New Professors' Guide
Part I. New Professors' Guide

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Indigenous Affirmation


We pay respect to the Algonquin people, who are the traditional guardians of this land. We acknowledge their longstanding relationship with this territory, which remains unceded. We pay respect to all Indigenous people in this region, from all nations across Canada, who call Ottawa home. We acknowledge the traditional knowledge keepers, both young and old. And we honour their courageous leaders: past, present, and future.

The University of Ottawa’s Indigenous Affirmation was written by the Office of Indigenous Affairs, in partnership with the Indigenous Education Council, Indigenous student groups, and members of the local Indigenous community.
Welcome to the University of Ottawa

We welcome you and wish you every success in this new stage of your career. We hope that this short, straightforward guide will help you to get your bearings in the beginning and to quickly find the answers to questions you may have. Our priority as members of this institution is to be a caring, equitable and inclusive community that’s respectful of its diversity and the well-being of its members.

A good way to get started might be to find someone to whom you can turn, for example, a colleague or friend,
when you have questions. In short, someone who, while they may not have all the answers, can point you in
the right direction.

About this guide

This guide will introduce you to the University of Ottawa and explain the many resources that are specially
designed to support you in your career and in your new role. The academic regulations and collective
agreements (e.g., the Association of Professors of the University of Ottawa (APUO) collective agreement
and the Association of Part-Time Professors of the University of Ottawa (APTUO) collective agreement)
referenced in this guide are always useful documents to consult for compliance purposes. Other parts of this
guide offer recommendations and suggestions that are worded along the lines of “You can...” and “Consider....”

Questions? Contact your program director, your faculty’s research unit or your
department head.

We hope that you’ll find this resource helpful. All suggestions are welcome, which
you can share using this form.
The University of Ottawa acknowledges that feeling comfortable in, contributing to and achieving one’s full potential in the workplace is a fundamental right, regardless of one’s experiences, background, mental health or abilities. We subscribe to the principles of diversity and equity. We also provides equal opportunities to all our staff.

The University of Ottawa is committed to recruiting, hiring and investing in staff in an equitable and inclusive manner. We firmly believe that this approach benefits everyone concerned and promotes innovation, engagement and productivity. The University also values individual and collective contributions.

The Accessibility Hub, a centralized online resource at the University of Ottawa, includes tools and resources that will help you identify and eliminate barriers to access, and provide support for persons on campus struggling with mental health issues.
A culture of caring and well-being

The University of Ottawa works hard to take care of our community. We all have a role to play in ensuring the success and well-being of our students, our staff and ourselves.

We encourage you to read the A caring University community guide. The logistics section of this guide includes tips on taking care of oneself, recognizing and helping persons in distress, and accessing student and professor support services.

A culture of academic integrity

We encourage you to read Academic Regulation A-4 – Academic Integrity and Academic Misconduct and resources for:

- professors,
- students, and
- researchers.

Following sections

The following sections contain information about your first days (logistics):

- Teaching and learning
- Research
- Service
- Professional development
- Student support measures
We wish you every success in this new stage of your career at the University of Ottawa!
FIRST DAYS: ADMINISTRATIVE MATTERS AND LOGISTICS

In this section

- The basics: Administrative matters and logistics
  - Starting point
  - Benefits
  - APTPUO et APUO
  - Mandatory training
  - Meals and transportation
- Accounts (uoAccess, email), access, and technical support
- Library
- Important dates
- Resources (help and information)
- A caring University community
The basics: Administrative matters and logistics

On arriving at the University, you’ll first need to familiarize yourself with your new environment. Your hiring unit (e.g., Department) will provide you with orientation in line with its requirements and needs. This guide is intended to provide you with an overview of our institution. The box below illustrates your starting point.

Starting point

- Locate your employee number and your uOttawa email address (e.g., in your employment letter).
- See the Information Technology website for information about procedures for new employees.
- Check out VirtuO, a portal that contains tools used at the University of Ottawa as well as
explanations on their use, including links related to teaching (e.g., Faculty Centre, Service Request Console), human resources, Workday (e.g., finance), and internal research and innovation resources.

Contact your faculty if you haven’t received the above information.

Benefits

All benefits-related information is available in the My Info section of the HR website. If your employment status entitles you to insurance coverage from Canada Life, you should be receiving an email explaining how to apply.

APTPUO and APUO

Part-time professors are represented by the Association of Part-Time Professors of the University of Ottawa (APTPUO). As noted on the APTPUO webpage, the association negotiates working conditions, including the improvement of classroom teaching conditions, on its members’ behalf. APTPUO representatives and their social partners on campus see to the well-being of the University community. The association serves its members and the University community in both official languages.

Full-time professors and librarians, language instructors and continuing special appointment professors are represented by the Association of Professors of the University of Ottawa (APUO). The APUO’s main objective is to promote the interests and well-being of its members and the quality of postsecondary education through collective bargaining and other appropriate means.

Compulsory training sessions

All new University staff need to attend a series of compulsory training sessions.
Meals and transportation

- Food services on campus
- Transportation and parking (parking for cars, bikes, e-vehicles, etc.)

Orientation sessions

Every year, the Teaching and Learning Support Service holds orientation sessions on such topics as teaching, IT and the Library.

Accounts (uoAccess, email), access and technical support

Accounts and passwords

All correspondence from your faculty will be sent to your uOttawa email address.

To create or reset passwords, see our Information Technology service account information.

You’ll also have to set up multi-factor authentication (MFA).

Access to your classroom

You can pick up an access card at our service counter in Morisset Hall (MRT), Room 06. You must be teaching this term to receive your card. You must also provide the following information:

- Employee number
- Telephone number
- Course code for each course taught
- Classroom where each course is taught

After you’ve provided the above information, we’ll create an account for you and issue you an access card. You’ll receive an email notifying you when your card is ready. You can pick it up at MRT 06.

We ask professors to leave their classroom at the appointed time (10 minutes before the hour or half-hour) so that students can get to their next class and the person teaching the next class has enough time to prepare and begin their class on time.
Keys

If you need keys to your office, the lab or shared spaces, contact the person in charge in your department.

Wireless (Wi-Fi) network

The uOttawa wireless network is available across campus 24 hours a day, seven days a week. You can also access resources remotely via the virtual private network.

Online support services

For assistance configuring your computer equipment and for access to the wireless network, contact the IT team at ext. 6555, or fill out a service request form.

Software

There are several software applications you can download for free or at reduced cost, such as Acrobat Pro, OneDrive, Microsoft Office and anti-virus software (also software for home use).

Telephone services

For telephone services, contact IT.

Library

You will need to show your employee card to borrow items from University Library service points. You will need your uOAccess account to access online Library resources.

Important dates

There are important dates and deadlines every academic year. See the important dates and deadlines per term. Be sure to check the dates that apply to your faculty or unit.
Resources (help and information)

Assistance is available from a number of services for professors across campus. Some examples:

- The Teaching and Learning Support Service (TLSS) supports professors in every aspect of teaching. It offers a range of services: teaching technologies, learning spaces, teaching support and high-quality training.
- The Library is more than a place for borrowing and consulting materials. You’ll also find technology- and computer-related resources, as well as research, publication and teaching support services.
- Library services for professors
- Copyright resources for instructors
- The Office of the Vice-President, Research and Innovation (OVPRI) oversees support services for researchers.
- Each faculty has its own undergraduate studies office (USO) and graduate studies office (GSO), which manage student records and assist students. Find out more about academic support that the faculties can provide to your students.
- Official Languages and Bilingualism Institute (OLBI) offers non-credit courses for international students and University of Ottawa staff, as well as a wide range of undergraduate and graduate programs.

A caring University community

Recognizing and helping persons in distress

The A Caring University guide and the Helping a Person in Distress poster (below) are specially designed to help our professors recognize persons in distress, react properly and refer them to the appropriate University and community resources. These tools are intended primarily for students. However, they can also prove useful for other members of the University community.

Taking care of yourself

Here are some recommendations for yourself:

- Set limits and be kind to yourself. As human beings, we have to allow ourselves to make mistakes and learn from them. You don’t have to be available around the clock. (Culture of caring, 2020)
• Get to know your colleagues (Culture of caring, 2020).
  ◦ Take part in activities in your department.
  ◦ Join discussion groups.
  ◦ Join a writing group.
• Use the Academic Leadership services
  ◦ Join a mentoring group
  ◦ Attend workshops and use services

**Mental health and wellness support services for students**

The Student Health and Wellness Centre recently opened at the Minto Sports Complex. The centre is staffed by a multidisciplinary team of health professionals that includes physicians, nurses, health promotion specialists, psychotherapists, and psychologists and psychiatrists working together in a shared care model.

**Mental health and wellness support services for professors**

• [The Health and Wellness website](#) brings together information and helpful resources available on campus and in the community.
• [LifeWorks](#), the University’s employee and family assistance program, is available around the clock by phone at 1-844-880-9142 or via LifeWorks online services.
• Need to talk? Here are some resources for you:
  ◦ Distress Centre of Ottawa and Region, 24/7 (bilingual): 613-238-3311
  ◦ Emergency InfoLine, 24/7 (bilingual): 1-866-996-0991

Poster: [Helping a Person in Distress](#)
Aider une personne en détresse

Personne ne s’attend à ce que vous fournissiez de l’aide professionnelle.

Cela dit, nous avons tous un rôle à jouer dans une communauté bienveillante.

RECONNAÎTRE les comportements inhabituels
Avez-vous observé des changements dans le comportement d’une personne? Sachez que l’intervention précoc e constitue un aspect important du traitement des troubles de santé mentale.

INTERVENIR avec intérêt et empathie
Voici quelques façons d’engager la conversation avec compassion et sans jugement :
- « J’ai remarqué que... »
- « Je m’inquiète de... »
- « Comment puis-je vous aider du... ? »

AIGUILLER la personne vers des ressources
Voici quelques façons d’engager la conversation avec compassion et sans jugement :
- « De quoi avez-vous besoin pour... »
- « Le site Web de santé et de mieux-être de l’Université propose beaucoup de ressources. Allons le voir ensemble... »

REFLÉCHIR dans une optique d’introspection
- Aller prendre de l’air.
- Parler de vos sentiments à une personne de confiance.
- Utilisez les ressources à votre disposition pour parler de la situation ou de vos émotions en toute confidentialité, si vous pensez avoir besoin d’assistance.

Faites preuve de compassion et d'empathie.

Dans toute situation, réfléchissez dans une optique d’introspection. Prenez bien soin de vous.
Pour en savoir plus: https://brentwoodpark.ca/

Pour tous les services et bien d’autres ressources: uOttawa.ca/mesreves

RISQUE ÉLEVÉ
Comportement destructeur, dangereux, agressif, violent ou menaçant envers soi-même ou autrui.
RÉPONSE : IL S’AGIT D’UNE SITUATION D’URGENCE
Appeler le Service de la protection (813-562-5491) ou les services d’urgence hors campus (911), s’impose quand.

RISQUE MODÉRÉ
Changement dans l’apparence ou l’hygiène, dépersonnalisation, désarroi ou désorganisation, moral bas, tendance à éviter les gens, consommation possible de substances psychoactives, pensées désorganisées, signes de désespoir ou situations au suicide.

RISQUE FAIBLE
Ces situations sont préoccupantes, mais comportent généralement un faible niveau de risque : difficultés scolaires, problèmes familiaux ou relationnels, problèmes de santé chroniques, troubles de la concentration ou du sommeil, augmentation des conflits interpersonnels.

RESOURCES
Durant les heures de bureau :
- Écrire au service de counseling (counseling@uOttawa.ca)
- S’adresser à l’équipe de soutien à la communauté étudiante (memnetstudent@uOttawa.ca)
- Contacter l’Infirmière des urgences (https://www2.uottawa.ca/en-campus/health-wellness/
  service-centre-mene-etre-astute)
En tout temps :
- Pour la population étudiante, AID / Étudiante : 1-866-925-8454
- Pour le personnel, le Programme d’aide aux employés et à la famille (PFAE) : 1-844-880-9542
3.

TEACHING AND LEARNING

In this section

- Introduction
- Equity, diversity, and inclusion
- Before your course:
  - Course design and preparation
  - Assessments
  - Syllabus
  - Academic integrity
  - Course logistics (Brightspace, classroom, etc.)
  - Academic accommodation services
  - Deferred exams
  - Teaching assistants
- During your course
- Closing a course
- Academic regulations
- Awards and distinctions
- Other information: best practices, grants and frameworks
Introduction

In your courses, you’ll share your expertise, interact with your students, and inspire the next generation of professionals. You play an important role in their experience. Thank you for your efforts!

This section describes how to design and teach your courses. Our objective is to provide key information and to bring together the services and resources that can help you.

Teaching is an opportunity for you to reflect further and to improve yourself continuously. We encourage you to put together a portfolio for tenure and promotion purposes, for grant applications and for teaching awards.

It’s important to reflect on your teaching and strategies regularly to enhance the quality of the learning experience. The Teaching and Learning Support Service (TLSS) can help you put together a teaching portfolio that you can use for tenure or promotion purposes, grant applications and nominations for teaching excellence awards.
Equity, diversity and inclusion: Obligations and resources

Creating inclusive courses

The University of Ottawa provides an equitable and inclusive learning experience for everyone. We encourage you to provide support and accommodation measures to ensure that students with disabilities have equitable access to and can take part fully in their learning environments, while minimizing the impact of barriers in those environments. To find out more about your obligations, see the “Academic accommodations” section.

We encourage you to explore the resources available to you to make your courses as equitable, diverse and inclusive as possible. To that end, the TLSS offers support on its inclusive pedagogies webpages as well as workshops and other training sessions.

In addition, the Library has resources and considerable expertise on how you can make your courses more inclusive. They are described further in the “EDI resources” section.

Before your course

Course design and preparation

When possible, ask your colleagues or your resource department for material from previous courses (e.g., syllabi, course notes, assignments, exams). The Teaching and Learning Support Service (TLSS) can help you with all course elements: pedagogical design, creation of an inclusive environment that includes research in education, teaching strategies to promote student learning and engagement, technological tools to help you achieve your goals, variations in the types of courses (face to face, hybrid, etc.), management of large groups, learning assessment, online learning activities, etc. The Library can help you find, for example, open educational resources, which can often be adapted with ease.

There are important matters that must never be neglected when designing and preparing new courses. The graphic provides an overview of steps in designing a course. The TLSS can assist you through its new webpages on inclusion in the classroom and through the training sessions it provides, for example. An estimate of student workload could be helpful in your planning.

English text for this infographic?
Although there's a lot you can do to provide high quality courses, you don’t have to do it all your first year!

You should also know that experiential learning is a priority at the University of Ottawa. Think of ways to include experiential learning in your courses and programs. The Career and Experiential Learning Centre (CELC) can provide you with information in that regard, and the TLSS can assist you as well.

**EDI resources**

The Library makes accessible publications available to students and professors who, due to a sensory impairment, require them in alternative formats. It also provides accessible workstations that include a range of software applications. For more information, see the Library accessibility services.

The Library also offers research guides, with a range of resources and content that support the principles of equity, diversity and inclusion. Some examples:

- 2SLGBTQIA+ Health
Indigenous Health
Biology (Indigenous Ecological Knowledge Resources section)

The Library has also produced an OER (Open Educational Resources) by Discipline Guide, which includes a section on inclusion, diversity, accessibility, anti-racism and equity, as well as on Indigenization and decolonization. Contact your research librarian for assistance in locating additional resources related to your teaching or research area.

Assessments

Assessments (also called evaluations) are important tools for measuring student learning. At the same time, they’re one of their biggest sources of stress. You’ll therefore need to prepare fair and inclusive evaluations that reflect your course’s anticipated learning outcomes and promote academic integrity. The TLSS and academic integrity webpages have relevant information and training (e.g. Assessing student learning).

Good communication of (learning and academic integrity) expectations, anticipated learning outcomes and evaluation formats (e.g., types of questions, length) is essential, both before and after evaluations.

The University has a number of academic regulations on the subject of assessments, particularly Academic Regulation A-8 (Evaluation of Student Learning).

You should consider the following issues in particular:

Students have the right to provide answers on assessments in the language of their choice (English or French), regardless of the language in which courses are taught (Academic Regulation A-1).

The final exam or its equivalent can’t count for less than 30% or more than 60% of the final grade (Academic Regulation A-8).

Exams and assignments must be kept for one year (Academic Regulation A-8).

We use a grading system out of 10 (Academic Regulation A-3).

Grades are to be kept confidential and disclosed to the student in question only.

The University’s expectations concerning academic integrity and related procedures are described in Academic Regulation A-4.
We have obligations in terms of religious accommodations (Academic Regulation A-5) and academic accommodations (Academic Regulation A-6, Ventus). There are also academic regulations (Academic Regulations C) that apply to graduate studies.

### Academic integrity

The Professor Zone of the Academic Integrity website contains resources for communicating expectations (e.g., in syllabi and instructions for evaluations), designing evaluations that measure learning and maximize integrity, understanding the grounds for academic misconduct, promoting academic integrity in courses and applying processes for recognizing academic misconduct (including IT related), reporting suspected misconduct and deciding on consequences (e.g., pedagogical approach).

Academic Regulation A-4 – Academic Integrity and Academic Misconduct sets out expectations, processes and stakeholder responsibilities in the event of suspected academic misconduct.

In such situations, document the allegation and notify the dean’s office. Academic misconduct issues are not the responsibility of professors.

The Student Zone also contains resources:

- Training in academic integrity, which all new University of Ottawa students are required to take via Virtual Campus (Brightspace) during their first year.
- Resources explaining why it’s important to work with integrity, particularly in terms of the student’s career, and how to go about it.
- Advice in the event of suspected academic misconduct by students, including their rights and responsibilities, resources, etc.
Syllabus

A syllabus is more than a source of important information. It lays the foundation for a positive and welcoming atmosphere. The Accessible Syllabus webpage is chock-full of recommendations for making syllabi more readable, inclusive and accessible.

At the University of Ottawa, we use a syllabus design and management tool called Simple Syllabus. It is a template, in a way. Simple Syllabus is effective because it draws on common syllabus content to generate the key (and compulsory) components of your syllabi. We recommend that you put the most important information at the beginning, since students will probably use the syllabus as a reference instead of reading it all the way through.

Hand out your syllabus at the start of the term, by the end of the first regularly scheduled course (Academic Regulation A-2).

A syllabus should contain the following information, at a minimum:

- The course description approved by the Senate
- Learning outcomes
- Teaching methods
- Evaluation methods and weighting of grades
- List of compulsory and recommended readings
- Calendar of activities and evaluations
- Course attendance requirements
- Your contact information and office hours
- Reference to the Regulation on academic integrity and academic misconduct
- The following paragraph from Academic Regulation A-1 on Bilingualism:

  “Except in programs and courses for which language is a requirement, all students have the right to produce their written work and to answer examination questions in the official language of their choice, regardless of the course’s language of instruction.”

We recommend that you also include your expectations as regards academic integrity (see the template in the Professor Zone) and that you have your students ask questions should something not be clear. We also suggest you include a link to the Academic Regulation on academic integrity and academic misconduct.
Lastly, we encourage you to add a list of mental health support services, or a link to the [Health and Wellness webpage](#). Show your students that you care about them. They’ll appreciate it, for sure.

Syllabi should be available online. To that end, we suggest you post each of your syllabi in your [Brightspace](#) course space so that it can be consulted and printed out if necessary.

Syllabi not only detail the knowledge and skills students will acquire — they also help avoid misunderstandings should something unexpected happen. For example, should a student appeal a grade, the syllabus will be a critical source of information.

**Course logistics**
Virtual campus (Brightspace)

Virtual Campus (Brightspace), a learning management system, is used to organize courses, communicate with students (announcements, syllabus, list of compulsory readings, quizzes, etc.) and disseminate grades securely. This learning management system is widely used on campus.

You can connect to the platform using your uOttawa.ca address. On your Brightspace page, you can create a course by selecting the Maestro link (at the top of the menu on the right-hand side of the page). The Maestro portal describes the steps for creating a site for your course. The site will normally be online within 24 hours, and will be available for student access at that time. Make sure, however, to enable the course (or disable it when you’re working on the site).

You have access to IT support for creating and enabling your courses, and for any questions about Brightspace through links, forms and contact information on your Brightspace page and via Virtual Campus, and through the Teaching and Learning Support Service (TLSS).

Office hours

Explain to your students the procedure for scheduling consultations with you outside class time, i.e., during your office hours. You can offer time slots or appointments, or any other system to your liking (Academic regulation A-2: Office hours).

Know your classroom

Before you teach your first class, visit your classroom to familiarize yourself with using the podium, computer, screens, microphones, etc. If you have any questions, dial the phone number written on the classroom phone (5900) to connect with a TLSS specialist.

Course material

Teaching material

The University of Ottawa recently approved new guidelines on digital learning materials for use in courses.

- Requesting reproductions (photocopies and printouts)
- Photocopies
Professors must know the rules governing protected documents (Access Copyright, also known as the Canadian Copyright Licensing Agency). Attach a Copyright Materials Log form to reprography requests.

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**Note:** Send coursepacks to DocUcentre so that copyright can be checked.

Ask your unit about the procedure for coursepack requests.

The University of Ottawa DocUcentre requires a minimum of three weeks to produce your coursepacks.

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**Course reserves**

Ares, the Library’s digital course reserve system, is a one-stop access point for digital course documents. It can be accessed directly via Virtual Campus once the function has been enabled. If you use this service, course reserve staff will locate the documents listed in the syllabus and make them available via Ares. This system also manages copyright and licences. While this service simplifies the process for instructors, it also has benefits for students, as it allows them to access course materials remotely around the clock, and at reduced cost.

To request that something be put on reserve for your course, email your syllabus or reading list to ares@uOttawa.ca. Once your request has been processed, materials that have been reserved will be available to students via Ares. Submit your requests as soon as possible to ensure they are processed in a timely manner. To learn more, visit the Course reserves webpage.

Please note that the traditional course reserve form (teaching materials) is still available.

If we don’t have the document you need, you can submit an interlibrary loan request (if the document is available). You can also suggest that we purchase a work and add it to our collection. To do so, suggest a library purchase.

**Open educational resources**

Open educational resources (OERs) are teaching and learning resources that are freely and openly available. OERs, which are often textbooks or even courses, can also be videos, podcasts, simulations, case studies, slides and much more. These resources can be disseminated widely and adapted because they are free to use and are not subject to the usual copyright restrictions.
The Library has created an OER by Discipline Guide: University of Ottawa (version 2.0), which includes a section on inclusion, diversity, accessibility and equity and a section on Indigenization and decolonization.

For more information about OERs and assistance available at the Library, see the open educational resources webpage.

Copyright

You must meet a number of requirements when using and providing materials in your courses. See the Library information on copyright for instructors for more about creating printed course notes and using the following: Virtual Campus, copyright-protected works in physical classrooms, and public websites and social media.

Multimedia technology and equipment

The Library offers a wide range of studios and technology on the second floor of the Learning Crossroads (CRX), including a video wall for visualizing data, virtual reality equipment, a podcast recording studio, a learning lab and much more. It also offers multimedia equipment loans and a wide range of content creation tools. You can use these technologies in preparing your syllabi and designing your activities and evaluations. Discover the Learning Crossroads.

Academic accommodations service

Ontario universities are legally obligated to meet the needs of students with disabilities. Given the complex and decentralized nature of academic teaching, the university accommodations process hinges on co-operation and communication. A brief overview of this collaborative process follows.

Students

- Provide medical documentation
- Take part in a needs assessment process
- Communicate needs as they change

Learning specialists (with Academic accommodations service)

- Review medical documentation and assess needs
- Identify accommodations and help manage expectations
• Find solutions should difficulties arise
• Report issues that could interfere with the learning environment
• Assess needs for work placements and identify experiential learning opportunities
• Help students develop their skills and prepare to enter the labour force

Professors

• Review requisite accommodations in Ventus, a portal that facilitates communication about academic accommodations
• Contact the learning specialists if there are any concerns
• Implement requisite classroom accommodations
• Post exam notices in Ventus in a timely manner
• Guide students who seem to need support, but provide only those accommodations that have been approved in Ventus

Academic performance

Accommodations are implemented in order to ensure equitable opportunities for everyone. However, all students must meet the same requirements as regards academic performance (i.e., the same learning outcomes) in their courses and programs. Academic accommodations do not give persons with disabilities an unfair advantage.

Academic accommodations are granted based on medical documentation submitted and conditions foreseen in the learning environment. If you think that implementing one or more accommodations that have been approved in Ventus could compromise attainment of academic standards, discuss the issue with the Academic Accommodations Service. You can work in tandem with the latter to come up with alternatives that meet academic integrity standards and enable the student in question to fulfill the essential requirements of a course or program.

A growing population

Currently, some 4,650 students with disabilities, or approximately 10% of our student body, have been granted academic accommodations at the University of Ottawa. That percentage is slightly lower than the provincial average, with most institutions posting proportions between 12 and 15%. However, we can expect this population to continue to grow in the years ahead.

Following is a visual representation of the disability categories of the 4,650 persons enrolled as of September 2022.
A significant percentage of these individuals have invisible disabilities. We should therefore not make assumptions about people’s abilities based on their appearance. Each person with a disability is different, and needs and abilities vary. Some people are comfortable talking about their needs, while others prefer to keep that information confidential. Students are not obligated to disclose their disability status or their diagnosis, and they must not be given the impression that they are required to do so. By maintaining the secrecy of accommodation-related conversations, you will help to protect confidentiality and create an environment where everyone feels safe and comfortable expressing their needs.

Students may request accommodations at any time, regardless of whether their disability is permanent or temporary. Some students register for supports at the time of admission, while others receive diagnoses during their studies and register right away. In other cases, students may try to persevere without accommodations, for fear of stigmatization. Whatever the case may be, as soon as a student begins the registration process and provides a valid medical document from a qualified health care provider, they’re supported by our service. It may take up to 60 days for accommodations to be implemented, depending on the nature of the support measures required or the timing of the registration (e.g., for registrations during the final exam period, exam-related accommodations are implemented the following term).

**Academic accommodations and Universal Design for Learning**

Whereas accommodations seek to reduce barriers in the learning environment, Universal Design for Learning principles aim to eliminate barriers and to ensure equal opportunity for all by taking as many aspects of learning into account as feasible. The Academic Accommodations Service supports the implementation of UDL principles in the learning environment as much as possible.

There are two main kinds of approved accommodations for students: pedagogical accommodations in the
classroom and accommodations for timed assessments. Following are some examples of each kind (in order of use):

<table>
<thead>
<tr>
<th>Pedagogical accommodations</th>
<th>Exam accommodations</th>
</tr>
</thead>
<tbody>
<tr>
<td>More time for assignments</td>
<td>Limited auditory distractions</td>
</tr>
<tr>
<td>Volunteer peer note-takers</td>
<td>Limited visual distractions</td>
</tr>
<tr>
<td>Digital audio recorders</td>
<td>Time extensions (15%, 25%, 33%, 50%, 66%, 75%, 100%)</td>
</tr>
<tr>
<td>Support for a fluctuating condition</td>
<td>Word processors with spell checker and grammar checker</td>
</tr>
<tr>
<td>Classroom material provided in advance</td>
<td>Noise-cancelling headphones</td>
</tr>
<tr>
<td>Frequent breaks</td>
<td>Word processors without spell checker and grammar checker</td>
</tr>
<tr>
<td>Laptop in classroom</td>
<td>Maximum of one exam per day</td>
</tr>
<tr>
<td>Access to recorded lectures for learning purposes</td>
<td>Option to take short breaks, to get up to move around or to stretch</td>
</tr>
<tr>
<td>Priority seats (at front or rear of classroom)</td>
<td>Isolated space</td>
</tr>
<tr>
<td>Alternatives to oral presentations</td>
<td>Checker and dictionary (such as Grammarly)</td>
</tr>
<tr>
<td>Note-taking assistance (professional)</td>
<td>Speech synthesis (NaturalReader)</td>
</tr>
<tr>
<td>Option to get up or move around</td>
<td>Reference sheet approved by professor</td>
</tr>
<tr>
<td></td>
<td>No evening exams</td>
</tr>
</tbody>
</table>

For more information about the different kinds of accommodations, see Ventus. We encourage you to familiarize yourself with these common accommodations and their use to help us define expectations and establish a dialogue from the beginning, particularly between professors and students, regarding accommodations in the classroom and for exams.

**Proactive approaches**

When designing your course, you can be proactive in anticipating the most-requested pedagogical supports. The list of the most common support measures provides an overview of the kinds of measures that could benefit your students and help you base your courses on Universal Design for Learning principles. Here are examples of UDL that can enhance accessibility and inclusion while reducing the number of individual accommodations required.
Examples

**Example 1:**
Give an additional grade of 2% to students who agree to upload their course notes to a shared class resource. In so doing, you’ll encourage quality note-taking and class attendance, which will help students who need their colleagues’ notes to complete their own. This practice also makes it possible to support students who must be absent due to illness, whose health fluctuates or who need frequent breaks in the classroom.

**Example 2:**
Plan the term calendar such that recordings can be automated using YuJa and shared with the class automatically on Brightspace. In so doing, you’ll avoid creating obstacles for students who are entitled to recordings, and you’ll be able to schedule sensitive discussions for times when they’re on a break (after having alerted the class). That way, students don’t need to record themselves, and you’ll have greater control over recordings.

**Example 3:**
Give the entire class a choice between several options for one or more assessments in the course in order to reduce barriers and promote inclusion. By giving students a choice, you’ll enable more of them to take in the course material in their own way. Students who have difficulty with a particular kind of assessment will therefore have another way to demonstrate their knowledge and abilities.

Clinics, work placements and experiential learning opportunities

Students with disabilities may need accommodations during clinical work placements, internships, co-op work placements, practica or other experiential learning courses. In most cases, approved academic accommodations don’t apply to these placement settings. Contact the learning specialist assigned to the student to discuss solutions that could work in your setting without compromising personal health and safety, essential program requirements and processes for issuing applicable permits.
Deferred exams, exemptions and extensions beyond academic accommodation services

Students will ask for deferred exams, exemptions and extensions for various reasons (e.g., illness, death in the family, injury, mental health issues). We encourage you to handle such requests with empathy and kindness. These students trust you. What you say and how you say it will have an effect. We’re obligated to follow the Academic Regulations as regards decisions related to these requests. Requests for deferred final exams are handled by the undergraduate or graduate studies office.

For situations not covered in the regulations, make the decision that seems fairest to the student in question and the other students in the group, and fits with your ability to manage the situation.

Consider also the option of referring students to University services likely to be of assistance. Some of them are listed in the chapter on student services.

Teaching assistants (TAs)

You can request TA support, depending on your course. The Union of Student Workers at the University of Ottawa (CUPE 2626) represents thousands of teaching and research assistants, markers, tutors, lifeguards and Residence Life workers. CUPE2626 is a local section of the Canadian Union of Public Employees.

In courses, TAs can, for example, lead discussion groups, conduct lab sessions and mark assignments, depending on the terms of their contracts.

During your course

The graphic describes things you should consider during your course. The Teaching and Learning Support Service can also provide more assistance.
Your first class

Your first class is a special occasion!

Here are some things to consider to make the most out of it.

1. Create an inclusive environment
   - Arrive early and get set up.
   - Greet students as they arrive.
   - Welcome the entire class.
   - Introduce yourself (biography, professional background, teaching experience, pets, etc.) and discuss your intentions for the course.
   - Ask the members of the group to take turns introducing themselves.
   - Ask for volunteers to take notes.
   - Find ways to involve students in their learning.
2. Determine the students' knowledge level
   - Consider conducting a short assessment to determine your students' basic knowledge.
   - Ask the students if they’ve taken such a course or if they know the topic from before.

3. Provide a course overview.
   - Consider posting the syllabus on Brightspace in advance and possibly making an introductory video.
   - Provide a brief overview of the syllabus, and ask if there are any questions.

4. Get started!
   - Time left over? Jump right into the topic. This is a very good time to explain what you love about this discipline.

Training sessions

The librarians offer a wide range of training sessions that can be tailored to your courses and your learning objectives. The sessions are generally presented live during your course. Topics vary by discipline, e.g., developing a research strategy, mastering information skills, using citation management software, key resources for your area of study, and many more. Contact the Library or your librarian to discuss your specific needs.

To request a training session, fill out the instruction request form, or see the Library support for online learning for more information.

Research guides

The librarians have prepared research guides by subject. They contain advice about the different kinds of sources and the most commonly used sources of information and research tools in each subject area. These guides could be very helpful if you’re working on a research project or article. Moreover, you can request an individual consultation with an associate university librarian. See the research guide list.
Evaluation of teaching and courses

All courses involving at least nine contact hours with the same professor are subject to a teaching and course evaluation by students at the University of Ottawa, regardless of the teaching method used.

Evaluations are completed via an online questionnaire by every student in the class, towards the end of each term. Some questions are mandatory, while others are optional. Students and professors are notified about the evaluation schedule through their uOttawa email accounts.

In addition, you can use a teaching portfolio—an excellent tool for measuring teaching excellence as part of a formal assessment process. The Teaching and Learning Support Service can help you put together your portfolio. Use of the portfolio for this purpose was approved by the Senate in June 2019.

Course start and end times

Courses must begin and end at the time indicated in the official timetable. Courses officially end 10 minutes before the hour or half-hour.

Closing a course

Your course is ending and you’re almost there!

Final grades and information retention

This section explains how to post, submit and review final grades.

- Academic Regulation A-3 — Grading System
- Grading process
- Inputting grades and accessing your student list
- Submitting grades and assignments
- Submission of final grades
- Retention of assignments and grades information, evaluation review and grade appeals process
- Deletion of assignments and grades information
Official grades are not sent through Brightspace. They’re communicated via Virtuo (Faculty Centre).

Close a course

Take stock of your course: what would you change the next time? What have you learned?

The Senate has also approved the use of a teaching portfolio for tenure and promotion purposes, so we recommend adding to your portfolio now, while your thoughts on the course are still fresh.

Academic regulations

We need to comply with the Academic Regulations in every aspect of our courses. The complete version of the regulations is available in the “Policies and regulations” section of uOttawa.ca. A plain-language version of the Academic Regulations is available on the “Current students” page. Students in your courses could also find the resource useful.

Most faculties also have their own regulations. Check whether that is the case in yours. If so, familiarize yourself with them.

Awards and distinctions

Awards and distinctions aim to recognize your contribution to the teaching environment. There are several of them at the University of Ottawa, including the following:

- Award for Excellence in Teaching (APUO)
- Part-Time Professor Award for Excellence (APTPUO)
- Excellence in Education Prizes
- Chair of Excellence in University Teaching

Your department and faculty can advise you about other internal options in your discipline and more generally.
Other information: Best practices, grants and frameworks

Grants for innovation in teaching are often available. Keep an ear out for options offered by the Library, the provost and TLSS funds and awards, among others.

You can consult research papers and best practices in teaching and learning, including regarding the Scholarship of Teaching and Learning (SoTL) and educational innovation.

uOCompetencies aim to integrate academic and experiential competencies that support the quality of the student experience on campus. By establishing a common vocabulary for the development of learning outcomes for all learning activities, we can help students better understand the competencies they can acquire throughout their academic career.

Although there’s a lot you can do to provide high quality courses, you don’t have to do it all your first year!
4. RESEARCH

In this section

• Research starts in your Faculty
  ◦ General information
  ◦ EDI resources
  ◦ Logistical matters to start off on the right foot

• Research support services
• Office of the Vice-President, Research and Innovation (OVPRI)
  ◦ Strategic areas of research
  ◦ OVPRI services
  ◦ Research funding toolkit
  ◦ Research chairs
  ◦ Research centres and institutes
  ◦ Knowledge mobilization
  ◦ Awards and distinctions

• Graduate and postdoctoral studies
Research starts in your Faculty

General information

At the University of Ottawa, the faculties are responsible for graduate programs. Questions concerning admission, enrolment, academic pathways, thesis supervision and graduation are handled by the academic unit (department, school, institute, faculty, etc.) offering the program.

Each faculty has a Graduate Studies Office (GSO) that supports students and directors of graduate studies. The GSOs and the program directors are complementary sources of information, and we encourage professors to consult them.

The first point of contact for professors as regards to graduate and postdoctoral studies is the graduate studies director of the academic unit. In addition, each unit or program typically has a graduate studies committee, consisting of professors from the unit. It decides on admission to its programs.

Faculty research officers are important persons who can help you with key aspects of research. They are knowledgeable about grants that are available and about other opportunities.
Supervisory rights for full-time professors are set out in the collective agreement (article 32) between the University and the Association of Professors of the University of Ottawa (APUO). Your supervisory rights are explained by your faculty when you’re hired.

What are best practices for supervisors? What’s your style? Talk to your colleagues, take a page from people who’ve had a positive impact on your career path, and adapt your style to your students’ needs. Some faculties officially assign persons to mentor their new professors, while others do so informally. The Academic Leadership program offers workshops on supervision from time to time.

Equity, diversity and inclusion (EDI) resources

EDI resources are available and include data on underrepresented groups in research at the University of Ottawa and a list of specialized publications that provide advice on how to strengthen equity, diversity and inclusion in research.

In addition, you can consult an EDI advisor at Research Management Services. There’s also an action plan for EDI in research, an advisory committee on EDI in research and a host of faculty resources on the topic.

Logistical matters to start off on the right foot

Research advisors

The research advisors in your faculty are important resources who can help you with logistical and strategic aspects of research. They’re knowledgeable about available grants and other sources of funding.

Research accounts

A new research account is opened for every internal or external grant. For more information, see the Research Management Services webpage on the subject. The Workday system contains your research accounts and budgets. Contact your departmental or faculty finance manager if you have any questions about research accounts, expenses or hiring.

You have to submit an RE form in order to obtain and manage a research account. The form is an internal document that will be used to notify your Faculty and the OVPRI about your project requirements. You must submit a new RE form to the OVPRI for each grant application and contract. In other words, you require an RE form for each new source of research funding. The signature of your vice-dean, research, means that your
Faculty has approved your project. In addition, a research account can be created quickly once funding has been released.

To submit an RE form, log into the eAwards Portal using the same credentials as the ones for accessing your uOttawa email account. This form must be signed by your vice-dean, research, and by Research Management Services. Ask your research advisor for more information.

Laboratory and equipment purchase

Speak with your department or faculty about setting up your lab and purchasing any equipment. You may need the support of the following units when purchasing equipment: Facilities service, Procurement services and the Office of Strategic Development Initiatives.

Research assistants, recruitment, and supervision

Speak with the administrator of your department or faculty about hiring research assistants and technical assistants.

The procedure for recruiting graduate students and postdoctoral staff varies from faculty to faculty. Consult your research director, the graduate studies director or your office of graduate studies for more information.

At the University of Ottawa, follow-up for student records related to supervision or participation in a thesis committee or jury (member or chair) is handled through the service requisition console, which can be accessed via uoCampus.

Reimbursement of expenses

Reimbursement of approved expenses (e.g., moving expenses, conferences) is handled via Workday, which is managed by Financial Resources.

Space and equipment requisitions

Contact your department or Faculty if you need to order equipment or if you have questions access to a workspace.
Student records

At the University of Ottawa, oversight of student records related to supervision or participation in a thesis committee or jury (member or chair) is handled through the service requisition console, which can be accessed via uoCampus. In your Faculty, the Office of Graduate Studies is the point of contact for you and for graduate studies staff with whom you are working.

Setting up your lab or research space

Discuss space details with the director of your department or the departmental committee responsible for space management. If you want to set up heavy or specialized equipment, consider renovations that may be required (they may need to be completed first).

Research support services
Ottawa-Outaouais Research Data Centre (ORDC)

The Ottawa-Outaouais Research Data Centre (a partnership between the University of Ottawa and the Université du Québec en Outaouais, with an affiliate at Carleton University) enables the research community to access secure microdata from Statistics Canada surveys and Canadian censuses. The ORDC is physically accessible on the third floor of the Morisset Library. For more about requesting access, available data and reserving a workstation, see the Ottawa-Outaouais Research Data Centre (ORDC).

Managing research data

Data are a critical component of research, and there are many ways to enhance data management, whether it be a matter of ensuring that the policy requirements of funders, publishers or funding organizations are met or that your data is being kept and preserved properly. Research data management involves data organization and management throughout the research process. The Library provides information, resources, support and specialized training in research data management covering, among other things, why you should manage your data, places where you can publish your data and data management plans. Learn more about the Library and research data management.

Copyright

When you create original content at the University of Ottawa, you will often hold copyright. It is also possible that you may not hold copyright for your own material that you publish, since many publishing houses will ask you to cede copyright as a condition of your publishing contract. For more on how to preserve and enforce your copyright as a creator of original content, see the Library copyright information.

Scholarly communication

Scholarly communication involves the creation, assessment, dissemination and preservation of knowledge related to teaching, research and scholarship. The Library provides information, resources, advice and assistance in the following areas: open access in research, journal publication and selection, open access publishing services, research parameters and financial support for open access publishing. For more, see the Library information on scholarly communication.

The University of Ottawa’s digital storehouse, uO Research, is a space for the collection, preservation and dissemination of research data created by the University of Ottawa community. Consider storing your research there, and find out more about uO Research.
Librarians and specialists

Contact a library research specialist in your field or make an appointment for a consultation to obtain assistance with your research or answers to your questions about databases and relevant resources. To find your librarian, see the Library webpage on research guides and librarians.

Archives and special collections

Our archives and special collections team, located on the promenade level at Morisset Hall, works to preserve and provide access to archival records and special collections that help to support teaching and research at the Ottawa. Our archive collections include the Women’s Archives (a major Library initiative bringing together archival holdings and collections related to the history of women in Canada), the Slavic Archives and the Literary Archives, among others. Besides our archive collections, there are collections of rare books and manuscripts, facsimiles and brochures. The Library team offers a series of virtual introductory workshops, specialized workshops and on-demand tours. Learn more about consulting our collections or requesting reproductions of documents.

Office of the Vice-President, Research and Innovation (OVPRI)

The University of Ottawa is ranked among the top 10 research universities in Canada. Our research is founded on excellence, relevance and impact, and is conducted in a spirit of equity, diversity and inclusion. The OVPRI sets the strategic direction and oversees the administration of the University of Ottawa’s research enterprise, including funding, equipment and facilities, international collaborations, partnerships and business development. Get to know the OVPRI’s members.

Strategic areas of research

With the Transformation 2030 strategic plan, the Office of the Vice-President, Research and Innovation, has set a new direction for research. The result is four strategic areas of research for tackling humanity’s major challenges.

• Creating a sustainable environment
• Advancing just societies
• Shaping the digital world
• Enabling lifelong health and wellness
Cross-cutting themes support the implementation of these strategic areas of research. They are interdisciplinarity, knowledge mobilization, international collaboration, the Francophonie and bilingualism, and Indigenous knowledge.

The OVPRI is committed to promoting and celebrating excellence, equity, diversity and inclusion in research venues and methods at the University of Ottawa.

**OVPRI services**

The Office of the Vice-President, Research and Innovation, supports the University of Ottawa research community with the expertise of numerous services and qualified staff.

**Innovation Support Services (ISS)**

The Innovation Support Services’ mission is to advance research at the University of Ottawa for societal benefit and impact through student experiential learning and partnerships with industry, government, the community and other stakeholders. It furthers active engagement between those developing new discoveries and those best able to make them available for societal benefit. In addition, the ISS team can provide support in assessing technologies, developing strategies to safeguard intellectual property and commercializing technologies.

ISS is where you go when you want to develop, protect and commercialize research results, such as applying for a patent or exploring market opportunities. It provides assistance in exploring research partnership opportunities with non-academic entities, e.g., industry.

**Research Management Services (RMS)**

Research Management Services (RMS) provides support to the University of Ottawa research community in obtaining and managing research funds, developing research capacity and evaluating research performance.

**Strategic Development Initiatives (SDI)**

Strategic Development Initiatives’s main role is to coordinate and administer major research infrastructure projects funded by government programs such as the Canada Foundation for Innovation and the Ontario Research Fund.

**International Research and Experiential Learning (IREX)**

International Research and Experiential Learning (IREX) helps University of Ottawa researchers address challenges facing the world, in collaboration with leading national and international partners, by serving the
research community, ensuring compliance and creating research partnerships of global significance. This unit also manages the Natural Sciences and Engineering Research Council of Canada’s Undergraduate Student Research Awards Program. The Canadian Institutes of Health Research (CIHR) and the Social Sciences and Humanities Research Council of Canada (SSHRC) also have funding programs.

**Office of Research Ethics and Integrity**

The Office of Research Ethics and Integrity provides administrative support to University research ethics boards and works with University researchers to ensure that their research projects adhere to applicable statutes and regulations, including those of the Tri-Council (SSHRC, NSERC and CIHR). For research involving people, you must complete an ethics form and have your proposal approved before recruiting subjects. We recommend that you submit ethics forms no later than three months before the planned start date of your project.

**Animal Care and Veterinary Service**

The Animal Care and Veterinary Service provides innovative solutions as required to support pre-clinical research for the University of Ottawa scientific community and its global partners, while ensuring the highest standards of ethics in animal care.

**Kanata North campus**

The Ottawa region is home to the largest technology park in the country. The University’s Kanata North Campus, inaugurated in 2019, serves as a bridge between us and industry. This partnership provides local companies with access to more of the skills, programs and resources needed to compete and grow.

The multidisciplinary team at the campus works to maximize effectiveness and efficiency of planning and execution of major institutional and research infrastructure projects, and integration of new professors. The team can support professors who would like to develop research niches with members of industry, especially high tech.

**Strategic Project Management Group**

The Strategic Project Management Group is a multidisciplinary team that works to maximize the effectiveness and efficiency of the planning and execution of major institutional and research infrastructure projects, and the integration of new professors.
Research funding toolkit

The OV PRI provides a wide range of services and advice to support researchers during the various steps of their grant applications and budget management. It also provides tools for ensuring research compliance. The research advisors in your faculty can advise you on available sources of funding, including external funding.

The University also has a number of internal sources of research funding across a range of sectors. This funding allows researchers to become better known in their areas of interest, and encourages the development of new research sectors.

These pages could also be useful to you:

- Research Toolbox (Research and Innovation)
- Resources (Research and Innovation)

Research chairs

The University of Ottawa ranks among the best research-intensive universities in Canada and the world. These research chairholders are leaders in their respective fields.

Canada Research Chairs (CRCs)

The University has some 100 CRCs who contribute significantly to the national strategy to make Canada one of the world’s top countries in research and development. They deepen our knowledge and improve the quality of life of Canadians.

Chaires de recherche sur le monde francophone (CCRMF) program

The Collège des chaires sur le monde francophone brings together 10 chairs whose research focuses on a wide range of issues in the Francophone world, such as health care, law, cultural transformations, heritage, immigration and international relations.
University of Ottawa Research Chairs

In alignment with the University’s strategic areas of research, the University Research Chairs (URCs) recognize outstanding and sustained research accomplishments, and foster a culture of excellence, inclusion and diversity. There are more than 45 URCs at the University.

Research centres and institutes

The University of Ottawa is committed to research excellence and innovation. Our research centres and institutes provide valuable platforms for the exchange of ideas among researchers, both within and across traditional disciplinary boundaries.

A research institute is a multi-faculty and interdisciplinary unit whose main purpose is to foster research excellence through its activities and to support knowledge mobilization activities, while engaging in training activities (e.g., development and implementation of interdisciplinary study programs, professional development programs, internship opportunities, mini-courses, etc.).

The Office of the Vice-President, Research and Innovation, regularly calls for expressions of interest from research teams wishing to establish a centre or institute. Check the OVPRI website regularly for news about the latest calls for expression of interest.

Knowledge mobilization

Knowledge mobilization (KMb) means promoting and facilitating the use of research among knowledge users (stakeholders, decision makers, policy-makers, practitioners, community members, patients, etc.) to help them make informed decisions about policies, programs, practices and behaviour. The University offers a wide range of services to support our research community and thereby promote KMb.

KMb descriptions and recommendations are available from the following councils:

- SSHRC
- CIHR
Awards and distinctions

Awards and distinctions have become a key component of our strategic plan to promote research excellence and enhance the University’s visibility. We have put into place several initiatives and mechanisms to foster a culture of research excellence, increase recognition opportunities for our researchers and celebrate success.

The Office of the Vice-President, Research and Innovation, recognizes researchers for research projects with high impact through two annual internal competitions:

- [Early Career Researcher of the Year Award](#)
- [Knowledge Mobilization Excellence Award](#)

There are also [grants for new professors](#).

Graduate and postdoctoral studies

See [our information about graduate and postdoctoral studies](#) for more about programs, procedures for international students, admission, funding and the student experience.
Service-to-the-University-community activities (aka Service), which are part of the role of full-time professors, will help you integrate into our community and share your perspectives and expertise. There’s no
shortage of opportunities. Speak to your department director, dean or mentors. Think of how you can tackle this and other roles strategically.

Administrative expectations are different for **part-time professors**. However, you can choose to get involved. There are numerous options (e.g., hiring committees), though they vary from faculty to faculty. We encourage you to explore your options.
6. PROFESSIONAL DEVELOPMENT

In this section

Professional development opportunities at the University of Ottawa and external opportunities.
At the University of Ottawa

Many professional development opportunities are available to you at the University of Ottawa:

**Bilingualism:** You can take courses to hone your language skills. The [Official Languages and Bilingualism Institute (OLBI)](https://www.uottawa.ca/olbi) can assist you.

**Teaching skills:** Take part in workshops and webinars offered by the [Teaching and Learning Support Service](https://www.uottawa.ca/learning), including webinars on teaching portfolios and on teaching and learning.

**Tenure and promotion:** The [Academic Leadership](https://www.uottawa.ca/leadership) program offers workshops on these topics, as well as mentoring (full-time faculty).

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The University of Ottawa [Gazette](https://www.uottawa.ca/gazette) is a good source for new and opportunities.

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**External opportunities:**

- **Wellness:** [More Feet on the Ground](https://www.uottawa.ca/wellness): Learn to recognize, respond and refer students or colleagues experiencing mental health issues on campus. There are also workshops at the University of Ottawa that use this resource.
- **Implicit bias:** Learn to recognize bias that can affect our way of thinking.

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Do you have any suggestions for this guide? Share them with us using this [form](https://www.uottawa.ca/).
Image by vectorjuice on Freepik
STUDENT SUPPORT

In this section

- Student affairs
- Student health, wellness, and support
- Career development and experiential learning
- University recreation and sports
- Customer relations
- Office of the registrar and enrolment management
The Student Affairs service supports the University’s mission of academic excellence by providing students with services that enable them to be happy and healthy and to thrive as they pursue their ambitions and grow as human beings. The service, supervised by the provost and vice-president, academic affairs, ensures that students benefit fully from their university experience. We recruit the best talent, we support them throughout their time at the University and we prepare them for successful careers and further studies.

The Student Affairs service encompasses five main sectors, all of which are supported by a series of shared services:

1. Student health, wellness and support
2. Career development and experiential learning
3. University recreation and sports
4. Customer relations
5. Office of the Registrar and Enrolment Management
Student health, wellness and support

Student health and wellness is a priority for us. Consequently, the Student Health and Wellness Centre provides physical and mental health services. No one expects you to be a professional counsellor. However, everyone has a role to play in our caring community.

Learn more about how you can help others.

Case management: We have a team of case managers who want to help more than
anything else. The team offers non-clinical case management services to students with complex needs.

**Academic Accommodations Service:** Students with disabilities have access to specialized learning tools, including personal study plans and adapted exam, transcription and interpretation services.

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**Career development and experiential learning**

Preparing students to land the job of their dreams is one of our greatest strengths. Nine out of 10 of our students take part in experiential learning, which helps them to develop valuable professional skills through our many paid co-op career experience programs (alternating work and study terms), community and volunteer placements and research activities. We encourage you to explore how you can include these experiences in your courses.

**Career Corner:** A one-stop shop for career resources and experiential learning opportunities. Expert career counsellors help students match their program choices to their career aspirations by providing career, program and networking advice throughout their studies and up to two years after graduation. University of Ottawa graduates can also use these [career development services for alumni](#).

**Community engagement and volunteering:** Students can apply what they’ve learned in the classroom by volunteering in Ottawa and around the world. They help others while helping themselves. Our Community Service Learning (CSL) program allows students to replace course assignments with volunteer work placements in their area of studies. We will help you with the program. If you would like to join forces, [contact the community engagement team](#) at the Career Corner.

**Co-op program:** You could [hire a campus-based research or teaching assistant](#) through our
renowned program. Let us know if there are employers in your network who wish to hire a co-op student.

University recreation and sports

A healthy body means a healthy mind that is ready to learn. Cheering on our Gee-Gees competitive and varsity teams boosts school spirit. From the Panda Game to the Capital Hoops Classic, our competitive spirit is a major source of pride for the University.

As a professor, you can take advantage of the following:

- Staff-only hours at the fitness centre and the Montpetit Hall pool
- Staff-only fitness classes
- Staff-only yoga and intensive training classes (registration required)
- Walk-in, open training activities

Note: Access depends on registration type.

Learn more on the Athletics and recreation website.

Boost your sense of belonging:

- Check out the university team games calendar
- Purchase game tickets
Customer relations

This sector supervises food services, University of Ottawa student cards, U-Passes, on- and off-campus housing assignments and relations with the two student unions. There are excellent venues where you can eat on campus, including our award-winning dining room, and fantastic resources such as the campus bookstore.

You’ll find a wide range of great places to eat on campus.

To make things simpler, you can order textbooks and course materials that your groups will need and have them sent directly to the campus bookstore. That way, you won’t have to scour the entire city to find what they need. We’ll send you an email reminder every term about deadlines for submitting your purchase orders. If you’re organizing an on-campus event, you can work with Conventions and Reservations.

You can book our residences in summer for short-term stays from May to August. That can be ideal if you’re organizing a conference or are expecting visitors, as they are affordable accommodations.

Office of the registrar and enrolment management

The Office of the Registrar oversees admission and recruitment, academic support, financial assistance and scholarships, and recruits the best and brightest. It also ensures that day-to-day academic operations and processes run smoothly.

Academic support: The Academic Writing Help Centre (AWHC) enables students to strengthen their writing skills with the help of mentors.

Program changes: For questions concerning program changes, refer students to infoservice@uOttawa.ca or to faculty advisors. The program and course catalogue contains detailed information about courses and prerequisites.
8.

FREQUENTLY ASKED QUESTIONS

In this section

- General questions
- Part-time professors
- Full-time professors

General

We’ll add to this section as we receive recurring questions.

Part-time professors

We’ll add to this section as we receive recurring questions.

Full-time professors

We’ll add to this section as we receive recurring questions.
9.

PROJECT TEAM AND ACKNOWLEDGEMENTS

In this section

- Project team
- Author team
- Contributions/comments
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Contributions/comments

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