

NEW FACULTY HANDBOOK # 2

STRIVE

GUIDE

LAND ACKNOWLEDGMENT

Georgian College acknowledges that all campuses are situated on the traditional land of the Anishinaabeg people. The Anishinaabeg include the Odawa, Ojibwe, and Pottawatomi nations, collectively known as the Three Fires Confederacy.

Georgian College is dedicated to honouring Indigenous history and culture and committed to moving forward in the spirit of reconciliation and respect with all First Nation, Métis, and Inuit people.

To learn how to pronounce the land acknowledgement, view [Georgian College Land Acknowledgement guide for presenters.](#)

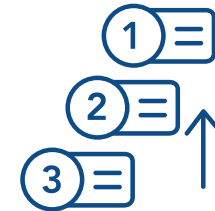
Click on the corresponding image for more information. Or alternatively, please reach out to CTL@GeorgianCollege.ca. We're here to help and love to hear from you.



How Can
I Strive?



Georgian
Information



Strategic
Priorities



People
@ Georgian



Explore
Georgian



Contingency
Planning



Course
Planning



Lesson
Planning



Academic and
Operating
Guidelines



Employee
Tools



Student
Supports



Challenging
Situations



Feedback and
Reflection



Wrapping Up
The Semester



Growing Confidence
and Competence
with CTL



Last
Thoughts

So, you've survived your first few weeks. Let's chat about **STRIVING FOR SUCCESS** through your first semester @ Georgian.



How can I **STRIVE FOR SUCCESS** in my first semester?

According to the Merriam Webster dictionary, **to strive** has a few meanings:

- 1 : to devote serious effort or energy: [ENDEAVOR](#)
| | strive to finish a project
- 2 : to struggle in opposition: [CONTEND](#)

For us, striving is the key verb for launching your faculty career. Being successful as a post-secondary educator calls on our energy stores. Teaching is one of the most complex activities we can do. It means taking something that we have expertise in and translating that to make it meaningful for those who are novices. This work is the epitome of striving, especially in our early days.

We've created this guide to help you strive for a great experience during your first semester. We ask you to strive to recognize the beautiful gifts you bring to students as you help them connect to the field you have worked in.

Your stories and experiences are a beautiful gift. The Strive Guide contains the foundational information that should help you pave the path to striving on this early part of your journey.



We hope you don't find your first semester at Georgian a struggle with opposition. Rather, as you settle into the Strive Guide, we prefer to think about how teaching in your first semester education does mean expending energy, but this energy can make all the difference for our students.

By no means does this guide cover all the topics you will come across, but we hope it answers the key questions you have during your first semester teaching at Georgian. Please note: this guide is focused on the faculty role at Georgian College. Information may not apply to other employee groups.

We are hopeful that this guide will help you strive for in your new professional endeavour and want to remind you that the Centre for Teaching and Learning (CTL) is here to help. This guide has been brought to you by CTL. Our vision is to inspire excellence by igniting curiosity, connecting communities and supporting bravery at the leading edge of teaching and learning. We offer numerous supports, training opportunities, and friendly faces.

We strive to support you while you strive to survive (and hopefully, thrive!).

We wish you well! Happy striving!

Here's **SOME ADVICE** from our CTL Team



“Make it a priority to connect with your students early and often. A welcoming introduction, personalized messages, and opportunities for students to share about themselves can foster a sense of belonging. Use tools like Blackboard announcements, discussion boards, or short video introductions to create a friendly, supportive learning environment. Establishing this connection sets the tone for engagement and encourages students to reach out when they need support.”

- Amy G

“Recognize that every class and student group is different. Don’t be afraid to ask for feedback and make adjustments where you can. Embracing flexibility and offering multiple ways for students to participate and demonstrate their learning creates a culture where students can be themselves and learn in ways that both align with their strengths, and also push them to overcome previous challenges. Oh, and don’t be afraid to ask for help. We are a team, and leaning on one another when we’re feeling unsure is something we should all do more of. We are all working hard together to create the best possible opportunities for an unrivaled student (and faculty!) experience.”

- Kim R

“Stay connected. Not sure about something? Just ask. Set realistic goals. Don’t try to do too much. Have goals. Big goals, little goals, stretch goals. Don’t practice teaching in isolation. Make and foster good connections.”

- Iain R



“Set aside time to reflect on your teaching. Consider what’s working well, where adjustments may be needed, and how your approach aligns with student needs. Jotting down some notes after each class can help you track these observations. Mid-semester feedback from students can also offer valuable insights to fine-tune your approach and improve the learning experience. Reflection and small intentional adjustments can enhance both your teaching and the students overall learning experience.”

- Anthony T

“I loved working with our faculty to figure out ways to add engagement in their class. Georgian offers access to a bunch of ed tech tools such as ScreenPal and Poll Everywhere. These are great tools to offer that introduction and connection you can establish with your students at the beginning and throughout your course. And the Faculty Ed Tech team are here to help you!”

- Karina M



GEORGIAN INFORMATION

1

Looking for information – where should I start?

We know that there is SO MUCH information to sift through at the college. Our website, MyGCLife, and our internal SharePoint all have tons of stuff to share. If you are looking for places to read more about happenings and culture at Georgian, there are several places to check out:

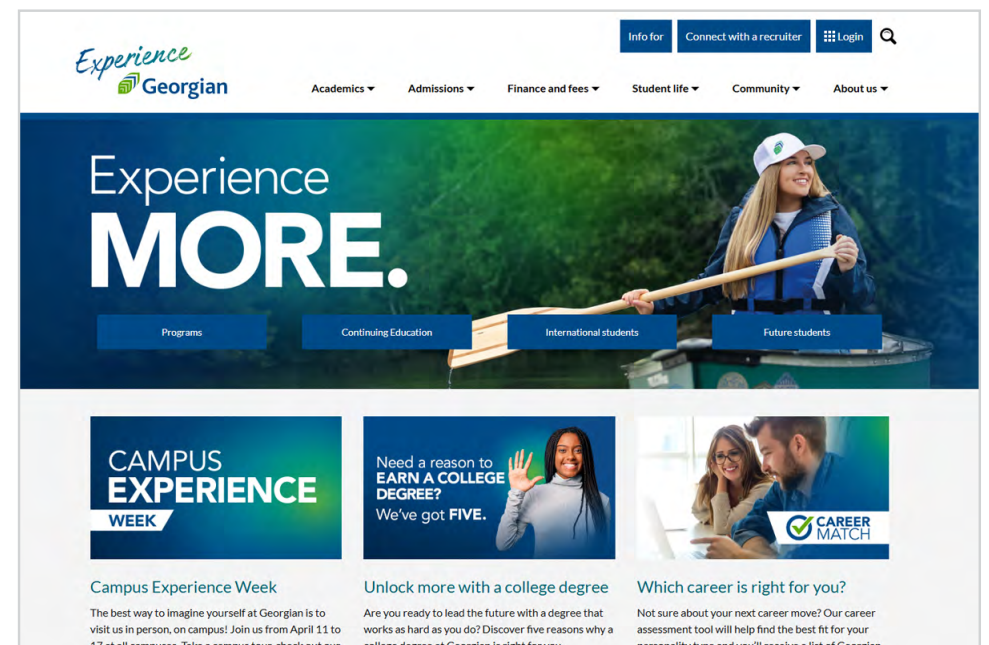
- **[Georgian College Website:](#)** This is Georgian’s public facing website. It has all the information that the public (and you) might want to know about our academic programs, our admission processes, paying for college, student life and our community.

TECHY NOTE

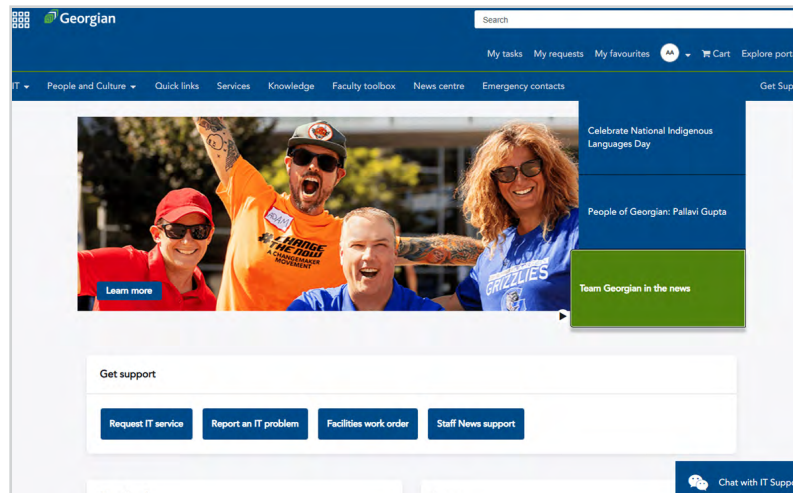
In this resource guide, we are assuming that you have Georgian credentials and can log in to Georgian systems. Many of the links shared are part of Georgian’s internal network. Please reach out to us in the Centre for Teaching and Learning if you have any difficulty accessing the links.

We’d also like to acknowledge that this resource guide is a work in progress and a living document. If you find any errors or things we’ve missed or have any ideas that you would be willing to share, please reach out to CTL@georgiancollege.ca - we would love to hear from you.

Please Note: If you haven’t had a chance to check it out, and you’re new to Georgian (or you’d like a refresher), we recommend that you start with [GC New Faculty Handbook \(Survive Guide\)](#).



- **MyGCLife - Employee Centre:** This is the internal landing page for all Georgian employees. If you are looking for information about what’s happening at Georgian, the “Need to Know” and “Latest News” sections are wonderful places to start. Members of the Georgian community are invited to share good news stories, information about upcoming projects or initiatives, callouts for help, and more. To contribute a story, you are invited to email the team (Staffnews@GeorgianCollege.ca). From this same site, you can contact IT, link to People and Culture (HR), access emergency information and much more.



A couple of key parts are the [Faculty Toolbox](#) with links to many systems and information that faculty use regularly and [Quick links](#) with links to other Georgian systems and information. We STRONGLY encourage you to explore these two sites for an avalanche of key information. There are so many great people at Georgian doing wonderful things we couldn’t possibly list them all. Just know that if you have a question or a need about your role, we will have or can find support for you.

- **MyGCLife Portal - Student Service:** This is the internal portal for students. This is great to share with students but also for you to explore all the supports available. Supports like Academics, Student Services, Student Life and GCSA, Food, Money, Athletics, International and Emergency/Safety. There are so many layers and pockets of good support that we can’t possibly list them all. Just know that if a student has a challenge (academic, personal, etc.), we most likely have support for them.
- **Important forms - Georgian College** is also helpful for students looking for certain forms to complete for admission, identification, registration, and other reasons.



STRATEGIC PRIORITIES

1

What does Georgian value?

Georgian has a vision, mission, values, strategic priorities and areas of focus. These are all listed in the [Strategic plan](#). Here are the highlights:

- **Our vision:** Game-changing innovation. Unrivaled experience. Human potential ignited.
- **Our mission:** Inspire innovation, transform lives, and connect communities through the power of education.
- **Our values:** We’re brave, We’re real, We excel, We’re one team, We care.
- **Our commitments:**
 1. Transformative education
 2. Unrivaled student experience
 3. Community impact
 4. Global connectivity
 5. Organizational excellence
- **Our foundational threads:**
 1. Equity, Diversity, Inclusion and Belonging
 2. Indigenization
 3. Changemaking

2

What drives Georgian forward on its journey?

Our Strategic Plan and other planning documents

Like most organizations, Georgian College has a Strategic Plan and associated documents that reflect the values we hold and the direction we work on. This is meant to be our declaration to the public and reflects current needs in post-secondary.

In April 2025, Georgian College has officially launched the new strategic plan titled [Game-changing Innovation](#). This is an important document that helps to connect us all at Georgian and ensure that we are working together towards common goals. You can see the [PDF version of the new Strategic Plan here](#).



We also have an Academic Plan which offers the teaching and learning take on the Strategic Plan. It offers our academic commitments related to Georgian's Strategic Plan. Basically, it is our educator map! Our current Academic Plan is found on the Vice President Academic's website: [2022-24 Georgian College Academic Plan](#)

In conjunction with our Strategic Plan, the next version is in development and will reflect the strategic priorities identified in Vision 2030.

Other institutional plans also offer us paths forward in our work:

- [Maajjiishkaadaa](#) (Let's move forward together) maps our Indigenization Strategy.
- [Mental Health and Well-being Strategic Plan](#)



PEOPLE @ GEORGIAN

1 People and more people – who is everyone?

Yes, Georgian is a busy place with lots of people and lots of departments. We are all part of the Georgian community. We do have an organizational structure. Ultimately, the [Board of Governors](#) is the governing body of the college.

Our [President and CEO](#) reports to the Board. Our [Senior Leadership team](#) consists of Vice Presidents and Directors. Each VP has a series of managers and staff. Faculty are part of the [Academic](#) stream.

Other streams are [External Relations and Enrolment](#) (including the Office of the Registrar), [Finance and Corporate Services](#) (including Campus Safety Services and IT), [People and Culture](#), and [Student Success](#).

These organizational charts focus on administrative roles and do not include all of the employees in these areas.

2 What is People and Culture?

[People and Culture](#) is the new name for Human Resources (HR). This department offers a number of extremely helpful resources related to things like talent acquisition, tuition assistance programs, leave of absence requests and much, much more.

- For People and Culture procedures and policies, view [People and Culture \(policies\)](#).
- For People and Culture knowledge articles and requests, visit [People and Culture \(Employee Centre\)](#).
- You can also read more about "Pay and Benefits" in [GC New Faculty Handbook](#).



EXPLORE GEORGIAN TO LEARN MORE

There are lots of spaces on campus that are open to employees of the college, and some are even open to the public. Here are just a few of the opportunities:

- [The Campus Gallery - Georgian College](#)
- [Career and Employment Community Services - Georgian College](#)
- [Conference and Event Services - Georgian College](#)
- [Georgian Dining Room - Georgian College](#)
- [Health and Wellness Clinics - Georgian College](#) (hair, oral health, speech, occupational therapy, spa and esthetics, acupuncture, massage, veterinary hospital)
- [Henry Bernick Entrepreneurship Centre - Georgian College](#)
- [Home of The Georgian Grizzlies](#) (Georgian Athletic teams, clubs and facilities)
- [Indigenization - Georgian College](#)
- [Open House - Georgian College](#)
- [Research and Innovation - Georgian College](#)

Some of these opportunities are available to you and your family and friends. Visit the websites to learn more and consider treating yourself to a service offered at the college!



IMPORTANT DATES

There are lots of important dates. How can I keep track?

No fear. We are here to help. We have compiled a calendar of important dates specifically for faculty. It includes weeks of the semester, key semester dates, full-time faculty vacation periods, holidays and much more. Visit [Faculty PD - Georgian College](#) to access the calendar.



CONTINGENCY PLANNING

Life Happens!

1

The weather is bad. What should I do?

There may be times when winter weather forces campus closures. In these instances, information will be shared via various means including system wide emails and banners on Georgian websites. More information can be found on the [Winter Weather and Campus Closures page](#).

Faculty and students should always make decisions about your personal safety and circumstances. Given our geographical location, weather can vary significantly from one locale to another. If you are unable to teach your class, inform your manager and other departmental support (as required). In-person classes will need to have a notification posted on the classroom door.

If you have a course to teach, be sure to inform students via Blackboard that class is cancelled due to the weather. You may want to give them an asynchronous task to complete prior to the next class. The semester schedule does not allow for make-up classes due to weather closures.

2

I'm sick. What should I do?

There may be times when you are unable to attend your scheduled class. In this case, you may need to cancel class. It is important that you contact your manager if you are unable to work. Here is some more information about [sick days](#). If you are unable to teach your class, inform your manager and other departmental support (as required). In-person classes will need to have a notification posted on the classroom door.

If you have a course to teach, be sure to inform students via Blackboard that class is cancelled due to illness. You may want to give them an asynchronous task to complete prior to the next class. The semester schedule does not allow for make-up classes due to faculty illness.



3 I need to change the date for an assessment. What should I do?

There are times when unexpected situations, such as illness or campus closure, may require an adjustment to an assessment's due date. In such cases, it is imperative to communicate the change clearly to students, including the rationale. We recommend giving students a chance to share if the new assessment date won't work for them. Remember that students will plan their semester based on dates in their syllabi. Changing the dates can create challenges for them.



COURSE PLANNING

1 How is the curriculum in my program determined?

At Georgian, curriculum development is overseen by the [Office of Academic Quality](#). New program development and [program renewal](#) are extensive processes. Each program at an Ontario college of applied arts and technology must align with a government [program standard](#) or [description](#).

The Vocational Learning Outcomes in the program standard form the program learning outcomes at Georgian. The program learning outcomes then help determine the course learning outcomes in each course. For example, the vocational learning outcomes (VLOs) in the [Business – Marketing program standard](#) form the majority of the program learning outcomes (PLOs) in the [Business – Marketing program](#) which in turn has 19 program courses plus 2 communication courses and 3 general education courses.

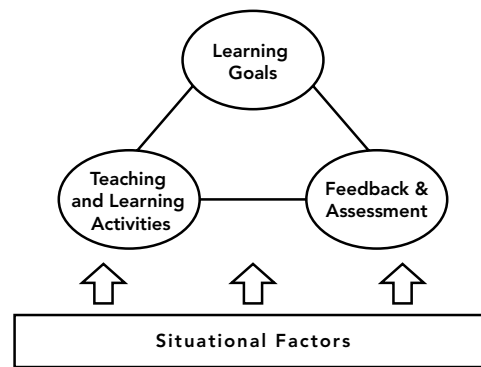
Each of the courses has a series of course learning outcomes (CLOs) which when grouped together at graduation meet the PLOs and the VLOs. Some programs also seek accreditation from external regulatory bodies. Requirements for these bodies are also embedded into program and course outlines.

Georgian's Curriculum Information Management (CIM) system helps to ensure efficiency, accuracy, and consistency across the programs and courses at the college. There is one software for [courses](#) and another for [programs](#).

2 How can I design my course?

There are many course design models. One that we like to use is called "Integrated Course Design". We fondly call it the triangle of teaching (see diagram below). L. Dee Fink originally published this course design and alignment model in 2005, in larger work called [A self-directed guide to designing courses for significant learning](#). The whole model is great and worth taking a look at.

The Key Components of INTEGRATED COURSE DESIGN



[Image Source](#)

For our purposes here, Integrated Course Design reminds us that we should always start by identifying situational factors that might impact learning, and then work backwards: identify learning goals (smaller goals that lead to course outcomes), formulate assessment approaches that align with these learning goals / outcomes, and then teaching and learning activities that will scaffold and support learners to learn.

You can read more about elements of this course design model in [New Faculty Journey – Course Essentials](#). For insight into assessment and teaching methods, see [Assessment - Georgian College](#) and [Teaching methods - Georgian College](#).

3 How can I give feedback that students will value?

There are many ways to provide feedback to students. To ensure it is effective, there are a couple key components to consider:

- Use a two-part structure – first, include a comment about something the student has done well and a comment that will help them improve.
- Focus on the student's work and/or performance (not on praise or harsh critique)
- Focus on a few key points to avoid overwhelming students. Use your learning or activity outcomes to guide your feedback.
- Provide ongoing feedback to students during the learning process by using formative assessments. Then, when evaluating their assignments, use summative assessments to assess their overall learning. This gives students time to benefit from the feedback and adjust along the way.
- Give immediate feedback (in the moment) whenever possible rather than delayed feedback (after submission)

To read more about writing and giving feedback, see [How to Give Feedback to Students - The Advanced Guide \(2nd Edition\)](#).

4

What is UDL and how can it help me in the curriculum design?

UDL or Universal Design for Learning is “a framework to improve and optimize teaching and learning for all people based on scientific insights into how humans learn” developed by CAST.

The framework is organized into three principles: Engagement, Representation, and Action & Expression. UDL is an essential planning tool for faculty to ensure their courses are thoughtfully designed to accommodate a variety of student learning styles, interests and skills.

For more information and course planning ideas, see the [Blackboard CTL Central for Faculty Universal Design for Learning \(UDL\) module](#).

5

Where can I go to read more about Georgian's commitment to AODA and how to create accessible course materials?

As faculty, we are responsible for ensuring that our course materials are accessible according to the Accessibility for Ontarians with Disabilities Act (AODA) and standards. Georgian has an [Accessibility plan](#).

CTL and the library together have created an asynchronous module in Blackboard to help you understand the logistics around creating accessible compliant course materials. Check out the [Accessibility, Copyright and OER Guide for Faculty module in CTL Central for Faculty](#). Please don't hesitate to reach out to CTL@georgiancollege.ca if you have any questions, comments, or queries about accessibility.

6

Where can I go to read more about Georgian's copyright policy and creating copyright compliant course materials?

As faculty, we are responsible for ensuring we are following Georgian's [copyright policy](#). The library's [copyright support team](#) is a great resource for faculty who have questions.

CTL and the library together have created an asynchronous module in Blackboard to help you understand the logistics around creating copyright compliant course materials. Check out the [Accessibility, Copyright and OER Guide for Faculty module in CTL Central for Faculty](#). Please don't hesitate to reach out to CTL@georgiancollege.ca if you have any questions, comments, or queries about accessibility and/or copyright.

I want to change my course topics. Can I?

Courses at Georgian are defined by the course outline. If you are looking for a copy of your official course outline to share with your students, we recommend using the new forward-facing [Course Outline Search tool](#). Topics and learning outcomes in courses have been determined through a curriculum process. [Course Outline Policy](#) (section 1.4) requires faculty to adhere to the current course outline and to use it as a basis for the syllabus development. All instructional materials and assessment should stem from the course learning outcomes.

Sometimes it may be warranted to make slight (very minor) modifications to course topics during a semester. A conversation with your manager or program coordinator is ideal in this situation. Also recognize that some programs are accredited through an external body (such as many of our health programs), in this case, even a minor content change may not be allowed. Have a conversation with your program team.

If on an ongoing basis, the course outline needs modification, changes impacting less than 25% of a course may be made once a year by the program team through CIM with the assistance of the Office of Academic Quality (OAQ). Changes impacting more than 25% of a course outline must proceed through a more extensive review and revision.

How do my assessments link to the course outline?

Each one of your assessments in your course should be tied to one or more course learning outcomes. A test or exam might address three or four learning outcomes (or more or less) whereas a quiz or in-class activity might address one learning outcome. Students should have more than one opportunity to demonstrate their learning of each course learning outcome. If an assessment cannot be linked to a course learning outcome, ask yourself why that assessment is part of your course. You can find more information about course alignment (linking assessment to outcomes) in [Blackboard's CTL Central for Faculty in the New Faculty Journey module](#). Look specifically for "Alignment in Our Georgian Courses."

I've been asked to teach in a 6-1-8 model. What is that?

Georgian uses several methods to optimize teaching for full-time faculty. 6-1-8 is a semester teaching model where one faculty (typically full-time) teaches the first six weeks of a course during their "non-contact" semester, and another faculty teaches the second eight weeks of the course. In addition, the full-time faculty member will typically work on program related activities, other projects, and take their allotted vacation during this "non-contact" semester.

In the 6-1-8 model, the time division between the two faculty does not align with the timing of study week. Together, the two faculty are responsible for ensuring the course delivery follows the course outline and that one final grade is entered for each enrolled student at the end of the semester. For ideas around collaborative teaching, see [Collaborative teaching - Georgian College](#). For more information about why Georgian uses the 6-1-8 model, see [Third semester teaching \(6-1-8\) FAQs](#).

When two or more faculty share a course, multiple course shells will appear in Blackboard. See [Blackboard supports - Georgian College](#) and [Faculty Blackboard Shared Teaching Sections](#) for more details.

My course doesn't follow the 14-week model of the semester. What do I do?

Most courses at Georgian follow a 14-week teaching model: weeks one through seven, a reading week break, and then weeks eight through 14. Some courses, though, chart a different path. For example, you might have a condensed course where the curriculum is covered in seven weeks. The hours for the course remain the same but more hours are taught each week.

Some programs have longer semesters, and some start at different times than the typical 14-week calendar. You'll know when you sign your contract if your course is on a different schedule. But definitely check with your manager if you are uncertain or if you have any questions.

For your interest, you can always learn more about our semester planning dates in the Employee site: [Planning Timelines Master List](#)



LESSON PLANNING

1 How do my individual lessons link to the course outline?

Each of your lessons should strive to support one or more of your course learning outcomes. Think of a lesson as a piece of a puzzle. Each puzzle piece comes together by the end of the semester to make the full picture of the course outline and the CLOs. Each course is also a puzzle piece that when all the puzzle pieces (the courses) come together at graduation they form the picture of the program and its program learning outcomes. So, each lesson needs a purpose and should have a learning objective that goes to support a course learning outcome. You can find more information about course alignment (linking lessons to outcomes) in [Blackboard's CTL Central for Faculty in the New Faculty Journey module](#). Look specifically for "Alignment in Our Georgian Courses."

2 How can I plan my lesson?

Consider a lesson that you experienced that really felt great. One where learning happened and you maybe even had some fun. Chances are that the teacher incorporated elements of BOPPPS even if they didn't call it such. ISW Network, an international organization of educators in all different sectors doing all kinds of educating, use the BOPPPS framework to help design lessons that engage learners and facilitate learning. Established in Canada in 1979, the [ISW Network](#) thrives on connecting teachers. The BOPPPS lesson planning model suggests that all lessons contain the following items:

Bridge-in: to engage and catch attention

Objective: clearly stated so learners know the purpose of the lesson

Pre-assessment: to find out what the learners already know

Participatory learning: Your mini-lesson and some active learning opportunities for students to do something

Post-assessment: to see if your learners learned

Summary: a restatement of the main aspects of the lesson

A three-hour class may have several BOPPPS cycles. And this model can be used in any teaching and learning situation.

You can find more information about lesson planning the BOPPPS way in [Blackboard's CTL Central for Faculty in the New Faculty Journey module](#). Look specifically for "Faculty are Designers (Courses and Lessons)!" and "A Brief Intro to BOPPPS."

You might also consider signing up for the Instructional Skills Workshop (ISW). You'll experience BOPPPS lesson planning with peers in small groups over 24-hours (typically three days) and receive an ISW certificate. Typically, ISW costs about \$600 but we have trained facilitators in CTL so you can receive the training for free. We normally offer the workshop once a semester.

Interested in thriving in this way? Reach out to CTL@georgiancollege.ca

3 I want my students to cite sources in their work. What format does Georgian use?

Georgian uses APA citation method in most courses. Some programs and courses may have specific needs outside of APA. Our communication courses support students in learning APA but we can also help by modeling APA and showing students how to use it..

Our library has really helpful resources for our college community. See: [APA \(7th ed.\) Citing Guide - Library and Learning Services at Georgian College](#). Our amazing library staff can help, too. You can book an in-class session about APA (and other amazing topics) with librarians using this link: [Schedule a Library and Learning Services Workshop - Georgian College](#)

4 What are educational technology (ed tech) tools?

Educational technology or learning technologies are technologies used to support learning in a classroom of any modality. Technology is great for learning when it's the right tool at the right time. Georgian offers and regularly updates the supported technologies through the CTL. When deciding on which technology to incorporate into your classroom, keep in mind what purpose you are trying to achieve. Are you looking for collaboration, creation, assessment, active learning? To see the supported technologies, and helpful resources, see [Learning technologies - Georgian College](#).

There are many educational tools that the college supports, including tools like H5P, Poll Everywhere, Screenpal, Akindi, and many more! Please reach out if you are unsure which tool is right for you and our Ed Tech team would be happy to chat and support you in integrating some tech into your courses.



ACADEMIC AND OPERATING GUIDELINES

Georgian's academic and operating guidelines help us keep the train on the track when it comes to delivering our courses and working with students. While they are formally called policies, procedures and regulations, we refer to them all together as guidelines.

1

Does Georgian have policies on grading and student evaluation?

Yes. [Evaluation of Student Learning Policy](#) provides details about student evaluation. This policy includes:

- 1.4 - grading and returning a minimum of 30% of total course evaluations by midpoint of the course
- 1.5 - providing variety of evaluation opportunities
- 1.6 - not providing a grade for attendance
- 1.8 - providing assessment outlines and grading schemes to students
- 1.10 - returning graded work within 10 days of submission
- 1.10 - holding assessments for one year from end date of course if not picked up
- And other details.

2

How are exams handled at Georgian?

Georgian does not offer a separate exam period. All assessments for your course must be completed within the 14-week semester. Please also note that there is no separate exam space for in-person courses. Your students will write their exam(s) with you in your regularly assigned classroom and time unless they have an accommodation to write in Testing Services. We do have [Academic Regulation 10. Tests, examinations and graded assignments](#) which outlines accommodation for assessments, guidelines for tests and exams, and what happens during cancellations.

9

What is Georgian's take on academic integrity?

Georgian's [Academic Integrity Policy](#) highlights the fundamental philosophy of academic integrity at Georgian. "Academic integrity arises from a community of shared values and responsibilities, including "honesty, trust, fairness, respect, responsibility, and courage" ([International Center for Academic Integrity \[ICAI\], 2021, p. 4](#))." Every member of the college community has a role to play in upholding academic integrity. Breaches of academic integrity are described in [8. Academic integrity - Georgian College Catalogue](#) and documented using [Breach of Academic Integrity Form \(BAIF\)](#).

For support around designing to promote and support academic integrity in the classroom, contact CTL. But a good place to start is considering how "integrity" and "academic integrity" matter in your field. For support with breaches of academic integrity, contact your manager.

To read more about academic integrity, visit [Academic integrity - Georgian College](#). Academic integrity information for students is available [AIM and Academic Integrity](#).

10

Where do I find Georgian's policies not specifically about academics?

Georgian's [Policies, procedures and reports](#) external website has links to our administrative policies. These include:

- [Accommodation of Religious Observances Procedure](#)
- [Non-smoking Procedure](#) and [Cannabis Procedure](#)
- [Copyright Policy](#) and [Virtual Lecture and Other Educational Activity Recordings Involving Students Policy](#)
- [Lockdown Procedure](#) and [Unscheduled Campus Closure Procedure](#)
- And many more.



EMPLOYEE TOOLS

1 I'm used to using Google Suite. How does Microsoft 365 work?

For details instructions of how to use Microsoft 365, please see [Learning technologies \(Microsoft 365\) - Georgian College](#). Microsoft offers many of the same or similar features as the Google suite of products, but if you need help transitioning or have any questions, please reach out to our Instructional Design Technologists who have a wealth of knowledge to share. Please reach out to FacultyEdTech@georgiancollege.ca

2 I teach an online course and need to use Microsoft Teams. Help!

CTL offers numerous supports for navigating Microsoft Teams for course delivery. See CTL's Teams site for more details: [Microsoft Teams - Georgian College](#). You can also contact CTL@georgiancollege.ca or FacultyEdTech@georgiancollege.ca for more options. Teams is a great platform for meeting and sharing, and once you are familiar with the interface, there are many helpful tools, settings, and features to help you make the most out of your time with your students.

3 What is Clockwork?

Georgian College uses an online software called [Clockwork](#) to help with Accessibility and Counselling services. This software allows for a wider array of accessibility and counselling services. Students are able to access the Student Success portal on a secure online platform at any time for appointment booking, test booking and uploading documentation. Faculty use Clockwork to review letters of accommodation as well as submit assessments for Testing Services.



4 I've visited the library. Isn't it amazing?

Yes, Georgian's library staff are amazing, and they are here to help. The Georgian Libraries offer some incredibly helpful resources and services that both you and your students can benefit from tremendously. Some highlights of the services provided are listed below:

- [Faculty Research Guide / Program guides](#)
- [Teaching and Learning Research Guide](#) (curated research about teaching and learning)
- [Librarians, ASK ON](#)
- [How to book a library research period for your students](#)
- [Accessing the APA Workshop Screencasts](#)
- [Course Reserves](#)
- [Video streaming information](#)



STUDENT SUPPORTS

1

I got an email about an accommodation for a student. What does this mean?

Students with disabilities or differing abilities work with Accessibility Services to arrange accommodations with respect to their academic studies.

The accommodations are shared with faculty via an email or through the program, Clockwork. Some accommodations are initiated by the student, others by the faculty. Regardless of how they start, we are legally required to support student accommodations and provide the accommodation that is noted. Read more in the [Accessible Learning and Accommodations at Georgian College: A Faculty Guide](#) which includes the process, letters of accommodation (LOA), and guidelines for implementing common accommodations. If you have any questions about how to accommodate students in your courses, please reach out to ctl@georgiancollege.ca and consider exploring Universal Design for Learning (UDL) which offers an approach to course design that sets all students up for success.

2

What is Navigate?

[Navigate is a mobile advisor app](#) that supports students from orientation to graduation. For faculty, it's a [student success management system](#) with a critical communication tool to support students. It connects administrators, faculty, staff, and advisors in a coordinated care network to enhance student retention and success from enrollment through to graduation. There are several options faculty may use:

- [Just in time support](#) - provide timely support to students by issuing academic, well-being or mental health alerts at any point during the semester.
- [Progress reports](#) - help faculty identify first-semester students who might be struggling academically (set period during the semester – watch for email)
- [Supportive email templates](#) - templates of emails around not logging into Blackboard, first assessment feedback, academic withdraw deadline and more.
- [Navigate access](#)

3

My students need some extra academic support. Where should they go?

Georgian has a wide variety of academic supports for students. Here are many of them:

- Writing help: [Looking for Writing Help - Writing Centre - Library and Learning Services at Georgian College](#)
- Course content help: [Looking for a Tutor - Tutoring - Library and Learning Services at Georgian College](#)
- Math help: [Looking for a Math Tutor - Math Centre - Library and Learning Services at Georgian College](#)
- Research help: [Looking for Research Help - Research Help - Library and Learning Services at Georgian College](#)
- Language help: [Language Help Centre \(LHC\)](#)
- Missed test help: [Testing Services Home](#)

Consider visiting the Student MyGCLife to explore what students see and the many resources they can access directly from their portal: [MyGCLife Portal - Student Service](#)

4

My students need some support outside of academics. Where should they go?

There are many services available to students that provide valuable support beyond academics.

- For students facing physical, medical, sensory, mental health, or learning barriers to education: [Accessibility Services](#)
- For international students: [Segal International Centre](#)
- For students who are Indigenous (First Nations, Métis, and/or Inuit): [Indigenous Services - Georgian College](#)
- For students in a co-op program or looking for career support: [Co-op Education and Career Success](#)
- For students facing financial challenges: [Finance and fees - Georgian College](#)
- For students facing food insecurities: [GCSA services - Georgian College](#)
- For students facing housing insecurities: [Residence and housing - Georgian College](#)
- For students asking for mental health and wellness support: [GCSA services - Georgian College](#)
- For students looking for medical/dental insurance: [GCSA services - Georgian College](#)



CHALLENGING SITUATIONS

1 I have a challenging situation in my class. What should I do?

Sometimes we do have situations in class where there may be challenges working with a student. First, it's important to recognize that you are not alone, and that there are supports and people at Georgian to help you through issues that may arise. Although it can be difficult to seek help, please reach out. We are a community and part of that is being there for one another in our time of need. We think that often the best place to start is a one-on-one conversation with the student in a space that is safe for all. If this is not possible or does not yield the desired results, you may also want to consider reaching out to a peer (including your program coordinator) for advice. If issues arise that are more concerning, reach out to your manager. Depending on the student's needs, it may be appropriate to refer them to a Student Success Advisor or another Student Success department.

Carnegie Mellon University shares a great resource: [Solve a Teaching Problem - Eberly Center - Carnegie Mellon University](#). Use this tool to help explore strategies to handle common problems.

For help in creating and maintaining a supportive classroom climate, CTL is here for you. Consider planning ... approach in your course design. See [Trauma-Informed Teaching & Learning – bringing a trauma-informed approach to higher education](#) for more ideas.

If at any point, there is concern for safety of anyone involved, consider Georgian's [emergency contacts](#). Security is available 24-7 at 705-722-5100 and emergency help at 911 and 705-722-4000.

Georgian also has [Conflict Resolution and Investigation](#) services. Visit the linked page to learn more about how to access these supports if you need them.

2 A parent emailed me. Can I respond to them?

In this current age of family and community carers, we often get requests from parents, guardians, case workers, financial sponsors, and others to provide information about a current or former student. The first answer should be no. We probably shouldn't even acknowledge the student is enrolled at Georgian. We need the student's permission to share any information with another individual or organization. This [Consent to release and exchange information form](#) is great to keep handy if a student would like you to speak to one of their support persons. It is also possible to respond to inquiries in a general nature without giving specifics about a particular student.

3 What do I do if I encounter a person in distress?

If you encounter a person in distress, know that Georgian has plans and supports to help everyone through the situation. [Who to call: Identifying and responding to persons in distress](#) breaks down various situations into Emergency, Crisis and Other situations requiring attention. Actions to take are listed based on severity of the situation as well as the time of day. What to do and say is outlined through the ideas of Connect, Listen, Support and Refer. Take some time to become familiar with these processes.

4 What is an academic appeal?

Students have the right to file an academic appeal for several reasons. Two key course related reasons are: 1) a grade on an assessment (but not a final course grade), and 2) a charge of academic misconduct. Georgian Academic Regulation [9. Academic appeals](#) outlines the circumstances for appeals as well as the process for appeals. There are important timelines in this process. The appeal is submitted using the [Academic Appeal Form \(AAF\)](#). As faculty, it is important that you maintain reasonable records of your course including grading and communication.



FEEDBACK AND REFLECTION

1 What is the Student Feedback Survey?

Each semester, the college administers a feedback survey to all students across every course, distributed through Blackboard. The survey includes questions related to course information, teaching styles, assessments and learning experiences. Students and faculty are notified by email once the survey is launched. Once a minimum number of responses is reached, faculty will receive the results.

2 How can I encourage students to complete the Student Feedback Survey?

When the course feedback survey is launched each semester, faculty may provide students with time in class to complete it. Faculty may also provide some context around the survey to students (e.g. that the feedback goes directly to them and their manager, that they will use the feedback for future course offerings, etc.).



WRAPPING UP THE SEMESTER

1 What do I need to do at the end of the semester?

The end of the semester can be a busy (and sometimes stressful) time. There are lots of things to think about. Some key tasks to complete are:

- Closing the semester well with students – consider sending a thank you or best wishes message
- Entering grades – grades are due by the Wednesday following the last day of the semester. Some program areas may set earlier deadlines. Blackboard and Banner do NOT share grade information so grades must be entered manually into Banner. See [Banner XE Faculty Grade Entry](#) for instructions.
- Reflecting on your course – take some time to reflect on the course you just finished teaching. Make any notes you want to remember next time you get the opportunity to teach this course. Are there any changes you'd like to make? What went well? What requires streamlining or improvement?
- Save your files – secure your digital and paper files/notes for this course. Make a copy of your BB shell as courses will be removed over time (usually at the beginning of a subsequent semester!). [Save your export to OneDrive or a prep shell.](#)
- Return resources – if you borrowed books from peers or the library or have other borrowed resources, please return or renew these items.
- Spoil yourself – you've made it to the end of the semester. Be sure to take some time to celebrate by rewarding yourself!



GROWING YOUR CONFIDENCE AND COMPETENCE WITH CTL

1 Who is CTL?

We are a group of dedicated educator-supporters keen on helping you grow your practice. We support everything from the development to the delivery of your courses and all the teaching and learning strategies in between. Our vision is *"...to inspire excellence by igniting curiosity, connecting communities and supporting bravery at the leading edge of teaching and learning."*

Please [meet our team](#). Our people work in the areas of:

- Blackboard Ultra
- Faculty Development
- Instructional Design
- Instructional Design Technology
- Augmented Reality and Virtual Reality
- Multimedia

We like to think of ourselves as a conduit here at the college. And we feel one of our roles here involves connecting our faculty with the knowledge and information you need to be successful, to stay current, and to truly enjoy the teaching experience. We also love to help facilitate connection and collaboration between faculty and departments as well. Teaching should not be a solo sport (unless that's your thing!), and sharing, supporting, and encouraging each other certainly makes us more successful and is also a ton more fun!

2 How do I find out what is offered by CTL?

CTL is trying to use communication channels that are accessible to you and meet your needs. We use the following strategies for communication:

- **CTL Weekly:** Every Monday morning, we share a blast that lets you know what is happening in CTL that week including registration and join information. Can't find the email, check in your "Other" folder and please, don't delete us.
- **CTL Connects:** Once per semester, we offer CTL Connects, an e-newsletter (delivered to your inbox) where we curate and share information related to topics important to post-secondary education.
- **Staff News:** We share regular updates and information in the [MyGCLife Employee Portal news page](#) (shout out to our Staff News team!).
- **Social media:** [LinkedIn](#) / [Instagram](#) / [X \(formerly Twitter\)](#) / [YouTube](#)

3 What support does CTL offer?

In CTL, we have the pleasure of exploring and supporting the growth of competence of Georgian educators. CTL offers a variety of different avenues for learning and most importantly – all sessions are FREE to Georgian faculty. To do this, we offer the following:

- Asynchronous resources like [CTL Podcasts](#), [Blackboard FreshForward](#) series, our general [CTL YouTube channel](#), [Blackboard Organizations CTL Central for Faculty](#), [CTL Media Hub](#), and the [CTL website](#)
- Synchronous virtual and in-person workshops, sessions, community of practices (CoPs), and faculty learning communities (FLCs)
- Compensated programming (in Basecamp, and Faculty Journeys)
- Drop-ins
- One-on-ones opportunities for consultation and coaching
- ["Focus On" Events](#)

These opportunities are shared via our regular communication channels and in our [CTL Workshop Schedule](#).

We also support general conversation about what it means to be faculty. Learn more about how we are unearthing faculty roles and celebrating all that we do through our badging and micro-certificate system, the Georgian Competency Framework, and the Innovative Faculty Micro-Certificate. Visit the [Georgian Faculty Competency Framework](#) to learn more.

*Public Service Announcement: Are you new or do you know someone who is new to teaching at Georgian? Please check out and share the [New Faculty Handbook](#).

4 Where does CTL keep our resources?

- [Blackboard CTL Central](#) is designed for faculty. Once you are logged into Blackboard, check out self-directed modules and curated resources
- [Centre for Teaching and Learning website](#) has numerous resources for you to access at your own space, and pace.
- Helpjuice – [Georgian College CTL Knowledge Base](#)
- [Georgian CTL YouTube](#)
- [FreshForward](#) by CTL Blackboard Team on YouTube

5 How can I reach CTL?

You can at the following emails:

- For Blackboard support: facultybbsupport@georgiancollege.ca
- For learning technologies support: facultyedtech@georgiancollege.ca
- For faculty development support: facultydevelopment@georgiancollege.ca
- For instructional designer support: instructional.designers@georgiancollege.ca
- For all other inquiries: ctl@georgiancollege.ca

It is our absolute pleasure to connect with you! Teaching is not a solo endeavour. It is a team adventure. We believe that the journey is much more important than the destination.

6 How do I register for CTL sessions?

We offer drop-in sessions, one-off workshops, workshop series, one day workshops, multi-day intensive workshops, and semester long training. Each opportunity will have its own details. Some are delivered virtually, others in person and others in multiple modalities. Registration is typically required for any session more than a drop-in. Registration details are provided in the [CTL calendar](#).

For faculty enrolling in the paid course development through the [Pathways professional development programs](#), or teaching across different modalities, please reach out the Instructional Design team by emailing Instructional.Designers@GeorgianCollege.ca. For a description of the different learning modalities, see [Georgian College Overview of Course Delivery Modes](#).

For faculty enrolling in the paid Full-time (previously called ADP) or Part-time / Partial-load) [Faculty Journeys](#), please reach out to the Faculty Development team by emailing Faculty.Development@GeorgianCollege.ca.



Some **LAST THOUGHTS** about striving

Striving for success as faculty is work. Lots of work! And like any new endeavour, our early attempts take focus, persistence and the belief that we can do it.

We are here to remind you that you can do it and that you bring immense gifts to students as you help them bridge between Georgian and the field or profession they want to enter. Your stories and experiences are the gifts that make the difference.

And we hope that we can support you in the same way.

STILL LOOKING FOR MORE GUIDANCE?

Guidance on any journey is helpful and we're hopeful that this guide helps.

We recognize that it has lots of information and trying to read it all at once might be overwhelming. We suggest you use this as a self-serve guide when you need information. Read it as you need it!

And please remember, we are here to help. Please remember that Georgian is full of friendly faces and peers willing to support.

If you have any questions or suggestions for this guide, please contact CTL@georgiancollege.ca.



Georgian

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