



**Organizational
& Staff Development**

George Brown College
Orientation Handbook

For Contract Faculty

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How to Use This Handbook

This handbook is designed for contract faculty who are new to George Brown College. It is meant to help you find your way during the first few weeks as a teacher here. It contains useful information and resources and works in tandem with policies and guidelines established by your department and by the College.

- It is meant to complement, not replace, any orientation material you might receive from your department.
- It is not intended replace any policies and procedures set out by the College.

Prior to starting your teaching assignment, you're encouraged to familiarize yourself with college policies and procedures as they affect your job. These can be found on the College's web site. [You can access the policies by visiting this link.](#)

Another valuable source of information is Insite, the College's intranet site. It can be accessed simply by typing "insite" in the address bar of a web browser on any computer located at the college. Insite can also be accessed from a computer outside the college by typing "insite.georgebrown.ca" in the address bar of your web browser, but you will be asked to sign in using your college ID and password.

Before You Begin Teaching

There are some important administrative details you should be aware of before you step in the classroom to teach your very first class.

Your Employment Contract

If you work as a contract faculty at George Brown College, you will fall into one of three categories. The categories are determined by the number of hours taught per week:

- Sessional—Thirteen (13) hours or more per week. The maximum duration of a sessional contract is one calendar year.
- Partial load—Between seven (7) to a maximum of twelve (12) hours per week.

- Part-time—Less than sixt.(6) hours per week.

There are differences between the three categories in their hourly pay rates, union membership, and eligibility for benefits. These are described in the “Terms and Conditions,” located on the reverse side of your contract. It’s important for you to familiarize yourself with these.

Your employment status is indicated on your contract, so check your contract first if you have any questions related to your employment status.

If you still have questions related to your eligibility for benefits, pensions, or other questions about your employment status, you should contact the Human Resources Department. Speak to

Adrienne Bourque,
abourque@georgebrown.ca
416-415-5000 EXT. 6774

You can find more information on your employment status and conditions on Insite by visiting the “Human Resources” and “Finance” pages. These have information, documents and forms you can download, including

- Current pay schedules
- Terms and conditions for contract faculty employment
- Contract templates

General Description of Programs

George Brown College offers students a wide variety of diploma, certificate, and baccalauereate programs. Understanding the differences between these may help you to appreciate the academic trajectory of your students and their place on that path when you meet them.

- A certificate program is typically less than two years in length.
- A diploma program is usually two to three years long.
- George Brown College currently offers siext.applied degree programs that are four years long.
 - There are also many post-diploma or post-graduate programs. In order to be admitted into them, students must have already attained a post-secondary diploma or degree.
 - Many programs have at least one co-op term as part of their curriculum, usually in the later semesters. Academic programs like General Arts

and Sciences (GAS) and upgrading programs, like Pre-Health Science and Pre-Business, do not have any co-op components.

- The applied nature of the curriculum means that students don't have much flexibility selecting their courses, but there are general education elective requirements in all programs.

Class Times, Timetables, and Schedules

Most programs are full-time programs. Classes at the College can run any time between 8 am and 6 pm, so students should be prepared to attend classes between these times. Each course will usually run three hours. Because there's often another class waiting to use the same room, it's important that you try to leave the room by 10 minutes to the hour.

A student's timetable will have a list of all classes they will have to attend for that semester. The timetables also include important information like room numbers, course codes, and Course Reference Numbers (CRN). A CRN is the unique five-digit number that the College uses to identify each course and is used on all student action forms. Timetables are also subject to change, especially during the first couple of weeks of class, so frequently checking Stu-View for your own teaching schedule during this time is advisable.

The College semester operates on a 7-1-7 schedule. This means that each 15-week semester is divided into two, seven-week terms with a one-week intersession. The pattern goes as follows:

- Seven weeks of classes
- One week intersession
- Seven weeks of classes

The intersession weeks typically fall on the final week of October, February, and June. During intersession week no classes are scheduled, but the College's administrative and student services are still running. Note also that there is no separate week reserved specifically for final exams at the end of the semester. Most programs run year round, and there are usually (but not always!) two weeks between the end of one semester and the start of the next.

NOTE:

- If you're teaching in one of the applied degree or collaborative degree programs, your teaching schedule will follow the traditional university semester pattern

- Unless otherwise stated in your employment contract, contract faculty do not get paid for the intersession week or for the period of time between semesters.

Your Role as Faculty

You should be adequately prepared to teach your assigned courses regardless of your contract status. This means that you'll have to perform certain activities in advance of the start date of your class and on a weekly basis once you start teaching.

You might have to prepare course outlines for the courses you're teaching or become familiar with outlines that already exist.

You're probably already aware of the fact that, as a faculty member, you will have to demonstrate academic readiness by displaying competence in your field. But you will also have to develop clear learning goals and lesson plans for each class. This might include selecting texts and ordering videos and other materials for each class, and gathering other supplementary materials for your students.

As the semester progresses, you should also take advantage of many of the workshops and other professional development opportunities offered by the Organization and Staff Development Department. Register for these events by visiting the calendar on the Department's website. [This link will take you to the Staff Development website.](#)

And as an academic employee you are expected to adhere to College policies for academic staff.

Role of Department Staff

Other faculty in your department can be indispensable sources of information to help solve teaching and some administrative issues. In addition to gaining valuable assistance from your fellow faculty, there are personnel who have specialized roles in each department and who will also be able to help you.

The coordinator is a faculty member who has some administrative responsibilities in addition to teaching. The program co-ordinator can give students guidance about program and college policies, can assist with special timetables, and is often able to help students resolve problems with other departments in the college (e.g. registration).

Program coordinators are not responsible for supervising faculty or staff. S/he can be a valuable source of information and advice for faculty and is often the first person you should contact with any student administrative or teaching concerns.

The chair is a college administrator who manages a department, which may contain several programs.

Operations or **Department Managers** will organize departmental orientations. They also look after and can arrange the following:

- Contracts for faculty and staff (but in some cases, the chair may personally arrange these)
- PINs (for access to Stu-View and Blackboard)
- Codes for photocopiers and printing services
- Phone numbers and Email addresses for faculty and staff
- Work space
- Keys for classrooms and offices

Not all departments have designated managers who are in charge of the day-to-day operations of the department, but there will be someone with access to other departments and college systems who can arrange all of the above for you.

Course Materials and Resources

It's important to meet your supervisor or Chair prior to the start of the class to pick up your course outline, copies of texts and other resources, assignments or assessments materials. In some cases, you may not need to develop many materials or resources, especially if the course has been taught in the program before.

The [Library Learning Commons](#) (LLC) supports the academic program with course-related materials, research help, and over 100 "[Research Guides](#)" designed to help faculty and students with research assignments. Recommended readings (including books and articles [print or electronic] and media) can be placed on Reserve, on E-Reserve, or linked within WEB-CT. Media resources that comply with copyright and public performance rights, and are captioned for the hearing impaired (as per [GBC Policy](#)) are available through the Library. Contract faculty members are encouraged to obtain a [Library card](#) at the beginning of the semester (bring GBC employment proof to the Circulation

Desk), and meet their [Liaison Librarian](#) (who can acquire new materials for your courses).

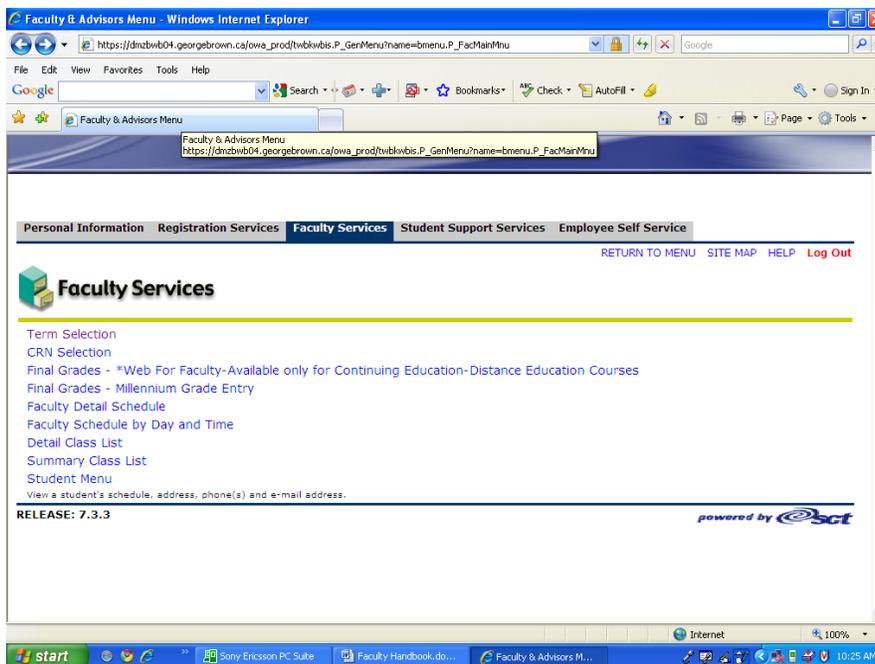
Stu-View

STU-VIEW is available from any computer with Internet access. Faculty and students may access STU-VIEW from the College's web site. It's an important portal connecting faculty and students to the College.

With STU-VIEW, George Brown College students can, among other things, view and update their addresses, phone number(s) and e-mail addresses; view and print their class schedules, which include the day, time, room number and professor of class; view and print final grades; and check their registration status.

Faculty use STU-VIEW to access their own teaching timetables, download class lists and, most importantly, enter final grades at the end of the semester. To access STU-VIEW, you'll need to have a PIN and password. You can obtain these by contacting your department manager or by visiting the [George Brown College Identity Management site](#).

Once you've logged into STU-VIEW, click on the "Faculty Services" tab at the top of the page. The screen should look like the one below. To access any information about your classes, you need to select the correct term first. Then, select the correct Course Reference Number (CRN), the five-digit number used to identify each course.



NOTE: Marks for individual assignments or tests CANNOT be recorded on STU-VIEW. The “Final Grades” link in STU-VIEW will appear on the “faculty services” page, but it will not be functioning until the final week of the semester when it comes time for you to enter your final marks.

“Insite”—The College’s Intranet

“Insite” the College’s intranet site, is another source of valuable information.

Type “insite” in the URL bar of your browser’s address bar, or “insite.georgebrown.ca” if you’re using a computer off college property.

You can access information on all of the corporate and academic departments, retrieve guidelines for writing a course outline, download special fonts, college logos, and PowerPoint templates, or employee forms.

BLACKBOARD

Blackboard is an online course management tool used for quizzes, course materials and communication. We encourage you to use Blackboard and welcome feedback on your experience with this tool. GBC will also be phasing in a new version of Blackboard over the course of the coming year.

Training on how to use Blackboard is available throughout the semester. To sign up for a training session please go to [the Staff Development web site](#).

You can access Blackboard from any computer through the internet by going to the George Brown College homepage and clicking on the “Blackboard” link on the left.

For information on using Blackboard, or to log in, go to [the Blackboard Faculty and Staff Support page](#).

To log on to Blackboard, enter your user ID and your password. These should be the same as your STU-VIEW ID and password.

For training and any questions about Blackboard, please contact the e-Learning and Teaching Innovation (e-LTI) department. You can also visit the many online tutorials and supports that are available once you log in to your Blackboard course site.

If you need your Blackboard password reset, reach the Contact Centre at 416-415-2000.

On Your First Day of Class...

There are some things you should do on your very first day of class that can ensure your success as a teacher and the success of your students. This section covers policies and procedures and teaching tips that directly affect your interaction with students.

Your Classroom

Locate your classroom ahead of time. In addition to the room number, the campus and building are all indicated on your teaching schedule. For example, “**SJA 344E**” means Room 344 in the “E” hallway of the “A” Building of St. James campus while “**CLC 505**” stands for Room 505 of the “C” Building of Casa Loma campus.

Make note of the location of the nearest stairs, elevators, and washrooms.

Maps for all the campuses can be found by going to the [“Maps and Directions” web page](#).

Determine the capabilities of the room. First, take note of whether your classroom has white boards, black boards, or both. Your department will provide you with chalk and dry-erase markers and erasers.

Second, most classrooms (but not all!) in the college are “smart” classrooms. That is, they have a desktop computer, ceiling projector, and other audio-visual technology installed. If they do not, and if you intend on using audio-visual aids in your lessons, then you will have to reserve this equipment ahead of time through the **Information Technology Assistance Centre (ITAC)**. This equipment can be reserved only on a class-by-class basis. [This is the online equipment request form](#).

If you’re in the middle of a class and experiencing technical difficulties with any of the equipment, call ITAC. They can assist you over the phone, or they’ll send a technician to help you immediately.

When you pick up the handset of the phone that’s in your class, you’ll be prompted to dial “1” for Security or “2” for ITAC.

Then follow the instructions to identify your campus.

Course Outlines

Students should receive a copy of the course outline on the first day of class. Outlines are also posted to the College's website.

The course outline (sometimes called a "syllabus") is a carefully crafted document. This is perhaps one of the most important documents that students will receive from you. In effect, it is the College's contract with the students and has important information about what students need to do to pass the course and what you will do to help them to achieve the learning outcomes of the course.

As mentioned, in most cases the completed course outline will be provided for you. In some cases, you may be asked to write, co-author, or amend the outline of the course. In any case, it might be useful to find out more information on the rationale behind each section of the course outline by viewing [the document "How to Build a Course Outline"](#) on Insite. (This page requires a separate sign-in.)

Meeting Your Students for the First Time

Here are a number of formal items that you should discuss with your students on the first day of class:

- Provide the course outline and review it.
- Review any relevant administrative procedures with the class such as attendance policies. (See below section.)
- Provide your contact information (e-mail and telephone extension).
- Review safety and emergency procedures, indicating the nearest exits and stairways.
- Direct students to the "Academic Code of Conduct for Students", which has information related to academic dishonesty and appropriate classroom behaviour. You may also want to develop an in-class code of conduct with your students.
- Describe Blackboard, the online course management tool used for quizzes, course materials and announcements made available to students by you.
- Discuss key course withdrawal decision dates for students, such as exemption requests and withdraw deadlines.

Student Attendance: Issues and Policies

By your first day of class, you should have already retrieved a class list from STU-VIEW. You can also download this from your “Grade Centre you’re your course site on Blackboard.

Full attendance by students in all courses is an expectation, not a requirement. Nevertheless, for your own records, it’s a good idea to take attendance for each and every class. However, attendance does form part of the evaluation in some classes such as co-op placements or clinical settings.

Department and program policy on student absences may vary. Generally, If a student is ill on a day on which he or she is scheduled to write an examination (or test), or to hand in an assignment that is to be graded, that student should phone the course instructor or program coordinator to give notice of the illness, and present a doctor's certificate to the professor upon return to class. Alternate arrangements can then be made.

Some students often have difficulty attending classes that start either very early or that end very late in the day because of obligations outside of school (e.g. work or daycare). If students inform you of such conflicts, you should instruct them to speak to the program coordinator immediately. It may be that if a student is having difficulty attending your class, he or she might also be having problems attending other classes. The program coordinator and other support staff will be able to help them to arrange a special timetable or to reach some other accommodation.

Some Tips for Your First Day

While it’s important to be clear with your students about policies and procedures, the first class will also set the tone for the kind of interaction you have with your students (and they have with each other) for the rest of the semester.

There are a number of things you can do to make this a successful introduction. Here are only a few:

- Come to the classroom before it starts to meet informally with students as they arrive.
- If possible, before students arrive, arrange the classroom to encourage and facilitate active participation. (But be sure to return the tables and chairs to their original position when you leave!)

- Try an icebreaker activity. A selection of interesting activities for different sized groups can be found at this [website devoted to icebreakers](#).
- Discuss mutual expectations with your students. What do the students expect from the class? What you expect from the students?
- Share your background and experience, and ask the students to share theirs.
- Conduct a pre-test to determine your students' knowledge about the material in the course.
- Encourage student participation.
- Learn your students' names.

NOTE: For a more detailed discussion of issues related to teaching and learning, please refer to the complementary handbook “Teaching and Learning at George Brown College for Contract Faculty.” It is also available from the Staff Development website.

Mandatory AODA Training

At some point during the first two weeks of the semester, you will have to undergo mandatory training to maintain compliance with the Accessibility for Ontarians with Disabilities Act (AODA).

AODA training is conducted online through a series of modules that can be accessed through GBC's web site. When you complete the training modules, you'll be provided with instructions about how to fill out and submit the certificate of completion.

For more information, visit [the College's AODA web page](#).

or contact the AODA coordinator,

Olga Dosis

odosis@georgebrown.ca

416-415-5000 EXT.4610

During the First Three Weeks...

There are certain, very important administrative deadlines that you should be aware of throughout each semester.

The first two weeks of class comprises the period generally referred to as “start up.” As you might expect, the first two weeks of any semester are busiest for college administration and support staff who deal with student issues to ensure that they’re registered for their programs, are enrolled in the right classes, have paid their fees, etc. Faculty also have some very important registration-related responsibilities that have to be completed during this time.

Course Exemptions / Course "Drops"

A student may be granted an exemption from enrolling in a prescribed course because of previous academic qualifications.

Applications for exemption must be submitted to the department within two weeks of the start of the course (i.e., the second Friday of the semester). It is strongly suggested that the student attend classes until the final decision is made regarding exemption. After the second week of the course, requests for current semester exemptions will not be considered.

As a professor, you may be asked to grant exemptions, so you should be familiar with this process.

The procedure for requesting a course exemption:

1. Students should obtain the official transcript of the grade obtained in the course and the detailed course description (course objectives, course hours, etc.). If the exemption request is for a course previously taken at George Brown College, either in another department or through Continuing Education, only the official transcript is required.
2. Students should obtain an "Application for Exemption Form" from the Department if the course was taken at another institution. Complete the form and attach your transcript and course description.
3. They should then submit all of these documents to the course Professor. Follow the particular guidelines in the General Education & Generic

courses. Remember to keep a copy of the exemption application outlines for your own records.

4. Only the course Professor will assess the documents and recommend that the exemption be granted or denied. The Professor will then notify the student regarding the decision.
5. Students should then check STU-VIEW to ensure that the department has processed the course exemption.

NOTE:

- Refunds are not granted for exemptions.
- An exemption may only be granted by the course Professor.
- In order to be exempt from a course, students must first be registered in it. So, you have to confirm that the student is, in fact, registered in your class by checking the class list.
- The course in which an exemption is being requested should have been taken within the last five years and a grade of “C” or above have been achieved.

If the course was taken at George Brown College, students should complete a “Student Action Form” instead of an Application for Exemption Form, and submit to the course professor along with the official transcript of grade obtained in the course. In this instance, a Course “Drop” would apply, not a course exemption.

PLAR (Prior Learning Assessment and Recognition)

If a student already has work experience related to courses, then s/he may be able to get credit for this experience by applying for PLAR. As faculty, you may be asked to assess a student’s PLAR request and application.

If they meet the admission requirements for a program, students can apply for an assessment of their work-related experience to see if it is eligible for credit recognition. To receive credit for work experience, a student must write an examination or essay for a particular course, and/or prepare a portfolio of achievements that document your skills, for assessment by faculty.

The PLAR process costs \$96 per course. Students interested in pursuing this option should contact their program coordinator. The PLAR process takes several weeks to complete, so students should apply well ahead of departmental deadlines.

For general information, students should call the PLAR office at (416) 415-5000 EXT.7527.

PLAR applications are subject to the same conditions as requests for exemptions, which are discussed above.

Teaching and Learning at George Brown College

From a teaching and learning perspective, the first three weeks of class are vital.

The use of an outcomes-based approach to curriculum development and delivery are integral components of the academic life at George Brown College. In keeping with this, the Staff Development Department offers Outcomes-based Learning (OBL) workshops. These workshops will enable you to increase your effectiveness in the classroom by helping you to design assessments and lesson plans that assist students to achieve measurable and achievable goals.

The Staff Development Department also has access to a wide variety of teaching and learning resources that are available to all faculty members at the college.

As part of your orientation package, you will also receive additional resources to help you develop your effectiveness as a teacher.

During the Semester...

As the semester progresses, there will be other issues that arise that you'll have to address. It's also a time for you to take advantage of the services available to you to improve your teaching.

Withdrawals from Courses

The College requires formal withdrawal from a Course or Program. Failure to do so will result in a failure ("F" grade) on the transcript for the Course and a status of failure in the Program.

The final day to withdraw from a course or program without academic penalty is usually the second Friday after the intersession week. You should make sure of the precise date for this deadline by referring to the "Critical Dates" calendar.

You should encourage students to make an appointment to see their program coordinators before withdrawing from a course or program. The coordinator will be able to give them advice about what to do in the next semester.

Note: Withdrawing or obtaining an exemption from more than two courses may influence a student's OSAP status. Withdrawing from a course might also effectively delay a student's graduation from the program.

Midterm Grades

Compiling mid-term grades is a good practice to have because it provides students with clear feedback at a key time in the semester. It also aligns with College policy.

Shortly after the intersession week, which marks the mid-way point of the semester, students will have to decide whether to stay in a course or to withdraw from it without an academic penalty. For this reason, compiling mid-term grades is a requirement for teachers in many programs.

It is a good practice to forward your midterm grades to your program coordinator, highlighting the names of those students who're not passing or are in jeopardy of failing your course.

Try to arrange meetings with those students who are borderline or failing to provide them with advice on what they need to do to pass your course.

Resources & Support for Students

There are certain important factors that affect any student's chances for success in school, including family and work obligations. Also, many students may have very lengthy commutes to and from school, which often affects their attendance and class participation. Some students may have to contend with disabilities (visible and invisible).

The College is committed to the success of its students. To this end, a number of academic and administrative departments and services have been developed to support them. It's important for you to know what some of these services are in case you have to offer students advice for remediation or information on where to receive appropriate counselling.

Learning Resources

Library Learning Commons (LLC)

Situated at St. James (at 200 King East, the main floor and basement), and at Casa Loma (C Building, 2nd floor), the Library Learning Commons provide open-access computer services, Microsoft Office and course-related software, and printing/copying services; and provides research materials in a variety of formats: print, electronic, and visual media, supported by in-person and virtual research help and library instruction services.

The main LLC hours are as follows:

Monday-Thursday	7:30 am – 11 pm
Friday	7:30 am – 11 pm
Saturday	10:00 am – 6 pm
Sunday	10:00 am – 5:00 pm

The library has extended hours in October. Additionally, two e-libraries providing access to computers and electronic resources are located at the St. James Centre for Hospitality and Culinary Arts (Mon-Fri: 8:00 am – 5:00 pm) and at the Ryerson campus: the Sally Horsfall Eaton Academic Resource Centre (Mon-Thurs 8:00 am – 7:00 pm, Fri 8:00 am – 4:00 pm)

The Tutoring and Learning Centre (TLC) is located in Room 430A and is available to all post-secondary students at the College. The TLC delivers assistance to students for English and math and is staffed by peer tutors and full-time professors.

The TLC opens during the third week of the semester. Its hours of operations are Monday to Friday, from 9 am to 5 pm.

The Peer Tutoring Program is for students who're having difficulty in a subject. It is important that students seek assistance early in the term. There is no charge to the student receiving the tutoring.

The Peer Tutoring Program is dedicated to assisting students to reach their academic goals. Peer tutoring sessions are not intended as “cramming” for exams. They are there to help build overall strength in a course area. Peer tutoring is offered on a drop-in basis.

Students must be registered for the TLC and must attend a short orientation session offered by the **PeerConnect** before they can use its services. Visit the

following website for a detailed description of [how Peer Tutoring works for students](#).

Counseling & Disability Services

Students with physical, emotional and/or learning disabilities can obtain support to help them with their studies through contacting the **Disability Services Department**. Counsellors are available to help students with personal, career, or school-related problems. Students can make an appointment to see a counsellor the Counseling office at your campus:

St. James: Room 582C
phone: 416-415-5000 EXT.2107

Casa Loma: Room C317
Phone: 416-415-5000 EXT.4585

Waterfront: 51 Dockside Dr., Rm. 225
Phone: 416-415-5000 EXT. 5370

Students can reach Counselling Services on-line at letstalk@georgebrown.ca.

They are also able to provide information about study skills, workshops, career options, part-time jobs, the Peer Tutoring Program, and Campus Worklink.

The College is committed to accommodating all learning styles. Services such as computerized note-taking and ASL interpreters are available to students with unique learning, visual, and other needs.

The staff in the Disability Services Department can provide information on the services available to accommodate special requirements of students.

We also encourage students to take workshops provided through the Student Counselling Services, which provides help in Study Skills, Test Anxiety, and Time Management, etc.

Resources & Support for Faculty

Organization & Staff Development Department

The Organization and Staff Development Department is an active department providing professional development opportunities for all staff. Organization & Staff Development provides a number of different opportunities to help you achieve your teaching goals. We offer

- Workshops on teaching and learning
- “Learning Squares”
- Computer training
- One-on-one consultation
- Blackboard training (through LIAD)
- College events

You can find a more sustained learning experience for developing your teaching by participating in the “Orientation to Teaching and Learning” certificate. This seven-week course is developed specifically for contract faculty and incorporates a “Hyflex” blended learning model that offers participants a choice of face-to-face workshops and/or online, synchronous webinars. The course is run through Blackboard, the College’s learning management system. It usually starts in week 3 of the semester.

Also available to all faculty members is the “Engaging in E-Teaching and Learning” program, which is comprised of three courses that provide instruction on how to integrate technology into your teaching practice.

Visit [the Staff Development web site](#).

The calendar will give a list of all the workshops and activities planned for each month. You can register for these events directly through the calendar.

Staff Development also has a variety of resources on teaching and learning such as scholarly publications. Some of them are online and can be accessed through Insite.

Other Sources of Important Information

There are additional sources that provide important information on a variety of teaching, learning and policy issues.

- Library Resources: [Faculty Services guide, on the library website](#) will answer your questions about borrowing and assigning research materials

and e-resources, using media in the classroom (copyright and captioning), recommending new materials for purchase, interlibrary loan, faculty publishing, and arranging for Library Instruction classes, etc.

- Insite—College’s intranet: A valuable clearinghouse of information from each of the College’s departments and academic divisions. Download things from PowerPoint templates and fonts to course outline handbooks from Insite. The site requires a separate login to access it.
- “Update”—weekly email: Comes out on Mondays and provides updates on news, events, and employment opportunities at George Brown.
- “College News”—monthly newsletter: Delivered directly to your mailbox.
- Website—georgebrown.ca: Through the College’s website, you can access STU-VIEW, find information on courses and programs, and download policies.

At the End of Semester...

The end of semester represents the culmination of you and your students’ hard work. For students, end of semester means some well-deserved time off. For faculty, however, the end of semester consists of some crucial tasks that have to be performed within specific deadlines.

Student Feedback Questionnaires

Improving on our teaching is an ongoing process, and our students offer an important source of feedback. Student Feedback Questionnaires are administered on-line for all post-secondary courses.

Students will receive an email through their student email accounts encouraging them to complete the course evaluations for each course.

It’s good practice to take some time to discuss with your class the importance of students’ feedback to you as a teacher. It’s also good practice to review your scores and arrange to discuss them with your chair.

Final Grades—Millennium FAST

Blackboard offers faculty the ability to record and compile final grades for all of your classes. One of the benefits of using this function in Blackboard is that your students always have a current picture of their grades in each of their assignments. You can download the grade book as an Excel file for your own records. **However, these grades are unofficial. Final marks have to be entered on Millennium FAST for them to be recorded on a student's official transcript.**

All courses are available for grading on Millennium FAST 10 business days prior to the end of the course. It is imperative that you record your grades by the grade-entry deadline of that semester. **The deadline is usually noon on the Wednesday immediately after the last day of classes. However, some departments require final grade entry to be a day or two earlier.**

If grades are not entered within the allotted time, the course(s) will no longer be available on the Millennium FAST system. In this event, you will need to contact your department to have the CRN made available again.

If you encounter any difficulties using Millennium Grade Entry, contact one of the following staff during regular business hours:

Gifty Quartey,
416 415-5000 EXT.4517
gquartey@georgebrown.ca

George Huang,
416 415-5000 EXT.4503
ghuang@georgebrown.ca

Millennium FAST will automatically convert a numerical grade you enter into the corresponding letter grade. Or you can follow the College's grading system below to determine a student's final mark in your class:

Grade		Percentage Value	
A+	90-100		4.0
A	86- 89	4.0	
A-	80- 85		3.7
B+	77- 79		3.3
B	73- 76		3.0

B-	70- 72	2.7
C+	67- 69	2.3
C	63- 66	2.0
C-	60- 62	1.7
D+	57- 59	1.3
D	50- 56	1.0
F	0- 49	0.0

In addition to the above letter grades, there are other grade designations that can be written on a student's record.

“P = PASS” or **“NP = NON-PASS”** are used in courses where no letter grade is assigned (e.g. COMM1003). These grade designations won't affect a student's GPA. If you're entering grades for courses with a Grade Mode of P or NP, do not enter percentage grades - you must indicate the P or NP in the letter grade column of Millennium FAST.

“INC” = Incomplete is temporary mark given to a student who has not completed all assignments but has agreed to a date for submission, or for a student who has missed final exam due to illness but is scheduled to write. (An “INC” grade will automatically change to an “F” after 60 days, if a “Grade Revision” form has not been submitted by faculty.)

“SD” = Standing Deferred is awarded when a student, for reasons beyond his or her control, was unable to complete the course and is unlikely to do so in 60 days (in which case an “INC” would be used). Documentation of extenuating circumstances must be provided and submitted to the Academic Department.

“F” Failed is assigned to students registered in the class, but were either a “no-show” or did not make arrangement with the teacher to complete outstanding course requirements. Students who simply cease to attend without officially withdrawing or withdraw after the academic penalty date will also receive a grade of “F”. Their names will also continue to show up on your class lists.

NOTE:

- Entering grades in the Blackboard Grade Book *does not* mean that you've recorded your final grades. Only grades recorded in Millennium FAST will be picked up by the Registrar's office and entered into the database.
- Final grade entry for all courses at the college is done online through the Millennium FAST website that is accessed through STU-VIEW and MyGBC.

- You cannot make changes once you have submitted your final grades on Millennium FAST, so make sure you're certain of the grades before you click the "Submit" button.

Students will then be able to access their unofficial final grades on Stu-View almost immediately after they've been recorded in the database.

Student Promotions

While we make every effort to assist students to be successful in their programs of study, it is necessary that clear policies and procedures exist for promotions. The purpose of these policies is to specify the conditions for advancement in a program and for graduation.

Programs often hold promotions meetings at the end of every semester to determine the status of current students in the next semester. You may be asked to participate in such meetings.

Criteria for promotions might vary from program to program. The typical promotion policy adopted by most programs is as follows:

- Students whose GPA after the first semester is at 1.7 will be required to meet with the Co-ordinator before they can continue on to the second semester
- Students whose GPA is below 1.7 will not be allowed to continue in the program.
- Unless there are extenuating circumstances, students who fail three or more courses will not be allowed to continue in the program.

NOTES