/teaching-tips/professional-development/career-strategies/creating-teaching-dossier, http://www.ltc.uvic.ca/servicesprograms/teaching_dossier_kit.php

14.7. Formal Teaching Evaluations

Normally, all faculty and courses will be evaluated each term. The goals of the teaching evaluations are to:

1. To provide a comprehensive and rational basis for the evaluation of teaching, so that teaching is justly rewarded through the Faculty's performance evaluation, tenure, promotion, and salary procedures.
2. To offer students the opportunity to participate more fully in their instruction; to provide a safe, anonymous means of contributing to the reward of effective teaching and to teaching improvement.
3. To provide instructors with data for teaching enhancement and acknowledgement from their students for effective teaching.
4. To provide unit heads or supervisors with sufficient information to counsel instructors, to seek ways to enhance their effectiveness through feedback on facilities, to address any problems before they reach a critical level and to propose faculty for distinguished teaching awards.

The Faculty of Environment will use the Teaching Evaluation form approved by Executive Committee, as well as the TA and faculty forms as appropriate. Non-classroom teaching activities will be acknowledged and evaluated as well. Included are: undergraduate and graduate student supervision,

academic counselling, and attempts by faculty to improve their teaching effectiveness through curriculum and course development, reading and study, and participation in teaching-related workshops and courses.

Faculty should develop 'three or five-year plans' which focus on objectives for teaching in the context of research and service activities. The plans would be formulated in consultation with the unit chair/director and would provide a basis for evaluation, for example, in the annual faculty performance review. They would provide an opportunity for faculty to gain recognition and agreement for such things as upgrading in new areas and skills in teaching, research and service. Full details on the teaching evaluations can be found here: https://uwaterloo.ca/environment/statement-teaching-evaluation

15. Other Helpful Information

15.1. Cancelling a Class

Advance notice to cancel a class should be given whenever possible. If the absence is due to illness or a conflicting commitment, you may arrange with your Teaching Assistant to cover the class if this is suitable. If the cancellation is last-minute, please notify the Undergraduate Coordinator in your department so that a notice can be posted on the classroom door. You should also send out a message to the entire class using the LEARN classlist email function.

Prior to starting the course, you should be aware of the statutory and religious holidays occurring throughout the term. This information can be found in the List of Calendars: http://ugradcalendar.uwaterloo.ca/page/uWaterloo-Undergraduate-Calendar-Access

15.2. Course Override Forms

Early in each term students will likely approach you with a course override form to request enrollment in your course. If your course is full it is your decision whether you allow an extra student to enroll. At this time you should consider the resources available (room capacity, number of TAs, etc.) and the need for the student to be enrolled in the course. It is a good idea to remain in contact with the school staff regarding enrollment requests. Instructors generally give preference to students who are required to take the course and also to students who attend the lecture in case they will be given permission to enroll before the deadline (this shows enthusiasm for the course content). View the case example (page 17). Remember that your total enrolment (plus yourself and TAs) cannot exceed the room limit set by the fire marshal.

Prior to the start of classes, check the Schedule of Classes (http://www.adm.uwaterloo.ca/infocour/CIR/SA/under.html) to see if your course is full. Also, make yourself aware of the prerequisites and/or anti-requisites for your course. You may be contacted by students who are unable to register for the course and are requesting an override to be admitted. There could be a number of reasons why the student is unable to register for the course, including; the course is full, there are no available spaces due to reserve spots being held for students in specific programs, or the student does not have the necessary prerequisite. In these situations, you may contact the

Department Chair, or the Associate Chair-Undergraduate Studies, for a recommendation on how to handle this situation. If your course is full, you may advise students to check QUEST daily to see if spots become available. If the request is made during the Open Enrollment period (which begins about a month before term starts), seating is available, and the student is unable to enrol online, you may admit the student to your class. To do this you must ask the student to complete a course override form, which you can sign on the first day of class (necessary forms can be found on the Registrar's website http://www.registrar.uwaterloo.ca/). You can also provide the student with a permission number to add the course using QUEST (http://www.quest.uwaterloo.ca/). Attach course enrollment numbers carefully when issuing overrides/permission numbers since there is often several days lag before students are formally enrolled.

If a student brings you a course override form because s/he does not have the necessary prerequisite, it is your decision whether you allow this student into the course. Many instructors will allow the student to take the course in this situation (within reason) but warn the student that s/he is responsible for filling in any gaps in their learning. Some require that the student sign an acknowledgment that s/he does not have the course prerequisites and is responsible for the outcome. You may also remind the student of the drop deadlines so that s/he can drop the course should it prove too difficult.

15.2.1 Three Most Common Error Messages Leading to Course Overrides

1. **You do not meet the Reserve Requirements for this course**
   This error message means that a portion of a class enrolment capacity is reserved for a particular group of students and the remaining "unreserved" seats have already been filled. An instructor needs to check off "Override Class Limit" on the course override form to allow a student into this class. Please note that the only way to override a reserve cap is by overriding the class limit. If you do not wish to have the class limit overridden but want to grant permission for open seats please indicate this on the notes section and we will look up the class limit for the course. If there is no note, we will automatically override the class limit. Please keep track of your overall class size to prevent over-enrolment.

2. **Time Conflicts**
   This message means that the time for at least two of the student's classes overlap. Instructors must select "Override Time Conflicts" on the Course Override form or give the student a permission number. An instructor approving this type of override has accepted the student's request to enrol in a class, despite the fact that the student may not be able to attend all of the class contact hours. The instructor has also advised the student as to the student's responsibilities for material covered in any sections that the student does not attend. Please note, sometimes a test slot for midterms is held at the same time for a course and even though these test slots are only for one day, it will still create the conflict error and will need an override.

| ☒ | Override Class Limit | ☒ | Override Requisites |
| ☒ | Override Permission | ☑ | Override Time Conflicts |

3. **Class Full**
   This message means that there is no more room in the class; however, the instructor has the authority to allow extra students in their class by selecting "Override Class Limit" on the course override form. An instructor approving this is prepared to teach the extra student and deal with any extra load in the lab or tutorial components. It is also an indication that the instructor is comfortable with the number of students in the classroom and that fire regulations have not been compromised.

| ☑ | Override Class Limit | ☒ | Override Requisites |
| ☒ | Override Permission | ☒ | Override Time Conflicts |

Please ensure that all appropriate boxes have been filled in on all course override forms.

If there are any questions or concerns about course override processing, please do not hesitate to consult your Registrar's Office contact for clarity.

15.3. Letter of Permission Courses

Students who wish to take a course at a university other than the home university must use a Letter of Permission. The Letter of Permission must be sent to the "host" university after it is approved by the student's academic advisor in the home university. There are different practices across faculties for students taking courses through Letter of Permission. Faculty of Environment students who wish to take courses for credit through Letter of Permission must be in good standing at University of Waterloo. They can take up to ten courses (5.0 units) for credit towards their University of Waterloo degree through Letter of Permission, provided that the grade in the course is above 60%.

Students from other universities who inquire about taking a course at University of Waterloo must have their home universities approve their Letters of Permission. They must take the approved form to the University of Waterloo Registrar's Office for admittance into the University of Waterloo. The Letter of Permission form must be approved and submitted to the Registrar's Office at least two months before the beginning of the desired term of study. Once a student is admitted for a term s/he will have access to QUEST to enroll in the selected course(s). Students taking courses through Letter of Permission are subject to the same course enrollment regulations as University of Waterloo students. The student must receive the instructor's permission to enroll in a course if it's full.

15.4. Consistency, Protection of Privacy, and Fair Practices with Students

Never underestimate the communication power of undergraduate students. Try to be as consistent as possible with all of your students because if you make an exception for one student you will have many more approaching you asking for the same treatment. Don't offer to do something for one student unless you're prepared to do it for the majority of them. Equity is paramount. You also are legally required to maintain the privacy of the student. You are not permitted to discuss a student or his or her performance with unauthorized persons including parents or other students.

15.5. Avoiding Threshold Grades

Awarding a grade that falls just short of a threshold (e.g. for a first-class mark or a pass/fail) in the number nine is very dangerous, as many students become very frustrated over being "one mark" away from a higher grade level, especially if the student earned 49% or 79% in a course. If you are not careful you will get many students approaching you with requests for make-up opportunities and re-marking. When you notice a grade ending in "9" it might be a good idea to re-evaluate the material to see if there is an aspect that could bring it up or down by one percentage.

15.6. Undergraduate Thesis or Graduating Project Advising

Some undergraduate students may approach you to supervise their undergraduate thesis. If you are a single term sessional instructor, keep in mind that you will usually not be reimbursed for your efforts so you need to carefully weigh the benefit to you. Also, undergraduate theses are written over two and sometimes three terms (e.g. a co-op student who is on a work term in the middle of two thesis terms) so you will not be able to supervise these students to completion. In some departments, only tenured or tenure-track professors are authorized to serve as thesis or graduating project advisors. Moreover, there are certain criteria that students should meet before they are permitted to undertake such a project. For more information, contact the Undergraduate Administrative Coordinator.

15.7. Writing Reference Letters for Students

It is part of our job to write letters of reference but they can be very time-consuming and requests frequently arrive at the last minute. It is very important to the students' futures that we, as instructors, take time to write a thoughtful reference. If you are asked by a student to write a reference for them and feel that you cannot write a supportive one, let them know. Tell them what you think you could say positively about their work, and where you found that they still had areas for improvement. Let them know that you will mention those things in a letter of reference. Students often know their own abilities and areas where they are not as strong; if you tell them in a supportive and respectful manner, they usually take it very well. They can then decide for themselves whether or not they wish to still ask you for a reference. You might also wish to post the following advisory on your office door and include it every time a student emails you with a request for a reference.

Advisory to Students When Requesting a Letter of Reference

When students graduate, they normally need a letter of reference from the professor. Professors are accustomed to writing these references and are very familiar with the accompanying forms. You do not need to ask for an appointment to request a letter of reference. An email request is fine. Here are the steps to follow.

Make sure that you give the professor plenty of time to write a letter of reference. This means a minimum of two weeks (after you give the professor all the relevant information and forms). Do not ask for one the same week that it is due. Profuse apologies do not compensate for the fact that the person writing the letter of reference will have to squeeze the request into a tight schedule, usually late at night. It is not at all uncommon for a professor in this department to write 50-100 letters of reference a year.

Send an email to the professor with an attachment of the job ad or the graduate program/scholarship that you are targeting. Ask the professor if s/he would be willing to provide a letter of reference. Make sure that professor is either your supervisor or someone who knows you very well. A reference will not be taken seriously if you are one student from a class of 100 and have only taken one class with that instructor. (Tip: It never hurts for students to ask if the person feels that she or he will be able to write them a good letter of reference. Sometimes, professors will write letters of evaluation and they might not always be positive.)

If the professor agrees to write the letter, then send him or her ALL the necessary information and all the attachments in ONE email. This is important. Given that many letters of reference are written, the person writing the letter will not want to sort through multiple emails to get the requisite information needed for each reference for each student.

- *Be organized. Make it easy to write the letter or reference. In your e-mail, you should include*
- *Your full contact information, address phone number, student number*
- *The date by which the letter must be picked up by the student or mailed*
- *The forms for the school (with all the personal data sections filled out) or alternatively include the information in the email request if the form does not allow you to include the data.*
- *A c.v. or resumé*
- *Information on the job/programme to which you are applying*
- *A reminder to the professor about what courses you took with him or her and what you wrote about and for each course, topics of essays or other major assignments you submitted and how well you did in each course. Even if the professor knows you really well this extra information is helpful.*
- *A statement of intention or the letter of application (this helps the professor write an informed letter or reference and will hold more weight)*
- *An electronic copy of your informal transcript.*

  If you follow all these steps you are maximizing your chances of success!

15.8. Co-op Students

Some of the departments in Environment have co-op students (see table below). If students approach their instructors with a conflict between a mid-term and a co-op interview, instructors should be aware that there is a process of dealing with these conflicts (see: https://uwaterloo.ca/co-operative-education/get-hired/interview-process/interview-process-and-procedures). Generally, it is the responsibility of students to ensure that interviews do not conflict with scheduled tests.

Program	Co-Op
Environment & Business	Regular & co-op
Environment & Resource Studies	Regular & co-op
Geography & Environmental Management	Regular & co-op
Geography & Aviation	Regular only
Geomatics	Regular & co-op
International Development	Regular only
Knowledge Integration	Regular only
Planning	Co-op only

15.9. The Ecology Lab

You may find it helpful in the course of your research and teaching to connect with the ecology lab. They offer equipment for field and in-lab use, and schedule a variety of free interactive workshops throughout the term (butterflies, edible plants, winter survival), as well as post the latest eco-happenings and provide support for course and research needs.

The Ecology Lab has a wide range of both field and laboratory equipment for your course and research needs. A variety of work occurs in the lab including:

- Identification of plants, invertebrates, insects, and other fauna
- Water and soil quality testing and analysis
- Forest plots, vegetation transects, and associated parameters to test
- Determination of sampling design, field collection, testing and analysis
- Demonstration of equipment and interactive workshops on various themes

The Lab has a comprehensive list of equipment available to you that includes:

- Digital Ecology Lab of projects and historical information
- Spectrophotometer and colorimeter (in lab use)
- Quadrats, measuring tapes, clinometers and rangefinders
- GPS units, Kestrel weather stations, multimeters
- Microscopes, binoculars, hand lenses, specimen vials
- Plant presses, grow stands, light meters, calipers
- Library of field guides, methodology books and handbooks

- Herbarium
- Aquatic and insect nets, Swoffer current meters, chest waders
- Dataloggers
- Soil augers, landscape tools, scales and safety gear just to name a few!

Contact Us:
>
> Email: env.ecology@uwaterloo.ca
> Phone: 519-888-4567x32646
> EV1-131/134

16. Other Useful Resources

16.1. Other ENV Faculty Members

Faculty members in Environment are always willing to assist new faculty members or adjunct lecturers with adjusting to working at the University of Waterloo. In the past, many have offered to act as mentors and have encouraged their new colleagues to participate in informal social gatherings. From immigration concerns to research grants, someone has helpful advice from when they were experiencing the same issues. If you are teaching an undergraduate course and would appreciate some assistance with course preparation and management, the Associate Dean for Undergraduate Studies and the Teaching Fellow and members of the Teaching and Learning Community are available to supply feedback on course syllabi, provide suggestions for managing problem students, or to offer insight into unique situations that may arise. All you have to do is ask!

17. Common Acronyms

Acronym Used	Full Title
CKI	Centre for Knowledge Integration
CTE	Centre for Teaching Excellence
ENV	Faculty of Environment
ERS	Environment and Resource Studies
GEM	Geography and Environmental Management
Green T.E.A.	Teaching Environment Action
LEARN	Desire2Learn
ORE	Office of Research Ethics
PLAN	School of Planning
SEED	School of Environment, Enterprise and Development

SSO	Student Success Office
TA	Teaching Assistant
TCPS2	Tri-Council Policy Statement (TCPS2)

18. Centre for Teaching Excellence

For more information on resources available to help you with teaching and learning from the Centre for Teaching Excellence, please contact Scott Anderson.

Programs for Faculty: http://cte.uwaterloo.ca/faculty_programs/index.html. Many new faculty members take advantage of the informal mentoring program and the luncheons for new faculty members.

Each term, the CTE offers workshops on a variety of topics pertaining to teaching and learning. They include tips and ideas on such things as how to engage really large classes of students, how to teach block courses, how to assess learning outcomes, etc. These interactive and hands-on workshops run for as little as an hour and a half and for as much as a few days. A complete roster of upcoming workshops can be found by clicking on the "Event Listings and Registration" menu item on the CTE homepage: http://www.cte.uwaterloo.ca.

19. Working at the University of Waterloo

- Human Resources can be found here: http://www.hr.uwaterloo.ca/

- WatPort is a useful resource for faculty members new to the Region of Waterloo and the university: http://www.watport.uwaterloo.ca/ This website assists with immigration and housing issues, adjusting in the Kitchener-Waterloo community, finding your way around the University of Waterloo, and much more. There are many events providing new faculty members the chance to meet other members new to the University of Waterloo community.

- See the Faculty Association webpage: http://www.fauw.uwaterloo.ca/

19.1. Academic Integrity

The Faculty of Environment remains committed to the highest standards of academic integrity. This topic is to be included in your course syllabus and should be part of an ongoing discussion with your students. The following resources are helpful for framing this topic within the context of your course. Faculty should also note that the Office of Academic Integrity has released an mandatory online tutorial for graduate students called the **Graduate Academic Integrity Module (Graduate AIM).** The goal of the Graduate AIM is to ensure all graduate students receive consistent training on this topic. Please

encourage your graduate students to find out more at: https://uwaterloo.ca/academic-integrity/graduate-aim

- Encouraging Academic Integrity in Your Courses
  http://cte.uwaterloo.ca/teaching_resources/tips/encouraging_academic_integrity.html

- Office of Academic Integrity: Academic Integrity for Faculty
  http://www.uwaterloo.ca/academicintegrity/Faculty/index.html

- Academic Integrity Tutorial for Students (with scenarios)
  http://www.lib.uwaterloo.ca/ait/values.html

20. Contacts

Despite our attempts to make this guide a comprehensive source of information, no resource can completely cover all questions that may arise. Using the links below you can find a list of contacts that will be able to assist you with your questions and concerns throughout the term.

Dean's Office: contacts in the Dean's Office

Department Contacts: various departments

(including: Centre for Knowledge Integration; Department of Environment and Resource Studies; Department of Geography and Environmental Management; School of Environment, Enterprise and Development; and, School of Planning).

Appendix 1: Teaching Philosophy Statements (by faculty and department)

Guiding Philosophy – Faculty Level:

The following are the teaching and research principles at the core of everything that happens in the Faculty of Environment since it was created in 1969. Our professors, students, and alumni have a record of making innovative, practical contributions to many areas of the environmental field.

The Faculty's integrative approach combines the study of both the natural and human environments by bringing together geographers, ecologists, and planners as well as experts in green business, tourism, environmental governance and policy making, economic development, and sustainability.

The Faculty has built its success upon UW's core values of innovation, high quality, and an outward-looking perspective.

After nearly four decades as a leader in environmental education, research, and advocacy, the Faculty is at an important juncture in its history. It is sharpening its focus on seeking creative solutions to some of the most urgent environmental problems of our times.

Centre for Knowledge Integration (CKI):

Mission

The Centre for Knowledge Integration is committed to providing education and enrichment opportunities that transcend traditional disciplines and prepare our students to adapt to and engage with our complex world.

Vision

The problems facing our world, and our students preparing to enter it, are complex, rapidly evolving, and transcend boundaries. Society needs real world problem solvers that can understand complex issues from multiple perspectives and bring together effective interdisciplinary teams to find innovative solutions. These solution integrators need to be literate, numerate, articulate, and graceful collaborators.

Our brightest, most well-rounded, and diversely talented youth are looking for an education that allows them to integrate and build on diverse strengths rather than specialize too early. Knowledge Integration equips these students with the skills for knowing and making a difference in the world in its core curriculum while affording our students the flexibility to explore their interests and develop their personal area of concentration drawing on the full breadth of the university.

Environment and Resource Studies (ERS):

The Department of Environment and Resource Studies (ERS) offers programs which focus on sustainability and the ethics of solving environmental and resource problems, ranging from water and food to energy and biodiversity. We use techniques and ideas from many disciplines to seek integrative solutions that cross the boundaries between the natural and social sciences, thereby linking knowledge of resources and ecosystems with sustainability policy and governance.

Geography and Environmental Management (GEM):

The Department of Geography and Environmental Management (GEM) is one of the leading Geography Departments in Canada with a strong commitment to the discovery, dissemination, and application of geographic knowledge focused on the complex interactions within and between the human and natural environments. The Department embraces a three-fold mission of excellence in research, excellence in research-led teaching in all undergraduate and graduate degree programmes, and celebration of, and respect for all, members of the Department, Faculty, and University.

GEM's commitment to teaching and learning is through a comprehensive set of offerings at the undergraduate level (programmes in Geography and Environmental Management, Geography and Aviation, and Geomatics), and at the graduate level (three pathways through the Masters degree M.A., M.E.S., M.Sc. plus a Ph.D. programme). Our collaboration with other members of the University, within the Faculty, across the University and with our sister Department at Wilfrid Laurier University, demonstrates our commitments to both disciplinarity and interdisciplinarity.

School of Environment, Enterprise and Development (SEED):

Mission

SEED develops knowledge, tools and expertise that integrate business and development activities with environmental and social objectives in order to realize a sustainable world.

Vision

SEED strives to be a recognized nationally and internationally by students, researchers, and the business and policy communities as a leading academic institution for integrating business and development activities with environmental and social objectives, and advancing social innovation.

School of Planning (PLAN):

The School of Planning is the only planning school in Canada to offer programs at the Bachelor's, Master's, and PhD levels. The School's programs and courses provide students with skills and perspectives necessary for successful careers as professional planners. Students are encouraged to explore widely the various academic offerings throughout the University in order to achieve their unique intellectual potential as individuals.

The academic programs in the School are recognized by the Canadian Institute of Planners, with the exception of the MAES program.

Appendix 2: Course Syllabus Example

For the official syllabus example provided by CTE, please click here:
https://uwaterloo.ca/centre-for-teaching-excellence/sites/ca.centre-for-teaching-excellence/files/uploads/files/courseoutlinetemplate_0.pdf

Appendix 3: Undergraduate TA Guidelines

UNDERGRADUATE TEACHING ASSISTANTS IN THE FACULTY OF ENVIRONMENT
GUIDELINES: March 2005

1. GENERAL GUIDELINES

The use of undergraduate teaching assistants (UG TAs) in the plans in the Faculty should be encouraged. The training and experience that TAs acquire are of great benefit to their education.

However, the responsibilities of being a UG TA should not, in any way, divert students from their academic studies. Given the constraint of graduate TA availability and the difficulty of matching their experience with our TA needs, UG students serve a very important role in the Faculty.

2. THE QUALIFICATIONS OF UG TAs

UG TAs fill divergent roles in the four Faculty plans. These may include laboratory instruction, assisting instructors in logistical tasks with course preparation, managing seminar or tutorial portions of courses, specified limited marking, or performing designated special functions for the faculty in that unit.

Regardless of their functions, all UG TAs should meet these qualifications and conditions:

a) A standing of at least "good" in their plan with no incomplete grades.
b) At least third year level with appropriate experience in the course or function to which the teaching assistantship is allocated.
c) Teaching Assistants should also be at a level in advance of the students in the class. UG TAs must not grade work of their course mates or where they have a conflict of interest (eg, a partner in a relationship). TAs must declare any conflicts of interest to the instructor who will be responsible for making alternative arrangements.
d) An UG TA should have only one TA per term.
e) Normally no undergraduate should be employed as a TA for a fourth year course.

3. DUTIES AND REIMBURSEMENT

a. There should be no salary differentiation for students from different plans. Each TA is appointed to perform a designated, specific set of functions or duties. There should be no differential compensation based on the amount of experience. The rate of pay will be reviewed annually by Faculty Council. The specific hourly rate for any term can be obtained from the Dean's Office.

b. The UG TA's normal amount of work should be 5 hours per week (excepting reading week) for one term. Each UG TA must keep a record of time spent per week carrying out TA duties. This record has to be submitted to the unit Chair/Director by the end of the 6th week of term, and again at the end of the course.

d. The chair/director is responsible for making sure that instructors adhere to the policy regarding maximum work hours/week.

e. UG TA job descriptions should clearly state primary teaching functions and tasks.

f. Normally UG TAs could be expected to assist in grading lab assignments, multiple choice questions, short answers, and other short, objective assignments.

g. UG TAs should not be expected to prepare lab assignments, multiple choice questions or tests.

h. The course instructor must provide TAs with grading instructions and answer sheets. Instructors are also responsible for monitoring the grading of multiple TAs to ensure that their grading and marking are uniform and consistent.

i. Normally an UG TA will not mark a final examination unless the examination is multiple-choice questions or short answers.

j. An UG TA should inform the instructors immediately if he/she considers he/she have been asked to carry out more than the equivalent of 5 hours per week or to perform duties that contravene or are not listed in the specifications in this section. It is the instructor's responsibility to resolve the issue. If the TA does not feel comfortable in approaching the instructor, or has not been able to resolve these issues, he/she should take the concerns to the Chair or Director.

k. If an UG TA believes that a student in the course has committed an academic offence (see University of Waterloo Policy No. 71) he/she should inform the instructor immediately. It is the instructor's responsibility to investigate and resolve the issue according to UW policy.

l. All UG TAs will undergo a training session run by the Faculty.

m. The course instructor has responsibilities to the UG TA:
  i. Not to violate any sections of this policy;
  ii. To provide answers to assignments set;
  iii. To provide a written marking scheme or guidelines for the assignments;
  iv. To meet regularly with UG TAs to discuss issues of the course and issues raised by the UG TAs;

n. Not to use UG TAs to lecture in the course if the instructor is not available.

o. If a student in a course is experiencing problems with the UG TA, he/she should first inform the instructor. If acceptable remedial action is not taken by the next class meeting, the student should inform the Chair/Director of the situation and the Chair or Director must resolve the situation according to policy. Students with grievances or problems should be fully informed of their rights of appeal under UW Policy 70.