

# Teaching and Learning Guide for UPEI Instructors



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*TEACHING AND LEARNING CENTRE - UPEI*



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# Contents

Land Acknowledgement	vii
----------------------	-----

Introduction	1
--------------	---

## Part I

Welcome and overview	5
----------------------	---

Teaching culture and initiatives at UPEI	7
--	---

Teaching and learning support	11
-------------------------------	----

Statistics on students, faculty, staff, and academic units	15
--	----

Organization of UPEI	16
----------------------	----

## Part II

6. Preparing your class	19
-------------------------	----

7. Teaching your class	28
------------------------	----

8. Technology	36
---------------	----

9. Working with laboratory instructors, teaching assistants, and clinical nursing instructors	38
---	----

10. Interacting with students	41
-------------------------------	----

## Part III

11. Professional development and resources	53
--	----

12. Teaching awards	55
---------------------	----

13. Work/life balance	56
-----------------------	----



# Land Acknowledgement

Since time immemorial, the Mi'kmaq People have walked gently on the traditional territories of Epekwitk, which is where the University of Prince Edward Island is located. We acknowledge that Mi'kma'ki is the ancestral and unceded territory of the Mi'kmaq people, who, in 1725 first signed Treaties of Peace and Friendship. We recognize Elders past and present who have cared for, and continue to care for, the land. In offering this acknowledgement, we affirm the history, experiences, and resiliency of Indigenous people who are still here today. We are grateful to live, work, and learn here and we are committed to building relationships based in honour and respect.





# Introduction

The Teaching and Learning Guide for UPEI Instructors was adapted from the [\*Faculty Guide\*](#) by Simon Fraser University, which is licensed under a [Creative Commons Attribution-Noncommercial 4.0 International License](#).



# PART I



# Welcome and overview

Welcome to the University of Prince Edward Island. Congratulations on your new role with the University. You are joining an institution that opened its doors in 1969 and now boasts more than half a century of achievement, including a tradition of teaching excellence.

Whether you have been hired as a tenure-track professor, research chair, term faculty, or sessional instructor, your job will involve teaching students. UPEI has a strong commitment to quality teaching, as is reflected in the University's Mission and Goals and its overarching academic outcome statements.

[UPEI Mission and Goals](#)

[UPEI's Strategic Plan 2018–2023](#)

The priority placed on teaching is reflected in student comments about their UPEI experience. In the 2022 Survey of First Year Students from the Canadian University Survey Consortium (CUSC) that UPEI participated in, 89 per cent of UPEI respondents indicated that they are satisfied with the quality of teaching at UPEI<sup>1</sup>. In addition, in the [MacLean's 2023 Ranking of Canadian Universities](#), UPEI ranked 8th among the 19 primarily undergraduate universities in Canada.

You are joining a team of dedicated and gifted educators who can help you to develop your own practice and who can model excellence in teaching. For example, Dr. Ann Braithwaite, Diversity and Social Justice Studies in the Faculty of Arts, is the most recent UPEI faculty member to receive the prestigious 3M National Teaching Fellowship in 2021. Other 3M National Teaching Fellows at UPEI are Dr. Sue Dawson, Faculty of Veterinary Medicine; Dr. Shannon Murray and Dr. Brent MacLaine (retired), Department of English; Dr. Brian Wagner, Department of Chemistry; Dr. Philip Smith, Department of Psychology; Dr. Fiona Walton (retired), Faculty of Education; and Dr. Étienne Côté, Faculty of Veterinary Medicine. Read about [Dr. Ann Braithwaite's 3M National Teaching Fellowship](#).

In addition, UPEI instructors have been recognized with regional awards such as the [Association of Atlantic Universities Teaching Awards](#). Dr. Stacey MacKinnon is one of the recent AAU award recipients with the Anne Marie MacKinnon Award for Educational Leadership in 2023. In addition to these national and regional recognitions, there are teaching awards presented by UPEI and the UPEI Faculty

Association (UPEIFA). There are the [University Awards of Excellence](#) for faculty, librarians, clinical veterinary professionals, clinical nursing instructors and staff and the UPEIFA presents the [Hessian Merit Award for Excellence in Teaching](#), [Merit Award for Scholarly Achievement](#), and the [Janet Pottie Murray Award for Educational Leadership](#). There is a separate section with additional information about teaching awards in this guide.

If you have been hired into a term or tenure-stream faculty position, teaching is only part of the multi-faceted and complex role that you are undertaking. As part of your interview package, you would have received the UPEI Faculty Association's [Guide for New Members](#), which touches broadly on all facets of your role. It is intended to help ease your transition into your new position by orienting you to the teaching aspects of your role and supporting you in your early days as an instructor at UPEI. These guides offer information to help you through your first years of teaching, and will point you to resources to help you develop your teaching practice.

Although we will give you a general introduction to services at UPEI that touch on teaching, your department or program will most likely have unique requirements and practices that you should also familiarize yourself with.

We hope that you will find the information and resources in this guide useful. If you have a question that isn't addressed here, please contact us, and we will find an answer for you as quickly as possible—and add it to the guide if appropriate. If you notice any outdated information, broken links, or other problems, [please let us know](#) as well.

Best of luck as you embark on this new phase of your career at UPEI.

<sup>1</sup> *More results from the CUSC survey is available through UPEI's Office of Institutional Research*

# Teaching culture and initiatives at UPEI

[UPEI's mission](#) is “to encourage and assist people to acquire the skills, knowledge, and understanding necessary for critical and creative thinking, and thus prepare them to contribute to their own betterment and that of society through the development of their full potential.”

UPEI's vision, moving forward, remains steadfast—***UPEI will be a leader in providing outstanding programs and experiential learning opportunities that enable our students to develop to their full potential in both the classroom and the community. Our students will emerge from their studies ready to excel and contribute to the betterment of our world.***

Education to promote understanding of Indigenous history and culture and issues around equity, diversity, and inclusion are two important areas of focus for UPEI.

## **Background from the National Centre for Truth and Reconciliation in Canada website**

*For over 150 years, residential schools operated in Canada. Over 150,000 children attended these schools. Many never returned. Often underfunded and overcrowded, these schools were used as a tool of assimilation by the Canadian state and churches. Thousands of students suffered physical and sexual abuse. All suffered from loneliness and a longing to be home with their families. The damages inflicted by these schools continue to this day. In 2009, the Truth and Reconciliation Commission of Canada began a multi-year process to listen to Survivors, communities and others affected by the Residential School system.*

The report of the Truth and Reconciliation Commission of Canada was published in 2015 with a number of calls to action directed at higher education. The journey of truth and reconciliation is far from over. UPEI is committed to advancing reconciliation through higher education.

As a community, we have started a journey of growth to realize the role we must play in promoting an understanding of Indigenous history and culture, and supporting respectful relationships. UPEI recognizes that discussions in this era of truth and reconciliation will unveil difficult facts within our country's history.

However, in keeping with our institutional vision, we know that education is vital to understanding the history of colonialism and the forward-looking process of reconciliation. UPEI's Elder in Residence, July Clark, is a Mi'kmaq woman from Epekwitk and a member of Abegweit Mi'kmaw Nation. She works closely with the [Mawi'omi Indigenous Student Centre](#). Corinne Chappell is the Advisor to the Vice-President Academic and Research for Indigenous Affairs

A second important focus at UPEI is equity, diversity, and inclusion (EDI). The [UPEI Equity, Diversity and Inclusion Steering Committee](#) was established in October 2019, with a mandate to review, and provide input into, the development and implementation of an institutional equity, diversity, and inclusion strategy. In addition, the steering committee provides input and advice regarding issues, practices, and opportunities to promote and implement equity, diversity, and inclusion measures, programs, or initiatives. Following broad consultations, the [institutional EDI strategy](#) was developed and shared with the campus community in winter 2021. The EDI strategy "provides our learning community with focus areas to build awareness, knowledge, and actions to enable continuous improvements in equity, diversity, and inclusion on our campus and within our larger communities".

Working together, we must use knowledge as a catalyst for meaningful change on campus and in communities here in Prince Edward Island and around our world.

The five priorities of the [UPEI Strategic Plan \(2018–2023\)](#) include

- Education for a Connected World
- Inclusive Campus Culture
- Scholarship, Research, and Discovery
- Community Partnerships
- Responsible Growth and Resource Management

You will find, therefore, that much of the conversation around teaching at UPEI is focused on how best to engage students. Understanding and responding to students' current realities, needs, and long-term goals, focusing on learning-centred teaching, and fostering and celebrating innovation in education are all part of teaching practice at UPEI.

How can we engage students in large classes that are often lecture-based? How do we provide students with learning experiences outside the classroom setting so that learning is connected to the outside world and becomes relevant and meaningful? These are some questions that are being discussed within the teaching community at UPEI. Conversations with colleagues are good starting



places for entering into dialogue about ways to make your teaching practice more engaging for students.

The University has launched a number of teaching and learning initiatives rooted in these priorities, the overarching institutional mission, and requests from students for flexibility and improved course access. Below you will find links to some of these initiatives.

The Teaching and Learning Centre fosters a culture of scholarship around teaching and learning by providing opportunities for faculty and instructional staff to reflect on and improve their pedagogical expertise. The Centre supports their professional development goals by coordinating opportunities and events that focus on teaching and learning. One-to-one consultations for faculty and instructional staff are also available.

The Senate Committee on the Enhancement of Teaching (SCENT) aims to promote excellence and innovation in teaching and learning, as well as initiatives that enhance the scholarship of teaching and learning (SoTL). For more information about SCENT, you can contact the chair, [Dr. Stacey MacKinnon](#).

Reviewing the [Teaching and Learning Centre website](#), [newsletters](#), [Instructional Resources Hub](#) and the [blog](#) will also give you a sense of the focus of conversation about teaching and learning at UPEI. In addition, these teaching resources can also inform and support your practice at UPEI:

[Experiential Education](#) and [Work-Integrated Learning](#)

At UPEI, the [Experiential Education and Work-Integrated Learning](#) office showcases and supports the University's experiential programs and initiatives, while building capacity to help students navigate an increasingly complex work world. The office offers support for faculty who want to integrate experiential learning activities or work-integrated learning experiences into their curriculum. It has a number of [workshops](#) for students that faculty can incorporate into classes.

[English Academic Preparation \(EAP\)](#) program

The EAP program provides students, staff, and faculty with teaching and learning services that support them in the University's multi-lingual and multicultural environment. The EAP program embraces a holistic and proactive approach to English language teaching and learning and academic literacy development. It also aims to conceptualize, deliver, and promote a comprehensive range of English as an Additional Language (EAL) support services across the University. For more information, visit the [EAP webpage](#)

[Equity, Accessibility, and Inclusion in Education Committee from the Faculties of Science and Arts](#) and [Equity, Accessibility, and Inclusion reading group](#)

[Faculty of Science Committees on Curriculum, Alternative Lab Delivery, Assessment, and Academic Integrity](#)

As you begin to talk about course design and teaching practice with your colleagues and the Teaching and Learning Centre, you will likely hear reference to specific initiatives and requirements related to your teaching practice. Below are some links that will provide you with more detail on these requirements.

[Academic Integrity Portal](#)

[Copyright at UPEI](#)

[Equity, Diversity, and Inclusion](#)

[Freedom of Information and Protection of Privacy](#)

[Open Educational Resources and Practices](#)

[Student Opinion of Teaching Surveys \(SOTS\) \(see section E1.3.1\)](#)

[Writing Intensive Course Requirements](#)

# Teaching and learning support

Throughout your teaching career, you may find yourself teaching undergraduate or graduate courses, both of which could include leading seminars, supervising labs, teaching in a large lecture hall or online, or leading students through educational experiences outside the classroom. In all these different situations, you will be involved in designing courses; leading, supporting, and facilitating learning experiences; developing assessment materials; mentoring students and grading their work; and, in some circumstances, working with lab instructors, teaching assistants or colleagues who are teaching the same course.

Whether you are new to teaching, are inheriting someone else's course, or are teaching a topic that is on the edge of your area of expertise, the prospect of embarking on teaching a new course can be daunting. You are joining a community that is committed to supporting and assisting you on this journey. Some of the educational resources available to you are listed below. As you continue developing your teaching practice, these same resources will be available to help with professional development in the direction you would like to grow as a teacher.

## Academic Instructional Skills Program

All faculty, regardless of the type of appointment (tenure stream, limited term contract, or sessional), are invited to participate in UPEI's Academic Instructional Skills Program (AISP). This program is a blend of synchronous (in-person or online as circumstances and schedules allow) and asynchronous learning opportunities and content that introduces instructors to information that will help them design effective and meaningful courses for our students. [For more details and to self-enroll in the AISP.](#)

## Teaching and Learning Centre

The Teaching and Learning Centre coordinates a broad variety of activities,

programs, and resources geared to the needs of faculty and instructional staff at all stages of their careers. Our [Instructional Resources Hub](#) has a wide range of curated resources on topics that instructors frequently need. Mentorship opportunities, communities of practice, reading groups, discussion sessions and one-on-one consultations for the development of new and existing courses in any delivery format can be accessed through the Centre.

Instructional designers in the TLC support instructors with course design, teaching practice, and other pedagogical initiatives. If you have questions around best practices related to teaching online check out the [Teaching Online portal](#) or connect with one of the instructional designers through our easy to use booking system. You can also talk to them to learn [how best to leverage Moodle](#), the learning management system used at UPEI, They can also help you with immediate needs through their [Moodle support portal](#).

The multimedia specialist can help if you have ideas for incorporating media (audio, video, graphics, etc.) into your teaching but need some support to implement them. The multimedia specialist can help you to conceptualize your project and can provide training so that you have the skills to undertake the project with confidence. Reach out to staff in the TLC to discuss ideas or challenges that you may experience with your classroom practice whether in-person or online. In addition, if you are looking for support for scholarship of teaching and learning research projects, the TLC can help. You can reach out via email [tlc@upei.ca](mailto:tlc@upei.ca) or drop in to the Centre located in the Robertson Library Annex, Room 230.

## *The Teaching and Learning Centre Team*

[Jason Hogan](#), Instructional Designer, [Book an appointment with Jason Hogan](#)

[Joel MacDonald](#), Instructional Designer, [Book an appointment with Joel MacDonald](#)

[Kristy McKinney](#), Multimedia Specialist

[Charlene VanLeeuwen](#), Coordinator

## ITSS Help Desk for tech support

If your question is more technical (for example, issues with your laptop or desktop, network problems, or software application questions), the staff at the ITSS (Information Technology Systems and Services) Help Desk are ready to provide support. You can reach them at [helpdesk@upei.ca](mailto:helpdesk@upei.ca) or by calling 902-566-0465 during regular business hours.

## Library

Liaison librarians are subject specialists connected with your faculty or department, who can collaborate with and support you in a variety of ways, including:

- providing you with an overview of library services and resources available to you and your students.
- locating and suggesting resources that support your course and curriculum, such as books, ebooks, journal articles, streaming media, web resources, and more.
- preparing guides and resources for your discipline or course.
- providing introductory library sessions for your classes to ensure your students know about the resources in their discipline.
- developing a workshop(s) on doing research tailored to your class or an assignment.
- partnering with your liaison librarian by embedding them in your course.

Librarians can help you with your research program by suggesting search strategies for databases, recommending journals for publication, introducing you to services like interlibrary loan, and more. Similarly, librarians also provide individual consultations for students with questions about research and resources. Feel free to recommend that your students contact their librarian, should the need arise.

Librarians can often partner on developing assignments or other course activities. They've successfully partnered with courses that have a service-learning component, and they have been clients for capstone and other projects. Reach out to your [liaison librarian](#) to arrange a consultation or introduce yourself.

Library services and resources for faculty can be found on the [Services for Faculty webpage](#).

# Statistics on students, faculty, staff, and academic units

[Institutional research](#) provides a wealth of information about all aspects of university life, including characteristics of the student population, information about students' experience as well as their needs and interests, and a demographic breakdown of the faculty and staff population. For some key statistics about UPEI, check out the [latest version of UPEI by the Numbers](#).

# Organization of UPEI

The University of Prince Edward Island is divided into several faculties: Arts, Business, Science, Education, Nursing, Veterinary Medicine, Sustainable Design Engineering, Indigenous Knowledges, Education, Research and Applied Studies, and Graduate Studies; and two schools, the School of Mathematical and Computational Sciences and the School of Climate Change and Adaptation. The new Faculty of Medicine will be coming onboard in 2024. Organizational charts for academic and administrative units at UPEI are available on the [my.upei.ca portal](https://my.upei.ca) within the Human Resources section under HR Services



# PART II



# 6. Preparing your class

## What do I need to prepare for my class?

It can be helpful to meet with a colleague who has taught your course previously to get some advice and perhaps even practical help in the form of lecture notes, assignments, or exams that you can use for inspiration, especially if there are multiple sections of your course. Aside from the actual course content, there are several administrative and technical things you may need to prepare:

## What to do before your first class

Prepare your course outline.

If you are teaching online, consider whether the learning will be synchronous or asynchronous (or a combination). Then design your virtual learning activities using appropriate platforms, including [Moodle](#), video conferencing, etc.

If you are teaching in a physical classroom, find it in advance to make sure that you will be on time for your first class and to ensure that you plan your class with those surroundings in mind.

If you plan to use any technology in your classroom, even if it's only the projector, take the time to orient yourself to the technology set-up in the room. (There is a section in this guide about getting help with classroom technology.)

If you plan to use any learning technology that requires set-up (e.g., clickers or an online homework system), set it up beforehand and test it to make sure it works. Your students will likely ask for the access code and/or link in the first class.

Check to make sure that you have access to your course in [Moodle](#). Consider launching your Moodle course before the semester starts to avoid receiving large numbers of emails from students inquiring about administrative and technical details related to your course. You can use Moodle to share group messages with your students about your course and answer FAQs. Moodle courses are automatically created eight weeks prior to the start of your course, and students are

loaded into courses four weeks prior to the start of the course. It is important to note that students cannot access course materials [until you open it for access](#).

Make sure you know who the audience for your course is, including what background knowledge you can expect from your students (other instructors, laboratory instructors and assistants, or teaching assistants may be a useful resource).

If you will be working with others to deliver the course, meet with them before the first class/tutorial/laboratory to talk about expectations and collaboration.

Prepare (at least) your first class, including all the practical information for your students, such as textbooks (open or from a publisher), articles, streaming media, and other resources available through library subscriptions, assignments, and assessment plans and grading scheme, etc.—and something that will capture their interest.

An overview of common Moodle tasks is available for reference through the **Moodle Essentials course** on the Moodle landing page .

## How do I prepare my course syllabus?

Instructors are expected to provide a detailed outline—or syllabus—to their students, which includes, for example, course description and objectives, a schedule outlining the topics to be covered, as well as details related to assignments and readings, department or course policies, and expectations around academic integrity. You can also include a more detailed description of your instructional methods or your expectations. Your faculty or department may have a template you can use as a starting point.

Some academic units at UPEI, e.g., professional programs, participate in accreditation programs offered by external organizations, which determine the learning outcomes for the program. In that case, please consult with your department chair or dean about what requirements apply to your courses to ensure that your course plan will meet accreditation expectations.

A helpful document with suggestions for developing a comprehensive syllabus can be found [here](#).

## What is myUPEI, and how do I access and use it?

The [myUPEI](#) system is available to faculty, staff, and students, and you can use it to access a wide range of information for teaching and research activities. To access myUPEI, use your UPEI email address and password. You can access timetable information and class lists, and manage waiver requests through myUPEI. While the system is quite user friendly, you might find it helpful to take advantage of the short training sessions that are offered periodically.

## What is Moodle, and do I have to use it?

Moodle is UPEI's learning management system, which supports instructors in a variety of ways. Many instructors use it to share their syllabus, post their lecture notes, and accept assignments. Moodle can serve as the primary repository with links to documents, websites, streaming services, and a range of external platforms (e.g., Perusal, peerScholar, etc.). In addition to the wide range of functions available for assignments and learning activities, Moodle can be especially useful when teaching online or hybrid courses. The gradebook in Moodle is a useful tool for tracking grades and informing students about their progress in the course. You can post your assignments in Moodle and use it to create quizzes that enter marks automatically into the gradebook. Moodle can also be used for discussions with your students or for collaborations of groups of students using Google Docs. You can even use course analytics to see how your teaching strategies are working for your students.

You are not obligated to use Moodle for course activities beyond entering final grades, but most instructors find it quite useful.

If you haven't used a learning management system before, we recommend you connect with the E-Learning Office to arrange a consultation. The team can introduce you to the various online platforms available and can suggest how they can be integrated into your teaching practice and curriculum. You can also review the [self-paced Moodle Essentials course](#). Videos and documentation are available through the UPEI Moodle Support link in the upper left-hand corner of Moodle pages.

In many departments, you will find colleagues who are expert Moodle users and

can help you with technical questions, and more specifically with tips on how to use Moodle effectively in your program. They might even share some course components, or whole courses, with you.

## What is Universal Design for Learning (UDL), and how can I learn more about using these principles in designing my course?

Universal Design for Learning (UDL) is a framework that educators can use to inform their practice to improve their teaching and ensure their students can fully participate in the learning journey. This resource can provide an introduction to the [UDL Guidelines](#) that you can use in the design and implementation of your course. The E-Learning office periodically offers workshops on this topic and could answer questions you may have about implementing the UDL framework in your course.

## What is a WI course?

The Writing Intensive (WI) designation is given to specific courses that are designed to integrate a significant amount of writing (and opportunities for revision) into the work of the course, providing a variety of formal and informal occasions for students to write and learn the goals, assumptions, and key concepts of a course. If you are teaching one of these courses, the necessary content and assignments to address these goals should be built in to it. For more details, visit [WI courses](#).

## How do I choose my textbooks and other course materials?

If you are teaching a required course—a large first-year course with multiple sections for example—the textbook may have been chosen by the department and cannot be changed. This is to ensure consistency between different sections of this type of course. If you are teaching an upper-level course that is not required, you have

more freedom to choose your course materials. In any case, it is always a good idea to discuss your ideas with your department chair or a colleague who has taught the course before to ensure you are aware of what is considered standard in your academic unit. If you use a standard text along with previously used course materials like assignments, you need to make sure that the materials refer to the same edition of the text that your students will be using. If you require assistance from your librarian, please contact them early. They can help identify appropriate resources and share suggestions on alternative options (e.g., content we already license like articles, e-books and stream media, Open Textbook options, and various Open Educational Resources).

## Support for Creating or Using Open Education Resources

If you are free to choose a textbook, keep your students' finances, as well as sustainability, in mind. For example, you might want to consider adopting an open textbook. Large collections of open textbooks and supplements are available through projects like BC Campus' [Open Textbook Project](#) or [eCampus Ontario Open Library Portal](#). The Robertson Library [supports the use and development of Open Education Resources](#) and provides a [platform for you to host an open textbook](#) that you create or adapt from BC Campus, eCampusOntario's Open Library Portal, or other open textbook portal. The Library can also print an open textbook that can be sold via the UPEI Bookstore for students who prefer a print version. Visit the [Library's OER program page](#) if you are interested in using, adapting, or developing an open education resource such as a textbook.

## When and where do I order course textbooks?

The [UPEI Bookstore](#) has a link to useful resources for faculty with information about course textbook requisitions, including submission dates for fall, spring and summer; custom materials. To order a textbook, go to the [Textbook Requisition Form](#) that is part of the Bookstore/myUPEI portal. This will take you to a form that not only shares needed information for the Bookstore to order the textbook but

also generates a booklist for students, which they can access through the student planning option in myUPEI.

For library resources, (e.g., [how to put course readings on reserve](#)) contact the [Robertson Library](#). If you are selecting a text from a publishing company, contact the publisher (many have representatives for Atlantic Canadian universities) about how you, as the instructor, can obtain a complimentary desk copy.

If you are teaching a course with a publisher's textbook and you arrived at UPEI just shortly before the term, it is possible that a textbook order has already been submitted. Check with your department chair or the Bookstore manager about book orders.

## Where do my students buy their textbooks?

If your students buy their textbooks at the [UPEI Bookstore](#), they can use the convenient [Access my booklist](#) link in myUPEI that will help them find the required books for their courses. If your students ask you about buying their books online or used, you should let them know that used books or different editions may not include all the supplementary materials they need, such as access codes for online assignments.

Students may choose to purchase their books online through some of the many online vendors. Providing them with full information about the textbook you will be using helps ensure that they purchase the correct material as opposed to an older edition or publication with a similar title. You may also want to provide them with the publisher's website. Many texts and e-texts these days come with an access code that allows students to access assessment platforms or a wide range of supplementary materials. If this is the case, make sure that you communicate these important details clearly to students.

## What do I have to consider if I want to create my own course materials?

“Custom courseware” refers to materials written—or assembled—by the instructor for use in a UPEI course. Instructors have a variety of options for assembling course



materials, and the Robertson Library provides [services and guidance](#) for instructors. Instructors can make their reading lists securely available through the Library's [course reserves service](#). The Library will link or scan resources as part of the service. Faculty can also provide links to resources or copies where permitted in their Moodle course. These packages can be produced by [Central Printing](#), located in the Library, and sold at cost by the Bookstore with the appropriate copyright clearances and royalty fees. Please consider using the eReserves or Moodle options instead when appropriate; in many cases, publications that require royalty fees for coursepacks can be provided to students electronically through our existing licensing agreements. Contact your [liaison librarian](#) for assistance on how to integrate and make use of these resources in your curriculum.

## How do I deal with copyright issues for my course materials?

Copyright questions can arise when you and your students use or reproduce printed or digital content for a course. The Robertson Library provides [copyright guidance for instructors](#) and recommends you contact your [liaison librarian](#) for advice.

## How should I plan the assessment (exam format, marking scheme, etc.) for my class?

If you are teaching a required course or one with multiple sections, you are advised to consult with colleagues before developing your assessment plans and marking scheme. If your course is new, or is not a required course, you have more freedom, but it is always a good idea to familiarize yourself with what is considered standard practice in your academic unit.

If you would like to learn more about how to create an assessment plan that is tailored to your learning outcomes, or if you would like help with developing grading rubrics for your assignment, the instructional designers can help you. You could also discuss your ideas with your department chair or a colleague who has taught your course before.

## Do I need to book rooms in advance?

When your course is scheduled in the UPEI timetable, a classroom space is assigned to you; you do not need to book a room. Often, midterms or review sessions are scheduled during regular class time and therefore are written/facilitated in your regular classroom. If you are planning sessions outside of the course time slot in the timetable, a separate booking is advised. If you do need to book a room, ask your department's or unit's administrative assistant how to do so. Especially for large classes, it may be necessary to book a room that has more seats than the one you usually teach in. There may also be faculty or departmental guidelines for the way midterms are handled. It is recommended that midterms be scheduled within regular class time; otherwise, the instructor needs to get agreement from all students on the timing. For final exams, rooms will be booked for you when the exam is scheduled by the Office of the Registrar.

The [Room Booking Frequently Asked Questions](#) web page has more information.

## What equipment is available in the classrooms? Is there technical support?

ITSS Audio/Visual Services provides computers, data projectors, sound systems, and other related A/V equipment in UPEI's lecture theatres and classrooms. Additionally, equipment loans are available for classes, department meetings, and conferences. The ITSS Help Desk offers assistance and troubleshooting for all UPEI computer and audiovisual equipment. Contact the Help Desk by phone (**902-566-0465**) or email ([helpdesk@upe.ca](mailto:helpdesk@upe.ca)), or visit ITSS in the Atlantic Veterinary College.

If you intend to use a whiteboard, check to make sure that your room is equipped with one. We strongly recommend that you bring your own dry-erase markers since they are not usually supplied. Ask your department's administrative assistant where they are kept in your department.

You should visit the classroom in which you'll be teaching ahead of time to ensure that you know what equipment you will have to use and have time to familiarize yourself with the set-up.

I'm teaching an online course. What do I need to consider?

The [Teaching and Learning Centre](#) is able to provide you with support for course design, pedagogy, and technology. The [Teaching Online](#) website has many helpful resources for course design, teaching, and assessment that extend beyond online teaching.

I'm teaching a clinical course. What do I need to consider?

Teaching in clinical settings requires a very different set of instructional skills such as [time management and task specific teaching](#), and [teaching strategies to develop clinical reasoning](#). There are many resources online that are specific to the type of clinical practice involved (e.g., [nursing](#), [veterinary medicine](#)).

# 7. Teaching your class

What are the most important things I should keep in mind for teaching?

**Be consistent.** When preparing your course and throughout the term, you should first think about what you want your students to know, or be able to do, after taking your class. Then think about how you can find out if your teaching strategy was effective, and design your assessment (exams, homework, presentations, etc.) accordingly. After that, think about how you will teach your class so that your students are not just “exposed” to what you want them to learn but have enough opportunities to practice and get feedback.

**Communicate.** Explain to your students why you are doing what you are doing, what you expect them to do, and why. You may need to repeat this information several times throughout the term. Clarifying your expectations does not mean “teaching to the test,” but it is important that your students understand what they are supposed to gain from the learning activities and assignments, etc. You should also communicate the standards you are aiming for, as well as provide clear statements about what you consider to be collaboration, as opposed to plagiarism. The [Academic Integrity Portal](#) and the [Academic Integrity Badge](#) have general and discipline-specific resources to support instructors and students in applying the values of academic integrity in course activities.

**Focus.** When you are teaching, focus on your students and your interaction with them. That is sometimes easier said than done when you are juggling grant deadlines, research issues in your most recent project, or theses that need to be read. If you allow yourself to get distracted by issues like these, your students may think you don’t care about them, and they won’t notice your passion for the subject you are teaching. Most students are quite forgiving when it comes to a new instructor not being perfect—unless they get the feeling that the instructor doesn’t care. Being prepared for class, demonstrating your passion for your subject, and caring about your students’ learning experience will take you a long way toward having a successful first year of teaching. When teaching online, even asynchronous courses benefit from the strong social presence of the instructor.

**Know your audience.** A large first-year service course requires a different approach than a small graduate seminar course. You should also keep in mind that students may be different than you in their motivation, previous education,

and expectations. Additionally, the student population at UPEI has a substantial proportion of international students and may be much more or less diverse than what you may have experienced at other universities.

Don't hesitate to ask for help. Your colleagues, departmental chairs or faculty deans, the TLC, and other people at the University are here to give you practical, technical, and pedagogical advice and support.

## Can I get help with designing my assignments and exams?

In many departments, your new colleagues will generously share their course materials with you if you ask them. Departments will have syllabi from previous semesters for courses already in the calendar. Whenever you would like to use material prepared by someone else (not just exams, but also assignments, etc.), make sure you obtain the author's permission first. If you have permission to use old exams, keep in mind that at least some of your students will likely have copies too, possibly from a friend who took the course previously or from a website. It will be important to change the specific exam questions used. You could also make one or more of the old exams available to your students for practice, so they will get an idea of what your exam will look like. Moodle provides methods for creating question banks and randomizing questions. Contact the [Teaching and Learning Centre](#) for support designing assignments, activities, and assessments.

## How creative can I get with my course and exam design?

According to the collective agreement between UPEI and the UPEI Faculty Association, you have academic freedom for your teaching and research endeavours. Here are a few considerations to keep in mind. Whenever you would like to do something new in your class, think carefully about where it stands in the curriculum. If you are teaching a required course that is a prerequisite for other courses, especially a first-year service course, it is important to be consistent with previous (and future) iterations of the course. That means your course content has to be largely the same, so that your students are prepared for courses building

upon yours, and similarity with the assessment methods will allow for comparison between different years. If your course is not required and is not one of the core courses of your program, you have more freedom in designing and delivering it.

Resources are available to support development of [alternatives to high-stakes final exams](#) on the [Teaching Online](#) website.

## Do I have to submit the exams? When do they have to be prepared?

Well before the end of the term, ask your department chair or administrative assistant about relevant deadlines and procedures, which differ in each department. Keep in mind that for large courses, you may want to have your exam printed in Central Printing instead of making photocopies. This may require additional time. Similarly, if you need support to prepare an online exam, reach out to Moodle Support as soon as possible.

## Are there any restrictions on when I can schedule a midterm or test during the semester?

Please ensure that you do NOT schedule any assessments including tests, quizzes, or assignments during the weeks designated for the fall or winter mid-semester break. The [UPEI Academic Calendar](#) clearly states in “[Undergraduate Academic Regulation 13a](#)” that “no quizzes, tests, or examinations of any kind are to be held during the two-week period preceding the final day of classes, nor during any reading period, without the permission of the chair and the appropriate dean....”

## What do I need to know about invigilation of exams?

Exam procedures, including information about large/multi-section courses, student identification, entrance and exit, etc., are outlined on the [Examination Regulations](#) webpage in the UPEI calendar. While these rules are mandatory only for final

exams, you might find some of them useful for midterms. Therefore, looking at the website early in the term could be helpful.

## How should I inform students about their grades?

Timely feedback on their grades is very important for your students, so that they know how well they are doing in the course and can learn from their assignments for future assessment. Providing timely feedback prior to the deadline to withdraw from courses is also important for students. You can find [info on current deadlines here](#).

Workshops are offered about setting up and using the gradebook in Moodle. You can review the [Using the gradebook](#) section of the Faculty and Staff Moodle Support course for reference or contact [Moodle Support](#) to help you set up the gradebook for your course.

If you use the Moodle learning management system for your course (a practice that is strongly recommended), your students can see their marks to date at any time (unless you change the settings to hide some grades). You or your laboratory instructors/teaching assistants can enter the grades from assignments by hand or do a mass upload using a spreadsheet.

Some external learning technologies are set up to enter the marks into Moodle automatically. Ask the E-learning Office team whether this applies to the technology you want to use.

If you are using external technology such as clickers, Perusall, etc., you should upload the students' marks after the first few weeks at the latest to check that the platform works properly. Ideally, uploading should happen immediately after first use of the external technology so that any technical problems can be addressed quickly.

General information about grading systems and policies, including conversion between GPA and letter grades for undergraduate and graduate courses, can be found in the [Academic Calendar](#). You should become familiar with Undergraduate Academic [Regulation #10](#), which also specifies special grading rules for certain programs (i.e., pass/fail or other models as outlined for education and veterinary medicine). For graduate studies, you should refer to Graduate Program Regulation #3.

## How long do I have to keep midterms, exams, and records of grades?

Please refer to [Academic Regulation 10g](#) for retention information. Make sure that, besides these formal requirements, you also follow what is considered standard in your department, e.g., returning midterms to the students, but keeping final exams.

## Where do I have to submit my course grades?

All grades must be entered online through UPEI's Moodle interface with myUPEI. Instructions for uploading grades are available on the [Faculty and Staff Moodle Support](#) course. Review the section called "Submitting Final Grades to the Registrar's Office". Remember to save your grades after uploading. Your students will be able to access their grades once they have been uploaded to myUPEI.

**Grade submission deadlines for final exams:** Ask your department chair about the due date for submission of final grades. These deadlines can be found at the Registrar's Office [Calendar Dates](#)..

## What do I have to know about privacy regarding student grades, etc.?

[Academic Regulation 10](#) has some general information, but it does not address specific questions about the use of learning technology. Since UPEI is now subject to the *Freedom of Information and Protection of Privacy Act* (FOIPPA), it is important to ensure that your treatment of student data is in agreement with this legislation. All faculty have an obligation to protect students' personal information. This includes not collecting personal information unnecessarily; informing students how their personal information will be used; using the information you have access to only as authorized; sharing information internally on a need-to-know basis only; and not releasing information externally without student consent or other legal authority. The UPEI [Access to Information and Protection of Personal Information](#)



[and Privacy policy](#) can be found [here](#), and more information about FOIPP and privacy at UPEI can be found at [myUPEI](#).

If you are using the Moodle gradebook to store your students' grades, you are meeting privacy requirements. If you are using technology that stores your students' grades elsewhere, you should check with the University's [Access to Information and Privacy Office](#), email: [accessprivacy@upei.ca](mailto:accessprivacy@upei.ca), phone: – 902-894-2840, Kelley Memorial Building 305.

## What should I do when a student misses a final exam?

Procedures for a missed examination are covered under [Academic Regulation 13c](#) in the Academic Calendar. The [Missed Examination application form](#) on myUPEI is made available to students during the appropriate time period when it may be needed. If a student misses a final exam and doesn't contact you even after you have reached out to them, the student will receive a final grade based on performance and weighting of all graded work (including an exam with a grade of 0) as outlined in the course syllabus.

The linked policies (above) also explain what to do in case of “examination hardship” for the student, defined as three or more end-of-term examinations scheduled within a 24-hour period, or an examination at one location (e.g., the main campus) followed immediately by an exam at another location (e.g., the St. Peter's Bay campus).

Examination regulations to address online examination issues are presently under review.

## What should I do when a student misses an assignment?

There are no strict policies for missed assignments. If a student has a valid doctor's or counsellor's note, instructors can decide whether they will grant the student an extension or require them to make up the assignment. Sometimes students would like to make up missed term work, for example, to improve their grade. You are not obligated to create another assignment for them, but if you can spare the time, your student would probably be grateful. If you cannot offer a make-up assignment, you

may simply adjust the marking scheme for this student accordingly. You should talk to your colleagues to find out what the departmental culture around this practice is.

In some cases, you may get a request from a UPEI student-athlete to adjust deadlines for an assignment because they are playing in a competition, or from students who are participating in a competition related to their studies (e.g., a business case competition). You are strongly encouraged to support these students by allowing them to make up the missed assignment or mid-term exam. It is also possible for student-athletes to take mid-term exams on the road. In this situation, the exam would be given to the coach in a sealed envelope and administered during travel. The student athletes, in turn, are asked to inform their instructors about any scheduled absences at the beginning of the term. You are encouraged to contact Panther Athletics to discuss any questions you may have and to get help in minimizing additional work for you, such as additional time for invigilation.

Early in your course, you may wish to reach out to students as a whole to encourage them to let you know if they require academic accommodations. If a student who is receiving academic accommodations has missed an assignment, you may wish to contact [Accessibility Services](#) for advice.

## How will the student evaluations of my classes be done?

Student Opinion and Teaching Surveys (SOTS) are a required student evaluation of the course conducted at the end of classes. Towards the end of the semester, your department's administrative assistant will provide you with printed student feedback forms. You are responsible for administering the evaluation in one of the last classes of the term. You will be required to leave the room while the students fill in the forms, and you will have to ask one of the students to return the forms to the departmental office. For online courses, the SOTS are done via course Moodle pages. A few weeks before the end of the semester, an automated procedure creates a link to your course Moodle page that will take students to the SOTS for your course. As the instructor, you will not have access to this link. Faculty teaching DVM preclinical courses and clinical rotations at AVC should direct students to the AVC curriculum management system (E\*Value) to complete SOTS. A notification inviting students to complete SOTS, including direct links, is also sent to their UPEI

email accounts. The results of your SOTS will be provided to you following the end of the exam period and submission of final grades.

For more information about SOTS, you can refer to section E1.3.1 of the collective agreement (Redbook), which is available on the [UPEI Faculty Association website](#).

In addition to the formal end-of-semester SOTS, faculty members are encouraged to check in with their students and get some formative feedback partway through the semester. You can request feedback from students using paper forms in class, a Google form, and the questionnaire activity in Moodle. Some departments may also do informal peer evaluation, i.e., class visits by colleagues. This practice provides an added dimension to the feedback you receive through student surveys.

## What do I need to do if I get sick and cannot teach, or if I cannot get to the campus?

If you are unable to teach your scheduled class, notify your students by email or through Moodle as soon as possible and advise the department chair and administrative assistant so that a notice of class cancellation can be posted on the classroom door if you have a campus-based class.

In winter, the campus is sometimes closed for the day or closes part-way through the day because of poor weather conditions. For weather and road updates, listen to a local radio station or check the [UPEI SAFE app](#), the [UPEI website](#), or [Twitter feed](#). Instructors should communicate the consequences of a missed class to students (e.g., the missed class is rescheduled at a later date, material will be covered during next class, etc.)

# 8. Technology

What learning technology is available to me? Is there support available?

The classrooms are typically equipped with computers, data projectors, sound systems, and other related A/V equipment. There are also options to connect your laptop to the equipment. [General information about this kind of equipment is listed on myUPEI](#). For more detailed information for specific rooms, check the Live 25 system. Note that non-standard A/V equipment (e.g., microphone, digital recorders) needs to be booked in advance for classroom use. You should place a standing order for equipment that you plan to use regularly.

Technical support for these systems is provided by ITSS. We recommend that you give yourself a quick introduction to the equipment in your classroom before the term starts, especially if you will be teaching in a large lecture hall. If you have technical problems during your class, you can call ITSS at 902.566.0465 for assistance.

In addition to these built-in technologies, there are many others you can use, such as the Moodle learning management system, Blackboard Collaborate, Google Meet, student response systems like iclickers, online homework systems, or [educational streaming media](#) such as videos. For all these options, keep in mind that any technology you might want to use should be integrated into your course in a pedagogically meaningful way so that it supports student learning.

The [Teaching and Learning Centre](#) supports instructors with a wide range of issues related to the use of Moodle, Collaborate Class, and Google Meet. Contact your [liaison librarian](#) to review resources for your courses and how they can be integrated into your curriculum.

What do I need to do if I want to use clicker technology?

Before getting started, you should find out if your students are already using separate clicker devices in one or more of their other classes, i.e., if they already own

a clicker or are required to buy one for another class. If your students require the clicker for only one course, you may want to reconsider requiring clickers that they have to purchase.

You may want to consider using a smartphone app instead. Other options include using extensions such as Slides Poll or Poll Everywhere for Google Slides, or [Google Slides Q&A](#). If you are using [Collaborate Class, you can utilize Polls](#) for feedback, and if you have a Zoom Pro account, there is a poll option available within the platform.

## 9. Working with laboratory instructors, teaching assistants, and clinical nursing instructors

Are there general rules or policies for working with laboratory instructors, teaching assistants, and clinical nursing instructors?

The working conditions for these colleagues who work in partnership with faculty instructors can be found in their respective collective agreements (CUPE 1870 for laboratory technicians and instructors, Faculty Association BU1 for clinical nursing instructors). Graduate student teaching assistants and post-doctoral researchers are represented by a different union and are in the process of negotiating a first contract, which would include working conditions. Upper-year undergraduate students may also be available to provide support with laboratory activities or grading, for example. Please consult your department chair for more information on the practices and processes in your unit.

What do laboratory instructors, teaching assistants, and clinical nursing instructors typically do?

Laboratory instructors and teaching assistants at UPEI lead tutorials, supervise labs, answer student questions in drop-in tutorials, and mark assignments and exams. Often, they will have more direct interaction with the students than you, the instructor. Their work is crucial for undergraduate education at UPEI. Some are full-time/part-time employees at UPEI while others may be upper-level undergraduate students or graduate students who have to juggle these tasks with taking classes

or conducting research for their theses, so it's important not to expect an unrealistic time commitment. On the other hand, these students will learn many transferable skills from teaching, and they have a big responsibility for the undergraduate students' learning, so it's important for them to take this work seriously.

Clinical nursing instructors (CNIs) are an integral part of the delivery of the curriculum in the Faculty of Nursing and are members of the UPEI Faculty Association. CNIs are full-time/part-time clinical teachers with specialized nursing expertise (i.e., community health, mental health, medical surgical, maternal child, long-term care, etc.) who support the work of the Faculty of Nursing in clinical and laboratory assignments. CNIs are registered nurses and must maintain active registration with the College of Registered Nurses of PEI. CNIs supervise nursing students in clinical practice to facilitate the development of entry-level competencies for the profession of nursing. CNIs help nursing students relate theory to practice. They grade clinical assignments and evaluate students' clinical practice based on Faculty of Nursing clinical evaluation policies.

## Will I get to choose my laboratory instructors or teaching assistants?

Typically, the department chair will assign the laboratory instructors and teaching assistants.

## How can I support my laboratory instructors and teaching assistants?

Depending on how experienced and skilled your laboratory instructors or teaching assistants are, they will need more or less guidance. For those who are students, you have an important role to play as a mentor in guiding them and helping them develop as educators. You should meet as an instructional team to ensure that everyone understands expectations and practices for grading, etc., and to give them an opportunity for feedback.

You may also want to let graduate students who are interested in developing

their teaching skills, perhaps in preparation for a career in post-secondary teaching, know about the academic instructional skills program offered at UPEI.

## How will the laboratory instructor, teaching assistant, or clinical nursing instructor be evaluated?

In many departments, laboratory instructor evaluation is integrated into the course evaluation (Student Opinion of Teaching Survey or SOTS) done by students. In the Faculty of Nursing, CNI evaluation is conducted as a separate component of SOTS.



# 10. Interacting with students

## How do I contact my students?

There are a few options here. A first option is to use the Announcements forum in Moodle and post a message to students there. Students will receive an email notification with the message text, and can also go to Moodle and find the message in the Announcements forum. Another option is to copy students' email addresses from the class roster in myUPEI and send a bcc email directly to students. This can be a helpful approach for getting in touch with students before the scheduled start date for your course or to reach first-year, new transfer, or graduate students who may still be learning to navigate Moodle.

## How might I demonstrate equity, diversity, and inclusion for all students in my class?

There are many equity, diversity and inclusion (EDI) resources and options available to instructors who want their classes to be inclusive and equitable while still demonstrating respect for the diversity of worldviews that students bring to our classes. There are a variety of resources on [Inclusive and Culturally Responsive Teaching](#) linked on the [Instructional Resources Hub](#) including those through myUPEI (also found under the Administrative Services tab). In addition, the [Arts and Sciences Equity, Inclusion, and Accessibility Working Group has developed a guidebook](#) on EDI considerations for faculty preparing for emergency remote teaching or online teaching; there are also resources on the [Teaching Online](#) website.

The Equity and Inclusion Reading Group gathers colleagues from across the campus periodically to discuss readings related to EDI. Discussions often generate ideas and practices that faculty can bring to their classes. Notices for these gatherings are circulated through campus notices.

## How can I get my students to be engaged in my classes?

Student engagement depends very much on your audience, your teaching methods, your personality, your course content, whether you are in a classroom on campus or teaching in an online environment, and even factors like time of day and personal commitments students may have outside of your class. In short, there is no magic formula. For example, students taking a first-year service course may appear more tentative about the course than students taking a fourth-year seminar course in their field of interest. But this perspective can be shifted with engaging, meaningful learning activities. For most classes, active engagement methods will be necessary to engage students, but these activities need to be designed to work with the course content. There is a link to a library of [Active Learning Tools](#) available through the [Instructional Resources Hub](#) where you can use filters such as characteristics of your class, course delivery modality, complexity and amount of time required to find an approach that is best suited to your circumstances. Whatever you do, it is important to communicate to students that you care about their learning. Their perception of *your* engagement sets a baseline for your interactions with them.

Since the answer to this question depends on so many factors, you might want to arrange for a consultation with the Teaching and Learning Centre. You might also invite a peer to come into your classroom (or virtual learning space for online courses) to observe and provide feedback. This sort of teaching observation can help identify ways to enhance your students' engagement. If you are specifically concerned about student engagement in online courses, there are resources available on the Teaching Online website.

## What can I do if students stop attending my class?

If you notice that a particular student has stopped attending your class, you can try to contact the student to find out what is going on. Experience shows that most students appreciate their instructor's interest and will ask for your advice once they learn that you actually noticed their absence. Research has shown that persisting in reaching out to students is particularly important for online courses. Prior to beginning your teaching, take some time to review **"Promoting Student Well-**

**Being in Learning Environments: A Guide for Instructors** created by the Teaching and Learning Centre and Student Affairs at UPEI. You can also submit a [Student of Concern form](#) through the myUPEI portal if you feel that additional follow-up for a specific student is warranted.

If you notice that a large number of your students have stopped attending class, it might be a sign that your teaching strategies are not working for them. This is why asking for some feedback directly from students early in the term can be valuable, so you have the opportunity to adjust your teaching and turn things around rather than waiting until students fill out the course evaluations at the end of the semester. The [Academic Instructional Skills Program](#) has resources on developing a mid-semester feedback survey.

## What can I do if a student keeps interrupting my class?

The first step is to determine why the student is engaging in this behaviour. Is it a need for your attention or to demonstrate knowledge in front of other students? Is there a mental health issue behind this behaviour? Behaviour issues can be delicate. If you are uncertain about the root of the problem and how to handle it, we recommend you ask for help from someone, perhaps from an experienced colleague you consider a mentor or from your department chair or dean. You can also reach out to [Accessibility Services](#) for support and suggestions.

## What can I do if the same student is always answering my questions to the class?

Make sure that individual students know that you appreciate their enthusiasm, but that it is important for other students to contribute as well. Try to figure out why it is always just one student (or a small number) who interacts with you: Are the other students disengaged or just shy? Sometimes you can tell from your students' facial expressions that they have something to say but need some encouragement. They may be encouraged to contribute if you address them directly. Make it clear that saying something wrong is acceptable. People learn from mistakes! A great way to avoid the barrier of reluctance altogether is to use student response systems

such as clickers or polling platforms like menti.com or polleverywhere.com. If your class is online, your platform (such as Class Collaborate or Zoom) may have a polling feature. With systems of this kind, students don't need to reply to your question in front of a large group. Their responses are displayed anonymously. Allowing peer discussion before they submit answers will help students learn through discussion. Seeing the distribution of responses for the whole class also helps students evaluate their own level of understanding in relation to that of their peers.

## I have difficulty communicating with some students in my class because of a language barrier. What options do I have?

If you notice that your students have problems understanding you because of your particular accent, or if you have problems understanding your students because of their accents or lack of proficiency in English, consider contacting staff in the [English Academic Preparation Program](#) for suggestions and advice.

## How might I support students with disabilities?

[Accessibility Services](#) has an entire webpage with [resources and links for instructors](#) to help them effectively support students with disabilities at UPEI. You can add information to your syllabus for students who require accommodations. There is sample text on the [Faculty Resources webpage](#). Instructors should advise students to contact Accessibility Services directly and make an appointment to meet with a case manager to discuss potential academic accommodations. Also, watch your UPEI email for accommodation letters from Accessibility Services, which provide specific information about the approved accommodations for individual students in your course. This presentation entitled, "[I have received an accommodation letter, now what?](#)," contains useful information on how Accessibility Services will liaise with instructors about students who have been granted academic accommodations.

## What does it mean when a student asks me to provide academic accommodations?

Student Affairs provides, among other things, disability-related information, support, and counselling to the UPEI community. Students with a documented disability can register with [Accessibility Services](#) to request “academic accommodations to offset the effects of their disability on academic life.” You are welcome to contact Accessibility Services for more information about their work, for example, how they determine a student’s eligibility for accommodations, what these accommodations might be, or how to refer a student to this office.

## What can I do when I see a student struggling academically?

You can suggest to your student that they contact [Academic Advising](#), with the option of booking an appointment or going to a drop-in advising session.

If your student has declared a major, they should contact their program or departmental advisor rather than Student Services. Students can also find many helpful resources through the [Pathways to Academic Success \(PAS\)](#) program, including learning strategies, materials on writing, time management advice, academic coaching, and much more. There is also an [Accessibility Referral Form](#) on myUPEI for faculty and staff to refer someone to Accessibility Services if they suspect or come to learn someone has a diagnosis (e.g., learning disability, mental health disability, ADHD, brain injury, temporary accommodation, etc.)

Free services are available through the [Writing Centre](#), the [Engineering Success Centre](#), the Help Centres in [Math and Computational Sciences](#), and [Chemistry](#). Students can also reach out to Student Affairs to arrange for [tutoring assistance](#).

## What can I do to support and recognize an excellent student?

A variety of grants, scholarships, and awards are available for undergraduate and

graduate students, depending on their field. Contact your department chair to find information relevant to your discipline or program. For summer research awards, the Research Office has information on a variety of [Undergraduate Student Research Award opportunities](#) (USRAs). In addition, you can acknowledge excellence in all forms of academic writing by nominating students for a [MacLauchlan Prize for Effective Writing](#). Make sure to refer students to the [Scholarships and Awards](#) webpage, which has searchable information about various internal and external funding sources for both undergraduate and graduate students. In addition, draw their attention to the deadlines for the fall and winter awards cycles.

For general information about financial aid, bursaries, undergraduate student loans, and grants, you may wish to refer your students to the [Financial Aid](#) section of the UPEI website.

## What can I do when I see a student struggling personally?

In some cases, you can make your students feel better simply by being available for them and talking to them. Encourage students to come to your office hours or make an appointment. When teaching online, you can hold virtual office hours using Google Meet, Class Collaborate, Zoom, or a virtual service of your choice. A number of studies have shown that students today feel stressed out more easily or more often than previous generations. In some cases, simply talking with your students may lift their spirits because it shows them that you have an interest in their well-being.

In other cases, your students might need professional help. Options to consider:

You can refer them to [health counselling services](#) through the [UPEI Health Centre](#) located in the WA Murphy Student Centre: email: [healthcentre@upei.ca](mailto:healthcentre@upei.ca); phone: (902) 566-0616

For [personal counselling services](#), you can refer students through [Student Affairs and the Webster Centre for Student Success](#). [Counselling Services](#) offers confidential, short-term help to students dealing with personal, relational, or mental health concerns. They are located on the fifth floor of Dalton Hall: email: [studentserv@upei.ca](mailto:studentserv@upei.ca); phone: (902) 566-0488.

You might also want to let students know about the services of the [Sexual Violence Prevention and Response Office](#): email: sv-pro@upei.ca; phone: 902-620-5090.

The [Mawi'omi Indigenous Student Centre](#) assists current and incoming Indigenous students with admission and course selection, provides tutoring and access to other student services, and offers support, cultural growth, and teachings from the Elder in Residence.

To prepare yourself to deal with a student in distress and to learn how to identify levels of concern, we strongly recommend that you review the Students in Distress section at the end of the guide called

[Promoting Student Well-Being in Learning Environments: A Guide for Instructors.](#)

In addition, you can also submit a [Student of Concern form](#) through the myUPEI portal if you feel that additional follow-up for a specific student is warranted.

## Do I have to allow students to record my lectures?

Information about your intellectual property rights is available [here](#). Although this policy is listed under research, the definition of intellectual property explicitly includes educational materials as well. While, in theory, any recording of a lecture should be subject to the consent of the lecturer, it is hard to control in practice what students record on their mobile devices. Education around academic integrity can help avoid difficult situations, and the [Academic Integrity Portal](#) has resources for both students and instructors. Students requesting to record lectures as part of their academic accommodations also sign an agreement that outlines their responsibilities and limits. [Click here for a copy of the agreement.](#)

## What should I do if I suspect that a student has cheated on an assignment or exam?

To avoid this situation, take a proactive approach and ensure your students have a clear understanding of your expectations and the institution's expectations with regards to academic integrity. You can review the [Academic Integrity Portal](#) to

get an overview of UPEI's related Academic Regulations, and how to [encourage academic integrity](#) and [deal with academic integrity violations](#).

In general terms, if you suspect a student has engaged in academic misconduct, they are entitled to information about the alleged wrongdoing and the opportunity to provide a response. Academic dishonesty may be resolved by informal means, depending on the extent of the misconduct, the impact of that misconduct, whether the act was deliberate, whether the act is isolated, and any other pertinent factors.

Informal measures may include issuing a warning, requiring the work to be redone, assigning a low grade, or assigning a grade of zero for the assignment. Formal measures may result in a note in the student's file in the Dean's Office, failure in a course, denial of admission or readmission to the University, forfeiture of University awards or financial assistance, and suspension or expulsion from the University.

## What do I need to do if a student wishes to appeal their grade?

In general, a student will be advised to contact the instructor—you—to resolve the issue. In some cases, the solution will be easy: for example, when there has been a technical issue with the student's clicker grades not being recorded properly. If you agree with the student's request, you can adjust the grade and move on. Other cases may be more complicated. If no successful resolution is reached, the next step is a written appeal. You may wish to discuss a potential appeal with your department chair, especially if you have limited teaching experience. If you do speak with someone else about the situation, consider carefully what information you may share and what has to be kept confidential.

The policies and process on reconsideration of a grade are outlined in [Academic Regulation 12 of the UPEI Calendar](#). As with other grading-related issues, your department chair or colleagues can help you with information about how these procedures are implemented in practice.

## What can I do in the (unlikely) event that there is a



## medical or other emergency in my class?

You can reach Campus Security Services at (902) 566-0384. When you call, security staff will be sent to your location to assess the situation and call 9-1-1 if necessary. For more information, visit [Emergency Contacts](#) and [Safety Initiatives](#) on the UPEI website.

## Interacting with Graduate Students

If you are teaching or supervising graduate students, your interactions may vary quite significantly from those you have with undergraduate students. Both you and your graduate students should refer to the graduate studies handbook for your faculty, which outlines important rights and responsibilities for faculty supervisors, students, and committee members. The graduate studies coordinator for your faculty will be able to direct you to the handbook.



# PART III



# 11. Professional development and resources

## Where can I learn more about teaching and course design?

The Teaching and Learning Centre (TLC) is an excellent first stop. The TLC offers a wide range of teaching development sessions and resources, individual consultations on teaching practice, opportunities to connect with colleagues through lunch and learn sessions, reading groups, teaching squares and peer mentorship programs, and grant programs focused on the scholarship of teaching and learning. The TLC team also offer workshops and individual consultations on learning technologies, creation of educational media, and presentation skills. Event dates and application deadlines are listed on the [Teaching and Learning Centre calendar](#) and advertised in the TLC newsletter and campus notices. The *Teaching Matters!* series are thought-provoking talks related to teaching and learning that happen at the start of the fall and winter semesters. The annual *Let's Talk Teaching* event traditionally starts the academic year off. During the pandemic some of these shifted to online offerings. [Recordings for several past events are available on the Teaching and Learning webpage](#). Each spring the annual [Teaching Community Conference](#) also provides an opportunity for faculty, librarians, CNIs and instructional staff to share their teaching practices and learn from others.

## Can I do research on my teaching? Who can help me with it?

More and more instructors at UPEI are becoming curious about the impact of their teaching and doing their own Scholarship of Teaching and Learning (SoTL) studies. If you are thinking of conducting this sort of research, you will likely need ethics approval from the [Research Ethics Board](#). If you would like to start your own project,

ask around for suggestions on collaborators and potential funding sources. For example, you may want to apply for an [Internal SoTL Research Grant](#) or an [Internal Research Grant](#) to cover expenses (e.g., hiring a research assistant to help you with data collection and analysis).

# 12. Teaching awards

As mentioned in the introduction, there are a number of awards at UPEI that recognize and celebrate the excellence of faculty instructors. You can visit the [Teaching and Learning Centre's website](#), which includes information on internal and external teaching awards. The links below take you to information on the specific criteria and nomination procedures for the individual awards.

The [University Awards of Excellence](#) are offered through the Office of the President. There are categories for teaching and graduate student supervision and award recipients are determined by a committee headed through Human Resources. These awards are presented each spring along with other recognitions and awards for faculty, clinical nursing instructors, librarians, clinical veterinary professionals and staff in a range of categories.

The [Hessian Merit Awards for Excellence in Teaching](#), the [Faculty Association Merit Award for Excellence in Teaching](#), and the [Janet Pottie Murray Award for Educational Leadership](#) are adjudicated by sub-committees of faculty peers on behalf of the UPEI Faculty Association. The Faculty Association also sponsors the [Merit Award for Scholarly Achievement](#) and the [Merit Award for Outstanding Service](#). The recipients of these awards and retirees are celebrated at an annual Faculty Association Member Recognition Evening each spring.

Other teaching related awards include the regional [Association of Atlantic Universities Teaching Awards](#), national awards such as the [3M National Teaching Fellowship](#), and discipline-specific awards sponsored by a range of professional associations.

# 13. Work/life balance

Any tips for balancing research, teaching, and the rest of my life?

“Balancing” is the crucial word here. When you care about teaching and about your students, it can easily take over your life. Many academics are perfectionists, but there is no such thing as perfection in teaching. There is always room for improvement. Your students will appreciate you doing your best, but if you burn out, you are of no use to them. It might be helpful to remember that you don’t have to reinvent the wheel. You can draw on the experience of your colleagues and on existing resources.

If you feel that teaching takes time away from your research, keep in mind that teaching is not only an equally important part of your job but also contributes to educating the next generation of young researchers in your field. Teaching provides visible success much faster than a research project—and you will inevitably learn from the process.

If you find you are less interested in your teaching, consider the reasons.

Do you feel uncomfortable when you teach? If so, your practice will improve with experience and as you seek feedback from students, colleagues, and experts.

Are you feeling overwhelmed?

Perhaps you lack confidence in your knowledge and skills related to teaching and instruction? Take advantage of the various professional development opportunities available to you through the Teaching and Learning Centre and various [Teaching and Learning events](#) related to specific teaching and learning topics.

No matter what approach you take to teaching, a very important goal is for you to enjoy the experience. Your colleagues are here to help you to reach your teaching goals in ways that will increase your appreciation and enjoyment of teaching.